Accreditation Self Study

Kapiʻolani Community College

2000
KAP'OLANI COMMUNITY COLLEGE POLICY OF NONDISCRIMINATION

Kapi'olani Community College is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, color, national origin, ancestry, disability, marital status, religion, political affiliation, arrest and court records, sexual orientation, and veteran's status. This nondiscrimination policy covers the College's educational and employment programs, activities, and services.
ACCREDITATION SELF STUDY

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

KAPI'OLANI
COMMUNITY COLLEGE

SUBMITTED BY
KAPI'OLANI COMMUNITY COLLEGE
4303 DIAMOND HEAD ROAD
HONOLULU, HAWAI'I 96816

SUBMITTED TO
ACCREDIATING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

SEPTEMBER 2000
Kūlia I Ka Nuʻu

Strive for the Highest
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Certification of the
Institutional Self Study Report

DATE: SEPTEMBER 1, 2000

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: KAPI'OLANI COMMUNITY COLLEGE
4303 DIAMOND HEAD ROAD
HONOLULU, HAWAI'I 96816

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

[Signatures]
Chair, Board of Regents
President, University of Hawai‘i
Senior Vice President, University of Hawai‘i
Chancellor for Community Colleges
Provost, Kapi‘olani Community College
Accreditation Liaison Officer
Chair, Faculty Senate
President, Student Congress
Chair, Accreditation Self Study
Certification of Continued Compliance
With Eligibility Requirements

The Accreditation Self-Study Steering Committee reviewed and discussed each of the eligibility requirements for accreditation set by the Western Association of Schools and Colleges. The committee unanimously agreed that Kapi'olani Community College continues to meet each of the 20 eligibility requirements for accreditation.

Chairs of Standard Committees

Standard One
Pierre Aselle

Standard Two
Sharon Rota

Standard Three
John M. Flanigan Louise Pagotto

Standard Four
Not available for signature Kristie Souza Malterre
Jan Fried

Standard Five
Regina Ewing Ron Umehira

Standard Six
Judith Kirkpatrick

Standard Seven
Barbara Ross-Pfeiffer

Standard Eight
Alfred Seha

Standard Nine
Charles Matsuda

Standard Ten
Jeff Zuckernick
Certification of Continued Compliance
With Eligibility Requirements

Statement of Assurance

We hereby certify that Kapi'olani Community College continues to meet the eligibility requirements for accreditation.

John Morton
Provost
Kapi'olani Community College

Joyce S. Tsunoda
Senior Vice President, University of Hawai'i
Chancellor for Community Colleges

Lily K. Yao
Chair, Board of Regents
University of Hawai'i
He po'i na kai uli, kai ko'o, 'a'oe hina pūko'a

Though the sea be deep and rough, the coral rock remains steady

Said of one who remains calm in the face of difficulty
Organization of the Self Study

The Self Study got under way in the fall 1998 when the College Provost asked the Faculty Senate to recommend members of the faculty to direct the Study. The Senate’s list of candidates included Ibrahim Dik, who accepted the responsibility as Chair of the Accreditation 2000 Self Study.

Emphasis on Internet

One of the Chair’s early decisions was to make full use of an Accreditation Web site. To the extent possible, work on the Self Study would be posted on the Internet. A Web site was set up at <http://leahi.kcc.hawaii.edu/~kcca/>.

Multiple appeals to participate in the study were published in the campus electronic bulletin and in Kapi’o, the student newspaper. Participants registered electronically on the Web site and indicated which standard they would like to serve on. The Chair personally visited departmental and administrative offices inviting staff members to participate.

Volunteer-Driven Organization

On January 31, 1999, the volunteers met and organized themselves into the ten Standard Committees, according to the preference of each volunteer. Each committee selected its Chair. Additionally, an Executive Committee — consisting of the Self Study Chair, the Accreditation Liaison Officer, and the Editor — was formed to provide overall supervisory assistance. A tentative timeline for the study was developed.

Chairs of each Standard Committee also served as members of the Self Study’s Steering Committee, which met monthly in the early stages of the study, and more frequently as the target date for the final draft drew near. Michael Wun, President of the Student Congress, represented the student body at many of the meetings. The Chair of the Faculty Senate also chaired one of the Standard Committees.

By March 1999, the Standard Committees were filled and began organizing their work. Tables at the end of this section list the 112 members of the campus community who worked on the Self Study.

Accreditation Web Site

The Accreditation Web site became an elaborate, multi-layered tool. The site included links to each of the ten standards and names of all volunteers, including their e-mail addresses.

The site also included links to a variety of support materials, including the WASC Handbook of Accreditation and Policy Manual, the WASC Distance Learning Handbook, and the WASC Home Page. Other support materials included a “Style Guide for the Accreditation Report.”

Drafts of each committee’s report were placed on the Web site. Designating a draft as “Ready for Release” signaled that it was ready for comments from members of the Steering Committee.

Campus Surveys

As part of an ongoing process, the Office of Institutional Research regularly surveys students, staff, and faculty. The most recent surveys were in the fall 1999 and were available for this Self Study.
Organization of the Self Study

First Draft
The timeline called for Standard Committees to have drafts of their reports ready to put on the Web site early in fall 1999. Members of the Steering Committee reviewed all initial drafts and sent comments to the Standard Committees. The target date for the first complete draft was December 15, 1999.

Second Draft
On February 22, 2000, Draft 2 of the report was printed and was loaded onto the Web site. Copies of the draft were distributed to the College administration for comment. The Steering Committee also reviewed the draft.

Third Draft
Based on comments from the Steering Committee and the administration, the Standard Committees prepared Draft 3 of the report, which was printed March 22, 2000, and posted on the Web site.

Copies of Draft 3 were also placed in the Student Activities Office and in departmental and administrative offices on the campus. Additional copies were placed in the college duplicating room. Availability of the draft was announced through the electronic bulletin and Kapi‘o.

Several members of the campus community who were not on the accreditation team read Draft 3 in its entirety and returned the draft with numerous written comments, criticisms, and suggestions.

Open Forum
To ensure that every opportunity was available for individuals to comment on the Self Study, the Steering Committee also held an open forum on April 7th. The forum was widely publicized on campus. Announcements appeared twice in the student newspaper, including a front-page story in the April 4th issue. Announcements also ran for 15 days in the campus electronic bulletin.

At the forum, seven members of the faculty did provide additional comments to the Steering Committee.

Retreat
On April 8, 2000, the Steering Committee met in an all-day session to discuss the report, identify and eliminate overlaps and inconsistencies, and select final editorial formats. The Provost spoke to the committee for 3½ hours, providing extensive suggestions from the administration. Also present were the Senior Academic Dean and the Dean of Student Services.

Fourth, Fifth, and Sixth Drafts
To prepare the Report for Draft 4, the Steering Committee held additional meetings on April 14th (noon to 5 p.m.), April 21st (8 am to 5 p.m.), and April 28th (noon to 5 p.m.). At these meetings, the committee discussed each standard-report section by section. Following this series of meetings, Draft 4 was printed and distributed, and posted on the Web site before the spring semester ended.

The Steering Committee met again on June 16th to prepare Draft 5. In August, a 6th draft re-
Organization of the Self Study

Fleeted comments from the administration and the Chancellor's Office. On September 1, 2000, the finished document was sent to the Western Association of Schools and Colleges.

<table>
<thead>
<tr>
<th>SELF STUDY TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 24 - 26, 2000</td>
</tr>
<tr>
<td>September 1, 2000</td>
</tr>
<tr>
<td>Summer 2000</td>
</tr>
<tr>
<td>May 9, 2000</td>
</tr>
<tr>
<td>April 8, 14, 21, 28, 2000</td>
</tr>
<tr>
<td>April 7, 2000</td>
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<tr>
<td>March 8 - 22, 2000</td>
</tr>
<tr>
<td>February 23, 2000</td>
</tr>
<tr>
<td>February 22, 2000</td>
</tr>
<tr>
<td>November 15 - December 15, 1999</td>
</tr>
<tr>
<td>March 31 - May 31, 1999</td>
</tr>
<tr>
<td>March 31, 1999</td>
</tr>
<tr>
<td>February 28, 1999</td>
</tr>
<tr>
<td>January 31, 1999</td>
</tr>
</tbody>
</table>
# Organization of the Self Study

## SELF STUDY 2000
### STEERING COMMITTEE AND WEB SUPPORT

**Executive Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibrahim Dik</td>
<td>Chair</td>
</tr>
<tr>
<td>Frank Abou-Sayf</td>
<td>Accreditation Liaison Officer</td>
</tr>
<tr>
<td>Bob Johnson</td>
<td>Editor</td>
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**Student Representative**

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Michael Wun</td>
<td>President, Student Congress</td>
</tr>
</tbody>
</table>

**Chairs of the Standard Committees**

<table>
<thead>
<tr>
<th>Standard One</th>
<th>Chair</th>
</tr>
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<tbody>
<tr>
<td>Pierre Asselin</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Sharon Rota</td>
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</table>

<table>
<thead>
<tr>
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<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>John M. Flanigan</td>
<td></td>
</tr>
<tr>
<td>Louise Pagotto</td>
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<table>
<thead>
<tr>
<th>Standard Four</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Fried</td>
<td></td>
</tr>
<tr>
<td>Kristie Souza Malterre</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Five</th>
<th>Chair</th>
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</thead>
<tbody>
<tr>
<td>Regina Ewing</td>
<td></td>
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<tr>
<td>Ron Umehira</td>
<td></td>
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<table>
<thead>
<tr>
<th>Standard Six</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Kirkpatrick</td>
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</table>

<table>
<thead>
<tr>
<th>Standard Seven</th>
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<tbody>
<tr>
<td>Barbara Ross-Pfeiffer</td>
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<table>
<thead>
<tr>
<th>Standard Eight</th>
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<tbody>
<tr>
<td>Alfred Seita</td>
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</tr>
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<table>
<thead>
<tr>
<th>Standard Nine</th>
<th>Chair</th>
</tr>
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<tbody>
<tr>
<td>Charles Matsuda</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard Ten</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Zuckernick</td>
<td></td>
</tr>
</tbody>
</table>

**Web Support**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Kristie Kam</td>
<td></td>
</tr>
<tr>
<td>Liping Zhou</td>
<td></td>
</tr>
</tbody>
</table>
Organization of the Self Study

**SELF STUDY 2000**
**MEMBERS OF THE STANDARD COMMITTEES**

**Standard One**
Robert Allis, Chelsea Chong, Robin Fujikawa, Rosie Harrington, Susan Inouye, Thomas Kondo, Joan Matsukawa, Shr Ward.

**Standard Two**
May Kealoha, Marilyn E. Miller, Vera Okamura, Bill Reisner.

**Standard Three**
Dave Evans, Mavis Hara, Gail Harada, M.J. Haverly, Ed Kalinowski, Monomita Roy Krishna, Guy Nishimoto, Carmen Young.

**Standard Four**

**Standard Five**
Bruce Berg, Ann Ching, Colette Higgins, Keith Kashiwada, Yukio Kataoka, Jodilyn Kunimoto, Linda Letta, Kawika Napoleon, Halina Ngo-Sobon (student), Randy Nunokawa (student), Penelope Ostapiej (student), Naresh Pandya, Sven Stevens (student), Barbara Tredick.

**Standard Six**
Brian Cassity, Harry Davis, Michelle Fong (student), Langley Frissell, Anthony Herndon (student), Yukiyasu Ishigami, Harriet Miyasaki, Karl Naito, Linda Soma, Evelyn Takazawa, Lane Yoder.

**Standard Seven**
Marcia Armstrong, Anne Flanigan, Sheryl Fuchino-Nishida, Chris Hacskaylo, Debbie Miller, Lori Maehara, Sharoh Moore, Wha Sook Whang (student).

**Standard Eight**
Mary Gutierrez, Judith Keyworth, Cynthia N. Kimura, Jill A. Makagon, Dennis Nullet, Gene Phillips, Anthony Pizarro, Cheryl Souza, Joselyn Yoshimura.

**Standard Nine**
Karen Boyer, Reginald Bumanglag (student), Donna J. Demello, Carl Hefner, Sanae Moikeha, Barbara Norfleet, Ron Takahashi, Dennis L. Vanairsdale, Gemma A. Williams.

**Standard Ten**
Andrew Astromoff, James D. Becker, Delmarie Klobe, Elaina Malm, Carol Paul-Watanabe, Tanya Renner, Janice Walsh
Organization of the Self Study

Acknowledgements

Hawaiian Proverbs and Poetic Sayings: Mary Kawena Pukui
Hawaiian Pictographs: Guava Graphics, Honolulu
Initial Editorial Work: Linka Corbin-Mullikin
Printing: Gene Phillips
BACKGROUND AND DEMOGRAPHICS

‘A’ohe pau ka ‘ike i ka hālau ho’okahi

All knowledge is not taught in the same school

One can learn from many sources
Background and Demographics

BACKGROUND

Kapi'olani Community College is one of seven community colleges that, with the Employment Training Center, make up the University of Hawai'i Community Colleges.

Community

Located on the slopes of Hawai'i's famous landmark, Diamond Head (Le'ahi), Kapi'olani Community College sits at the apex of three communities, Kahala, Kaimuki, and Kapahulu. These communities make up the area known as the "East Honolulu District." The East Honolulu District contains over a thousand businesses, spread among schools and residential areas representing a wide variety of socioeconomic communities. The campus is a few minutes from Waikīkī and about ten minutes from the University's main campus in Mānāoa Valley.

History

Kapi'olani Community College began in 1946 as Kapi'olani Technical School, a technical post-secondary school administered by the Territorial Department of Public Instruction (which later became the State Department of Education). As a technical school, Kapi'olani provided training in Hotel and Restaurant Operations (1946). In following years, the School added training in Practical Nursing (1947), Business Education (1956), and Dental Assisting (1959).

In 1965, as a result of legislative action, Kapi'olani Technical School was incorporated into a new community college system under the governance of the University of Hawai'i. Renamed Kapi'olani Community College, it expanded its mission. A Liberal Arts program, which awards an Associate in Arts degree, was added in 1967. Through this program, students may do coursework for transfer to institutions offering four-year baccalaureate degrees. Technical, Occupational, and Professional offerings have also expanded, and a Community Services component was added, offering short-term non-credit courses for the community.

Accreditation

In July 1967, Kapi'olani Community College was named a Recognized Candidate for Accreditation by the Western Association of Schools and Colleges and was fully accredited in July 1970. In addition, the following programs all have accreditation or approval from appropriate agencies: Culinary Arts, Medical Assistant, Medical Laboratory Assistant, Associate Degree Nursing, Occupational Therapist Assistant, Phlebotomy (a noncredit program), Paralegal, Radiologic Technology, and Respiratory Therapist.

Enrollment

Table 1 below shows the College's enrollment in credit programs in the past four academic years.

<table>
<thead>
<tr>
<th>AY Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-1997</td>
<td>7,373</td>
<td>6,685</td>
</tr>
<tr>
<td>1997-1998</td>
<td>7,189</td>
<td>6,595</td>
</tr>
<tr>
<td>1998-1999</td>
<td>7,236</td>
<td>6,858</td>
</tr>
<tr>
<td>1999-2000</td>
<td>7,254</td>
<td>6,784</td>
</tr>
</tbody>
</table>
Background and Demographics

When the 1988 Self Study was prepared, enrollment at Kapi'olani was just over 5,300. By the next Self Study in 1994, enrollment had passed 7,300. As Table 1 shows, enrollment in credit programs has remained relatively steady near 7,000. Additionally, more than 7,600 students enrolled in continuing education courses in fall 1999.

ACADEMICS

Kapi'olani Community College is a comprehensive community college offering a wide choice of educational opportunities, as detailed below.

Services

The College is based on a semester calendar, with additional summer sessions. It provides to its students many services, as shown in Table 2.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Academic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Remediation for Entering Students</td>
<td></td>
</tr>
<tr>
<td>Adult and Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Center for International Students</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Honors Program</td>
<td></td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

College Emphases

The College shapes its academic offerings around six cross-curricular emphases, as shown in Table 3.

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Cross-curricular Emphases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Pacific</td>
<td></td>
</tr>
<tr>
<td>Information and Technology</td>
<td></td>
</tr>
<tr>
<td>Math Across the Curriculum</td>
<td></td>
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<tr>
<td>Service-Learning</td>
<td></td>
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<tr>
<td>Thinking and Reasoning</td>
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<tr>
<td>Writing Across the Curriculum</td>
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</tbody>
</table>

Degrees and Certificates

Table 4 shows the degrees and certificates the College offers.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Degrees and Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts</td>
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<tr>
<td>Associate in Science</td>
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<tr>
<td>Associate in Technical Studies</td>
<td></td>
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<tr>
<td>Certificates</td>
<td></td>
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<tr>
<td>Academic-Subject Certificate</td>
<td></td>
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<tr>
<td>Certificate of Achievement</td>
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<tr>
<td>Certificate of Competence</td>
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<tr>
<td>Certificate of Completion</td>
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</tbody>
</table>

Degree-Granting Programs

As listed in the *Kapi'olani Community College General Catalog, 1998-2000*, the College offers 18 programs in which students can earn degrees (A.S., A.A., and A.T.S.). Table 5 on the following page shows these programs. Except for Liberal Arts, all programs offer the A.S. degree. Liberal Arts offers an A.A. degree in Liberal Arts and an A.T.S. degree in New Media Arts.
## Background and Demographics

### Table 5
**Degree-Granting Programs 1998-2000**

<table>
<thead>
<tr>
<th>Business Education</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Marketing</td>
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</table>

<table>
<thead>
<tr>
<th>Food Service and Hospitality Education</th>
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</thead>
<tbody>
<tr>
<td>Food Service</td>
</tr>
<tr>
<td>Hotel/Restaurant Operations</td>
</tr>
<tr>
<td>Travel and Tourism</td>
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<table>
<thead>
<tr>
<th>Health Career Education</th>
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<tbody>
<tr>
<td>Emergency Medical Services</td>
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<tr>
<td>Mobile Intensive Care Technician</td>
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</table>

<table>
<thead>
<tr>
<th>Health Sciences</th>
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</thead>
<tbody>
<tr>
<td>Medical Assisting</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
</tr>
<tr>
<td>Radiologic Technology</td>
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<tr>
<td>Respiratory Care</td>
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<table>
<thead>
<tr>
<th>Nursing</th>
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<tbody>
<tr>
<td>Transition for Licensed Practical Nurse</td>
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<td>Registered Nurse Preparation</td>
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<table>
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<table>
<thead>
<tr>
<th>Liberal Arts</th>
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<tbody>
<tr>
<td>Liberal Arts</td>
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<tr>
<td>New Media Arts</td>
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### Table 6
**Certificate-Granting Programs 1998-2000**

<table>
<thead>
<tr>
<th>Business Education</th>
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<tbody>
<tr>
<td>Accounting</td>
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<th>Food Service and Hospitality Education</th>
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<tbody>
<tr>
<td>Food Service</td>
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<td>Culinary Arts</td>
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<th>Health Career Education</th>
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<td>Emergency Medical Services</td>
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<td>Emergency Medical Technician</td>
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<table>
<thead>
<tr>
<th>Health Sciences</th>
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<td>Community Health Worker</td>
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<tr>
<td>Dental Assistant</td>
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<tr>
<td>Diagnostic Medical Sonographer</td>
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<td>Medical Assistant</td>
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<tr>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Residential Care Home Operator</td>
</tr>
<tr>
<td>Long Term Care/Home Health</td>
</tr>
<tr>
<td>Nurses’ Aide</td>
</tr>
<tr>
<td>Nurses’ Aide</td>
</tr>
<tr>
<td>Practical Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Secretary</td>
</tr>
<tr>
<td>Rapid Text Entry Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Studies</td>
</tr>
<tr>
<td>Hawaiian/Pacific Studies</td>
</tr>
</tbody>
</table>
Background and Demographics

Class Size and Faculty-Student Ratios

The College maintains class sizes and faculty-student ratios shown in Tables 7 and 8.

Table 7
Average Class Size
Fall 1999

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>26</td>
</tr>
<tr>
<td>Technical, Occupational, and Professional Programs</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 8
Faculty-Student Ratios
Fall 1999

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>1:24</td>
</tr>
<tr>
<td>Technical, Occupational, and Professional Programs</td>
<td>1:12</td>
</tr>
</tbody>
</table>

Graduates

In academic year 1998-1999, the College awarded the degrees shown in Table 8.

Table 8
Degrees Awarded
AY 1998-1999

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>251</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>341</td>
</tr>
<tr>
<td>Associate in Technical Studies</td>
<td>10</td>
</tr>
</tbody>
</table>

DEMOGRAPHICS

Students

Kapiʻolani Community College is an open-door college that welcomes any person who is 18 years of age or older or who has earned a high school diploma or equivalent.

Table 9 shows some of the varied characteristics of the students enrolled in credit programs in fall 1999.

Table 9
Students Enrolled in Credit Programs
Fall 1999

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age</td>
<td>25.0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,168</td>
</tr>
<tr>
<td>Female</td>
<td>4,086</td>
</tr>
<tr>
<td>Enrollment Status</td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>3,264</td>
</tr>
<tr>
<td>Part Time</td>
<td>3,990</td>
</tr>
<tr>
<td>Residence Status</td>
<td></td>
</tr>
<tr>
<td>Resident of Hawaiʻi</td>
<td>6,623</td>
</tr>
<tr>
<td>Nonresident</td>
<td>631</td>
</tr>
</tbody>
</table>

Approximately 58% of the students in the fall 1999 were continuing from the previous semester. Of the incoming students, approximately 19% were attending the College for the first time; 17% of the incoming students had transferred from other schools. About two-thirds of these transfer students were from other schools in the University of Hawaiʻi system.
Background and Demographics

Enrollment by Program

Table 10 shows the number of students enrolled by credit programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>846</td>
</tr>
<tr>
<td>Food Service and Hospitality</td>
<td>786</td>
</tr>
<tr>
<td>Health Career Education</td>
<td>405</td>
</tr>
<tr>
<td>Legal Education</td>
<td>146</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>4,535</td>
</tr>
<tr>
<td>Unclassified</td>
<td>423</td>
</tr>
</tbody>
</table>

Ethnicity of Students

Kapi‘olani Community College is a multi-ethnic school. As Table 11 at the right illustrates, the College has wide diversity in its student body but no ethnic or racial majorities.

<table>
<thead>
<tr>
<th>Ethnic or Racial Ancestry</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>64</td>
<td>0.9</td>
</tr>
<tr>
<td>American Indian, Alaskan Native</td>
<td>15</td>
<td>0.2</td>
</tr>
<tr>
<td>Caucasian (including Portuguese)</td>
<td>911</td>
<td>13.4</td>
</tr>
<tr>
<td>Chinese</td>
<td>741</td>
<td>11.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,122</td>
<td>16.5</td>
</tr>
<tr>
<td>Hawaiian and Part-Hawaiian</td>
<td>832</td>
<td>12.2</td>
</tr>
<tr>
<td>Japanese</td>
<td>1,003</td>
<td>14.8</td>
</tr>
<tr>
<td>Korean</td>
<td>307</td>
<td>4.5</td>
</tr>
<tr>
<td>Mixed</td>
<td>814</td>
<td>12.0</td>
</tr>
<tr>
<td>Mixed Asian and Pacific</td>
<td>350</td>
<td>5.2</td>
</tr>
<tr>
<td>Mixed Hispanic</td>
<td>47</td>
<td>0.7</td>
</tr>
<tr>
<td>Other Asian</td>
<td>220</td>
<td>3.2</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>39</td>
<td>0.6</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>153</td>
<td>2.3</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>36</td>
<td>0.5</td>
</tr>
<tr>
<td>No Response</td>
<td>130</td>
<td>2.0</td>
</tr>
</tbody>
</table>

International Students

The College draws a large number of students from other countries. According to the campus Office of International Affairs, the College enrolled 306 International Students in spring 2000. Table 12 at the right shows the home countries of these students.

<table>
<thead>
<tr>
<th>Home Country</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>25</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>11</td>
</tr>
<tr>
<td>Japan</td>
<td>143</td>
</tr>
<tr>
<td>Korea</td>
<td>28</td>
</tr>
<tr>
<td>Micronesia</td>
<td>11</td>
</tr>
<tr>
<td>Palau</td>
<td>7</td>
</tr>
<tr>
<td>Taiwan</td>
<td>18</td>
</tr>
<tr>
<td>Other Countries*</td>
<td>63</td>
</tr>
</tbody>
</table>

*32 other countries
Background and Demographics

ADMINISTRATORS, FACULTY, AND STAFF

In December 1999, Kapi‘olani Community College had 7 administrative employees, 345 faculty employees, and 113 staff employees.

Status and Gender

Tables 13 and 14 show the employment status and gender of the employees.

Table 13
Administrators, Faculty, and Staff Employment Status
Fall 1999

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Faculty</td>
<td>207</td>
<td>138</td>
</tr>
<tr>
<td>Staff</td>
<td>108</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 14
Administrators, Faculty, and Staff Gender
Fall 1999

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators (All Full Time)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Faculty (Full Time and Part Time)</td>
<td>153</td>
<td>192</td>
</tr>
<tr>
<td>Staff (Full Time and Part Time)</td>
<td>42</td>
<td>71</td>
</tr>
</tbody>
</table>

Ethnic and Racial Diversity

Tables 15, 16, and 17 show the ethnic and racial diversity of administrators, faculty, and staff.

Table 15
Ethnic and Racial Diversity
Administrators
Fall 1999

<table>
<thead>
<tr>
<th>Ethnic or Racial Ancestry</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>American Indian, Alaskan Native</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Caucasian (including Portuguese)</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hawaiian and Part-Hawaiian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Indian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Korean</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Asian and Pacific</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Hispanic</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Background and Demographics

### Table 16

<table>
<thead>
<tr>
<th>Ethnic or Racial Ancestry</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4</td>
<td>1.1</td>
</tr>
<tr>
<td>American Indian, Alaskan Native</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>Caucasian (including Portuguese)</td>
<td>165</td>
<td>47.8</td>
</tr>
<tr>
<td>Chinese</td>
<td>33</td>
<td>9.6</td>
</tr>
<tr>
<td>Filipino</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>Hawaiian and Part-Hawaiian</td>
<td>20</td>
<td>5.8</td>
</tr>
<tr>
<td>Indian</td>
<td>4</td>
<td>1.1</td>
</tr>
<tr>
<td>Japanese</td>
<td>85</td>
<td>24.6</td>
</tr>
<tr>
<td>Korean</td>
<td>7</td>
<td>2.0</td>
</tr>
<tr>
<td>Mixed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Asian and Pacific</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Hispanic</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>7</td>
<td>2.0</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>2</td>
<td>0.7</td>
</tr>
</tbody>
</table>

The graph on the following page compares the 1998 ethnic makeup of the City and County of Honolulu and the ethnic makeup of the College. (These are the most recent comparisons available. The figures for the general population are for the entire island of Oahu and not specifically for the East Honolulu district, the primary service area of the College.)

The graph shows that, in 1998, students of Asian and Pacific Islander ethnicity constituted a higher percentage of the student body than their percentage of the general population of the City and County of Honolulu. In contrast, the percentage of the student body constituted by students of Hawaiian and Part-Hawaiian ethnicity was less than these groups’ percentage of the general population. The percentage for Caucasian students was likewise less than the Caucasian percentage of the general population.

As for faculty and staff of the College, the graph shows that the percentage of persons of Asian and Pacific Islander ancestry was higher than the percentage of the general population these groups constituted. Likewise, the percentage of the faculty and staff that Caucasians constituted was higher than the Caucasian percentage of the general population. Conversely, the percentage of faculty and staff constituted by Hawaiians and Part-Hawaiians was lower than the percentage of these groups in the general population.
As discussed later in this report, the College develops programs to attract and train members of ethnic groups that are under-represented in the student body. The Office of the Chancellor of the University of Hawaii Community Colleges also monitors Equal Employment Opportunities and Affirmative Action by discipline and job group. Annual action plans and goals are created in response to analysis of data on employment and availability of qualified applicants.
He luelue ka ‘upena a ku’u ai

The fine-meshed net is the one to let down into the sea

A fine-meshed net misses nothing, big or small
In seeking wealth, the small things are just as important as the big ones
Organization of the Institution

REORGANIZATION

Since the last Self Study in 1994, Kapi'olani Community College has been undergoing reorganization. Partly in response to declining financial support from the State, and to provide more efficient operation of the College, the Provost developed a reorganization plan, which was presented to the Faculty Senate in May 2000 and will be presented to the University of Hawai‘i Chancellor for Community Colleges and the Board of Regents later in the year.

In its reorganized structure, the College is divided into four academic units and one administrative services unit. The following pages describe the functions of each unit followed by charts showing the organization structure.

FUNCTIONAL STATEMENTS

The philosophy of Kapi'olani Community College is to assist each individual in the lifelong process of personal growth through education. This objective is accomplished by providing credit and noncredit programs, as well as related support programs, in a variety of Liberal Arts and Technical, Occupational, and Professional areas. The various academic offerings lead to certificates or degrees.

The College’s program areas include Business, Health, Hospitality, Holomua (remedial and developmental education), Legal Education, and Arts and Sciences. Some of the specific degree and certificate offerings, such as those in Legal Education, Health Sciences, Emergency Medical Services, and Sign Language Interpreter Training, are available in Hawai‘i only through Kapi'olani Community College.

OFFICE OF THE PROVOST

The Office of the Provost is responsible for maintaining a successful learning environment for all students, an institution that is responsive to the needs of the community, and an environment that provides for professional growth and development of all staff.

The Office of the Provost plans, organizes, directs, and controls the institution’s academic and support programs at the campus level in accordance with established policy and procedural guidelines and applicable statutes. It also oversees management and operations of the College in the area listed below.

- Academic program development and delivery, including credit and degree programs and noncredit training programs and related support services
- Auxiliary services
- Campus planning and research
- Community affairs, marketing, and public information
- Finance, accounting, and budgeting
- Fund raising
- Human resource management
- Information Media Technology Services
- International Affairs
- Library and Learning Resources
- Management of curricula, programs, and articulation with external colleges and organizations
- Student Services

The Office of the Provost serves as a link to the University community and to governmental agencies. The Provost also represents the College to the larger external community. Internally, the Office of the Provost provides for leadership and
Organization of the Institution

Integration of the various academic and administrative units and provides the opportunity for inclusion of all staff in the planning and governance of the College.

ACADEMIC UNIT ONE

The following programs constitute Academic Unit One: the Arts and Sciences Academic Unit, the Office of International Affairs, and the Curriculum Management support unit. The Senior Academic Dean is responsible for the functions of this unit as listed below.

- Applying and administering the University’s and College’s rules concerning faculty, staff, curricula, and budget
- Coordinating development of curriculum, program planning, and support services
- Overseeing recruitment, hiring, evaluation, and professional improvement of faculty and staff

Arts and Sciences Academic Unit

The Arts and Sciences Academic Unit is responsible for the functions listed below.

- Developing and delivering Associate in Science and Associate in Technical Studies
- Developing and delivering credit instruction leading to the Associate in Arts degree and related academic certificates
- Developing and delivering general education for all Associate degrees
- Developing and delivering noncredit programs
- Developing and delivering selected pre-baccalaureate programs in the arts and sciences, engineering, and education
- Developing curriculum and innovation in support of arts and sciences
- Developing student and learning support for arts and sciences programs

In filling these functions, the Arts and Sciences academic unit is responsible for promoting student success in life-long learning.

Office of International Affairs

The Office of International Affairs is responsible for the functions listed below.

- Coordinating and managing faculty international exchanges
- Coordination and protocol associated with official international visitors
- Coordination and support for student study abroad
- Coordinating international education initiatives, including curriculum development, international workforce development, and other programs supporting international education
- Coordinating recruitment and student support for international students
- Developing and managing international cooperative and exchange agreements with foreign institutions

The Office of International Affairs is responsible for a strong infusion of international affairs throughout the activities and curricular offerings of the College. The Office is also responsible for multi-cultural activities and training to support the international education mission.
Organization of the Institution

Curriculum Management
The curriculum management unit is responsible for the functions listed below.

- Coordinating and managing all internal and external articulation agreements
- Coordinating curriculum initiatives that cut across academic units
- Developing and coordinating faculty professional development activities
- Ensuring compliance with all College and University rules and regulations regarding course and program approvals
- Providing leadership and coordinating activities related to teaching and student learning

Under the leadership of the Senior Academic Dean, the curriculum management unit provides the primary leadership for innovation, curriculum research and development, programs and activities that integrate learning across the academic program units, and provides training related to furthering the learning objectives of the College.

ACADEMIC UNIT TWO
The following programs constitute Academic Unit Two: the Holomua Academic Unit and Student Services. The Academic Dean for this unit is responsible for the functions listed below.

- Applying and administering the University’s and College’s rules concerning faculty, staff, curricula, and budget
- Coordinating development of curriculum, program planning, and support services
- Overseeing recruitment, hiring, evaluation, and professional improvement of faculty and staff

Holomua Academic Unit
The Holomua Academic Unit is responsible for the functions listed below.

- Developing and delivering higher-level developmental education in writing, reading, speaking, mathematics and logical reasoning, study skills, and other skills necessary for students to succeed in the other academic programs
- Developing and delivering noncredit remedial and adult education
- Developing curriculum and innovation related to fostering student success in remedial and developmental education
- Developing and managing special programs targeted at disadvantaged students who are not yet prepared for enrollment in other academic programs
- Developing and managing student counseling, learning assistance, and other support services for students requiring remedial or developmental education

While some focus may be placed on adult literacy for its own sake, Holomua is primarily concerned with providing students with necessary skills to succeed in one of the other academic program areas or in employment.

Student Services
Student Services is responsible for planning, developing, and implementing support services that are applicable to students or potential students.
Organization of the Institution

across the academic programs. This responsibility includes services in areas listed below.

- Administering policies related to student privacy, conduct, and other student rights and responsibilities
- Coordinating student support functions in the academic units to provide quality control, consistency, and professional development for Student Services professionals
- Evaluating academic credentials for students
- Managing student admission, including coordination of admission into select admission programs
- Managing student records for credit and noncredit students
- Providing financial aid counseling and assistance for students, including administration of private aid programs
- Providing special programs and support services for minority students, single-parents, and other targeted students
- Providing student co-curricular activities and leadership training for students
- Providing support services that enable success of students with disabilities
- Registering students for credit and noncredit courses

Student Services is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These policies and procedures are designed to create a friendly and accessible learning environment while ensuring full compliance with regulations. Student Services is responsible for training in these functional areas and may provide consultation to other operating units related to Student Services issues and concerns.

ACADEMIC UNIT THREE

The following programs constitute Academic Unit Three: Health Academic Unit, Information Media Technology Services, Legal Education Academic Unit, and Library and Learning Resources. The Academic Dean of this unit is responsible for the functions listed below.

- Applying and administering the University’s and College’s rules concerning faculty, staff, curricula, and budget
- Coordinating development of curriculum, program planning, and support services
- Overseeing recruitment, hiring, evaluation, and professional improvement of faculty and staff

Health Academic Unit

The Health Academic Unit is responsible for the functions listed below.

- Developing and delivering degree and certificate programs in emergency medical services, health sciences, and nursing
- Developing and delivering pre-baccalaureate programs in health fields
- Developing and delivering pre-health recruitment, counseling, and educational programs
- Developing curriculum and innovation related to student success in health education
- Providing noncredit training programs in the health field
- Providing student counseling, learning assistance, and other support services for students enrolled in health programs
Organization of the Institution

In carrying out these functions, the Health Academic Unit is responsible for promoting student success in life-long learning.

Legal Education Academic Unit

The Legal Education Academic Unit is responsible for the functions listed below.

- Developing and delivering degree and certificate programs in paralegal, legal secretary, and related legal fields
- Developing curriculum and innovation related to student success in legal education
- Providing noncredit training and educational programs related to legal education
- Providing student counseling, learning assistance, and other support services for students enrolled in legal-education programs

In filling these functions, the Legal Education Academic Unit is responsible for promoting student success in life-long learning.

Library and Learning Resources

Library and Learning Resources is responsible for planning, developing, and delivering a variety of educational resources, information, and learning services that are applicable across the various academic programs. This responsibility includes services in the areas listed below.

- Consulting with faculty on resources related to their learning goals
- Developing and maintaining College-wide information for distribution through the College Web site(s)
- Developing and managing a tutorial service for students
- Developing online materials for use by students enrolled in on-campus and off-campus courses
- Maintaining library materials and information access in print and non-print forms
- Managing circulation processes for loan of information materials
- Providing access to online catalogs and other means to locate information
- Providing student learning assistance such as access to open computer labs, audiovisual equipment, study rooms, make-up testing, and other learning assistance

Library and Learning Resources is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These policies and procedures are designed to create easy access to a wide variety of quality resources for faculty and students. These resources include passive materials — such as books, periodicals, digital media, and Web information — but they also include active services such as tutorial assistance, testing services, and open learning labs.

Library and Learning Resources is responsible for creating quality and easily accessible learning resources while ensuring full compliance with regulations. Library and Learning Resources is responsible for training in these functional areas and may provide consultation to other units related to learning resource issues and concerns.
Organization of the Institution

Information Media Technology Services (IMTS)

Information Media Technology Services is responsible for planning, developing, and delivering high quality computing and media resources for student learning, administrative operations, faculty development, and delivering instruction and services. This responsibility includes services in areas listed below.

- Coordinating and producing graphics and print materials for instructional and administrative purposes
- Developing and maintaining the College's voice, data, and video networks
- Developing and maintaining computing programs and services for academic and administrative uses
- Developing and supporting local area networks within instructional and office facilities
- Maintaining and repairing media and computing equipment, including developing and implementing preventive maintenance programs
- Providing mail and telephone services
- Supporting curriculum innovation using computers or media technology in the classroom
- Supporting development and delivery of distance education using a variety of media, such as interactive television, cable television, web-based instruction, or other forms of digital delivery
- Training faculty and staff in computer applications and use of media

IMTS is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies. These policies and procedures are designed to provide a highly reliable environment that can maximize the potential of technology for instruction and service.

IMTS plays a role in planning for information technology and in training the campus community on its use. IMTS may also provide consultation services to the various academic and support units in matters related to technology.

ACADEMIC UNIT FOUR

The following programs constitute Academic Unit Four: Business Academic Unit, Hospitality Academic Unit, and College and Community Relations. The Academic Dean of this unit is responsible for the functions listed below.

- Applying and administering the University and College rules concerning faculty, staff, curricula, and budget
- Coordinating development of curriculum, program planning, and support services
- Overseeing recruitment, hiring, evaluation, and professional improvement of faculty and staff

Business Academic Unit

The Business Academic Unit is responsible for the functions listed below.

- Developing and delivering degree and certificate programs in accounting, marketing, and information technology
- Developing and delivering pre-baccalaureate programs in accounting, marketing, and information technology
Organization of the Institution

- Developing curriculum and innovation related to student success in accounting, marketing, and information technology
- Developing noncredit training programs in accounting, marketing, and information technology
- Providing student counseling, learning assistance, and other support services for students enrolled in or interested in accounting, marketing, and information technology

In carrying out these functions, the Business Academic Unit is responsible for promoting student success in life-long learning.

Hospitality Academic Unit

The Hospitality Academic Unit is responsible for the functions listed below.

- Curriculum development and innovation related to student success in culinary arts and hospitality education
- Developing and delivering degree and certificate programs in culinary arts, hotel operations, tour and travel, and other aspects of the hospitality industry
- Developing and delivering pre-baccalaureate programs in hospitality education
- Providing noncredit training programs in culinary arts and hospitality programs
- Providing student counseling, learning assistance, and other support services for students enrolled in or interested in culinary arts and hospitality programs

In carrying out these functions, the Hospitality Academic Unit is responsible for promoting student success in life-long learning.

College and Community Relations

College and Community Relations is responsible for planning, developing, and implementing strong relationships and information flow between the College and the external community. This responsibility includes the services listed below.

- Developing and coordinating programs to market the College’s training capabilities to potential markets, including corporations and government agencies
- Developing and maintaining liaison with community organizations such as neighborhood boards, community associations, and other groups
- Developing and maintaining marketing and recruiting programs for all College programs, including print and Web-based promotional materials
- Developing and maintaining private fund development and donor relationships
- Developing public information and providing a first-stop source of information for the community, including immediate registration for noncredit public offerings

College and Community Relations is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These policies and procedures are designed to create and sustain an environment where the College is aware of the needs of the communities it serves, and the community is aware of the pro-
grams and activities of the College. College and Community Relations may also provide consultation services to the various academic and support units in matters related to marketing, training opportunities, and community needs.

ADMINISTRATIVE SERVICES

The Office of Administrative Services is responsible for the overall administrative management of the College, including the Business Office, Human Resources Office, and Auxiliary Services. In addition to the functions carried out by these units, the Office of Administrative Services is responsible for overall administrative policy development and implementation, legal matters, legislative and State government relations, and audit functions. These functions are carried out within University guidelines and in conjunction with other University administrative and legal offices.

Business Office

The Business Office is responsible for all fiscal, budget, grants management, and property management functions at the College. This responsibility includes the services listed below.

- Administering payroll
- Administering procurement
- Controlling inventory and fixed assets
- Managing contracts and grants
- Preparing and executing operating and capital budget
- Providing accounting and financial management
- Providing cashiering, including oversight of the cashiering functions carried out in other units

The Business Office is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These policies and procedures are designed to provide high quality service to students, the general community, and the campus community, while ensuring full compliance with regulations and good business practice. The Business Office is responsible for training in these functional areas and may provide consultation to other operating units related to business practices.

Human Resources Office

The Human Resources Office is responsible for all personnel and employment related matters at the College, including oversight of personnel actions taken within the other units. This responsibility includes the activities listed below.

- Administering Equal Employment Opportunity/Affirmative Action and related matters
- Managing collective bargaining contracts
- Administering personnel
- Recruiting and hiring of new employees, including student workers and casual appointments
- Developing and training staff
- Administering workers’ compensation

The Human Resources Office is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These
Organization of the Institution

policies and procedures are designed to provide high quality service to employees, the general community, and the campus community, while ensuring full compliance with regulations and good business practice. The Human Resources Office is responsible for training in these functional areas and may provide consultation to other operating units related to human resources.

Auxiliary Services

The Auxiliary Services unit is responsible for creating and maintaining an attractive, clean, and safe learning environment. This responsibility includes the services listed below.

- Maintaining buildings, including developing and implementing preventive maintenance programs
- Overseeing campus safety programs, including security, hazardous waste management, compliance with regulations of the Occupational, Safety and Health Administration, and emergency planning
- Overseeing parking and transportation
- Overseeing plant operations, including developing and implementing energy management programs
- Planning, constructing, and renovating facilities, including liaison with University facilities planning
- Providing custodial services
- Providing grounds-keeping, including landscape design and maintenance

Auxiliary Services is responsible for developing and implementing applicable policies and procedures of the College, the University, and external agencies in these matters. These policies and procedures are designed to create an exceptional learning environment while ensuring full compliance with regulations. The Auxiliary Services Office is responsible for training in these functional areas and may provide consultation to other operating units related to these matters.

Organization Charts

On following pages are organization charts showing the reorganization of the College.
Academic Unit One

Senior Academic Dean
Leon Richards

Secretarial Service

Arts & Sciences Academic Unit

Office of International Affairs

Curriculum Management
Academic Unit Two

Academic Dean
Mona Lee

Secretarial Service

Holomua Academic Program

Student Services

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
KAPI'OLANI COMMUNITY COLLEGE
Organization Chart
Chart IV
Academic Unit Three
Academic Dean
B. Michael Tagawa

Secretarial Service

Health Academic Unit
Legal Academic Unit
Library & Learning Resources
Information Media Technology Services
Administrative Services

Director of Administrative Services
Ann H. Kinningham

Secretarial Service

Business Office

Human Resource Office

Auxiliary Services

STATE OF HAWA'I
UNIVERSITY OF HAWA'I
KAPI'OLANI COMMUNITY COLLEGE

Organization Chart
Chart VII
'O ku'u wahi ʻōpū weuweu la, nou ia

Let my little clump of grass be yours

A humble way of offering the use of your grass hut to a friend
Kapi‘olani Community College

Campus Map
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT EVALUATION

Mōhala ka pua, ua wehe kaiāo

The blossoms are opening, for dawn is breaking
One looks forward with joy to a happy event
Responses to Recommendations in the Most Recent Evaluation

In the summary section of its 1994 report, the WASC accrediting team made 15 recommendations, five of which it considered to be of particular importance. The following pages discuss these five recommendations first, followed by discussion of the other recommendations.

Numbering of the Recommendations — The numbers shown by each recommendation are numbers in the summary by the WASC accrediting team. The team did not list its five most important recommendations consecutively; thus, the numbers for the recommendations listed here are, likewise, not consecutive. In addition, the accreditation team’s list included no item numbered “4” but two items numbered “7”.

THE FIVE RECOMMENDATIONS OF PARTICULAR IMPORTANCE

Standard One: Institutional Integrity (Now Standard Two)

Recommendation 1. That the relationship between the yearly system of Program Health Indicators and the more formal encompassing Program Review and Planning process be clarified to encompass objective criteria and be communicated to the College community, and that a regular cycle of Program Review and Planning for all units, including non-instructional, be formalized as recommended by the 1988 Visiting Team.

1997 Response
The relationship between the Program Health Indicators and Program Reviews is clear and satisfactory: Program Reviews rely almost completely on health indicators. The objectives are stated as target intervals of quantitative indicators in several parts of the report: in the Health Indicator graph and in the Data portion. Program Reviews are conducted on a regular cycle; however, not all units have completed annual Program Review Reports.

2000 Update
In 1999, the College obtained a Title III grant, which specifies, among other things, an analysis of the current model of annual Program Review that the College has used since 1992. The second-generation models of Program Review that will result will include recently-established College realities such as merging noncredit with credit programs, decentralization of Student Services, and revolving program financial performance around revenue-generating centers.

In addition, consultants will be hired in fall 2000 to provide insight on how to review support services such as the Library and Administrative Services. A series of workshops on these issues is planned during the fall for program chairs and administrators.

By fall 2003, the second generation of Program Review models will be completed and regularly used for all units, including non-instructional programs.

Standard Two: Educational Programs (Now Standard Four)

Recommendation 3. That the administration, the Faculty Senate, and the appropriate College committees work to establish articulation agreements with the other community colleges that are broader in scope than those presently in existence that cover mainly core liberal arts requirements, and to establish articulation agree-
Responses to Recommendations in the Most Recent Evaluation

ments with the University of Hawai‘i at Mānoa that treat all academic disciplines in a similar manner.

1997 Response
Discussions about the articulation of non-liberal arts courses across the various community colleges are continuing in regular meetings of the Program Coordinating Committees in the various Technical, Occupational, and Professional (TOP) programs. The community college system is moving toward standardization in a number of areas, including adoption of a common computerized placement test and common cut-off scores for placement in English and math.

Since completion of the accreditation team’s visit in 1994, TOP courses have undergone curricular modifications to raise the competencies and to renumber the courses to 100 and above. Two TOP programs have made progress with respect to articulation with the University of Hawai‘i at Mānoa. The Business Education programs of all community colleges have reached a system-wide articulation agreement on Information and Computer Sciences (ICS) courses.

In addition, Kapi‘olani Community College’s Food Service and Hospitality Education (FSHE) program reached agreements with the School of Travel Industry Management at the University of Hawai‘i at Mānoa on the transferability and equivalencies of certain FSHE courses.

2000 Update
Work on these activities is continuing.

Standard Eight: Governance and Administration (Now Standard Ten)

Recommendation 11. That consideration be given to expanding the college-wide communication mechanisms by following the planning agenda recommendations to utilize electronic mail, a regular Provost’s newsletter, or other means of direct communication to faculty, students, and staff.

1997 Response
Since 1995, the College has had an electronic bulletin that is distributed daily by e-mail to all faculty and staff members of the College.

To address the communication and planning issues noted in the 1994 Self Study and in this recommendation by the visiting team, faculty initiated a series of five one-day retreats and six half-day forums during 1995-96. All meetings were open to students, staff, and faculty.

Since 1995-1996, students have also become more involved and more visible in the College community. Students are represented on the Provost’s Advisory Committee, and representatives of the Student Congress have a regular column in the student newspaper, where information on campus issues is shared.

2000 Update
Communication continues to be an area that needs attention. Presently, the main formal communication channels, in addition to the daily electronic bulletin, are the general faculty and staff meeting that takes places at the beginning of each semester, meetings of the Deans’ Advisory Council, and meetings of the Provost’s Advisory Council.
Responses to Recommendations in the Most Recent Evaluation

In both the 1999 Staff Survey and the 1999 Faculty Survey, communication ranked among the lowest 10 items in the entire survey. However, the reorganization process that the College was going through may have influenced staff and faculty perception of communication. By fall 2001, the Faculty Senate and the administration will create a committee that will study means to improve communication on campus.

**Recommendation 13.** That the Faculty Senate and the Administration review existing training and orientation mechanisms for new department chairs and faculty with an eye toward improving the level of knowledge and manner of communication about their respective roles in system-wide governance.

**1997 Response**
A pilot project to overlap by two or three months the departure and arrival of the outgoing and incoming department chairs has resulted in inservice training. In addition to the existing orientation and workshops for new department chairs and faculty, the Instructional Services Office has started to plan and facilitate individual and small-group discussion and training activities.

**2000 Update**
Less support is available to train new department chairs. Although a handbook “Department Chair Manual” is available, it is not well known and is outdated.

By fall 2001, the Faculty Senate will, in conjunction with the administration, update and publicize the “Department Chair Manual.” In addition, By fall 2001, the Title III Project Director will prepare and disseminate a handbook for Title III to provide more information campus-wide about activities related to this topic.

**Standard Eight: Governance and Administration (Now Standard Ten)**

**Recommendation 14.** That the College consider a mechanism for improving participation of support staff in College-wide issues.

**1997 Response**
The College administration has expressed support for creation of an organized clerical association, but the clerical staff has not yet coalesced into such an organized group beyond the collective bargaining unit. However, evidence shows more direct involvement by clerical staff in both College governance and in organizing activities on their own behalf. This involvement includes the items listed below.

- Direct involvement of clerical staff representation on two recent administrative hiring committees
- Joint meetings with the clerical staff and their supervisors to discuss the College’s strategic plan
- Social events planned by, and involving, clerical and other support staff throughout the College
Responses to Recommendations in the Most Recent Evaluation

- Staff development activities organized by clerical staff and participation in clerical staff-development activities sponsored by the UH system

Whether through a formal structure or through these informal activities, efforts will continue to support the more direct involvement of clerical staff in the governance of the College, including the Provost's Advisory Council, and in their own professional development.

2000 Update
In fall 2000, the Clerical Council will be reactivated.

OTHER RECOMMENDATIONS

Standard Two: Educational Programs (Now Standard 4)

Recommendation 2. That the administration and faculty examine high attrition and failure rates in both liberal arts and vocational courses in relationship to present placement and advising policies/procedures, and as part of ongoing campus research.

1997 Response
Course attrition and failure rates have received close attention from faculty and administrators, who are attempting to increase information about student goals and behavior. As part of continuing research efforts, the Dean of Student Services has regularly monitored the reasons for students' completely withdrawing from the College and has provided feedback to other administrators and the counseling staff. However, reasons for partial drops are not presently being monitored.

The University of Hawai‘i Community College system adopted ACT's COMPASS as the official system-wide placement test with an official implementation date of spring 1998. The College has pilot-tested COMPASS since July 1997 and collected data from over 600 students. COMPASS contains a diagnostic assessment system in addition to the course placement system and it is hoped that this will improve the course placement recommendations made to students.

The College's placement testing planning committee is in discussion with English and math faculty concerning the use of the diagnostic capability of COMPASS to more accurately place students in courses. The previous placement test used at the College had no diagnostic components. The College plans to use COMPASS to closely monitor the course placement of students, including attrition and failure rates.

2000 Update
Responses to Recommendations in the Most Recent Evaluation

2, Sep. 1999). Work is continuing and the College regularly monitors the effect of these efforts. On the other hand, the current policy on placement exam cut-offs does not help improve this situation. In April 1999, the Office of Institutional Research, through an elaborate and comprehensive psychometric study, arrived at new cutoffs that are tailored to the College population of applicants and that provide optimal accuracy, success rates and occupancy rates.

However, despite repeated requests from this College, delays at the system-wide level have prevented implementation of these cutoffs to date, leaving the College with less effective cut-offs. In addition, as with the situation of revising system-wide cutoffs, the policy requiring all colleges to use the same cut-offs will most likely lead to cutoffs that accommodate all colleges best, and that may not be optimal for any one college.

With these factors considered, the proportion of Fail (F) and Withdraw (W) grades seems to have modestly improved over the last 5 years, with the exception of the fall 1997 failure rate, and the fall 1998 Liberal Arts withdrawal rates, as shown in the following graphs.

In the spring 2000, the College was honored as being the only community college in the nation to have two students selected to the USA Today All-USA Academic Team. About 1,400 college students were nominated nationwide. (Document 0.1). This honor is, at least partly, a reflection of academic standards at the College.

Standard Three: Student Services and Co-Curricular Learning Environment (Now Standard Five: Student Support and Development)

Recommendation 5. That the College should develop a systematic procedure and/or program to ensure effective student counseling and follow-up on probationary and other at-risk students.

1997 Response

Beginning in 1995, the counseling office has provided one-to-one registration counseling for probationary students. Prior to the start of the continuing-student registration period, the Counseling Coordinator sends a letter to all students on probation for that semester. The letter invites the student to seek counselor assistance in choosing courses for the upcoming semester and also to receive counseling assistance in resolving...
Responses to Recommendations in the Most Recent Evaluation

academic and/or personal problems that have led to the student’s probationary status.

Approximately 450-500 probationary students participate in these individual counseling sessions each semester. Students have been asked to complete a survey, and the results are used to plan counseling intervention strategies for this population. Additional research data have provided strong evidence that counseling and advising interventions during registration make a difference in probationary students’ overall academic performance.

Beginning in 1997, a team of counselors has been assigned to study additional counseling interventions for probationary students as part of the College’s overall restructuring of Student Services.

2000 Update
Activities in this area are continuing. Several studies initiated by counselors and faculty and published in the *Institutional Research Bulletin* during the last four years attest to that effort. Examples are Moore (Vol. 4, No. 1, Feb. 1996); Moore (Vol. 4, No. 3, Apr. 1996); Nishimoto and Flanigan (Vol. 5, No. 3, Sep. 1997); Dooley *et al.* (Vol. 6, No. 2, Mar.-Apr. 1998); Schwab and Moore (Vol. 7, No. 2, Sep. 1999).

In addition, a study by Frank Abou-Sayf and Sharoh Moore reports remarkable improvement in student performance as a result of counseling intervention has just been accepted for presentation at the 2000 Association for Institutional Research Annual Conference. (Vol. 7, No. 2, Sep. 1999). Work is continuing, and the College continues to regularly monitor the effect of these efforts.

**Recommendation 6.** Establishing a campus-wide working committee for the purpose of streamlining the registration process and making it more user-friendly.

1997 Response
Improvements to the registration process include the decentralization of registration functions to outreach registration sites located in counselors’ offices in Food Service and Hotel/Restaurant Management, and in Business Education. As discussed previously, probationary students are registered separately. Liberal Arts and Unclassified students continue to be registered at the central registration site.

The Student Services Unit has served as the campus-wide working committee for the purpose of registration planning, with suggestions from members of the Deans’ Advisory Council. Departmental counselors are also asked to serve as conduits for suggestions from their departments. Receiving information from both groups has served the same purpose as a campus-wide working committee.

The campus has also seen growth of the Faculty Advising Program, which utilizes 25 well-trained faculty during periods of orientation and registration advising. The program’s goal is to have a faculty member of counselor provide individualized registration assistance to new and continuing students. Based on feedback from students and faculty, the program has been highly effective.

2000 Update
Work on these activities is continuing.
Responses to Recommendations in the Most Recent Evaluation

**Recommendation 7. That the College should study its current space allocation and consider innovative and alternative ways to better utilize existing space and continue to pursue the implementation of innovative electronic storage technology.**

**1997 Response**
The use of classroom space is reviewed every semester. Current information systems available are still not the most effective at managing classroom and office resources. However, the campus will be migrating to Buzzto, a new information system that will improve day-to-day management of these resources.

Overall, the College is making intensive use of its space with its credit and noncredit programs that extend into evenings and weekends. Since 1997, the College has expanded its Summer School program to two sessions, resulting in nearly year-round operations.

**2000 Update**
In spring 2000, the Office of Institutional Research was assigned the task of studying the office space situation on campus and to recommend how to better utilize this space. Those recommendations were expected by the end of summer 2000. The Office has also been assigned the task of studying the classroom situation on campus. This effort will begin in fall 2000 and should be completed by the end of the fall term.

**Standard Four: Faculty and Staff (Now Standard Seven)**

**Recommendation 7. That the College consider embarking on a campus-wide in-depth study of reassigned time awarded to faculty for out-of-classroom activities so that the College can effectively address the concern of workload.**

**1997 Response**
The Legislative Auditor of the State of Hawai‘i conducted a desk audit of workload and reassigned time at all 10 campuses of the University of Hawai‘i system. The Auditor’s findings stated that the Board of Regents’ policy on workload was not being consistently applied on all 10 campuses.

These findings were challenged by the University of Hawai‘i Central Administration. Nevertheless, the findings played a role during the negotiations between the State, the University of Hawai‘i Board of Regents and the University of Hawai‘i Professional Association (the faculty collective-bargaining unit) in establishing joint management-faculty committee to study and make recommendations on workload.

This committee is still working, and any workload-related changes or adjustments are on hold. In the meantime, the College administration reviewed all reassigned-time procedures, including reporting mechanisms developed by the Chancellor’s Office for use at all seven community colleges. The use of the Instructional Assigned Time Request Form and the Instructional Assigned Time Completion Report Form have helped the College standardize reassigned time.

**2000 Update**
The award of the Title III grant created additional activities for a large number of faculty members, who were provided reassigned time to complete these activities. This award, although increasing the magnitude of the study, also makes completion of the study more imperative.
Responses to Recommendations in the Most Recent Evaluation

Standard Six: Physical Resources (Now Standard Eight)

Recommendation 8. That the College work with appropriate utilities and governmental agencies to develop an energy conservation program.

1997 Response
On December 1, 1996, the University of Hawai‘i Office of Procurement, Property and Risk Management issued a Request for Proposal (RFP No. 97-041) for Performance Contracting for the following community colleges: Maui, Honolulu, Kapi‘olani, Leeward, and Windward. The purpose of this RFP was to select a contractor, or contractors, to implement energy-saving improvements in the buildings of each college.

At each campus, a contractor will do the following: perform a detailed energy study of energy cost-saving opportunities; design, furnish and install improvements selected by the University; maintain and repair these improvements, and finance the project so that payment to the contractor is contingent on the level of savings. The proposal deadline was May 21, 1997.

Three proposals were received for Kapi‘olani Community College and are being reviewed by the Community Colleges Facilities Planning Office. In addition to this proposal of performance contracting, the College is also exploring the costs of installing an Energy Control Management System (ECMS), which will allow the campus to efficiently control its usage of air conditioning equipment, lights, and fans.

Currently, these controls are handled by numerous, tedious, manual readjustments made as often as necessary to reflect changes in room usage and scheduling. Finally, another energy-saving measure being explored is the renovation of existing lights and ballasts to energy-efficient fixtures.

2000 Update
Upon review of the Performance Contracting proposals received to RFP No.97-041, the Community Colleges Facilities Planning Office (CCFPO) and the College decided to undertake two energy saving projects independent of the vendor proposals. Funds were available from the Chancellor’s Office for these projects.

The first project completed was to re-ballast and re-lamp existing interior lighting fixtures campus-wide with energy efficient fixtures. More than 15,600 T8 lamps and 5,900 electronic ballasts were installed. The project was contracted with World Energy Resources Corporation for $284,786. The College anticipated a 30% reduction in the amount of wattage used to light the interior spaces.

The job was completed in fall 1998. The College was eligible for and received a one-time rebate from the Hawaiian Electric Company of nearly $47,000 for this energy savings effort. The College continues to monitor usage and costs and has experienced reductions in kilowatt usage; however, costs have fluctuated due to the unstable price of oil.

The second project being developed is the installation of an Energy Control Management System. As of June 2000, this project was undergoing advertisement and bid selection for a contractor to install this computerized system that will control the air conditioning timers from a central location to efficiently control consumption. The project is estimated to cost approxi-
Responses to Recommendations in the Most Recent Evaluation

mately $400,000, and is funded by facilities-improvement funds from the CC-FPO.

The College continues to consolidate classes into filled buildings to minimize costs for air conditioning, lighting and other utilities. Under consideration are two additional projects: 1) the Power Factor Correction that will boost the campus consumption of electricity into efficient usage levels, which will result in the assessment of reduced charges for electricity, and 2) replacement of all exterior lights and ballasts with energy efficient lighting fixtures.

**Recommendation 9.** That the College continue to explore all possibilities for providing adequate student parking.

**1997 Response**

Approximately 930 parking spaces are available for students. During this summer, inquiry was made to two adjacent facilities to secure additional parking spaces. The federally controlled Cannon Club parking lot, located at an uphill lot about a 15-minute walk from the campus off Diamond Head Road, was not available for College use. However, the neighboring Hawai‘i Film Studio parking lot, with approximately 100 spaces, was made available to fall 1997 students. This facility is located adjacent to the lower end of campus on 18th Avenue.

The College also plans to provide additional parking spaces near the corner of 18th and Kīlauea Avenues, in the area vacated by the relocated portable classroom structures. An appropriation of funds covers removing these portable structures from the campus and relocating them to Leeward Community College to house UH-West O‘ahu. Unfortunately, that appropriation of funds did not include sufficient funds to restore the Kapi‘olani Community College land area for parking as had been anticipated. Additional funds will have to be secured to create additional parking spaces in this lower campus area.

**2000 Update**

A budget request to the 2000 legislative session sought capital improvement funds to design a new parking lot in the lower campus area where the portable buildings were located. However, the project was not approved. Other funding sources are now being explored. Upgrading of the gravel parking area above Parking lot E is also being sought to provide additional parking spaces for students in this congested upper campus area.

To provide relief to the parking demands, the Parking Office at the University of Hawai‘i at Mānoa provides free shuttle bus services between the College and the UHM campus and dormitories. The shuttle, which is available to all riders who seek transportation between the two campuses, runs between the two campuses three times each day.

Finally, the College has requested design of a small parking area behind the ‘Ōhi‘a building to accommodate parking by patrons of dining facilities operated by the Food Services program. Parking is especially difficult during the lunch-hour period.

The College will seek funds in the FB 2001-2003 budget request and other sources to meet campus parking requirements. Car pooling, bus and shuttle services are encouraged, and an hourly pay lot is being considered to accommodate campus visitors and guests.
Responses to Recommendations in the Most Recent Evaluation

**Recommendation 10.** The College will continue to explore ways to develop a more systematic and effective schedule for custodial, grounds, and maintenance services. The schedule will allow for day-to-day upkeep as well as longer-term preventative maintenance.

**1997 Response**
Using guidelines on cleanliness standards, task lists and inspection forms available from the Association of Higher Education Facilities Officers (also known as the Association of Physical Plant Administrators), the College has implemented use of these management tools to provide custodial services more effectively. These guidelines provide standards based on workforce, assignment of tasks, levels of cleanliness, and frequency of inspections.

Since 1994, the grounds-maintenance crew has created and utilized a work schedule that weekly lists locations of grounds-maintenance activities. Finally, the building maintenance section of Auxiliary Services has been reorganized, with a new Building Maintenance Worker II supervisor position added to directly oversee the building maintenance crew.

This supervisor position will now provide direct leadership to better schedule and coordinate the day-to-day maintenance tasks as well as provide for the longer-term preventive maintenance projects. Auxiliary Services will continue to explore new approaches to improve the effectiveness of its campus-maintenance services.

**2000 Update**
All supervisor positions for auxiliary service maintenance have been filled. These supervisors for custodial, grounds and building maintenance have established work schedules that provide for orderly regular and special maintenance on campus. Monthly calendar schedules are maintained on the Internet, and campus access to these schedules is being developed. Special projects during summer and winter breaks — room renovations, floor stripping and waxing, carpet shampooing, and parking lot striping — are coordinated with building occupants to minimize disruptions. Alerts are also posted on the daily campus electronic bulletin to remind the campus of continuing maintenance activities.

Two planning items are under consideration: 1) developing an Internet-based procedure for work orders and special work requests; and 2) providing campus-wide access to maintenance work schedules.

**Standard Eight: Governance and Administration (Now Standard Ten)**

**Recommendation 12.** That consideration be given to a method of advising staff responsible for recruitment and hiring as to the importance of redressing any imbalances between the ethnic composition of the faculty and staff and the racial and ethnic distribution of the student enrollment.

**1997 Response**
The College Personnel Office has offered and will continue to offer Affirmative Action and EEO workshops and training for persons responsible for recruiting and hiring. In addition, the College’s Affirmative Action Plan is periodically updated and is consistently used.

In the areas and departments where one or the other gender or certain ethnic groups are underrepresented, the recruitment and advertisement...
Responses to Recommendations in the Most Recent Evaluation

period is extended by 15 days, and the College is required to advertise faculty positions in publications that are targeted at the under-represented groups.

2000 Update
Work on these activities is continuing.

Recommendation 15. That the College and the members of the student congress review the charter of the ASKCC to determine if changes are warranted to adequately address student participation in government.

1997 Response
During the 1995-96 academic year, the Student Congress proposed Charter revisions that would increase the number of seats on student boards and committees. Although the proposed Charter would have required an increased participation level from students, the voting procedures were flawed, and the Charter was not passed.

Additionally, the proposed Charter changes would have resulted in highly structured methods of governance that did not have full support from the at-large student population.

An awareness campaign was initiated, and a second election on proposed changes was held. Again the Charter failed to pass, and the current Charter, effective since 1988, remains unchanged.

The ASKCC is considering smaller-scale Charter modifications that would change the makeup of the Congress membership, making a quorum for voting purposes easier to establish. A subcommittee is tasked with proposing these changes and has targeted spring 1998 for voting on the changes.

2000 Update
Work on these activities is continuing.

RESPONSE TO PLANNING AGENDA ITEMS IN THE 1994 SELF STUDY

Some planning agenda items in the 1994 Self Study were incorporated into the team's recommendations and have been addressed in the previous section. Many other of the team's concerns can be addressed in three broad categories: planning, facilities and equipment, and promoting student success.

PLANNING

Data Gathering
A number of different standards noted that the College needed to examine the efficiency of its data-collection procedures. In particular, information on planning assumptions, student goals, facilities management, and financial reports needs to be more readily available.

1997 Response
The new student information system that the College has been beta-testing in spring 1998 is an object-driven software package that will allow students to formulate their own learning-plans, register on-line, enter demographics and other information on their learning goals.

Course scheduling, catalog information, room reservations will all be supported by the Buzzeeo system. The new information system will permit increased ability to monitor and collect data on many aspects relevant to planning.
Responses to Recommendations in the Most Recent Evaluation

2000 Update
Work on these activities is continuing.

INPUT
In the 1994 Self Study, faculty expressed serious concerns about the perceived lack of input into the planning process and the perceived lack of communication between departments and between the administration and the faculty.

1997 Response
The electronic bulletin, referred to in the 1997 Response to Standard Eight, Recommendation 3 (11), has improved communication.

Recent activities have increased the opportunities for faculty and staff to participate in the planning process. In 1995-96, faculty initiated a year-long series of off-campus retreats and forums. Over 50 faculty, staff, and students participated in the retreats and forums; others shared their thoughts via an electronic forum. Over 600 students contributed through informal surveys. The information gathered from all the activities was summarized in a final report.

In spring 1997, the Strategic Planning Council, a group of 32 faculty, 7 staff, 4 students, and 16 members of the community, used the final report as the point of departure in formulating goals and objectives for the College’s next ten years, 1997-2007. The Strategic Planning Council’s report, in turn, provided the foundation for the College’s Academic Development Plan 1997-2002.

2000 Update
Work on these activities is continuing.

BUDGET
The 1994 Self Study noted that faculty and department chairs did not have a clear understanding of the budget process and did not think they contributed to the process. In addition, given the economic situation in the state, it was suggested that the College look to other sources of funding.

1997 Response
Certain of these concerns remain true at the midterm point. The economic conditions have not improved, and the Legislature continues to restrict the University’s budget. The College is looking into alternative funding sources, making a concerted effort to win extramural grants for credit courses and training contracts for the Office of Continuing Education and Training. A new English program is in place for international students.

Departments and units have more control than ever on their own budget process, as lump sum budgeting continues to give them flexibility. The Instructional Services Office gives new department chairs individual assistance in preparing their first budgets. Members of the faculty contribute to budgetary decision-making at the departmental level.

2000 Update
The College is currently in the final stages of making departmental budgets available on-line. By fall 2000, all departments should be able to access this information for better management. The detailed program budgets will be available at the program total levels (i.e., health budget in total) without the breakdown into nursing, health sciences or emergency medical services. The Liberal Arts budget will be available with no
breakdowns for each of the four disciplines that make up the Liberal Arts program.

By fall 2002 or earlier, the College budget will provide a breakdown by departments (or disciplines in Liberal Arts) to assist academic deans and unit managers in making decisions about budgets and expenditures.

PROMOTING STUDENT SUCCESS
Personnel
The Self Study noted the need for more faculty, more counselors, and more support staff.

1997 Response
While budget constraints have made it difficult to increase the position count at the College, efforts have been made to address the issue of staffing. More faculty have been recruited to assist counselors with registration and advising. In addition, Student Services will be pilot-testing a new program of faculty advising, where selected faculty will be assigned a cohort of 10 students to advise on an ongoing basis.

The College has also made a commitment to provide a higher degree of continuity in the ranks of adjunct faculty. Lecturer credits were consolidated into one-year full-time, part-time, and variable-credit positions, renewable on an annual contract basis.

For faculty, the issue of professional development is still a concern. As noted in the Self Study, one response to the budgetary constraints was the reduction in opportunities for sabbatical leave and a reduction in the amount of assigned time for curricular projects. This situation has not changed.

2000 Update
Work on these activities is continuing.

ALTERNATIVE DELIVERY OF INSTRUCTION
The Self Study noted that certain issues needed to be addressed with respect to Distance Education.

1997 Response
The College and the entire University system have been forced to examine a wide range of policies that come into question as a result of state-wide (indeed global) opportunities for instruction: application procedures, registration, transcripts, financial aid, articulation of courses, and faculty workload.

At a campus forum on distance education, the faculty raised important concerns about these and other issues. Although neither the institution nor the system has settled the issues, both are more aware of them and are actively working at the campus level and system levels to address the changes brought about by the technology.

However, technology is not the only force operating to change the way the College functions. Responding to changes in market demands was also an item in the planning agenda. The Self Study indicated that the merging of credit and noncredit programs was an attractive prospect for a number of reasons. The College responded to that suggestion and has initiated a number of collaborative projects involving credit courses and noncredit courses provided by the Office of Continuing Education and Training. These courses are in Food Service, Business, English as a Second Language, Japanese for the Visitor Industry, and New Media Arts.
Responses to Recommendations in the Most Recent Evaluation

As with the discussion of distance education, this collaboration has brought to light a number of policies and procedures that serve as obstacles to such efforts. The College is developing a general framework for integrating credit and noncredit classes, establishing guidelines to address the recurring issues.

2000 Update
The integration of credit and noncredit programs is now complete. However, the degree of success in this integration is mixed. Noncredit coordinators are assigned to each program offering noncredit courses. Better coordination in marketing and allocation of office space is needed in some instances, and the organizational structure in which these coordinators work is not clear. By fall 2001, academic deans, department chairs and noncredit coordinators will develop recommendations to improve the noncredit operation within the programs.

FACILITIES AND EQUIPMENT

1997 Response
In response to concerns expressed in a number of planning agenda items, the College has been making inroads to systematizing procedures for inventory control and maintenance. A task force of department chairs and unit heads is formulating policies, procedures, and timelines that will ensure the systematic review and replacement of equipment.

The Self Study rightly pointed out that certain facilities were in advanced states of disrepair, and many were being neglected. In response, the following areas have been addressed:

• The previously stalled project to retrofit three buildings with air conditioning is nearing completion;
• ʻOhiʻa Building has been re-roofed; and
• ʻOhiʻa and Naio are undergoing major termite treatment at their foundations, and a number of other buildings are scheduled for treatment.

2000 Update
Retrofitting of buildings to install air conditioning has been completed, the ʻOhiʻa building has been re-roofed, and aggressive measures to combat termites throughout the campus have been undertaken. In March 2000, work began on improving accessibility for persons with disabilities.
Hele pū nō me ka lima

*Take the hands along in going traveling*

Be willing to help others when going traveling and not make a burden of yourself
Abstract

Standard One: Institutional Mission
Kapi'olani Community College has a mission statement that defines its educational programs, its students, and its place in the higher education community. The next mission statement will better reflect the high academic standards of the College.

Standard Two: Institutional Integrity
Information provided to students and the community accurately represents the College. The College is committed to academic freedom, to academic honesty, and to ensuring equity and diversity in its faculty, staff, and students. College policies are published in its General Catalog, Schedule of Classes, in brochures, and on the College Web site.

A 1999 survey of students found that student awareness of the Student Conduct Code is not very high. A 1999 survey of faculty found that the faculty is generally satisfied with academic freedom on the campus.

Planning includes printing the mission statement in the Catalog and emphasizing the Student Conduct Code in orientation for new students.

Standard Three: Institutional Effectiveness
The Office of Institutional Research provides data that inform a wide range of institutional endeavors — from institutional decision-making to supplying data for and coordinating annual Program Reviews. In addition, the office provides guidance for research projects, helps with data acquisition, data analysis, and reports of results for a large variety of departmental and individual studies and inquiries.

Title III funds will allow the College to revise its process for Program Reviews, changing the reporting and the scope of programs undergoing review.

The College engages in regular planning cycles, including ten-year strategic plans and five-year academic development plans. All stakeholders are involved in developing these plans. The College documents its outcomes in a variety of reports, and to a limited extent, communicates the achievement of those outcomes to the general public.

The following areas need to be strengthened: integrating evaluative research with planning mechanisms and with resource allocation; integrating goals in institutional plans with goals established at other levels of the institution; and standardizing how data are gathered, stored, and reported.

Standard Four: Educational Programs
The College provides varied educational opportunities for students to complete their degree and certificate programs in a reasonable amount of time. Students are appropriately accommodated when program requirements change or programs are eliminated.

Even with current budget cuts and the resulting limit on resources, the College provides sufficient human, financial, and physical resources to support its educational programs and mission. Counselors and advisors are available to assist
Abstract

students in achieving their academic goals. In addition, the College has support programs that enhance students educational experience.

Degrees and programs that support the College mission are clearly identified. The College addresses General Education through six General Education Skills Standards. Degree programs provide students with a significant introduction to broad areas of instruction, focused study, and opportunity to develop and demonstrate competence in the use of language and computation. The College publicizes expected learning-outcomes for its Liberal Arts programs and its Technical, Occupational, and Professional programs.

The College introduces students to the content and methodology of the major areas of knowledge and provides opportunities for students to develop affective and creative capabilities, social attitudes, and appreciation for cultural diversity.

The College has clearly defined procedures for design, approval, administration, and evaluation of its courses. Procedures are in place in each department to monitor and ensure quality of instruction.

The College provides a broad range of delivery systems and modes of instruction in credit and noncredit courses. Evaluation of student learning and transfer of credit are based on clearly stated and published criteria.

As the College goes through reorganization, faculty and administrators are reconciling and integrating credit and noncredit programs, standards, and procedures.

Standard Five: Student Support and Development

Through its many educational programs and learning support services, the College serves its diverse student population. Since the last accreditation visit, several revised admissions procedures were implemented to ease the admission process. The registration process was decentralized in the Technical, Occupational, and Professional programs to offer more individualized attention and service. Additionally, the College developed Access to College Excellence and First Year Experience to ease new students into college life.

An International Student Program serves the growing population of non-resident students. For under-prepared students, the College established the Holomua Program, which includes courses in developmental English and Math. Other support services include an upgrade to the College Web site and online sale of textbooks.

Planning activities include upgrading the student information system, improving tutorial services, strengthening student activities, expanding technical support, and lowering the student-to-counselor ratio.

Standard Six: Information and Learning Resources

Four areas at the College — the Information Media Technology Services (IMTS), the Library, the Computing and Learning Resource Centers, and the Computer-equipped Classrooms — provide access, training, leadership, and service for faculty and students. The College has modified its infrastructure to meet challenges of the Inter-
Abstract

net age, having built-in fiber-optics capabilities for all classroom and offices on campus.

The College Information and Technology emphasis has been central to providing Internet access to administrators, faculty, students, and staff and has played an adequate role in precipitating curricular innovation and change. IMTS, the Library, the computing and learning resource centers, and the computer-equipped classrooms are reinventing services and planning because of the increased potential of the Internet. All areas evaluated under this standard have been reorganized since 1998.

Faculty must have greater participation in decisions about instructional support, and ITMS needs to provide intermediate and advanced computer training to staff and faculty. The College should work with stronger advisory groups and improve communication between the faculty and the support-units.

Standard Seven: Faculty and Staff

The faculty and staff at Kapi'olani Community College are well qualified, hardworking, and dedicated. Although their workload is heavy, they participate in many campus and system-wide committees and projects. They share their expertise with colleagues through such activities as the Mentoring Program, Teachers Talking to Teachers about Teaching, Peer Coaching, and participation in national and system-wide meetings.

Standard Eight: Physical Resources

While virtually all instruction takes place on the Diamond Head campus, the College utilizes off-campus space for nursing and noncredit course offerings at the State of Hawai‘i’s Leahi Hospital, the Wai‘anae Health Academy, and the Waikiki Lifelong Learning Center. Additionally, classes for the Paralegal Program are offered at the Law School of the University of Hawai‘i at Mānoa.

Availability of classrooms and parking is strained at peak hours. The shortage of auditorium space and large classroom space is also a problem. Student activities suffer from not having a campus center building or a campus mall where events can be held. However, no new buildings are planned.

Maintenance of the College facilities is a major challenge. In addition, the College is committed to removing all barriers to access. The College is similarly committed to the issues of health, safety, and security.

The College purchased most of the equipment it currently uses through capital improvement funds. Normal wear and tear of equipment is taking its toll. Regular, systematic preventive maintenance is critical for extending the use of existing audiovisual and computer equipment.

Planning activities include an Internet accessible database system, developing a policy on equipment replacement, developing improvements and alternatives to on-campus parking, and expanding distance education.

Standard Nine: Financial Resources

The College is adapting to the evolving financial climate of the State and coping with autonomy issues, by reorganization and entrepreneurship.
Abstract

The limiting of state support, the ongoing deferral of expenditures, across-the-board cuts, and increased enrollment have made support of all the institutional goals and objectives of the College difficult but not impossible.

As General Fund Support from the State of Hawai‘i has been steadily declining, increases from non-General Fund areas, particularly tuition, have enabled the College to maintain and even increase the level of service provided to the community.

In its financial operations, the College follows policies and procedures mandated by the University of Hawai‘i system. The College has developed guidelines and processes for budget development and follows established timelines to meet state requirements.

Financial audits indicate appropriate use of available resources. The latest audit found the College to be in compliance with all generally accepted accounting principles and practices. Responses to audits have been comprehensive and timely. Annual audits of financial aid resources indicate full and appropriate use of available avenues of student assistance.

The College has undertaken an important step toward a new financial paradigm by restructuring the traditional departments into revenue generating centers.

Standard Ten: Governance and Administration

The University of Hawai‘i Board of Regents has a constitutional mandate that grants it exclusive jurisdiction over the internal organization and management of the University of Hawai‘i. The Regents formulate policy and exercise control over the University through its executive officer, the President of the University.

The chief executive officer of the University of Hawai‘i Community Colleges is the University’s Senior Vice-President and Chancellor for Community Colleges. The Chancellor directs the overall Community College system and its affairs.

The chief executive officer of Kapi‘olani Community College is the Provost. The Provost provides leadership in defining goals, developing plans, and establishing priorities for the College.

In developing a major reorganization of the College, the Provost provided the faculty and staff opportunities to learn what he was doing and to respond. However, faculty and staff were not actively involved in developing the plan, and they were not asked to be involved.

Members of the faculty exercise a role in governance of the College through the Faculty Senate. Members of the clerical and support staff are planning to resurrect their Clerical Staff Council to give them a more formal role in the governance of the College. Students are involved in institutional governance through participation in the Student Congress of the Associated Students of Kapi‘olani Community College, in a nonvoting seat on the Faculty Senate, in a seat on the Provost’s Advisory Council, and in a seat on the Steering Committee of the Accreditation Self Study.

Effective communication remains an issue. Senior administrators formally provide direct information to the general faculty only twice a year in...
Abstract

a general faculty. Reports of information pre­
presented in the meetings of the Deans' Advisory
Council and Provost's Advisory Council are not
sufficiently informative and are not sufficiently
shared with the general faculty.

By fall 2001, the Director of Administrative
Services will complete an assessment of the
revenue-generating approach to the College's fi­
nances. In addition, by fall 2002, a committee of
faculty, staff, and administrators will study the
impact of the revenue-generating approach on
the quality of instruction at the College.

Effective spring 2001, the Provost, academic
deans, and program chairs will ensure that the
minutes from each meeting of the Deans' Advi­
sory Council and the Provost's Advisory Council
are substantial and are disseminated to constitu­
teut of each council member. The Provost will
ensure that deans meet with their respective con­
stituents at least once each semester.
Standard One

INSTITUTIONAL MISSION

Nā maka o ka makani

Eyes of the Wind

Clouds, which show direction of the wind

Committee Members

Chair  Pierre Asselin

Members Robert Allis, Chelsea Chong, Robin Fujikawa, Rosie Harrington, Susan Inouye, Thomas Kondo, Joan Matsukawa, Shr Ward
Standard One

INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Descriptive Summary

The College mission statement, which is printed at the end of this standard, is found in the Kapi'olani Community College Academic Development Plan, 1997-2002 (Document 1.01). An ad hoc committee called the Strategic Planning Council developed this statement in 1997. Campus departments and units provided extensive contribution. The Strategic Planning Council also considered comments from students and faculty and staff who participated in “Retreat to the Future” activities of 1995 through 1996.

Self Evaluation

The goals and objectives of the College are stated in its mission statement. They are consistent with the broader objectives of the University of Hawai‘i system as defined in the University of Hawai‘i’s Strategic Plan, November 1997 (Document 1.02), and the University of Hawai‘i Community College Strategic Plan, April 1997 (Document 1.03).

The mission statement clearly outlines the educational purposes of the College and demarcates its objectives. The College is dedicated to providing challenging and meaningful learning opportunities that promote personal, professional, and social fulfillment and instill attitudes and skills necessary to meet present and future needs of the individual, society, and world. The mission statement expresses the College commitment to these endeavors.

The courses offered at the College seek to maintain high academic standards. The faculty considers the acquisition of critical, analytical, creative, and social skills a priority in student development. These objectives are reflected through such programs as Holomua and the College’s cross-curricular emphases.

The multiple levels of missions, specializations, emphases, and initiatives in the current mission statement accurately represent the efforts of the College to meet the learning needs of a diverse student population. The population has a wide range of experiences and expectations and is diverse in age and in ethnic and linguistic backgrounds.

However, the mission statement does not adequately elucidate the faculty’s role in imparting knowledge in addition to developing practical skills. While the College offers educational programs to its students as a general goal, it also seeks to help students cultivate their capacity to think critically and creatively. While implicit in the mission of an institution of higher education, this responsibility is not made explicit in the College mission statement.
Standard One

INSTITUTIONAL MISSION

Planning Agenda
The next mission statement should better reflect the high academic standards of the College by stating that the faculty is committed to the advancement of the cause of knowledge and imparting critical and creative thinking skills.

1.2. The mission statement defines the students the institution intends to serve, as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary
The mission statement states that the College provides "open-door opportunities" for students who want to enter "quality educational programs." The statement specifies that the College supports student outcomes and goals by offering credit and noncredit classes, student advising, tutoring and technology, and other learning resources. The statement explicitly mentions programs related to the areas of health, business, and legal education; the visitor industry; and the Liberal Arts.

Related to the mission are issues being discussed within the University of Hawai‘i system and the College — the role the College should play in the revitalization of Hawai‘i’s economy and in the social development of the community.

Self Evaluation
The mission statement clearly identifies the constituencies the College serves and outlines its programs and services. The mission statement effectively addresses the College’s role in preparing students for transfer to four-year institutions or a future in the professions.

The cross-cultural and program emphases specified in the mission statement constitute valid parameters for allocating resources. However, the mission statement does not address budget restrictions and organizational issues that may impinge on those parameters. The best interests of the College would be served if the Faculty Senate and other pertinent bodies carefully consider the potentially deleterious effects of continued financial constraints and the structural reorganization on the quality of education at the College.

Increased scrutiny by the Faculty Senate and other pertinent bodies would broaden the base of participation in the decision-making process, which in turn would ensure continued emphasis on academic integrity and freedom.

The College plays a role in the social and economic development of Hawai‘i. Beyond its involvement in the revitalization of the State economy, its programs in health, hospitality, and media arts help alleviate some of the State’s most pressing labor needs, and its commitments to the promotion of AIDS awareness and other health issues benefit the community at large. In the East Honolulu-Palolo area more specifically, the College has been instrumental in helping serve the community’s educational needs. These activities are not suggested in the current mission statement.

Also omitted from the current mission statement are allusions to the role of the College as an intellectual forum beyond the immediate community it serves. The College stimulates and contributes to the intellectual life of the local, regional, and global communities by capitalizing
on its geographical location and by serving as a civic and international forum for the exchange of ideas and for the acquisition of academic, professional, and vocational skills.

Additionally, the faculty is committed to the advancement of the cause of knowledge and the enhancement of student skills through its involvement in research activities, curriculum development, and quality instruction. Moreover, the College emphasizes national educational initiatives and international institutional collaborations. The scope of its educational focus includes an Asia Pacific emphasis, international and multicultural education, Service-Learning and civic responsibility, technology assessment, and a learner-centered emphasis that is promoted by the League for Innovation in the Community College. However, these important realities are omitted from the current mission statement.

Finally, the mission statement does not adequately address the multi-ethnic nature of the campus population. Diversity is a major strategic goal for the University of Hawai‘i system; thus, addressing that issue in the mission statement is crucial.

Planning Agenda

The next mission statement, due in 2002, should reflect the following qualities of the College.

1. The College has high academic standards and considers the acquisition of practical and theoretical forms of knowledge a priority.

2. The role of the College is to make significant contributions to the economic, social, and intellectual development of the community and the State.

3. The College promotes connected learning, taking advantage of the inherent diversity of its College community by encouraging interaction across boundaries of ethnicity and culture, as well as across boundaries of the classroom, campus, community, and cyberspace.

1.3. Institutional planning and decision making are guided by the mission statement.

Descriptive Summary

The mission statement serves as the primary basis for the programs and activities of the College. The statement seeks to define the College’s character, guide its objectives, and inspire its initiatives.

Self Evaluation

The College is committed to implementing its mission statement. The mission statement is consistently considered by the faculty and the administration in the institutional planning and decision-making process. The Faculty Senate and the Curriculum Committee are particularly ardent about observing the provisions of the mission statement and ascertaining that initiatives at the College are compatible with its mission.

While committees consider the mission in their initiatives, individual faculty members and administrators are less observant of the mission. Seemingly, this is due to an insufficient awareness of the mission statement among individuals,
Standard One

INSTITUTIONAL MISSION

which in turn is the result of inadequate promulgation of the document.

Planning Agenda

Starting in spring 2001, the College Information Office and the Personnel Office should provide a copy of the mission statement to all faculty members and administrators at the beginning of every academic year.

1.4. The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary

As part of its planning cycle, the College advances a new mission statement every five years. The previous College mission statement was drafted in 1992. The current statement (1997) is due to be revised in 2002.

Self Evaluation

The periodic revision of the College mission statement under present conditions is reasonable and legitimate.

Planning Agenda

None.

DOCUMENTS CITED

1.02 University of Hawai‘i Strategic Plan, November 1997.
1.03 University of Hawai‘i Community Colleges Strategic Plan, April 1997.
MISSION OF KAPI'OLANI COMMUNITY COLLEGE

Kapi'olani Community College, along with all the community colleges in the UH system, has as its mission to:

1. Broaden access to post-secondary education in Hawai'i by providing open-door opportunities for students to enter quality educational programs.
2. Specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses that prepare the student for transfer to senior institutions.
3. Offer technical, occupational and professional programs which both prepare students for immediate employment and provide the trained workforce needed for the state.
4. Provide opportunities for personal development, occupational upgrading and career mobility through credit and noncredit courses and activities.
5. Contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

Kapi'olani Community College focuses on the following cross-curricular initiatives, which serve to integrate course content, infuse skills and provide cohesive learning contexts:

- Writing Across the Curriculum
- Thinking and Reasoning Emphasis
- Hawaiian and Asian Pacific Emphasis
- Information Technology Emphasis
- Mathematics Across the Curriculum Emphasis
- Service-Learning

In addition, it is specifically the mission of Kapi'olani Community College to:

1. Emphasize the areas of health, business, legal education, visitor industry and liberal arts in both credit and noncredit programs.
2. Improve the success of student transfer.
3. Focus and structure programs toward student outcomes and student goals and away from distinctions such as traditional department and credit or noncredit.
4. Work with the Department of Education to improve student readiness and transition into college vocational and liberal arts programs.
Standard Two

INSTITUTIONAL INTEGRITY

He 'ike ana ia i ka pono

It is recognizing the right thing

One has seen the right thing to do and has done it

Committee Members

Chair  Sharon Rota

Members  May Kealoha, Marilyn E. Miller, Vera Okamura, Bill Reisner
Standard Two

INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

Kapi'olani Community College publishes a College Catalog, Schedule of Classes, and brochures about the College and its programs (Documents 2.01 to 2.04). The College also maintains a Web site <www.kcc.hawaii.edu>, which was redesigned in 1999. The Web site includes the College Catalog, Schedule of Classes, and information about programs.

The Web site also contains information about the campus, the faculty, staff resources, and student publications. Additionally the Web site includes information about the library, plus a link to a user guide and online reference desk. An e-mail contact provides a source for receiving further information about the College.

In 1999, the College updated brochures about college programs to reflect current information and requirements. The brochures also include phone numbers for requesting further information.

All these channels provide the campus and community with information on the topics listed below.

- Academic calendars
- Course offerings and times
- Educational purposes
- Fees and policies
- Financial aid
- Names of administrators, faculty, and members of the Board of Regents
- Programs, certificates, and degrees
- Requirements for admission

Experimental courses and their descriptions are not as broadly published. The College mission statement, through which the College presents its objectives, is likewise not broadly published.

Another avenue through which the College presents information is a series of information sessions open to the public throughout the year. These sessions cover topics listed on the following page.
Standard Two

INSTITUTIONAL INTEGRITY

- Responses are from probationary or non-tenure-track faculty who are reluctant to assert their views because of fears about job security.
- The close alignment of the College with the University of Hawai‘i core limits flexibility at the College level.
- Some members of the faculty perceive department chairs or administrators as overly directive about what and how to teach.
- All courses must include content and competencies stated in the Catalog.

The Self Study team has not been able to determine the reasons for the responses.

Planning Agenda

In academic year 2000-2001, the Faculty Senate, assisted by the Office of Institutional Research, will investigate faculty concern about academic freedom, as those concerns are indicated in faculty response to items 9 and 10 of the 1999 faculty survey.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

Information about distinguishing between personal convictions and proven conclusions is stated in the Faculty Handbook and in Article VIII of the Agreement Between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, 1995-99 (Documents 2.07 and 2.10).

The 1999 survey of current students included two statements on this issue. Table 2.2 shows the student responses.

| Item 4: Instructors distinguish between personal conviction and proven conclusions. |
|-----------------------------------|-----------------|-----------------|
| % Yes | % No | % Unsure |
| 29.3 | 31.9 | 38.8 |

| Item 5: Instructors presented data fairly and objectively. |
|-----------------------------------|-----------------|-----------------|
| % Yes | % No | % Unsure |
| 78.7 | 11.2 | 10.1 |

Self Evaluation

As Table 2.2 shows, only 29.3% of the students surveyed replied that their instructors distinguish between personal conviction and proven conclusions. Reasons for this low percentage are unclear but are cause for concern.

For item 5, nearly 79% of the students indicated that their instructors presented data fairly and objectively; 20% responded with “no” or “unsure.” While this finding is very positive, the percentage of students who either think their instructors did not present data fairly or are unsure is also cause for concern.
Planning Agenda

By fall 2001, the orientation program for all new faculty should include information about professional responsibilities as defined in the *Faculty Handbook* and in Article VIII of the *Agreement Between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, 1995-99*.

The 1999 Student Survey found that the majority of students (almost 57%) knew about the Kapi‘olani Community College Student Conduct Code, but less than 17% knew what it included.

Self Evaluation

Students do not have sufficient knowledge about the contents of the Student Conduct Code.

Planning Agenda

1. By fall 2002, during the orientation for new students, the Office of the Dean of Student Services should place more emphasis on informing students about the Student Conduct Code.

2. By fall 2002, the faculty should begin including references to the Student Conduct Code in course syllabi.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and sanctions for violation.

Descriptive Summary

Kapi‘olani Community College has a written policy on academic honesty and imposes sanctions for violations of that policy. This policy is stated in the *Kapi‘olani Community College General Catalog 1998-2000* (Document 2.01) and the *Schedule of Classes* (Document 2.04). Many members of the faculty include the policy in their course syllabi.
Standard Two

INSTITUTIONAL INTEGRITY

The fall 1999 student survey found that only 44.3% of the students were aware of the College’s principles on student academic honesty and sanctions for violations; 33.8% were not aware of the policy, and 21.9% were unsure.

Self Evaluation

Although the College is committed to the principles of academic honesty, a majority of the students are not aware of College policy on academic honesty.

Planning Agenda

1. By fall 2002, during the orientation for new students, the Office of the Dean of Student Services should place more emphasis on informing students about the College’s policy on academic honesty.

2. By fall 2002, the faculty should begin including references to the College policy on academic honesty in course syllabi.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

As part of the state system of community colleges, Kapi'olani Community College promotes equity and diversity. The University of Hawai'i Community Colleges Strategic Plan, 1997-2000 (Document 2.12), includes the following two goals: 1) to provide access to quality educational experiences; and 2) to continue to champion diversity and respect for differences.

Nondiscrimination Policy

Kapi'olani Community College is an Equal Opportunity/Affirmative Action employer. College policy is to comply with federal and state laws that prohibit discrimination in university programs and activities. The nondiscrimination policy is stated in the College Catalog (Document 2.01) and in all official college publications. The policy is also stated on the College Web site.

The Catalog also describes policies regarding sexual harassment, students with disabilities, nondiscrimination and affirmative action, and procedures for filing complaints about discrimination (pp. 17-21). The College annually distributes to faculty and staff pamphlets regarding sexual harassment.

Students may present questions and complaints about discrimination to the Office of the Dean of Student Services. This office can also provide information about additional services.

Services for Students with Disabilities

Policy and procedural guidelines, developed in 1998, prohibit discrimination on the basis of a disability for students attending the University of Hawai'i Community Colleges (Document 2.12). Administrators as well as counselors from the Special Student Services Office are available for workshops and consultation.

Since 1991, orientation for new faculty has included a presentation by the Special Student Services Office. The Special Student Services Office provides support services to students with documented disabilities.
The Special Student Services Office has four components:

1) **Trio Project**, which assists low-income, first-generation-in-college students in successfully completing their academic program;

2) **Support for Deaf and Hard-of-Hearing Students**, which includes close association with the Gallaudet University Regional Center;

3) **Project Pili Aloha**, which supports students with psychiatric disabilities; and

4) **Campus Counselors**, who provide general academic and specific counseling and support.

Through workshops, pamphlets, and the campus electronic bulletin, the faculty receives information about the American with Disabilities Act. The information covers how to teach students with disabilities and how to explain to other students accommodations provided for students with disabilities. (See Standard 5 for more information about college services for students with disabilities.)

The College helps persons with slight and severe disabilities in gaining skills and knowledge to find work and academic accomplishment. In addition, the Equal Opportunities Task Force at Kapi'olani Community College developed the *Community College Faculty and Staff Handbook on Helping Persons with Disabilities* (1996 Revision, Document 2.13). The handbook helps faculty and staff understand the federal legislation and how to assist or teach students with disabilities. The handbook also contains examples of how to provide appropriate accommodations. Faculty may request this handbook from the Special Student Services Office. The office encourages faculty and staff to contribute their experiences to the handbook.

The College also solicits external expertise in reviewing its services for students with disabilities. For example, a consultant with expertise in accommodations for persons with disabilities has been to the College several times for the purposes listed below.

- 1996: discussed Section 504 of the Rehabilitation Act and the campus responsibilities
- 1997: reviewed support services for students with disabilities
- 1998: reviewed College policies and procedural guidelines for nondiscrimination on the basis of a disability

**Emphasis on Diversity**

Because Kapi'olani Community College is an open-door institution that welcomes any person who is 18 years of age or older or who has earned a high school diploma or equivalent, its student population reflects the vast cultural diversity in the community. (See "Background and Demographics.")

The College commitment to this cultural diversity is manifested in a myriad of programs, such as those listed below.

**Asia Pacific Emphasis** — This cross-curricular emphasis promotes cultural activities on the campus. This emphasis includes the annual International Festival, which takes place day and evening one week in the spring each year. (For more information on this festival, see Standard 5.7.)
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Access to College Excellence (ACE) — This program, developed since the last Self Study, involves block-course scheduling developed for populations of first-year college students. The populations include Native Hawaiian students, neighbor island students, and single parents and displaced homemakers. A weekly seminar is also included. Table 2.3 shows enrollment for this program in three fall semesters.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>59</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>37</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>47</td>
</tr>
</tbody>
</table>

Malama Hawai'i — This program is a learning community with the theme of taking care of the land of Hawai'i. According to the coordinator of Malama Hawaii, enrollment in this program, which began in 1997, has ranged from 7 to 15 (as shown in Table 2.4).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>12</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>7</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>15</td>
</tr>
</tbody>
</table>

Service-Learning — This program offers opportunities for students to perform volunteer work in a variety of community settings that are related to the student's course of study. Between 1995 and 1999, 3,100 students contributed 62,000 hours of service to the community. Each year, approximately 40 faculty members offer service-learning assignments in more than 200 classes. (For more information on Service-Learning, see Standard 5.8.)

Safe Zone — This program provides an opportunity for students to visit members of the faculty to discuss gay, lesbian, transsexual, and transgender issues. This program was an outgrowth of the campus Same Sex Task Force.

Native Hawaiian Vocational Educational Project — This program financially aids students of Hawaiian ancestry who are interested in Technical, Occupational, and Professional education.

The College also offers workshops on other equity and diversity issues. In addition, the College has received two grants pertaining to cultural learning styles and equity: $11,000 for yearlong training and $7,500 for producing a video and handbook.

Self Evaluation

The College follows a policy of nondiscrimination in hiring, admissions, and all campus activities. The College also champions diversity among its faculty, staff, and students.
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However, because some of the programs cited above are funded extramurally, long-term stability of those programs is always at risk. Moreover, the College provides limited service for students with learning disabilities.

Planning Agenda

1. In its biennium budget, the College has requested that programs funded extramurally be converted to state-funded programs.

2. In fall 2000, the College will shift some of the funds for service to special populations to support for staffing related to learning disabilities.

7. The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The College has no athletic programs.

Self Evaluation

Not applicable.

Planning Agenda

None.

8. The institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary

The College has an Accreditation Liaison Officer who coordinates exchanges of information between the College and the Commission.

Self Evaluation

The College complies with this standard.

Planning Agenda

None.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Although neither Kapi'olani Community College nor the University of Hawai‘i Community Colleges has a timetable for review of college policies and regulations, the College’s publications are regularly updated and revised. For example, the College Catalog is revised and published biannually. To ensure accuracy in its catalog, the College has developed a checklist that must be followed whenever the catalog is revised.

The Schedule of Classes, which until spring 2000 had been published twice a year, now covers the fall and spring semesters. This expanded schedule helps students and advisors plan coursework for an entire academic year.
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For curricular changes, departments and programs can send proposals for new or revised courses or programs to the Faculty Senate Curriculum Committee. Proposals that are approved by the committee and the Faculty Senate are forwarded to the Senior Academic Dean for review and to the Provost for approval or disapproval. In 1998 the College implemented a five-year cycle for reviewing and updating curriculum materials for all courses.

The Provost reports all curricular actions to the Chancellor annually. Only the Chancellor can approve changes in the name of a program, the number of credits in a program, or the alpha of a course or program.

The College regularly updates its academic development plan and its strategic plan. The academic development plan was last revised in 1997 and will be revised in 2002. The strategic plan was last revised in 1997 and will be revised in 2007 (Documents 2.14). Brochures about college program were updated in 1999 to reflect current information and requirements, along with phone numbers for requesting further information.

The Faculty Handbook was most recently revised in August 1998 and is distributed to new hires by the Personnel Office. Distribution to existing faculty is by the College Web page. The 1997-98 handbook is online, but the 1998-99 handbook is not. Personnel actions are governed by union contracts and State of Hawai’i civil service code.

Self Evaluation

The College regularly evaluates and revises institutional policies, practices, and publications.

However, the College needs to have current Faculty Handbook on line.

Planning Agenda

By spring 2001, the College should have its current Faculty Handbook on line.

DOCUMENTS CITED

2.01 Kapi‘olani Community College General Catalog 1998-2000.
2.02 Kapi‘olani Community College Web Page <www.kcc.hawaii.edu/>.
2.03 Program and College Brochures, 1999.
2.04 Schedule of Classes, Fall 1999.
2.05 Report on the Result of the 1999 Current Student Survey.
2.06 Board of Regents By-Laws and Policies.
2.07 Agreement Between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, 1995-99.
2.08 Faculty Senate Constitution.
2.09 Report on the Result of the 1999 Faculty Institutional Survey.
2.11 Student Conduct Code.
2.13 Community College Faculty and Staff Handbook on Helping Persons with Disabilities 1996 Revision.
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E hō‘ike mai ana ka lā‘au a ke kia manu

The stick of the birdeater will tell

We will know success by what is produced
Success of a birdeater is known by counting the birds on the gummed stick

Committee Members

Chairs  John M. Flanigan, Louise Pagotto
Members  Dave Evans, Mavis Hara, Gail Harada,
         M.J. Haverly, Ed Kalinowski, Guy Nishimoto,
         Monomita Roy Krishna, Carmen Young
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The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1. Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

In 1992, the College committed a portion of its federal funds for Technical, Occupational, and Professional education to create the position of Institutional Research Analyst. In 1996, those federal funds could no longer be used for that purpose and the kinds of research needed were clearly more than just those of Technical, Occupational, and Professional education. When the management position of Assistant to the Provost became vacant, that position was re-described as the Director of the Office of Institutional Research, a permanent management-level position devoted to evaluation.

The Director of the Office of Institutional Research has freedom to determine the kinds of projects undertaken and the manner in which research is conducted and information shared with administration, faculty, and staff. The Office of Institutional Research has placed itself at the disposition of departments, programs, and individual faculty to facilitate planning and evaluation of programs, courses, and individual performances, and to support faculty and staff in areas of research. In addition, to assist the many faculty members who engage in research on campus, the Office of Institutional Research has, to a very large extent, provided data needed by the faculty.

The single most time-consuming task of the Office of Institutional Research is assembling data for, and drafting, annual Program Reviews that each unit in the College submits annually. The Office collects and compiles data from a variety of sources and forwards the results to the program units for review and analysis. The data are related to performance indicators that the units use to determine how well they are carrying out their missions. Copies of the Program Reviews must be sent to the Chancellor’s Office each year. (For samples of Program Reviews, see Documents 3.01 and 3.02.)

In addition, the Office of Institutional Research handles the Student Feedback Survey for faculty every semester. The survey responses indicate students’ assessment of the instruction they receive. Probationary faculty, faculty on annual contracts, and adjunct faculty are required to conduct the Student Feedback Survey; the surveys are optional for tenured faculty. (For sample survey sheets and reports, see Documents 3.03 and 3.04.) The Director of Institutional Research also provides materials to help administration and faculty interpret results of the survey (Document 3.05).

Another function of the Office of Institutional Research is conducting annual surveys of former
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students and of graduates of Traditional, Occupational, and Professional programs. In addition, every three years, the Office surveys students, faculty, and staff to gauge their satisfaction with the College (Documents 3.06 and 3.07).

Additionally, the Office of Institutional Research regularly surveys employers about their satisfaction with graduates of Kapi'olani Community College. The Office also gathers and reports information on the performance of Kapi'olani students who have transferred to the University of Hawai'i at Mānoa and, since 1996, Hawai'i Pacific University, the second most common destination for the College's two-year graduates (Documents 3.08 and 3.09).

Periodically, the Office publishes brief articles by faculty, staff, and students in the Institutional Research Bulletin. Articles cover a wide range of topics, including enrollment management, outcomes of special programs (such as Service-Learning or Writing Across the Curriculum), grading policies, and effectiveness of adult basic education (Document 3.10).

The Office of Institutional Research has also reviewed significant aspects of several new activities. The activities described in the following paragraphs provide some examples of research that has affected the direction of the College.

1. In 1996, evaluation of student performance in basic-skills courses contributed to the formation of the Pre-College Program. That program served as a model for a more comprehensive program of basic skills and developmental education called “Holomua.” The Office of Institutional Research continues to gather data on Holomua and to monitor its performance (Document 3.11).

2. When some departments wanted to establish prerequisites to replace recommended preparation for their courses, the administration and faculty relied on the Office of Institutional Research to anticipate effects of the new prerequisites on enrollment, for example. The Office subsequently monitored effects of the changes on areas such as student performance (Document 3.12).

3. Results of the COMPASS placement-testing program, begun in spring 1998, have been under constant scrutiny. Analyses of placement data have led not only to system-wide adoption of what had been Kapi'olani Community College's cut-off scores but may also result in system-wide changes in the way the Community Colleges use COMPASS testing and the cut-off scores (Document 3.13). The College's Office of Institutional Research played an integral role in this ongoing research.

Self Evaluation

Research is conducted regularly in many key areas of the College. As the College reviews programs and develops new ones, the need to collect, organize, and analyze data for planning and evaluation grows apace. The task is made more difficult because, depending on the size and scope of the program, the scope of data to be collected can be quite large. Furthermore, not all programs use the same indicators, and getting the data into useful formats is time-consuming. Finally, the kinds of analyses required have become more critical and more sophisticated. In addition, computer technology has increased the desire (some might argue the “need”) for more
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complex reports and wider dissemination of results.

While the Office of Institutional Research began as a one-person operation, the number, scope, and intensity of research tasks have increased to the point where one person cannot handle all of the projects that come under the purview of the Office.

Other than the periodic surveys by the Office of Institutional Research, the College has no established, explicitly defined process or criteria for involving institutional research in planning and evaluation. In addition, the way the results of the surveys are used has not been clearly defined.

Research has been geared more to needs of specific program. The College also needs an established, explicitly defined process integrating the "bottom up" agendas of departments and programs with the broader "top down" agendas of the University and Community Colleges Strategic Plans. Until such a process is implemented, groups and individuals will gather data and publish reports that might not yield an integrated picture of what is happening in the College.

Another concern is the way data are collected and stored. A more carefully defined process involving research in planning and evaluation would provide the impetus to standardize data-collection and build databases of information that could be more easily and efficiently accessed.

Planning Agenda

1. By fall 2002, the Office of Institutional Research will formulate procedures to ensure that institutional research will be better integrated with institutional planning and evaluation.

2. By fall 2003, the Office of Institutional Research will establish more uniform methods of gathering, storing, and accessing data so that more people can use information resources with greater ease and efficiency.

A.2. The institution provides the necessary resources for effective research and evaluation.

**Descriptive Summary**

The Office of Institutional Research has office space in 'Ilima, the administration building. The Office has three computers (including a Macintosh G4), a high-capacity printer, and funding for student help.

In October 1999, the College received a Title III grant that will provide funding to strengthen instruction in basic and developmental skills in Technical, Occupational, and Professional programs and in program assessment, especially in non-instructional programs. Some of the grant money has been allocated to the Office of Institutional Research to fund a full-time assessment coordinator, a full-time statistical clerk, and additional student help. Funds have also been designated for equipment and supplies.

The Office provides additional research support for routine reports published by the Chancellor's Office of Institutional Research and by the Office of Institutional Research of the University of Hawai‘i at Mānoa. Such reports deal with enrollment, articulation and transfer, grade distri-
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butions across campuses, and other information related to management and planning. The Chancellor's Office of Institutional Research also handles some reporting of college information to various agencies.

Because the system office of the University of Hawai‘i has not been able to handle all the demands for institutional research, the College reallocated a position to create its own Office of Institutional Research and Planning. Subsequently, the demands placed on this Office increased beyond its capacity. Nevertheless, the 1999 Faculty Institutional Survey ranked the performance of the Office fourth highest among all functions of the College (Document 3.14).

Self Evaluation

Title III allocations are an important first step to providing the requisite support to the Office of Institutional Research as the College increases its level of commitment to assessment. However, adequacy of the resources for the increased responsibilities will need to be determined as the Title III project is implemented. In the long run, additional money will be needed to sustain the level of support provided through Title III.

Planning Agenda

1. By fall 2001, the Office of Institutional Research will prepare a strategic plan highlighting functions and resources expected in the next few years as a result of its expanding functions.

2. By fall 2003, the College administration will formulate a plan to fund and otherwise support an enhanced and expanded Office of Institutional Research and Planning.

A.3. The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

The College has developed and implemented several instruments and procedures to evaluate its programs. These instruments and procedures, described in Standards 3.A.1 and 3.A.4, give measures of demand for, outcomes of, and efficiency of any program. Results are used to evaluate how well the College is accomplishing its mission, as outlined in its Academic Development Plan (Document 3.15).

Individual programs also conduct independent studies of their students. For example, the Health Sciences Program analyzes the results of tests its graduates take in their fields — Diagnostic Medical Sonography, Medical Assistant, Medical Lab Technician, Occupational Therapy Assistant, Radiologic Technology, and Respiratory Care. Directors of the programs regularly obtain results of national tests and compare them with performance by Kapi‘olani students (Document 3.16).

Advisory Councils also play an important role in monitoring College effectiveness. For example, the Food Services and Hospitality Education (FSHE) program depends heavily on feedback from advisory committees. The 12 to 15 people on the advisory committees hold high-level positions in related industries. For example, the Culinary Arts Advisory Committee consists mainly of executive chefs and food and beverage managers. The Hotel Operations Advisory Committee draws membership from general managers, directors of sales, and directors of personnel.
Owners of travel agencies, managers of airlines, and managers of ground transportation companies are members of the Travel Industry Advisory Committee. The minutes of advisory committee meetings contain feedback from these specialists who hire Kapi'olani-trained students (Document 3.17). FSHE uses the feedback to evaluate and modify its programs.

The instruments and procedures described above provide means for evaluating how well the College accomplishes its five-fold mission. Annual Program Reviews, along with enrollment-management reports, for example, indicate if the College is achieving its mission to "broaden access to post-secondary education in Hawai‘i" (Document 3.15, Section II.1).

Surveys of former students and graduates, along with data collected on performance of Kapi'olani students who transfer to the University of Hawai‘i at Mānoa and Hawai‘i Pacific University, provide information about student preparation "for transfer to senior institutions" and "immediate employment" in the "workforce needed for the state" (Document 3.15, Sections II.2 and II.3). Studies commissioned independently or implemented by programs also contribute to the picture of how well the College is accomplishing its mission, since all such programs relate their activities to the mission of the College.

A major goal of the College Title III project is to review the current instruments and procedures used in program evaluation and improve their effectiveness as tools for decision-making and planning.

Self Evaluation

While the College has clearly developed and implemented means for evaluating its programs and activities, how the many sources of evaluative information can be integrated into an overall picture is not as clear.

Adding an additional level of research and evaluation would certainly allow for a more empirical approach to the College decision-making in areas such as resource allocation, program structures, personnel assignment, and enrollment management.

Recent surveys and discussions with department chairs, conducted as a part of the Title III initiative, confirm that the current form of the annual Program Reviews needs improvement (Document 3.18). Those discussions covered the importance of creating mechanisms to evaluate how well program competencies can be measured. Therefore, the grant made provision for exploring ways to improve evaluations of academic units and support units. Provisions in the grant relate to the following three concerns expressed by many department heads.

1. Program Reviews do not provide the kind of information that helps with their decision making.

2. Department heads need to be better trained in how to use quantitative measures.

3. Support units need to develop a model of evaluation that will incorporate measures of performance more appropriate to the non-instructional tasks of support units.
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Planning Agenda

1. By fall 2001, the Office of Institutional Research will complete a review of assessment measures and processes used in the Program Reviews.

2. By fall 2002, the Office of Institutional Research will integrate the means it regularly uses to evaluate programs in the College and construct an overview of how well the College is fulfilling its mission. This overview might take the form of a summary of the Program Reviews structured around the College mission statement.

3. Completion of the previous two items should lead to the Office of Institutional Research’s developing second-generation Program Reviews for academic units and support units. These reviews will include revised assessment measures and processes.

A.4. The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

As described in Standard 3.A.1, the Office of Institutional Research facilitates review of programs and services the College offers. Faculty, department chairs, deans, and the Provost use Program Reviews to identify positive and negative trends and recommend changes that will improve the quality of education and services.

Student surveys, focus groups, and surveys of former students and graduates provide additional data that improve the classroom environment, the instructor and the department, and the institution.

Other studies are generated as needed to assess what is happening in, or to determine specific directions for, units, programs, and services. Results are reported directly to faculty and programs, to departments, to committees, and to the administration. Data are also available to anyone needing support for decision-making and planning.

Data collected and analyzed in the annual Program Reviews are meant to shed light on three “health indicators” of any program: 1) demand, 2) outcomes, and 3) efficiency. Over time, these health indicators can reveal trends indicating that change might be needed in a program, department, unit, or the College.

Examples of program evaluations that have led to major actions include the following.

Ending the Office Administration and Technology Program (1996). An analysis of the demographic and enrollment trends led to the program’s being moved from this campus to another campus and merged with a similar program on that campus (Document 3.19).

Changing Staffing at the Emergency Medical Service Training Center on Kaua‘i (1998). An analysis of workload and costs at the Kaua‘i facility resulted in the loss of a 0.5 FTE clerical position and the reduction of faculty from full time to part time (Document 3.20).

Converting the Diagnostic Medical Sonography Program from Credit to Noncredit (1999). A review of the program revealed increasing costs and limited enrollment. The conversion means that Medical Sonography can be offered only if enough students are
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willing to enroll and to pay a fee to cover the cost of conducting the class (Document 3.21).

Proposing a Sports Medicine Program (1999). Through a process of “environmental scanning,” demand for a Sports Medicine program was identified and justification for implementing the program was developed (Document 3.22).

Additionally, curricular changes have been made in a number of programs on the basis of analyses of data: changes in prerequisites for Social Science courses based on student performance; curricular changes in the Information Technology program; development of the Travel and Tourism program; and development of the Entrepreneurship Program.

Certain curricular initiatives have recognized the importance of formative evaluation and have integrated assessment and evaluation as part of ongoing review processes. For example, in the initial planning stages of the Holomua program, a steering committee was charged with determining how to assess the program’s outcomes and how these assessment results should inform the design of the program. Collecting these data is now the responsibility of the Office of Institutional Research, the Dean of Student Services, and the program coordinators. The Service-Learning program also has a major component related to formative and summative evaluation and assessment.

Revised budget procedures are designed to incorporate program evaluation and program planning information into the budgeting process. Budget workshops include not only the presentation of budget requests but also program directions and accomplishments. This information is used as part of the budgeting process. While this process is new and needs to be reviewed and refined, it is already in operation.

Self Evaluation

The Office of Institutional Research generates data that enable the College to make informed decisions and improvements in programs. Furthermore, with support from the Office of Institutional Research, many members of the faculty are also investigating individual research concerns that have a direct impact on the delivery of instruction. These ad hoc research projects provide faculty and administrators with valuable information on a wide range of subjects.

However, while the information from these projects is available to faculty and administration, no individual or office is responsible for reviewing the studies to determine their relationship to institutional missions and objectives. Furthermore, the information, although available, might not be used in planning and decision-making. For example, in making decisions, program heads tend to under-utilize the data provided in Program Reviews.

And while much information is available, some gaps exist. For example, with the integration of credit and noncredit classes within programs, the second-generation annual Program Reviews need to include evaluations of the noncredit components.

In addition, some support units have not been participating in the process. The reviews typically use criteria which measure demand, outcomes, and efficiency in instructional programs. These criteria have been very difficult to define.
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and measure for non-instructional academic support units such as the library, instructional media, learning assistance, student services, and administrative services. Even in cases where the units have submitted Program Reviews, the reports have not been considered very useful.

Planning Agenda

1. By spring 2001, the Office of Institutional Research will incorporate in the second-generation annual Program Reviews new measures for noncredit courses.

2. By fall 2001, the Office of Institutional Research will centralize the review of surveys, reports, and other forms of institutional research involving evaluation or assessment to determine the extent to which the College mission is being adhered to and the extent to which institutional objectives are being attained.

B. Institutional Planning

B.1. The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

Prior to 1995, the planning processes at the College consisted of a regular and comprehensive system of Planning, Management, and Evaluation. This system sought to integrate planning and budgeting for academic programs. Integration occurred through a participatory process involving faculty, staff, and students. Every six years, a steering committee composed of representatives from the segments of the College, including students, engaged in coordinated college-wide discussions and made major revisions in the Academic Development Plan. In 1996-97, the President of the UH system called for strategic plans to be developed at all levels — from the UH system, to the UH Community College system, to individual campuses.

This call for strategic planning came on the heels of Kapi'olani's 1995-1996 Retreat to the Future — a year-long series of activities that had been envisioned prior to and independent of the President's strategic planning initiative. In fact, Retreat to the Future had been envisioned as a response to the previous accreditation team's recommendations to increase channels of communication.

Spearheaded and coordinated by two faculty members, the 1995-1996 Retreat to the Future activities had these goals: "(1) to design a new, legitimate channel of communication between faculty and with the administration; (2) to contribute purposefully and creatively to the future planning for learning and teaching over the next ten years at the College" (Document 3.23, Appendix 1).

During 1995-1996, 57 members of the faculty and staff participated in a series of day-long retreats and afternoon forums. Over 50 students also participated in these retreats and forums, and 687 students in Liberal Arts courses and Traditional, Occupational, and Professional courses contributed anonymous feedback through an informal survey. In face-to-face meetings and in their written responses, participants identified areas of concern and envisioned future directions (Document 3.23).
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Thus, when the UH President called for development of institutional strategic plans, Kapi'olani had the benefit of a year of discussions about goals and directions. Using the original dreams and wishes of the participants in the 1995-1996 Retreat to the Future, the Strategic Planning Council — consisting of 32 members of the faculty, 7 members of the staff, 4 members of the student body, and 16 members of the community — volunteered to work together over a period of four months in 1996-1997. Their objective was to develop specific goals and performance objectives that were congruent with the overall goals set by the UH System Strategic Plan (Document 3.24).

Faculty, students, and staff were recruited through campus media (electronic bulletin and student newspaper). Representatives from the community were recruited from program advisory boards. The Interim Assistant to the Provost for Research and Planning, the Chair of the 1996-97 Faculty Senate, and the Interim Assistant Dean of Instruction coordinated meetings and endeavors of the Strategic Planning Council.

The cover memo to the Kapi'olani Community College Strategic Plan 1997-2007 outlines the process in the words below.

The Strategic Planning Council met three times (January, February, and March 1997). Four different subgroups met separately during those months to formulate the goals and objectives in four areas: 1) provide access, quality, service; 2) champion diversity; 3) acquire and manage resources; and 4) function as a system. Two draft versions of the report, the first and the sixth, were circulated to members of the Strategic Planning Council for their feedback. College administrators received, in addition, the seventh and eighth drafts (Document 3.25).

Directions and benchmarks identified during this collaborative process formed the College Strategic Plan. These directions and benchmarks in turn became the foundation for the College Academic Development Plan (Document 3.15). The Chair of the 1997-98 Faculty Senate, the Interim Assistant to the Provost for Institutional Research and Planning, and the Interim Assistant Dean of Instruction compiled the Academic Development Plan by synthesizing the directions set forth in the Strategic Plan with data from institutional research and feedback from department chairs and unit heads.

However, even though 57 faculty members participated in Retreat to the Future activities and 32 faculty served as members of the Strategic Planning Council, the 1999 Faculty Institutional Survey (Document 3.14), found that faculty satisfaction with the level of faculty involvement in setting campus priorities and planning processes received a mean of only 2.45 on a 4-point scale, with 1 being "Very Dissatisfied" and 4 being "Very Satisfied." This mean was only slightly better than the means of the ten lowest-rated items on the survey, which ranged from 1.82 to 2.38.

Self Evaluation

Activities conducted during 1995-1997 involved many College stakeholders and provided many opportunities for input. Moreover, for the first time, members of the community that the College serves actively participated in setting its directions. This inclusive and extensive process
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improved the quality of the plan in as much as the Academic Development Plan now reflects goals set by faculty, staff, students, and the community.

In this latest planning effort, the institution's goals are aligned with those of other Community Colleges in the UH system and, indeed, with all institutions in the UH system. For the first time, the institutions are working in concert, toward the same general goals.

However, the planning process that generated the Strategic Plan and the Academic Development Plan has not been defined in College documents, and the process had not been published until the two plans were made available on the College's Accreditation Web site in 1999.

Moreover, no mechanism has been established to repeat the retreats and forums conducted in 1995-1996 or to reconvene the Strategic Planning Council. No attempt has been made to re-examine the plans in light of the continued budget cuts. Most importantly, no attempt has been made to reevaluate either the plans or the planning process in light of the current restructuring of the College.

Planning Agenda

By May 2001, the College will establish a planning council that meets regularly, includes input from all constituencies, establishes directions, monitors and evaluates progress, and responds to changes.

B.2. The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

B.3. The institution engages in systematic and integrated educational, financial, physical and human resources planning and implements changes to improve programs and services.

Descriptive Summary

The Kapi'olani Community College Strategic Plan 1997-2007 (Document 3.25) and the Kapi'olani Community College Academic Development Plan (Document 3.15) set institutional goals and identified priorities for improvement, as reflected in the timeline established for accomplishing each objective.

As noted in Standard 3.B.1, both documents are products of a broad-based, "grass-roots" effort by students, faculty, staff, and members of the community. In addition, every stratum of program and institutional administration uses tools for evaluating and planning to set and redefine priorities.

Faculty needs are assessed through general campus surveys. For example, members of the Kapi'olani Information Technology Emphasis (KITE) and Information Media Technology Services (IMTS) conducted surveys regarding use and services of computers and technology (Documents 3.26 and 3.27, respectively). Faculty Senate surveys are also a means by which the faculty contributes to the general planning processes of campus initiatives (Document 3.28).
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At the departmental level, each program area submits to its dean an annual report of program accomplishments as a summary of the year’s activities (Document 3.29). Additionally, programs complete an annual Program Review indicating whether the program has met its goals and objectives (Documents 3.01 and 3.02). Individual departments survey continuing and graduate students to assess program quality and effectiveness in preparing students to function effectively in their academic disciplines or in their careers (Documents 3.06 and 3.07).

Financial planning is accomplished through preparation of the biennium operating budget. The Governor initiates the process, sending out budget instructions. The University President articulates the vision, priorities, and guidelines. The Office of the Chancellor for Community Colleges distributes the guidelines to the individual campuses. The College Director of Administrative Services is ultimately responsible for constructing the campus’ biennium operating budget. This operating budget defines projections for salaries, supplies, and equipment.

As noted in Standard 3.A, some departments receive feedback from advisory councils, further evaluating program effectiveness from an employer’s viewpoint (Document 3.17). Technical, Occupational, and Professional programs that have national accreditation standards use evaluation and planning as part of their requirements (Document 3.30).

At the campus level, the amounts are based on input from the deans and department chairs and are aligned with the academic and strategic plans of the University and the UH Community College systems. Department chairs are an integral component in the planning process, submitting equipment requests to the Director of Administrative Services.

In academic planning, departments that propose new programs follow specific formats to justify their proposals. Within this format, the department is expected to correlate the vision of the new program with the mission and goals articulated in the strategic and academic plans of the College as well as with the system-wide mission and goals of the University of Hawai‘i and the University of Hawai‘i Community Colleges.

Through the reorganization of the College, the administration has flattened the institutional hierarchy and intends to facilitate decision-making and budgeting and planning. The objective is to decentralize the budgeting process to the unit and department level, including training and a budget primer for department chairs. The decentralized budget process would include a new system of allocations and be put on the Web to allow administrators to make projections.

The College administration uses system documents — such as the University of Hawai‘i at Mānoa Planning and Policy Benchmarks—Performance Indicators Report (Document 3.31), the University of Hawai‘i Community College Strategic Plan Progress Report (Document 3.32), and the Community Colleges Management and Planning Report (Document 3.33) — to plan and assess yearly institutional goals.

Interviews with administrators suggest that the College does not have a capital budget of bond funds for new facilities. Capital improvement funds are available for existing facilities improvements, and special repair and maintenance projects. With the State’s current financial condition, the College is uncertain of the exact budget allocation, even relatively late in the
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fiscal year. To illustrate, halfway through the second quarter of fiscal year 1999-2000, the College had still not been informed of the exact amount the Governor had restricted from its budget. Clearly, this situation does not allow the College timely knowledge of what its general fund budget is. This approach precludes effective planning. Given these constraints, the College targets an estimated operating budget, with adjustments made to planning and management of the budget throughout the year.

The State's financial woes have led to significant erosion in funding from the State General Funds. At the same time, the State Legislature granted the University an increased degree of autonomy — allowing the campuses to retain campus revenue from tuition and fees from noncredit and credit programs. This change presented both a challenge and an opportunity: a challenge to maintain — even improve — services despite declining general funding, and an opportunity to reorganize the campus into “revenue units,” which could not only generate revenues but also retain revenues.

At the request of the College administration, the Office of Institutional Research is studying campus office space and classroom use. The results of the study should lead to a physical master plan for the College.

Self Evaluation

According to the College administration, the Strategic Plan and the Academic Development Plan are the engines that drive the planning process of the College. The goals and objectives outlined in those documents require the College to integrate resource planning for academic, fiscal, physical, and human resources. Furthermore, each layer of the institution has goals and objectives that are incorporated in plans and proposals.

However, these plans and proposals are not integrated “vertically.” That is, the goals, objectives, and plans at each level are not linked back to the presumably broader, more general higher-level goals and objectives. For example, institutional data do not flow “upward” to be used in systemwide planning, and the goals and objectives articulated in the College’s formal planning documents are not used in lower-level departmental planning (Documents 3.25 and 3.15).

In addition, in many cases the Strategic Plan and the Academic Development Plan do not match the financial plans and are more of a general overview rather than a daily guide. To illustrate, granting sabbaticals is given priority in the Strategic Plan and the Academic Development Plan, but six-month sabbaticals are not factored in or planned for in the financial plan.

The State's financial doldrums and the rapid reorganization of the College have revealed inadequacies in the planning structure, especially with respect to the coordination of financial and physical planning.

Implementation of the budget reorganization outpaced the ability of the fiscal infrastructure to reflect the changes in its record keeping. Information on revenue (including revenue generated by noncredit programs) and expenses has not been available to decision-makers in a useful format or a timely manner.
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Planning Agenda

1. By spring 2001, the College Planning Council, as part of its focus on planning and goal setting, will conduct an annual review of past goals and plans and ensure that individual plans are congruent with and support institutional plans.

2. By spring 2001, all organizational levels of the College will make use of both the Strategic Plan and the Academic Development Plan in their planning.

3. By spring 2002, the College will update its planning documents to integrate planning with resource allocation.

4. By spring 2002, the College will have in place a master plan for physical resources.

C. Institutional Outcomes Assessment

C.1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

The Kapi'olani Community College Academic Development Plan 1997-2002 (Document 3.15) states the College mission, goals, objectives, and outcomes. The Academic Development Plan specifies assessment of demand for programs by measuring enrollment (headcount and FTE) and number of classes taught. Examples of measurements of efficiency are average class size and student-to-faculty ratio. Examples of measurements of outcomes are credit-earned ratio (the number of students who complete the course with a passing grade) and the number of students who transfer to the University of Hawai'i at Mānoa. The Academic Development Plan also specifies and ranks the objectives of the College by goal, by program, by academic support unit, and by emphasis.

To document achievement of its objectives, the College collects data and generates the reports listed below.


Management and Planning Support (MAPS) (Document 3.34). Each semester, College data are included in reports published by the Chancellor’s Office. The reports outline the previous semester’s enrollment, credits earned, workload, and instructional activities for each Community College in the UH system. Computer printouts for student demographics, but not performance, are also generated. Every year, the Chancellor’s Office conducts a mail survey of former students from all its Community Colleges. Aggregate data are collected but not analyzed by campus. The results are released to the press but not used by the College for planning.

For planning purposes, the Office of Institutional Research and the Maida Kamber Center For Job Placement, Graduation, and Transfer Services (formerly the Career and Personal Development Unit) conduct an annual telephone survey of graduates of Technical, Occupational, and Professional programs, analyze the data by program, and publish the results in the Graduate Follow-up Survey of Vocational Students (Document 3.34).
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3.07). The report is also distributed to the Provost’s Advisory Council.

In addition to the Graduate Follow-up Survey of Vocational Students, the Office of Institutional Research generates an annual analysis of performance of former Kapi‘olani Community College students at the University of Hawai‘i at Mānoa and at Hawai‘i Pacific University (Documents 3.08 and 3.09).

The Office of Institutional Research helps each program at the College complete an annual Program Review to assess accomplishments. Each Program Review describes the history of the program, lists faculty and advisory committee members (all Traditional, Occupational, and Professional programs and two Liberal Arts programs have advisory committees), reports cross-sectional and longitudinal data on enrollment and admission, and analyzes the effectiveness of the program using the three health indicators (demand, outcomes, and efficiency). The programs determine their own indicators and limits.

Each Program Review reports on the items listed below.

- Average class size
- FTE faculty
- FTE majors
- Graduates
- Instructional cost
- New majors
- Number of majors
- Occupancy rate
- Student-semester hours
- Student-to-faculty ratio.

Technical, Occupational, and Professional programs also report on the following: completion rates of their students in remedial and developmental courses, general education courses and Technical, Occupational, and Professional courses; retention rate of new students for two or more terms; and employment of graduates of Technical, Occupational, and Professional programs in related jobs.

Every other year, all Program Reviews develop reports on student satisfaction. Every three years, the Program Reviews report on employer satisfaction. Program reviews of Technical, Occupational, and Professional programs also report on employment opportunities compiled by the Hawai‘i State Department of Vocational Education.

Reports of Program Reviews are submitted to deans and to the Chancellor’s Office. The Chancellor’s Office compiles the data for the system. Program reviews have been used to make important campus decisions, such as eliminating programs (Documents 3.01 and 3.02).

In addition to regular institutional reports, the College also documents its achievements on an ad hoc basis. The Institutional Research Bulletin is published one or two times a semester and is made available to all faculty, staff, and the Student Congress. Department chairs and other members of the faculty can request data on retention and other factors from the Office of Institutional Research and can receive assistance in analyzing the data to assess their programs. Individual programs may also request surveys of employers and incorporate the results into their Program Reviews.
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**Self Evaluation**

Even though institutional planning documents do specify institutional outcomes, institutional outcomes and program outcomes do not appear to have been clearly correlated. Because the institutional and program outcomes are not clearly correlated, frequently no fit is found between the documentation of institutional outcomes and the documentation of programmatic and departmental outcomes.

The massive amounts of data collected are used to document achievement of objectives at the programmatic and departmental levels in annual reports such as the *Graduate Follow-up Survey of Vocational Students* and the Program Reviews. These annual reports appear to have been used primarily for historical and budgetary purposes, not for planning purposes.

While the College has supported documentation of outcomes through its Office of Institutional Research, the College has neither centralized nor standardized its planning processes at the institutional level. Also, some of the goals and objectives in the College mission statement are difficult to measure. The College’s Title III proposal includes a number of strategies for addressing the deficiencies in the current coordination between planning and assessing outcomes.

**Planning Agenda**

1. By spring 2001, the administration of the College, in concert with program chairs, should act expeditiously to make more explicit the relationship between institutional outcomes and program and departmental outcomes.

2. By spring 2003, the Office of Institutional Research, in consultation with different programs, will revise and measure outcomes to better reflect program achievement.

3. By fall 2003, the Office of Institutional Research will produce in one document an analysis of its outcomes. Such a document will be generated every three years.

**C.2. The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.**

**Descriptive Summary**

Kapi'olani Community College communicates with the public through a number of channels such as those described below.

**The College Catalog and the Schedule of Classes.** The *Catalog and Schedule of Classes* indirectly touch on matters of quality assurance through descriptions of courses and programs, including student-support services and learning support. The *Schedule* also provides information about rates of graduation and retention (Document 3.35).

**The Schedule of Noncredit Courses.** This schedule is a major publication for publicizing noncredit courses. The College distributes approximately 85,000 copies of each of the three editions of the schedule: spring, summer and fall.

**The Kapi'olani Community College Web site.** In 1999, the College hired a webmaster to create and maintain the College Web site. The Web
The College Development Office. The main responsibility of this Office is fund-raising from individuals and businesses. The Office keeps contributors informed about the College and its activities and showcases premier programs such as the Culinary Institute of the Pacific. The Development Office uses two documents in this campaign: a brochure on the Culinary Institute and The University's Campaign for Hawai'i: Building Rainbow Bridges (Documents 3.36 and 3.37). The latter is also called "The Case for Support."

The College Information Office. This Office is another means to inform the public of the offerings and activities of the College. Members of the staff respond to phone inquiries from the public. The Office also arranges tours of the campus for high school students. The Office coordinator visits high schools to acquaint teachers, counselors, and students with offerings of the College. During the visits to or by high schools, the coordinator distributes information packets (Document 3.38) and brochures (Document 3.39). The Office also handles registration for noncredit education (Document 3.40).

The College Development Office and College Information Office were only recently created: the former in spring 1999; the latter, in fall 1998. The Development Office is funded by the College (50%) and the University of Hawai'i Foundation (50%).

As mentioned in Standard 3.A.3, some programs involve advisory committees, which not only provide input to programs but also are channels through which programs may communicate matters of quality. The student newspaper, Kapi' o, is distributed on campus and to members of the wider community. Faculty and administrators send Kapi' o to those who might or should have an interest in the College. Businesses that advertise in the paper receive copies.

Copies are picked up from the news racks on and around the campus, and at the bus stops and at the Diamond Head Theater across the street from the campus. The paper frequently contains articles highlighting the quality of College facilities, classes, programs, services, staff, administrators, faculty, and students (Document 3.41).

Every semester, the Student Services Office prepares the High School Counselor Newsletter, which is sent to all the local high schools. Each issue provides information on programs and services at Kapi'olani. The Newsletter helps students plan for post-secondary education (Document 3.42).

Every year, the Office of Institutional Research publishes a pamphlet entitled Profile (Document 3.42). The document, available at the College Office of Information among other locations, includes demographics as well as other pertinent data of interest to prospective students and the general community.

Staff, administrators, and faculty engage in public relations informally within the community. Departmental initiatives become conduits through which quality issues are discussed in various forums. For example, English and math faculty took part in discussions with the State Department of Education about better articulation between high school and college English and math programs.
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In these discussions, which took place in spring 1999, faculty and counselors of the College described the work expected of students and the assignments students might expect in their classes if they attend Kapi'olani Community College.

Both the Development Office and College Information Office are planning to enhance the ways by which the College communicates with the community. The Development Office plans to create a College “Case for Support” document, paralleling the University of Hawai'i Foundation “Case for Support” but focusing only on the Kapi'olani campus. The Office will also be developing other materials for fund-raising. These materials include a newsletter that will be sent to donors and other members of the community.

In fall 2000, the College Information Office will be conducting a survey to determine community perceptions about Kapi'olani Community College. The survey will provide data that will guide development of a marketing plan and publications that keep the public informed about the College. The College Information Office plans to issue the following publications: a brochure on specialized training that can be offered to local businesses; a revamped noncredit catalog; and a “viewbook” that will profile the College and its programs. The Office will also undertake other efforts at outreach such as press releases, presentations at neighborhood boards, and articles about the College in local weekly magazines.

**Self Evaluation**

Institutional outcomes are clearly specified, but the achievement of institutional objectives is not as clearly documented. Many activities might fall under the heading of “using information from evaluation and planning to communicate matters of quality assurance to the public.” However, the resources that most directly present such information — such as articles in Kapi'o and the High School Counselor Newsletter — are not intended for the broadest public audience. The activities that appear to be intended for broader audiences — such as the information packets and brochures from the Development and the College Information Offices — tend to incorporate less information from evaluation or planning documents and do not appear to focus consistently on matters of quality assurance.

**Planning Agenda**

By May 2001, the College Development and Information Offices will begin incorporating information from evaluation and planning documents in the materials the Offices distribute to the community.

**C.3. The institution systematically reviews and modifies, as appropriate, its institutional research efforts, its evaluation processes, institutional plans, and planning processes.**

**Descriptive Summary**

According to the College's Academic Development Plan 1997-2002, “the College, through its planning process and committees, monitors three areas of its external environment on a continuous basis: demographics, economics, and technology. Changes in the external environment generate changes at the College” (Document 3.15).
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Within the College, approximately half of institutional research activities are predominately ad hoc — faculty members or administrators request data analysis for specific purposes and utilize the information in their own ways. Requesting entities review and evaluate the studies and suggest modifications if necessary. The two-page Institutional Research Bulletin presents the results of specific studies (Document 3.10).

Evaluation procedures are also department-based. Review and modification of those procedures occur largely within departments.

The Title III grant includes reviews of many of the College research endeavors, evaluation processes, and institutional plans. The grant activities will give the College an opportunity to systematically examine its processes and adjust them as appropriate.

Several components of the College engage in a variety of activities to gather information, review the information, modify the programs based upon the information, and review and modify the way in which information is gathered and used. The departments and administrative offices are the sources of suggestions for the studies and for changes in the process of data-gathering and analysis.

Self Evaluation

Although the College is engaged in various monitoring and evaluation processes at both the institutional and departmental level, the College has no formal, over-all review process for monitoring the effectiveness of these activities. Recent efforts to re-examine the process of Program Review through the Title III initiative is a beginning step in this direction, but the review process needs to be formalized and on-going.

The consequences resulting from an absence of a review process are perhaps best illustrated by example. The Office of Institutional Research, at the direction of the Provost, undertook a study of remedial students that focused on the success of College remediation efforts and that identified some significant deficiencies in student success when students were deficient in both math and English. The study was initiated largely because of external decision-making that was challenging the role of the College in providing remedial education to students. As a result of the study, some significant strategic decisions were made to revise and refocus the remedial program within the constraints allowed for continuing the activity.

However, simultaneous studies by departments and faculty were also assessing the effectiveness of student success as students moved from remediation into higher-level developmental classes. This information was also being used to redesign the remedial and development courses.

While in this instance the two studies did not work at cross-purposes, this Self Study found that the relationship between the institutional initiatives and the department-based analyses are not clear. A more consistent evaluation of research initiatives and improved communication regarding the research and evaluation agendas would avoid the type of miscommunication and lack of connection uncovered in the Self Study.
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Planning Agenda

1. In academic year 2000-2001, the Planning Council will become the vehicle to help establish broad research priorities for the College at the beginning of each academic year (see Planning Agenda, Standard 3.B.1).

2. By fall 2001 an evaluation methodology will be developed and implemented that assesses the overall effectiveness of the College efforts in institutional research and planning.

DOCUMENTS CITED

3.01 Sample Program Review.
3.02 Sample Program Review.
3.03 Sample Student Feedback Survey form.
3.04 Sample Student Feedback Survey results.
3.05 "Student Feedback Survey: Guidelines for Interpretation of Results."
3.06 Sample report: Former Student Survey.
3.07 Sample report: Graduate Student Survey.
3.08 Sample report: Performance of former Kapi'olani Community College Students at the University of Hawai'i.
3.09 Sample report: Performance of former Kapi'olani Community College Students at Hawai'i Pacific University.
3.10 Sample Office of Institutional Research Bulletins.
3.11 Holomua Report.
3.12 Memos or Reports on Instituting Pre-requisites for Liberal Arts Courses.
3.13 COMPASS Test Results and Analysis.
3.14 Report on the Results of the 1999 Faculty Institutional Survey.
3.16 Health Sciences Test Results.
3.17 Minutes from Food Services/Hospitality/Travel Industry Advisory Committee Meetings.
3.19 OAT Dissolution/move Research.
3.20 EMS Kaua'i Workload/cost Analysis.
3.21 Medical Sonography Enrollment/cost analysis.
3.23 Retreat to the Future, Final Summary Report.
3.24 UH System Strategic Plan.
3.26 KITE Survey.
3.27 IMTS Survey.
3.28 Faculty Senate Survey.
3.29 Sample Departmental Annual Report.
3.30 Program Accreditation.
3.31 UHM Planning and Policy Benchmarks.
3.32 UHCC Strategic Plan Progress Report.
3.33 CC Management and Planning Support.
3.34 Management and Planning Support.
3.35 Spring 2000 and Fall 2000 Schedule of Classes.
3.36 Culinary Institute Brochure.
3.37 Building Rainbow Bridges.
3.38 High School Information Packets.
3.39 KCC Brochures.
3.40 Issue of the Kapi'ō.
3.41 Counselor Newsletter.
3.42 Profiles.
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E kuhikuhi pono i nā au iki a me nā au nui o ka 'ike

Instruct well in the little and the large currents of knowledge

In teaching; do it well; the small details are as important as the large ones

Committee Members

Chairs  Jan Fried, Kristie Souza Malterre

Members  Linda Belisle, Carol Beresivsky, John Berestecky,
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The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

**A.1. The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.**

**Descriptive Summary**

The population of Honolulu totals approximately 900,000 and includes persons of many cultural and ethnic groups, creating a richly diverse local culture that has no majority ethnic group.

Part of the mission of Kapi'olani Community College is to broaden access to post-secondary education by providing the educational and professional programs and services listed below.

- Open-door opportunities for personal development
- Occupational upgrading and career mobility
- Educational and professional programs
- Contributions to the cultural and intellectual life of the community

The College offers students a variety of opportunities that lead to an Associate in Arts Degree, an Associate in Science Degree, and an Associate in Technical Studies Degree. The College also offers Certificates of Achievement, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates.

The College provides a competency-based education that emphasizes learning outcomes. These competencies are acquired through General Education courses as well as Liberal Arts courses and Technical, Occupational, and Professional courses. The College integrates course content and provides cohesive learning contexts through its cross-curricular emphases. (See “Background and Demographics.”) The College also requires placement testing in English and math.

On the average, the University of Hawai'i Community Colleges allocate a significant percentage of their budgets to instruction. Kapi'olani Community College specifically allocates approximately 65% of its total budget to instruction (Document 4.02).

Due to an economic decline that began in 1992, the State has attempted to diversify its economy. As a state institution, the College recognizes the emerging areas of opportunity for employment by emphasizing the areas of Business, Health, Information Technology, Legal Education, Liberal Arts, and the Visitor Industry.

The College provides the following programs to meet the needs of its students and the community.

- English for Speakers of Other Languages
- Holomua Program
- Honors Program
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- Intensive Preparatory Program for Deaf Students
- Liberal Arts
- Noncredit Contract Training
- Personal Enrichment and Professional Development
- Special Student Services Program
- Technical, Occupational, and Professional Programs and Certificate Programs

English for Speakers of Other Languages
In fall 1988, 1500 of the College’s 7,196 students did not speak English as their first language (Document 4.01). For this substantial population, the College offers a specialized curriculum: English for Speakers of Other Languages (ESOL). For international students with TOEFL scores between 400-499, ESOL offers an intensive program, including four English courses, to prepare students to transfer into the regular-credit courses.

Holomua Program
Kapi‘olani offers the Holomua Program for under-prepared students who need at least one pre-college or developmental math or English course. Remedial and developmental courses in reading, writing, and math help students gain skills for college-level courses. The Holomua program also offers academic counseling to help students strengthen their skills for success in college and to adjust to the college environment. In fall 1999, 26% of the students at the College were deficient in both math and English and required remedial courses.

Honors Program
The Honors Program provides an opportunity for high-achieving students to interact with each other and to enroll in courses that are especially challenging academically. In academic year 1999-2000, 67 students participated in the Honors Program.

Intensive Preparatory Program for Deaf Students
This program offers specialized remedial English courses to deaf and hard-of-hearing students. These courses are taught in American Sign Language and are designed to prepare the students for transition into the developmental English courses as well as to strengthen these students’ skills for success in college. In academic year 1999-2000, 10 deaf and hard-of-hearing students participated in this program.

Liberal Arts
The Liberal Arts program at the College provides an Associate in Arts degree. In spring 2000, 4,627 students declared themselves Liberal Arts majors. Of all the University of Hawai‘i Community Colleges, Kapi‘olani is the largest feeder school to the University of Hawai‘i at Mānoa. Comparison of Grade Point Average (GPA) indicates that academic achievement of Kapi‘olani students who transfer is generally comparable with the academic achievement of students who began their academic career at the University of Hawai‘i at Mānoa. (See Graph 4.1 on the following page.)

Of the Liberal Arts majors in academic year 1999-2000, nearly 2,500 were college-ready and 875 of these college-ready students successfully transferred to four-year institutions. Under a transfer agreement with the University of Hawai‘i at Mānoa, the University considers students who transfer with an articulated Associate in Arts degree from the College as having fulfilled the University’s General Education core requirements (Document 4.03).
Noncredit Contract Training
By providing opportunities for contract training, the College has made a concerted effort to meet the ongoing needs for continuing education in the business community. (See Standard 4.D.6 for more information about noncredit contract training.)

Personal Enrichment and Professional Development
The College offers noncredit community programs that enable persons to cultivate their interests and broaden their learning horizons, personally and professionally. In fall 1999, 7,600 people enrolled in the College noncredit courses. A schedule of noncredit offerings is mailed to a target population on the island of O’ahu three times per year. The schedule is also included in a local newspaper.

Special Student Services Programs
Through its Special Student Services Office, Kapi’olani serves the needs of approximately 250 students who have disabilities. The Office offers counseling and ensures that appropriate accommodations are provided. Among its programs is the federally funded TRIO program that helps students who have disabilities, who are economically disadvantaged, or who are in the first generation of their families to attend college.

Technical, Occupational, and Professional Programs and Certificate Programs
In fall 1999, 2,280 students were enrolled to obtain Associate in Science degrees, Associate in Technical Studies degrees, Certificates of Achievement, and Certificates of Completion (Document 4.05). A summary of degree and certificate programs is listed in the Kapi’olani
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Community College General Catalog, 1998-2000 (p. 38; see also "Background and Demographics"). Through annual program reviews, the College ensures that the programs described above are meeting the educational needs of students.

In the fall 1999 Survey of Current Students, 58% of the students reported being satisfied with the knowledge they gained from their courses. But 52% of students surveyed were dissatisfied with the relevance of their courses to their career plans (Document 4.06).

Follow-up surveys students in Technical, Occupational, and Professional programs since 1993 indicate that the great majority of students believe that the College prepared them well or very well for their job. (See Graph 4.2 on the following page.)

Self Evaluation

Kapi‘olani Community College attempts to meet the general needs of its students through programs consistent with the demographics and economics of its community.

However, results of the 1999 student survey show that a majority of the students responding to the survey did not find their course work relevant to their career plans.

To further interpret this finding, more data are needed on the following items.

- Student educational goals
- Student intention to transfer
- Student success in the workplace

Planning Agenda

1. By fall 2002, the Office of Institutional Research should investigate why some students were not satisfied with the knowledge they have gained from their courses and the relevance of their courses to their career plans.

2. By fall 2003, the Office of Institutional Research should assess how well graduates of Technical, Occupational, and Professional programs are prepared for the workplace. The study should also develop a method of ascertaining students’ educational goals upon entry and students’ intention to transfer.

A.2. Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, in a reasonable time.

Descriptive Summary

The College offers programs in a manner that allows college-ready students to complete their program requirements in a reasonable time.

The College follows a sixteen-week semester in fall and spring and, in the summer, two six-week terms, and one ten-week term. Eight-week modules are also offered for specific courses.

The College Catalog outlines the course requirements for each program and recommends a sequence for full-time students to follow for timely completion of the program. College degrees can be completed in two years if the student is college-ready and completes at least 15 credits per semester (Document 4.05).
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Graph 4.2

Student Evaluation of Technical, Occupational and Professional Programs
(Percentage of Students Who Answered “Well” or “Very Well” to the Survey Question:
“How well did Kapi‘olani Community College prepare you for your job?”)

100
98
96
94
92
90
88
86
84


The Catalog also lists the prerequisites and specifies the courses that are offered only in a particular semester. Flow charts in the Schedule of Classes show the sequence of courses for math and English (Document 4.32).

To meet diverse needs of students, courses are offered on campus at various times during the week, evenings, and weekends. Students’ ability to complete some programs is facilitated by courses offered on distance education, online, cable, and interactive television.

During registration, enrollment is monitored and classes are added as feasible, considering available funding, facilities, and staffing. Departments monitor enrollment history to guide their planning.

Two main factors affect students’ ability to complete their programs in the prescribed length of time. One factor is the increasing number of under-prepared students vying for courses. The College serves a large number of under-prepared students who may need two-to-four semesters of remedial and developmental courses before pursuing their college-level courses (see Standard 4.A.1). The number of credits students complete during these semesters depends on the students’ placement in math and English at the time they enter the College.
The other factor that can affect student ability to complete their programs in the prescribed length of time is the increase in the number of course prerequisites adopted by various programs and departments (see Graph 4.3).

In the fall 1999 Student Survey, students rated their ability to enroll in most of the courses they needed at a mean of 2.96 on a 4-point scale (Document 4.07, Appendix B). On an item asking if the variety of courses allowed students to complete their degree in a reasonable time, the mean was 2.85.

Students need to plan their course sequence and complete their programs on schedule. To help students plan their academic year, the College issues a schedule of classes for the entire academic year. This scheduling began in fall 2000.

Adding courses to alleviate the problem of courses filling quickly in not always feasible economically. The College does not receive formula funding and requires tuition income from 28 to 32 students to cover the marginal cost of a class.

**Self Evaluation**

Although full-time college-ready students can complete their programs in a reasonable time, first-year students often have difficulty getting the classes they want. They register after the continuing students, and, according to the Dean of Student Services, many classes are already filled by then. In addition, due to the increasing number of under-prepared students at the College, remedial and developmental classes are in high demand and fill quickly.

Results on the 1999 Current Student Survey show the need to improve the availability and variety of classes. Doing so may create more opportunities for students to complete program requirements more quickly.
Planning Agenda

1. By fall 2002, the academic deans of the College should improve the availability of classes for new, continuing, and under-prepared students.

2. By fall 2002, the Office of Institutional Research should investigate the impact of increased course prerequisites on the length of time students take to complete their programs.

A.3. When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Requirements for degrees and certificates are listed in the Kapi'olani Community College General Catalog, 1998-2000 (Document 4.05). A copy of the requirements is also available from counselors, from advising sheets, and from group and individual advising sessions.

The College has a process for assisting students who are enrolled in academic programs that have been changed or eliminated. Based on Board of Regents policy, students earning a program degree or certificate that is eliminated are allowed to graduate in their intended program of study.

Students who attend Kapi'olani Community College are bound to the program and degree requirements in effect upon their acceptance into the College, provided they continue without a break in enrollment. Whenever program requirements have significantly changed, students can follow the existing requirements or new requirements.

Significant changes to program requirements occur infrequently and tend to reflect the changing times or needs in career fields. In addition, the College rarely eliminates entire programs. When programs are eliminated, the department involved either offers courses needed for each student to graduate or ensures that the student can obtain the requisite courses through a comparable institution.

These accommodations were illustrated in academic year 1995-1996 when the College eliminated the Office Administration Technology (OAT) program. With the assistance of the Business Education Department, OAT ensured that students could complete their course work at Leeward Community College or take substitution courses at Kapi'olani Community College. The College graduated its last OAT students in spring 2000.

Self Evaluation

When program requirements are significantly changed or when programs are eliminated, the College accommodates students so they can complete their degree.

Planning Agenda

None.
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A.4. The College provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

The Programs

Kapi'olani Community College offers programs in the following academic areas.

- Business Education
- Emergency Medical Services
- Food Service and Hospitality Education
- Health Sciences
- Legal Education
- Liberal Arts
- Nursing

In addition to credit degree and certificate programs, the College also offers noncredit courses in each of those areas. Some of these courses are short-term and personal and professional-development courses while others lead to certificates or certification.

Developmental and remedial courses allow students to gain college-level academic skills, primarily in English and math. The Holomua Program helps students in this area by providing academic instruction along with counseling and learning support.

The Gallaudet University Regional Center also provides basic skills-development through its Intensive Training Program. The Center also provides accommodations and sign language interpreters for deaf and hard-of-hearing students. Counseling support is also available through this program.

Human Resources

In fall 1999, 7,254 students enrolled in credit programs and 7,600 students enrolled in non-credit programs. The College had 207 full-time faculty members and 138 part-time faculty members to serve the total student population. The average faculty-to-student ratio for Liberal Arts courses was 1:24; in Technical, Occupational, and Professional courses, the ratio was 1:12 (see Background and Demographics). The College has seven administrators in executive-managerial positions.

A very limited number of volunteer tutors are available for students enrolled in college-level courses. Subjects and availability vary by semester. Holomua also has tutors who assist in developmental courses.

Lack of tutor support led some instructors to volunteer their services outside of their regular class and office hours to facilitate group-study sessions and individual tutoring. Moreover, throughout academic year 1999-2000, a group of concerned faculty members met to discuss the state of tutoring services.

In user-technology support, the College has 6.5 positions for computer technicians (permanent and temporary full-time and temporary part-time). These technicians are available to help faculty and staff. The College has one instructional developer who provides support to faculty members who are developing courses and to programs that use technology. (For more infor-
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**EDUCATIONAL PROGRAMS**

Information regarding technology resources for students, faculty, and staff, see Standard 7.)

**Financial Resources**
The College has experienced a decrease in state funding for its current budget of $12.1 million. To offset the impact of the State's decreased financial support, the Provost proposed a college-wide reorganization (see "Organization of the Institution"). A portion of the reorganization plan calls for educational programs to be revenue-generating centers.

Revenue generation is, in part, accomplished through lump-sum budget allocations to academic units and support services and by merging related credit and noncredit programs and faculty. Programs are encouraged to seek external funding through increased grant writing and contract training. (For more information regarding financial resources, see Standard 9. For more information regarding information and learning resources, see Standard 6.)

**Physical Resources**
The College provides courses on campus, at off-site facilities, and by distance education. On-campus facilities include classrooms, labs, and offices. According to the Auxiliary Services Officer, the College has 90 classrooms, 13 Nursing and Health Sciences labs, 26 Computer labs, 10 Sciences labs, 12 Food Service and Hospitality labs, and 347 faculty and administrative offices. The only large rooms available are the Food Services Instructional Lab in ‘Ohi’a 118 — accommodates up to 125 people — and the chapel — accommodates approximately 250 people. (For more information about physical resources, see Standard 8. For information about information-technology resources, see Standard 6.)

Enrollment in credit programs at the College grew from 5,300 in fall 1988 to more than 7,300 in fall 1999. In addition, enrollment in noncredit education rose to 7,600 by spring 1999. With increasing enrollment came growth of some programs and an increased number of sections offered in some departments. While expansion increases learning opportunities, expansion also affects existing courses and programs as available classrooms and lab space become more limited. With the growth in the number of students has come the challenge of finding suitable classrooms for all classes, especially at peak hours.

However, faculty, staff, and administration are continually working toward ways to offer programs that maintain high standards. With effective use of distance education and training at community and clinical sites, learning in many disciplines is no longer place- or campus-bound.

An example is the Medical Assisting Program, which is moving toward providing much of its program online. Support courses are being taught at the Wai‘anae Health Academy.

As a result of limited classroom and lab space, programs have sought ways to offer classes that meet student needs while working around the problem. Though not ideal, Nursing utilizes classroom space at the nearby Leahi State Hospital facility. Arts and Sciences will be working toward scheduling classroom space based on specific course needs, as opposed to the traditional allocation of classrooms by department. More classes are being offered during non-peak hours (evenings and weekends). Increasing online course offerings may help to resolve space constraints.
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EDUCATIONAL PROGRAMS

Besides limitations on classroom and lab space, several programs have expressed concern about other space limitations. The Office of Institutional Research has noted 15-20 instances of small office spaces shared by faculty members who are teaching more than one FTE equivalent in workload. Such crowding is not an ideal working environment. In contrast, a few office spaces are underutilized.

Self Evaluation

Given the State’s decrease in funding for the University of Hawai’i system, the academic deans, program directors, department chairs, faculty, and staff have been forced to look for alternate means to support their programs.

The College has suffered tremendously because of the numerous budget cuts. Interviews with program chairs revealed a common opinion that budget reductions have limited many program resources. Although the chairs said their programs achieve their goals and objectives, they noted obstacles in human, financial, and physical resources.

Human Resources

Many program chairs reported that they could use more full-time clerical support and instructor or counselor positions to meet their program’s needs. Hiring more instructors, however, is contingent upon having more funds and having adequate facilities to accommodate more classes.

The business, math, nursing, and pre-college programs have indicated difficulty in obtaining a qualified applicant pool due to the specific minimum qualifications for certain positions in those programs.

The Holomua Program needs more permanent, full-time teaching positions for its noncredit remedial courses. At present, casual appointees, who receive no benefits or long-term security, teach these courses semester-to-semester.

Additionally, the Business program expressed concern that obtaining a qualified pool of applicants is becoming increasingly more difficult, based on the current pay schedule in the College and University system.

Program chairs have mixed perspectives regarding availability of faculty training in use of computers and technology. Upgrading and maintaining equipment and timeliness of technological support are generally areas of concern.

As of spring 2000, opportunity for free or low-cost faculty and student training in computer technology is limited. As more computer-assisted or Internet-enhanced courses are offered, and with the increasing demand for computer literacy in courses and career fields, students and faculty require additional technological competency.

Due to a lack of technical support for members of the faculty who teach online, the Faculty Senate called for a moratorium called for the creation of new distance-learning courses. The Provost did not accept the moratorium but suggested that new courses are looked at on a case-by-case basis (Document 4.08).

Other concerns regarding human resources include those listed below.

1. Difficulty in finding replacements for members of the Arts and Sciences faculty who are on reassigned time.
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2. Increased need for teaching faculty due to recent growth in programs such as Information Technology, Culinary Arts, and Hospitality Education

3. Need for more counselors at the Waikiki Lifelong Learning Center to serve students being trained in the workplace

While the Holomua program is able to provide limited funding for its tutors who provide individual tutoring in developmental English and math courses, the College has a significant lack of tutoring support in college-level courses.

Financial Resources

As of fall 1999, allocation of revenues generated by credit, noncredit, and summer session programs remained unclear. In general, departments report difficulty in planning and budgeting effectively without an accurate and timely knowledge of the amount of revenue being generated.

Physical Resources

The campus has a scarcity of physical space during peak hours. This scarcity limits the number and variety of courses that can be offered. The high demand for classroom space on campus has also limited the number of revenue-generating contracts the College can accommodate during prime business hours.

Departments are allocated a certain number of classrooms for their classes. Although the College in general has not increased the total number of courses it offers, some departments are experiencing a shortage of space because they have increased the number of sections that they offer.

Credit and noncredit programs have traditionally vied for classroom space. Noncredit programs are scheduled after credit programs are scheduled. Even as credit and noncredit programs are merging, the struggle for space persists.

Physical accommodations in some programs could be improved. Classrooms such as those in the Mokihana, Māmane, and Maile buildings, which are frequently used for noncredit programs, could be better maintained and have safer access and security. Pest infestations, lack of classroom space, inadequate parking, and inconsistent room maintenance have adversely affected the College’s ability to secure and maintain customized training contracts.

Acquisition of new equipment and supplies, and maintenance and storage, are areas that could be improved in most programs. Upgrading computing labs and classrooms and faculty offices with up-to-date hardware, software, and training is a pressing need. Along with lab space, programs have indicated a shortage of audio-visual equipment, such as video cameras and television monitors.

Faculty members have had to look to other means to fulfill the goals of each program and meet student needs. One solution for overcoming the problem of insufficient equipment has been to obtain donations from the community.

Offering courses via Hawai‘i Interactive Telecommunications System (HITS) is becoming increasingly more difficult. The entire University system is competing for the same air time. While human resources and the number of full-time teaching positions in many programs could be improved, instructors at the College are continuously working to provide quality programs and further contribute to the campus and to student learning.
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**EDUCATIONAL PROGRAMS**

**Planning Agenda**

1. By fall 2001, the Office of Institutional Research, in conjunction with Liberal Arts departments and Technical, Occupational, and Professional departments, will finalize a plan for optimal use of classroom and office space on campus.

2. By fall 2002, Auxiliary Services will assess and determine the need for maintenance and repair in buildings, offices, and classrooms.

3. By fall 2002, department chairs will determine the need and funding sources for support of tutors.

4. By fall 2002, Information Media Technology Services will increase support to faculty, students, and programs on campus and improve maintenance and upgrading of equipment.

**A.5. The College designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.**

**Descriptive Summary**

Twelve full-time academic counselors and one part-time academic counselor at the College provide program-advising services to students. As part of their primary responsibilities, these program counselors provide academic advising to help students reach their academic and career goals. Each of the areas listed below has program counselors.

- Business Education
- Food Service and Hospitality Education
- Health Sciences
- Legal Education
- Liberal Arts
- Nursing

In addition, other counselors on campus provide support services, with a secondary emphasis on academic advising. These counselors are in the special programs listed below.

- Center for International Students, Programs, and Affairs
- English for Speakers of Other Languages (ESOL)
- Gallaudet University Regional Center (for deaf and hard-of-hearing students)
- Holomua Program (for students enrolled in remedial and developmental English and math courses)
- Native Hawaiian Vocational Education Project (for students of Native Hawaiian ancestry enrolled in a Technical, Occupational, or Professional program)
- Single Parents and Displaced Homemakers Program
- Special Student Services Office (for students with disabilities)
- TRIO Program (for students, some of whom have disabilities, who are economically disadvantaged or are the first generation of their families to attend college)

All counselors are involved in activities to promote student success, retention, and transfer (if applicable for their program of study). Counselor responsibilities include the following: admissions advising; academic and transfer advising; academic planning; probationary counseling; per-
EDUCATIONAL PROGRAMS

sonal and social counseling; and career counseling.

In addition to the services listed above, the following list shows examples of programs and activities that support academic advising at the College.

- Access to College Excellence
- Faculty Advisor Program
- First Year Experience
- Group and Individual Advising
- Information Sessions
- Maida Kamber Center For Job Placement, Graduation, and Transfer Services
- Orientation, Advising, and Registration
- Outreach
- Pre-Transfer Advisor Program

Access to College Excellence
The Access to College Excellence (ACE) program aims to help first-year students in their adjustment to college and to improve their retention rate. Each ACE group is composed of ten self-selected students with a common goal or background. Examples of ACE groups include pre-nursing majors, international students, food service majors, neighbor island students, and single parents and displaced homemakers.

Students enroll in a cluster of three or four courses, which they take together. They also attend a weekly noncredit seminar, facilitated by a counselor and an instructional faculty member. Weekly seminars cover topics such as “time management” and “connection to campus resources.”

Faculty Advisor Program
The Faculty Advisor program was established in 1992 to involve faculty in advising and registration. Volunteers for the Faculty Advisor program attend a two-day training session during the summer (six hours of training per day; 12 hours total). Volunteers also attend a two-hour session to learn how to enter student registrations on computer terminals. In fall 1999, 35 members of the faculty had been trained as Faculty Advisors, although not all assist every semester.

Part of a Title III grant that the College received in 1999 will support a more comprehensive faculty advisor program. Each faculty member will be part of a triad of support for Native Hawaiian and Holomua students. The other two members of the triad will be a counselor and a peer mentor. These faculty members will provide support for students during registration and orientation and throughout the year.

First-Year Experience
Liberal Arts Counselors offer an experimental, skill-based course for first-year students to enhance college-success skills and, thus, retention. Topics covered include learning styles, goal setting, note taking, textbook reading skills, time management, test taking, and academic planning.

Individual and Group Advising
Each counselor meets with students on an appointment and walk-in basis. Academic advising is through group and individual contacts with students. Counselors have access to student records and advising transcripts, which they use in academic advising. They may also work with GRADVISE, a personalized printout of courses a student has completed or is in the process of completing. GRADVISE also lists the remaining degree requirements the student must complete for graduation.
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Information Sessions
Each program on campus offers an information session highlighting its academic program for new and potential students in the community and at the College. Program counselors conduct information sessions at least once per month during the semester.

Students who apply to the College are asked to list their intended major on the Common Application Form. Other items on the form further clarify students' academic goals. The College uses this information for gross demographic reporting only.

Maïda Kamber Center For Job Placement, Graduation, and Transfer Services
This career and transfer center is dedicated to helping students in transfer advising and career exploration. The Center houses transfer advising resources and local and national college catalogs. Two computerized career exploration programs (Career Kokua and Focus II) are also available. These programs provide assessment inventories and career information.

The Center also contains a variety of career information resources. The Center provides job-placement services (off-campus jobs, mostly part time). In addition, Liberal Arts Counselors conduct career exploration workshops every semester.

Orientation, Advising, and Registration
New, returning, and transfer students are invited to attend Orientation, Advising, and Registration (OAR) in fall and spring semesters. At OAR, students participate in an orientation session introducing them to the College, its programs, and its academic procedures.

During the advising session, students meet with academic and program counselors, as well as faculty advisors, to obtain academic advising related specifically to their intended major. Lastly, students register on their assigned OAR date. Counselors also register continuing students at the College.

Outreach
Counselors participate in outreach activities at College and at community events to serve as a liaison with the public regarding programs offered at the College. In addition, some counselors travel locally (on O'ahu and to neighbor islands), nationally, and internationally to promote the College and specific programs.

Each counselor at the College is assigned as a liaison to at least one local high school (designated as a primary feeder school). The counselor serves as a point of contact for that school and makes visitations and presentations on the programs of the College.

Moreover, the College extends outreach in other channels as well. For example, College Relations arranges for the College to participate in Development Fairs and Business and Community Forums.

Academic counselors are available to help students in each program. A list of these counselor contacts is included in the Schedule of Classes, in College brochures, and on the College Web site. Students who are undecided in their major may obtain academic advising from Liberal Arts Counselors.

Pre-Transfer Advisor Program
In addition to the Faculty Advisor program, members of the instructional faculty are involved
in academic advising through the Pre-Transfer Advisor Program. Faculty members provide transfer advising and act as liaisons for students in their discipline and the University of Hawai‘i at Mānoa. In fall 1999, the College had the following transfer programs: Pre-Art, Pre-Business, Pre-Education, Pre-Engineering, Pre Information Computer Science, and Pre-Psychology.

In exchange for their advising responsibilities, most of these instructors are given three credits of reassigned time. Although they must report their proposed goals and activities, Pre-Transfer Advisors work without structured guidelines and standardized responsibilities.

A biennium budget request for 2002-2003, submitted in spring 2000, seeks funds to strengthen Pathways to the Baccalaureate and Professions, and will develop and implement strategies, support systems of learning, learning facilitators (faculty, counselors, and peer mentors), and a one-stop advising center for pre-transfer students.

Table 4.1 shows student-perception of the College's counseling services. On a 4-point scale, with 1 being Very Dissatisfied and 4 being Very Satisfied, the items Admissions Counseling, Academic Advising, Counseling, and Counselor-Student Relations received ratings shown in Table 4.1 (Document 4.06).

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Counseling</td>
<td>3.09</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>2.98</td>
</tr>
<tr>
<td>Counseling</td>
<td>3.03</td>
</tr>
<tr>
<td>Counselor-Student Relations</td>
<td>3.11</td>
</tr>
</tbody>
</table>

The survey results pertain only to students enrolled in credit programs. Separate advising programs are not available for students enrolled in noncredit courses. Advising noncredit students is the responsibility of coordinators for the non-credit program.

Self Evaluation

Results of the 1999 survey of current students indicate that, although the College provides sufficient academic counseling services to new and enrolled students, services could be improved. The College is looking forward to innovations in student advising and support as a result of Title III activities and objectives.

The following are three areas of concern.

1. The Pre-Transfer Advisor Program needs more structure. Standardization would allow more accurate evaluation of objectives and activities in the program. The Arts and Sciences Management Team is working toward standardizing objectives, criteria, and required activities in the Pre-Transfer Advising program.
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2. While students are asked their intended major on the Common Application Form and on informal survey items included in their registration, this information is not connected to individual student files in any formal way. Better targeting and tracking of students is needed to determine if the College is meeting their needs and keeping students updated on their progress.

3. The current system does not separate and identify students who are working toward a selective program (e.g., health sciences, nursing, etc.) on campus. Students who intend to major in a health science or nursing program, for example, are classified as Liberal Arts students. Undecided students are also classified as Liberal Arts students. The College has no way to identify students who are enrolled in credit courses for personal enrichment or professional development. This situation creates difficulty in identifying goals of Liberal Arts and Unclassified students and determining how the College can best serve their needs.

Finally, the lack of counselors for credit and noncredit programs can affect students supported by the Workforce Investment Act.

Planning Agenda

1. By fall 2001, the Arts and Sciences Management Team will develop standardized criteria for the Pre-Transfer Advisor program.

2. By fall 2001, the Registrar’s Office, along with Liberal Arts Counselors and the Office of Institutional Research, will track Liberal Arts and Unclassified students to ensure that their needs for academic and counseling services are met.

3. By fall 2002, academic deans and department chairs will implement a structure for advising credit and noncredit students.

B. Degree and Certificate Programs

B.1. The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the College. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

The College degree and certificate programs (see Standard 4.A.1) support the mission and goals of the College. The Provost of Kapi‘olani Community College and the Chancellor for Community Colleges review program proposals to ensure their consistency with the College Academic Development Plan and Mission Statement and with functions of the University of Hawai‘i Community Colleges.

The policy of the Board of Regents requires that programs be evaluated once every five years. Since 1992, the College adopted an annual review process that meets this requirement (Document 4.03).

The Faculty Senate Curriculum Committee evaluates the design of programs and courses.
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**EDUCATIONAL PROGRAMS**

This committee consists of faculty members who represent departments and programs. This process ensures consistency in curriculum design and support of the College mission.

The approval process is extensive. Courses proposed to the Curriculum Committee are detailed on the Course Outline Form (Document 4.10). Courses must be integrated with competencies of the system, college, department, and program. When programs and certificates are proposed, the Curriculum Committee checks that the proposal reflects appropriate depth, breadth, length, and sequencing of courses. (See Standard 4.D.3 for more details.)

Existing courses are also reviewed every five years. The review process consists of examining the following items: course hours; competencies; content areas; resources (e.g. textbooks), reference materials, special equipment or audio-visual aids; methods of instruction; and evaluation criteria.

**Self Evaluation**

The College structured curricular approval and review processes ensure that courses and programs continue to meet the mission of the College and have a coherent design. However, as a result of the five-year cycle for reviewing courses, implemented in 1998, the Curriculum Committee and Faculty Senate have been inundated with course reviews.

The Curriculum Committee and the Faculty Senate have worked hard to handle the volume of reviews. A staggered submission of course reviews — with departments submitting one-third of their courses each year until all courses have been updated — would better expedite the process.

**Planning Agenda**

By fall 2001, each department will finish submitting updated curriculum materials for review.

**B.2. The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.**

**Descriptive Summary**

Information for the degree and certificate programs is in the *Kapi‘olani Community College General Catalog 1998-2000*, on the College Web site <www.kcc.hawaii.edu>, and in brochures. The curricula section in the *Kapi‘olani Community College General Catalog 1998-2000* contains information on degrees and programs, including the content, course requirements, degree objectives, and student competencies.

**Self Evaluation**

The College adequately identifies its degrees and certificates in ways that are consistent with the program content, degree objectives, and student mastery of knowledge and skills. However, the College Web site does not contain easily identifiable linkages to all programs and certificates.
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Planning Agenda
By spring 2001, the College Web master will develop easily identifiable linkages to all programs and certificates.

B.3. The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary
The learning outcomes for the College degree and certificate programs are stated in the Kapi‘olani Community College General Catalog 1998-2000, on the College Web site, in brochures, and in information from departments. (See Standard 4.C for a description of the learning outcomes for the College degree and certificate programs.)

The College is a competency-based institution. Students must achieve learning outcomes and competencies to pass courses and earn degrees and certificates. Specific learning-outcomes are found in the catalog and in course syllabi.

In addition to the College competencies, several programs must meet criteria established by external accrediting bodies. These criteria are available from the relevant programs. In spring 2000, representatives from The Carnegie Foundation visited the campus. In its preliminary report on its visit, the Foundation applauded the thoughtfulness of the competency-based educational program (Document 4.11).

Under the Title III grant, the College is establishing testing for evaluating competency-based and skills-standards education. In spring 2000, the Food Service program participated in this activity, which eventually will be expanded to other programs (Document 4.01).

Some programs track individual students after graduation and conduct employer surveys as ways of monitoring success in achieving the programs’ learning outcomes.

Self Evaluation
The College clearly identifies and makes public the learning outcomes for its degree and certificate programs. The College Office of Institutional Research provides data on a number of indicators of program demand, efficiency, and outcomes. However, the College has no system to assess the effectiveness of competency-based education as reflected in learning outcomes.

Planning Agenda
By fall 2003, the College will complete a pilot evaluation of at least six fundamental courses to assess attainment of competencies.

B.4. All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.
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Descriptive Summary

The course requirements, competencies, and individualized areas of study for degree programs are clearly outlined in the Catalog. A “degree” is an academic credential awarded in accordance with University of Hawai‘i Board of Regents’ approval and consists of the components of General Education core requirements; college program requirements; major requirements and objectives, if any; and additional degree requirements (Document 4.05).

The Associate in Arts (A.A.) degree is an interdisciplinary degree that emphasizes competencies essential for successful completion of a baccalaureate degree. The A.A. degree program must meet criteria in the General Education and Academic Skills Standards. These standards influence degree and course competencies for A.A. degree programs.

The Associate in Science (A.S.) degree is a dual-purpose program, preparing students for gainful employment or further education.

The Associate in Technical Studies (A.T.S.) degree is a customized program that uses course study from two or more degree programs and is intended to target emerging career areas that cross traditional boundaries (Document 4.05).

The A.S. and A.T.S. degrees require at least three General Education courses in their curricula. In addition, some A.S. degree programs have other General Education courses as prerequisites for entry into the programs.

Self Evaluation

Through a large variety of survey courses, General Education requirements, and developed specialized courses, the College ensures that students are introduced to broad areas of knowledge and a focused or interdisciplinary area of study.

Planning Agenda

None.

B.5. Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

The General College Competencies for student achievement, as outlined by the College Catalog (Document 4.05), emphasize communicative ability and critical thinking. All degree programs require courses in written and oral communication and logical or quantitative reasoning. The specific language and computation requirements for Associate in Arts and Associate in Science degrees are listed in the Catalog.

The College also has a Writing Across the Curriculum emphasis that helps faculty develop activities to help students improve their writing skills.

The University of Hawai‘i at Mānoa accepts the College A.A. degree as meeting the General Education Core Requirements. The core requirements include basic language and computation competency.
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Self Evaluation
Each course has a specific set of competencies that students must meet to pass the course.

Planning Agenda
None.

B.6. The College documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary
Kapi'olani Community College endeavors to monitor the technical and professional competency of its graduates through the following mechanisms: department monitoring of success rates on national registry, certification, and licensing exams; employer surveys; and statistics on transfer and acceptance at the University of Hawai'i at Mānoa.

In many of the Technical, Occupational, and Professional programs, students are evaluated daily on their ability to demonstrate technical and professional competence. The technical competence evaluation is based on the specific requirements for the profession being pursued, while the professional competence focuses on attitude, organization, and personal approaches to problem solving.

As noted in Standard 4.B.3, the College has embarked on a process of preparing competency-based exams.

Self Evaluation
As shown in Graph 4.4, the percentage of the College's graduates in health education who passed the national registry, certification, and licensing examinations in academic year 1998-1999, is high and remains about the same as the percentage in academic year 1994-1995, just subsequent to the last Self Study.

The College uses competency-based examinations to improve the assessment of student achievement. This recognition is evidenced in the College's Title III grant proposal, which increases the number of programs using an exit competencies model (Document 4.01).

The Workforce Investment Act, some federal funding grants (e.g., Title III), and accrediting bodies require tracking of students who complete Technical, Occupational, and Professional programs. Realizing that effective and accurate tracking is essential for the College to remain qualified for these funds, the Technical, Occupational, and Professional programs are committed to documenting their students' technical competence. Tracking methods must be thorough and accurate.

Planning Agenda
By spring 2001, the Office of Institutional Research will develop new tracking methods for students served by the Workforce Investment Act and for other programs that require tracking of their students.
**C. General Education**

**C.1. The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.**

**Descriptive Summary**

General Education requirements for the A.A., A.S., and A.T.S. degrees are listed in the College Catalog. The same description of degrees and requirements is available on the College Web site.

All Associate Degree programs at the College include General Education courses. The number of courses required for completion of a degree varies widely from program to program. The minimum requirement for the A.S. degrees is 15 credits of General Education courses, plus English and math. The A.A. degree requires 60 credits of General Education courses, while the A.T.S. degrees require 15 credits of General Education courses.

The description of each program and its curriculum also includes a chart of all required courses and space for students to write in their grades (Document 4.05). The General Education requirements for the program are listed at the top of each chart. These charts help students and advisors track student progress toward the degree.

Additional tables distinguish between core courses that satisfy the Kapi'olani degrees and those that also fulfill the General Education core of the University of Hawai‘i at Mānoa (Document 4.05).
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In the course-description section of the Catalog, courses that are approved for the General Education core are now coded with abbreviations that indicate the area requirement (Humanities, Natural Sciences, etc.) the course fulfills.

The College publishes a Student Transfer Handbook (Document 4.12) twice per year. The handbook reflects the most recent campus actions involving general-education core courses. Advising sheets and pre-transfer brochures are also available to students who attend sessions for counseling, orientation, and advising. Advising sheets list the required General Education courses along with other program requirements. All of these materials are available in counseling offices, the library, advisors’ and deans’ offices and on the College Web site.

Self Evaluation

The Catalog displays tables of the courses needed for A.A. and A.S. degrees. However, counselors and faculty advisors have expressed difficulty in understanding the tables about degree and program requirements. Improving the readability of these tables will enhance their effectiveness.

Planning Agenda

By fall 2001, the Kapi’olani Community College General Catalog will have clearer tables that list degree requirements.

C.2. The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

In 1990, a faculty task force developed a specific list of General Education competencies for the A.S. and A.T.S. degrees. This list is in the College Catalog (Document 4.05). General Education for the A.S. and A.T.S. degrees is based on the rationale that students will gain several important benefits from General Education courses. For example, they will gain a more integrated view of knowledge, a more realistic view of life, and a more defined sense of community and social responsibility than they would have without this training (Document 4.05).

According to the Student Transfer Handbook University of Hawai‘i System, March 1999, A.A. degree courses provide students with a breadth of knowledge associated with the tradition of a liberal education (Document 4.12). Faculty Senate procedures at the College require that courses proposed for General Education identify the general college competencies they will satisfy.

According to the General Education Academic Skill Standards of the University of Hawai‘i System (Document 4.13), adopted by the College Faculty Senate in 1997, each General Education course should address at least one skill standard.

New standards for courses in the General Education core for the A.A. degree were the result of the system-wide General Education Project. This project began in 1994 and resulted in the adoption in fall 1997 of the General Education Academic Skill Standards of the University of Hawai‘i System (Document 4.13).
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These academic skill standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their General Education. In 2000, The College adopted a sixth skill standard, “Understanding Self and Community.”

Starting in fall 2000, the College curriculum forms will include the General Education Skills Standards. Faculty will be required to state how their proposals for new or modified courses address the standards.

Members of program faculty, guided by their local advisory boards, employer surveys, and professional accrediting agencies, frequently review the General Education requirements in A.S. degree programs.

The College adheres to the Articulation Agreement with the University of Hawai‘i at Mānoa. In the past, the College participated in determining the General Education Core requirements adopted by the University of Hawai‘i at Mānoa, and used the Articulation Agreement as a standard by which degree programs are scrutinized.

Any changes to the core requirements directly affect the College’s ability to offer and sustain a broad spectrum of programs required for transfer. During fall 1999, the University of Hawai‘i at Mānoa did not include the University of Hawai‘i Community Colleges (UHCC) in its early discussions regarding changes to General Education core requirements. However, in fall 1999, Chairs of the UHCC Faculty Senates wrote to the University to request more involvement in these discussions. The College has since become more involved in the discussions of proposed changes to the General Education core.

Self Evaluation

Because of the College’s adoption of the sixth General Education Skill Standard, plans are being made to include all the skill standards on the course proposal forms and in the Catalog.

Part of the function of the College is to be a transfer institution. Therefore, even though the University of Hawai‘i at Mānoa core requirements do not solely drive the College’s General Education requirements, any discussions and proposed changes at the Mānoa campus concerning the General Education core may require the College to re-examine its core requirements.

Planning Agenda

By fall 2000, the Arts and Sciences Management Team will coordinate faculty discussion to prepare for reform of the General Education core.

C.3. The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.
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Descriptive Summary

Requirements for all Associate Degrees include courses in the language arts, humanities and fine arts, natural sciences, and social sciences. The College strives to provide a framework for student achievement of competence, emphasizing communicative ability and critical thinking.

The framework consists of diverse disciplines that, in combination, help each student establish constructive personal and social relationships and foster intellectual growth (Document 4.05). To help students develop their intellectual skills, the College has developed several cross-curricular emphases. (See Background and Demographics.)

To improve student mastery of technology, the College provides students and faculty an environment where they can utilize technology in their learning and instructional activities. Sections of English composition, creative writing, business writing, foreign language, economics, and accounting are offered in computer-equipped classrooms. Student monitors staff the classrooms as open labs when rooms are not booked for classes. Since 1998, the College has offered online courses in anthropology, biology, developmental math, economics, English, Japanese, psychology, and sociology.

To further support students in their academic pursuits and intellectual growth, the College has numerous support services. College librarians offer support in online research for classes of students (as arranged by faculty) or for individual students. The Library is accessible online.

The Library provides audio-visual aids for independent and self-paced learning in several fields and some word-processing systems. The Tutoring Center in the Library provides volunteer tutors to work with students in college-level courses, but this service is minimal, as discussed in Standard 4.A.4.

Before 1995, the College offered drop-in tutoring in math and English in the Learning Assistance Center, but since 1995, these services have been reduced due to financial exigencies. Currently, tutoring is available to Holomua and ESOL students in the Holomua Center as part of their readiness programs. The Health and Natural Sciences Learning Assistance Center provides some tutorial assistance and supplemental instructional material and activities. (Standards 5 and 6 discuss student support and technological support in greater detail.)

Opportunities to develop affective and creative capabilities are evident in the wide range of student publications that the College supports. The Board of Student Publications produces the following publications: Kapi'olani Community College Accreditation Self Study 136

Kapi'olani Community College Accreditation Self Study
multicultural studies to stimulate cultural understanding through comparative studies.

The week-long, annual International Festival is a highlight of the academic year, featuring arts, performance, film, culture, and customs of Hawai‘i’s global community. Also noteworthy are the exchange programs between the College and institutions in Asia and the Pacific.

Service-Learning, the most recent cross-curricular emphasis, addresses the development of civic and moral responsibility by providing venues for students to complement course work with service in the community.

The sixth General Skill Standard, “Understanding Self and Community,” was added to support the degree, program and college competencies, and content learning throughout the Arts and Sciences program. This standard also reflects the success of the Asia Pacific Emphasis and Service-Learning. Whereas the five system-wide competencies focus on skills, the College’s sixth skill standard focuses on the knowledge needed to be responsible and productive local, national, and global citizens.

Self Evaluation

The College provides opportunities for students to develop affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will help make them effective learners and citizens. However, progressive budget cuts since 1995 and competition for funds have put strains on the College’s ability to provide students with the opportunity to develop intellectual skills and facility with information technology.

The resultant strain is evident. Transcripts from the 1995-1996 Retreat to the Future series reiterate the need for more and continued tutoring, especially in math and English. Participants in the sessions suggested that a lack of sufficient tutoring might contribute to student inability to develop necessary intellectual skills and complete programs in designated time frames. For more discussion about this issue, see Standard 4.A.2 and Retreat to the Future Pre-Retreat Forum Reports #1-3 (Document 4.14).

The College has promoted Information Technology initiatives and invested in computer labs and classrooms. However, the College cannot sustain its technological initiatives and expertise without sufficient funding. Hardware and software are not regularly updated and maintained.

Budget reductions required the administration to re-examine priorities, to review the need for funding to support academics and the need to support information technology. Title III funds earmarked to improve access to information technology, champion cultural diversity and intercultural awareness in the College curriculum, and develop programs to enhance students academic success may begin to alleviate the need to make this choice (Document 4.01).

Despite the fiscal challenges facing the College, the Carnegie Foundation, which visited the College in spring 2000, lauded Kapi‘olani’s educational efforts. In a February 7, 2000, letter to the Senior Vice President of the University of Hawai‘i and Chancellor for Community Colleges, the Carnegie Foundation stated the following view.

It would be wonderful if all community colleges would take up the challenge that
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KCC has set for itself: to educate all students to understand the connections between their learning, their work, and their larger communities, and to help them take seriously their role in improving those communities (Document 4.15).

Planning Agenda

By fall 2003, the College should determine the impact of the Title III project on students' intellectual skills, access to information technology, and appreciation for cultural diversity that will help make them effective learners and citizens.

C.4. Students completing the institution’s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

The College has General Education requirements in written and oral communication, scientific and quantitative reasoning, and critical thinking. The College also has cross-curricular emphases that include Thinking and Reasoning, Writing, and Information and Technology. Students pursuing an A.A. or A.S. degree must complete three-credit courses in expository writing, speech or communication, and math or logic.

Students seeking an A.A. degree continue to develop their writing skills by taking a minimum of two Writing-Intensive courses, some of which are part of the College’s General Education offerings. By the time they graduate, students are also able to develop their scientific and quantitative reasoning skills by completing courses in the natural sciences. As noted above, critical thinking is a major emphasis of the College and is one of the competencies in most course offerings. Students who earn A.S. or A.T.S. degrees are required to complete a minimum of one three-credit course in the Natural Sciences, Social Sciences, and the Arts and Humanities.

In fall 1995 and spring 1996, the General Education Project included surveys of students to assess their satisfaction with the General Education they received. The results indicated that, overall, students at the community colleges found the core to be most helpful in improving their writing skills and least helpful in improving their ability to express ideas using numbers or symbols. Overall, students were satisfied with the quality of instruction, the knowledge they gained, and the content of courses. They were least satisfied with the availability, variety, and relevance of courses (Document 4.16).

In spring 1996, faculty from the University of Hawai‘i and the University of Hawai‘i Community colleges were surveyed to gauge faculty perceptions of (1) the level of preparedness of the students; (2) the most important outcomes of a General Education; and (3) the structure and content of General Education offerings that are most important to its success.

A total of 119 members of the Kapi‘olani Community College faculty responded to the survey. The data were aggregated by the students’ academic level (i.e., graduate, upper division, and lower division) but were not analyzed by campus. Nevertheless, the following results are noteworthy.
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1. The majority of the faculty who responded reported that their students did not demonstrate skills for written communication, critical thinking, and quantitative reasoning at the appropriate level.

2. Faculty considered reading comprehension, written communication, critical thinking, and oral communication to be the most important outcomes of a General Education.

3. Faculty agreed that methods in teaching General Education courses need to be improved and attention to traditional academic disciplines increased.

Faculty stated that system-wide standards for outcomes were needed in the areas of academic skills and content, especially skills in written communication, critical thinking, math and quantitative thinking, and oral communication (Document 4.16).

In spring 1997, the Language Arts writing faculty conducted a study to determine if students who complete first-year composition courses meet the course competencies. The results indicated that students tend to perform poorly in areas critical to success in college.

In fall 1999, as a result of the study’s findings, the Language Arts Department revised and updated its expository writing course to increase emphasis on critical reading and thinking. In addition, students are required to complete the course with a grade of C or higher.

Self Evaluation

Research of the Writing Program and the General Education Project prompted faculty to begin to look critically at whether students meet academic skills competencies.

Planning Agenda

By fall 2001, the Senior Academic Dean will organize a cross-disciplinary task force to investigate the usefulness of a system-wide standard for outcomes in academic skills and content.

D. Curriculum and Instruction

D.1. The institution has clearly defined processes for establishing and evaluating all of its education programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the education programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The faculty is involved in developing, implementing, and evaluating educational programs. Faculty members propose courses for programs and are involved in the review and approval process.

The department of origin, the Curriculum Committee, and the Faculty Senate must approve credit courses at the College. The Senior Academic Dean reviews all proposals, and the Pro-
vost issues final approval or disapproval at the campus level. Course approval is based upon how the course meets competencies, the appropriateness of the course to the program, and the impact the course has on other program areas. Courses are reviewed every five years for updated information and continued relevance. (Standard 4.D.6 discusses the review process for new and existing courses.)

Noncredit courses are developed in response to community needs. When faculty members identify a need or an area of interest, they can propose noncredit courses that can be offered without delay. Instructors work directly with the coordinator of the appropriate noncredit program to implement their courses. The instructor, working with the noncredit coordinator, determines the course content, scheduling, number of contact hours, duration, location, and method of delivery.

The Curriculum Committee and Faculty Senate do not review noncredit courses that do not grant certificates. The lengthy course approval process typically used for credit courses is inappropriate because of the flexible and immediate nature of scheduling noncredit courses. (See Standard 4.D.6 for more information.)

In contrast, noncredit programs that grant certificates follow a prescribed review process approved by the Curriculum Committee, Faculty Senate, Senior Academic Dean, and Provost and described in the Chancellor for Community Colleges Memos (CCCMs). These memos cover the following topics: Authorization to Plan a New Academic Program; Submission of a New Program Proposal; and Academic Credentials, Degrees, and Certificates (Document 4.17).

The University of Hawai‘i Board of Regents requires that all departments report annually on their program’s effectiveness. Part of the program-review is based on health indicators, which contain program specific standards and standard expectations. The standard expectations are reviewed for accountability in meeting requirements of the federal government. Additions and changes to programs are conducted through a Program Action Request process (Document 4.18).

A curriculum proposal submitted to add or change a certificate or degree must follow guidelines documented in the Chancellor for Community Colleges Memos (Document 4.17). (See Standard 4.B.1 for more information.)

Self Evaluation

At Kapi‘olani Community College, department chairs regularly complete program-reviews with input from faculty. The extent to which faculty members are involved in monitoring their programs’ progress in relation to results from program reviews is unclear.

The Chancellor for Community Colleges Memos has existed since 1979. However, faculty may not be aware of the subjects covered in the Memos. This lack of awareness could affect program development.

Development of noncredit courses is hampered by unclear policies regarding faculty workload and compensation. Full-time faculty members have little incentive to develop and teach noncredit courses. Generally, pay for noncredit faculty covers only student-contact time, not time spent on course development.
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Tangential to this issue is the concern many faculty members have about the quality of noncredit instruction. In light of the reorganization and the integration of credit and noncredit programs, several departments are considering these faculty concerns.

Planning Agenda

1. By fall 2001, the academic deans and program chairs will institute a regular review of the pay scale for full-time members of the faculty who teach noncredit courses.

2. By fall 2002, the New Faculty Handbook will include information on how to access the Chancellor for Community Colleges Memos.

3. By fall 2004, the Office of Institutional Research will ensure that all Program Reviews are available on the College Web site.

D.2. The College ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

Each department in the College has processes for monitoring and ensuring the quality of instruction. For example, each department requires faculty to possess minimum qualifications. Until they are tenured, instructors are evaluated each semester by a peer and by their students. These evaluation results are considered and reviewed in the application process for contract renewal, tenure, and promotion.

The majority of part-time noncredit instructors are employed on a casual-hire basis. Although they are not required to meet any minimum qualifications, noncredit instructors are selected based on their area of expertise. In contrast, full-time noncredit instructors must meet minimum qualifications.

Coordinators of noncredit education are required to complete a request form for casual hire of noncredit instructors. The Academic Dean responsible for Community and College Relations currently approves these forms. When reorganization procedures are revised, signature authority will be delegated to program units.

The 1998-1999 Faculty Handbook encourages instructors to enhance their teaching skills through opportunities such as New Faculty Orientation, Peer Mentoring, Peer Coaching, professional development leave, workshops in Teachers Talking to Teachers About Teaching and Classroom Assessment Techniques, and other activities for professional development (Document 4.19). (Standard 7.C provides more information about these professional-development activities.)

The College has not provided six-month sabbaticals at full pay since fall 1994. Members of the faculty who receive sabbaticals must take a full academic year off at half pay. This policy discourages anyone who cannot afford to live on half a salary from applying for a sabbatical, thus, discouraging many faculty from applying for leave for professional development.

All proposals for new courses are reviewed with the goal of ensuring academic rigor. In addition, every five years curriculum materials for each credit course offered at the College are reviewed.
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by the Curriculum Committee. During the 1998-1999 academic year, the Curriculum Committee processed 275 curricular reviews. (More information about this review process is in Standard 4.D.3.)

To ensure the quality of distance education courses, the College has adopted the WICHE standards of good practice and other policies ensuring quality in distance education courses. (See Standard 4.D.7 for more information.)

Educational effectiveness is measured through a series of regular activities: program reviews; annual surveys of current and former students; surveys of faculty and staff every three years; student performance on national certification exams; annual follow-up of Kapi'olani Community College students at the University of Hawai'i at Mānoa; and employer satisfaction queries. Program Reviews to assess performance indicators are conducted annually by each unit and the Office of Institutional Research and are submitted to the Chancellor's Office.

Moreover, external accrediting and approving bodies and agencies regularly review Technical, Occupational, and Professional programs at the College. In addition, many students in the College Technical, Occupational, and Professional programs are required to pass external licensing examinations to practice in their fields, further providing evidence of educational effectiveness of the College programs. Further, Technical, Occupational, and Professional programs, such as Nursing and Health Sciences, require that practicum students be placed at clinical sites and evaluated by written clinical outcomes.

A discussion of grade inflation based on empirical data was initiated at the College in fall 1998. In a memo to the Chair of the Faculty Senate (Document 4.20), the Director of the Office of Institutional Research summarized the issue of grade inflation. The memo also included several suggestions regarding detection and prevention of grade inflation that could be addressed campus-wide. Discussions about grade inflation are ongoing.

Self Evaluation

Requiring minimum qualifications for instructors helps ensure quality of instruction at the College. Instructor evaluation is also effective toward maintaining quality of instruction.

However, developmental activities and opportunities need to be coordinated and integrated. Current professional development is independently planned and implemented by different groups on campus. The campus has no systematic method of assessing faculty training needs or selecting training topics. In addition, because training schedules are not coordinated, training activities are often scheduled during the same campus activity period.

The current processes for proposing and reviewing courses sufficiently involve academic units on campus in ensuring academic rigor. The Technical, Occupational, and Professional programs at the College have taken a different tack to ensuring academic rigor by enlisting external testing mechanisms. High passing rates on national certification exams by Health Sciences and Legal Education graduates shows the educational effectiveness of these programs (see Graph 4.4).
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The College adequately ensures educational effectiveness by its commitment to continuous and regular review of its programs. Surveys of graduates, former students, employers, and four-year institutions assess learning outcomes and educational effectiveness. In addition, the Technical, Occupational, and Professional programs at the College have regularly passed their reviews by the appropriate accrediting and approving bodies.

Planning Agenda

By spring 2001, the Provost should establish a committee to create and coordinate professional-development activities for faculty.

D.3. The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms and equivalencies.

Descriptive Summary

Kapi'olani Community College offers a competency-based education that emphasizes learning outcomes in eight general areas (Document 4.05, p.39). Students are evaluated relative to how they meet the general competencies, course competencies, and competencies for their specific program, degree, or certificate. All degrees and certificates have criteria determined by the University of Hawai‘i system and the College. Explanation of these college credentials is listed in the Kapi'olani Community College General Catalog 1998-2000, (pp. 39-47) and the Chancellor for Community Colleges Memo # 6004, (Document 4.17). Degree competencies are found on pp. 40-42 in the 1998-2000 General Catalog. Course; program competencies are listed throughout the Catalog.

All credit courses have outlines that indicate the competencies students are to achieve. The College requires that each course have a syllabus that is reviewed by the department chair and program coordinator. Syllabi must clearly state course competencies and the evaluation criteria for those competencies.

Exams, assignments, projects, portfolios, performance in subsequent courses, classroom assessment techniques, and the students' assessment of their own learning goals are some tools the faculty uses to measure student-learning. Interested instructors meet regularly to share and discuss their Classroom Assessment Techniques as a method for measuring outcomes.

Grading policies are included in the Kapi'olani Community College General Catalog, 1998-2000 (Document 4.05) and the 1998-1999 Faculty Handbook (Document 4.19). Kapi'olani is the only institution in the University of Hawai‘i Community College system to publish grading policies in this manner.

Instructors primarily use grades to determine a student’s level of competence. During 1998-1999 meetings of Teachers Talking to Teachers About Teaching, concerned faculty members have questioned the extent grades accurately reflect student learning. Some departments have their faculty informally share information about grade differences and distributions, but this is by no means a regular occurrence.
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Credit options for experiences outside of the traditional college classroom are provided through the College Credit Equivalency Program. As described in the General Catalog, students may validate their prior learning through methods listed below.

- Credit by Examination — College-Level Advanced Placement Program, College-Level Examination Program, or Kapi'olani Community College Credit by Examination
- Course Evaluations — Special Training Programs, Credit by Articulation and Articulation with High Schools
- Portfolio Documentation of Experiential Learning — Life/Learning Experience Assessment Program

Cooperative Internship Education affords students the opportunity to have their work experience evaluated. They receive academic credit based on attendance at a weekly seminar and specified number of hours worked per week. Independent Study is offered, and credit can be earned for individual and specialized group study beyond regular credit courses offered in a given subject area (Document 4.05).

Several credit and noncredit programs lead to advancement, awarding of degrees (credit only), and certificates. Some courses provide Continuing Education Units based on industry standards, best practices and criteria established by professions and national organizations.

Students must satisfy course competencies and prescribed requirements to earn credit or become eligible for professional examinations and certifications. For example, many of the degrees and certificates awarded by the Health Career Education programs and Legal Education programs meet accepted professional criteria (Document 4.05).

Information about noncredit courses and programs that comply with additional outside norms and equivalencies can be found in the Kapi'olani Community College Schedule of Noncredit Programs (Document 4.25).

Self Evaluation

Evaluation of learning and awarding of credit are based on clearly stated and published criteria.

Grading is an issue that has been under much scrutiny by the faculty because grading is the primary method for awarding credit. Faculty members are keenly aware that grade inflation is a national problem.

As the planned reorganization progresses, faculty and administrators are seeing credit and noncredit courses housed in the same programs as complementary learning options for students. Noncredit courses offer a high degree of flexibility in scheduling, and their content can enhance the attractiveness and effectiveness of a credit program. Evaluating student learning in noncredit courses varies from program to program.

Planning Agenda

None.
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D.4. The College has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the College certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses.

Descriptive Summary

Transfer of credit policies in the University system are in the Student Transfer Handbook, which is readily accessible to faculty and students in hard copy and on the Internet at <www.kcc.hawaii.edu>. Transfer-of-Credit policies are also well publicized in the College Catalog.

While each campus in the University of Hawai‘i system has a unique identity and mission, the ten campuses strive to operate as one integrated system. In recent years the number of students enrolled or earning credits from more than one campus in the University of Hawai‘i system has increased in part because of enrollment in distance education courses, a tuition increase at the UH Mānoa campus, and job-related training programs offered at specific campuses.

Recognizing the marked increase in the number of students transferring among and between campuses, the University affirmed its commitment to making transfer a simple and predictable process. The 1989 University of Hawai‘i System Students Transfer and Inter-Campus Articulation was revised and updated in 1994 and again in 1998.

Effective fall 1994, students who earned an articulated Associate in Arts degree from a University of Hawai‘i Community College are accepted as having fulfilled the General Education core requirements at all baccalaureate campuses of the University of Hawai‘i system. Additional campus-specific requirements, such as competency in a foreign language or completion of writing-intensive courses, may also be part of the degree. Revisions are intended to eliminate unreasonable barriers between the campuses and clarify statements on the role and purpose of articulation.

Courses offered at the community colleges are routinely articulated through system-wide committees. These committees are content-specific and consist of members representing the two-year and four-year colleges of the University of Hawai‘i system. When a new course is proposed in a department, the proposer identifies the course as appropriate for articulation and identifies similar courses at system campuses. Courses deemed appropriate for articulation are forwarded to the system-wide committee for evaluation.

Once approved, the course becomes part of the University of Hawai‘i System Student Transfer Handbook, which lists all articulated courses in the system and the campuses that will accept the articulated course as part of the educational core. The University of Hawai‘i System Student Transfer Handbook also lists the campuses where a course is not accepted for articulation. The Transfer Handbook is updated in March and October each year (Document 4.12).

The decision to award credits from outside the University of Hawai‘i system is usually based on analysis of the transcript. If the school is unknown or the documentation is unclear, students are asked to provide a college catalog or a course syllabus for verification of the course content,
level, number of contact hours, and exam procedures.

The Registrar’s Office occasionally consults with the academic department about course equivalencies. Students who transfer to the College from another institution may request an evaluation of their previous academic records for the purpose of transfer of credits. Only courses with a grade of C or higher can be transferred from outside the University of Hawai‘i system. Grades received for transferable courses are not computed as part of the Kapi‘olani Community College grade-point-average (Document 4.05).

Requests for evaluating a transcript from an institution outside the UH system can result in a prolonged waiting period. The current procedure requires that transfer students send an official transcript from their former institution to the College Records Office. They must then submit a Request for Transcript Evaluation. Once the student is registered in classes for the semester, the transcript is evaluated. The procedure was instituted because many students who apply to the College do not register for classes.

**Self Evaluation**

Delays in transcript evaluation may be detrimental for some transfer students who need to have their credits evaluated prior to registration. Timely evaluation would aid them in their effective course selection and academic planning.

**Planning Agenda**

By fall 2002, the student information system will be enhanced to allow the Registrar to evaluate transcripts for students within one week or less after receipt of the transcripts.

**D.5. The College utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of the students.**

**Descriptive Summary**

The range of delivery systems and modes of instruction at the College prepare students for transfer to the University of Hawai‘i and other public four-year institutions or for successful entry into employment.

The first goal listed in the *Kapi‘olani Community College Strategic Plan*, published in 1997, is to provide access to quality educational experiences and to provide service to the State. Consequently, credit and noncredit programs at the College provide alternative and innovative modes of instruction and delivery to meet this goal (Document 4.02).

**Alternative Modes of Delivery.**

**Access to College Excellence (ACE)**

Cohort groups such as single parents and displaced homemakers, neighbor islanders, and immigrant students who use English as a second language, can take clustered courses through the ACE program. (See Standard 4.A.5 for more information.)
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Center for International Students, Programs, and Affairs
To foster appreciation for the multi-culturalism and diversity in the College, this Center has initiated innovative noncredit curricula such as the Language Exchange, Ambassadors of Aloha, and Buddy System programs. International students utilize their experiences with cross-cultural and inter-cultural communication to serve as tutors and speakers in the classroom and in service projects.

Earned-credit Alternatives
Students who successfully prove through documentation that their life experiences fulfill stated course outcomes can receive credit for course attendance by the Life/Learning Experience Assessment Program (LEAP). In addition, students can receive credit by examination in some courses. The College recognizes experience as an alternative instructional mode. Variable credit classes are designed to meet individual academic needs of students.

Programs bridging credit and noncredit courses (e.g., the ESOL and Holomua programs) prepare students for Liberal Arts education or Technical, Occupational, and Professional education.

Electronic Technology
The Hawai‘i Interactive Television System (HITS) allows the College to broadcast interactive, closed-circuit television courses to other University of Hawai‘i system campuses. In addition courses can be broadcast directly to students’ homes through cable channels (‘Olelo).

Independent Study
This program lets students participate in designing and selecting their learning experiences, based on personal interest, aptitude, and desired outcome.

Learning Communities
In some courses, traditional disciplinary approaches to learning are being integrated into learning communities that engage multiple perspectives of a thematic content.

Multi-media Technology
On campus, the faculty has incorporated multi-media technology in the classroom, including electronic projection of Web sites, computer generated presentations designed by instructors, and Internet forums. These multi-media technologies are in addition to traditional approaches to instruction such as lecture, discussion, demonstration, and video.

Online Courses
The College offers courses taught entirely online to meet the needs of students who cannot enroll in on-campus courses. These courses utilize Internet connections to provide synchronous as well as asynchronous interaction between instructor and students.

Students use computer labs to participate in online classes and to perform word processing, do online research, engage in graphic design, develop spreadsheets, and build databases.

To facilitate a broader range of technologically based instructional tools, faculty gain expertise in emerging technologies through college-funded workshops and seminars.

Service-Learning
The College has garnered several awards and gained national recognition for its effectiveness in the use of Service-Learning. Service-Learning
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gives students the option to learn by experience, while performing and reflecting upon service offered to agencies and their consumers in the community. As an educational method, Service-Learning provides students an opportunity to grasp and test concepts presented in the classroom, and to actualize course-relevant issues in the service setting.

Training Abroad
The College maintains partnership agreements with several international institutions such as Beijing University (China), In Ha University (Korea), and Kansai University (Japan). Trainers are contracted and sent abroad to teach students in workshops and seminars.

Courses are designed with the assistance of faculty and the approval of the department so that the courses meet the requirements of the students' program of study and the College curriculum.

Writing Intensive Classes
In Writing Intensive courses, students learn by refining their writing skills. Students must complete two Writing Intensive classes to earn an A.A. degree.

Alternative Modes of Instruction

Customized Training
The College offers a variety of noncredit intensive modular training customized to meet the needs of businesses, employees, community groups, and career-oriented and life-long learners. Modes of instruction in these noncredit courses are agreed upon between the College and the contracting entity.

Holomua
This program offers basic, pre-college, non-transferable courses in math and English. Enrollment is limited (maximum 23 per section) so students receive individualized assistance and attention.

Intensive Preparatory Program for Deaf Students
This program, affiliated with the Gallaudet University Regional Center, provides instruction in American Sign Language. (See Standard 4.A.1 for details.)

Intensive Readiness Courses
Students scoring between 400 and 499 on the TOFEL test are placed in the program of English for Speakers of Other Languages (ESOL). This intensive program is designed to prepare international students for credit classes.

On-Site Practica
Courses provide practical training experience for students at community-based agencies and institutions such as hospitals, clinics and agencies affiliated with Service-Learning. The faculty monitors students through guided internship, mentoring, and direct supervision as they apply skills learned in classroom and laboratory settings.

Study Abroad
Some departments offer study abroad courses for credit. For example, the Art Department offers a course in Painting in Italy or France each academic year.
Self Evaluation

The College provides a broad range of delivery systems and modes of instruction in both credit and noncredit courses. These systems and modes help meet the diverse needs of the heterogeneous student population.

Electronic technology that enhances instruction and curriculum design is supported by the administration and embraced by large numbers of the faculty and the students across disciplines, as evidenced by the increasing number of courses offered online.

However, limited technical and human resources available on campus hamstring the extent to which faculty can incorporate creative technological modes of delivery into their curriculum. (See Standard 6 for a more complete discussion.)

The various methods of delivery, learning opportunities, and modes of instruction employed on campus and off point to the College’s commitment to student learning.

Planning Agenda

By fall 2002, IMTS and the Office of Institutional Research should determine if the College’s limited technical and human resources are restricting the range of delivery systems and modes of instruction needed by faculty and students. Based on the findings, the College can reallocate resources as needed.

D.6. The College provides evidence that all courses and programs, both credit and noncredit, whether conducted on-
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ensure consistency with the College mission, degree requirements, pedagogy, content, competencies, and articulation. Starting fall 2000, all curriculum proposals must also state how the proposed or modified course addresses the General Education Skills Standards.

In academic year 1998-1999, the Instructional Services Office posted on the Internet a summary of curriculum approvals. In academic year 1999-2000, the Instructional Services Office began posting the status of each curriculum proposal as it moved through the process of curriculum review and approval.

Department chairs and academic deans handle the administration of courses once they have been implemented. Administration includes scheduling of faculty, class times, and rooms.

Programs are evaluated through annual program reviews prepared by the department chairs in conjunction with the Office of Institutional Research. To assess programs, the chairs use program health indicators. Information from the health indicators is in formal reports that are reviewed by the Senior Academic Dean.

Administrators also look to surveys of faculty and students for evaluative information. Perceptions about the relevance of course work to career plans, improvements in writing and computation skills, and satisfaction levels are measured in the Current Student Surveys every three years.

Pre-College Courses
Pre-college courses are both credit and noncredit and are supported by co-mingling General Funds and Special Funds. Pre-college noncredit courses are proposed by teams of faculty in a discipline and are reviewed internally, whereas pre-college credit courses proceed through the regular curriculum review process. Holomua has long-term and short-term goals and implementation plans that direct course development. In academic year 1999-2000, the Holomua Program began preparing annual Program Reviews.

Noncredit, Public, and Contract Training Courses
A committee formed by the Office of Community and College Relations reviews proposed noncredit and continuing education courses. Program coordinators and their instructors design short-term and long-term courses in response to formal and informal requests for contract training and to community needs.

Contract training for individual companies is generally developed between the noncredit program coordinator and the contractor. Contracts for training classes for large industries and agencies are secured by the Office of Community and College Relations.

An organization's training needs direct the types of courses designed and implemented. Once a proposal has been accepted, a Memo of Agreement is drafted and routed for formal approval to the Senior Academic Dean, the Provost, the Office of Research Services at the University of Hawai'i, and the contractor.

The University of Hawai'i Community College system has received several contracts from large organizations such as American Hawai'i Cruises and the Navy Home Port. Kapi'olani Community College is the lead campus on these contracts.

The College also provides training for several state agencies, including the Department of Human Resource Development, the Executive
Office on Aging, the Department of Health, and the Department of Transportation.

Courses published in the *Schedule of Noncredit Programs* reflect current trends in the private sector, life-long learning, and needs for workforce retraining (Document 4.25). Needs-assessments, results, requests, enrollment, and suggestions from evaluations and focus groups often drive course design and the method of delivery.

Certain noncredit programs and courses must comply with national and industry standards and best practices. Such is the case with programs in AutoCAD, American Sign Language Interpreter Education, Hawai'i Hotel And Restaurant Industry Employment and Training Trust, Retail Industry Training Excellence, Restaurant Industry Service Excellence, International Executive Housekeepers Association, and No'eau Ho'okipa (Hospitality Skills Training).

The Employment Training Fund (ETF), under the Workforce Development Division, pays student course fees for work-related classes. ETF has allowed companies to train their employees at no cost to them, thus enabling companies to receive training on the one hand and increasing the number of contracts, courses, and students handled by the College on the other. ETF also evaluates the quality of its programs.

The companies and organizations that ETF supports have a direct bearing on contract courses. Since the State's economy has been weak, many companies are reluctant to fund customized training for their employees. Noncredit coordinators are concerned that the College's customized training contracts will be affected when ETF runs out or if ETF refuses to fund certain companies whose employees have spotty attendance at training courses.

Other than course evaluations completed by participants, noncredit courses and contract training have no mechanism for formal review (Document 4.26). Only one noncredit program, Diagnostic Medical Sonography, generates a program-review report with the assistance of the Office of Institutional Research. Plans are being made with the Health Science noncredit programs to generate their own management-information systems so that each program can be reviewed and monitored.

The likelihood that agencies and businesses will continue their contracts with the College increases with the amount of positive feedback received from participants and their improved job performance. Therefore, program coordinators consider course evaluations when designing and scheduling classes and hiring instructors.

Attempts to develop noncredit course proposals similar to the curriculum review system for credit courses were interrupted by the reorganization of the College. Since the Office of Continuing Education and Training was disbanded in August 1998, all the noncredit programs are housed in departments across the campus.

Advisory committees guide many credit and noncredit programs. Community leaders in business, industry, and professions are invited to advise programs in the development of curricula in accordance with requirements in their fields. These leaders are consulted regarding course content, selection of training equipment, employment needs, and evaluation of the effectiveness of the programs. The College has 18 advi-
sory committees; new committees are formed as needed (Documents 4.05 and 4.27).

In addition, many noncredit programs have business partners. For example, the Waikiki Lifelong Learning Center counts several hotels as its partners. They, along with representatives from education, government, private industry, and labor unions, act as an advisory committee to assist in and evaluate the Center's direction. The partners help support the Center. Administration for the Center is the responsibility of the program coordinator, the Hospitality department chair, and the Academic Dean responsible for the Hospitality Academic Unit.

One goal of the College reorganization is to be more entrepreneurial through noncredit offerings. Instruction is timely, innovative, and customized according to student needs rather than requiring students to tailor their needs to established curricula.

International Training
International training is instituted either by Memos of Agreement or by grant proposals. The programs listed below have learning partnerships with and have provided education and training for the following states or nations: American Samoa, China, Federated States of Micronesia, Guam, Japan, Korea, and Sri Lanka.

- American Sign Language Interpreter Education Program
- Business Education
- Food Service and Hospitality Education Program
- Gallaudet University Regional Center
- Health Sciences
- International Programs
- Japanese Business, Language, and Culture

Self Evaluation
The Curriculum Committee has been very successful in ensuring that the College credit curriculum is relevant and responsive to student needs.

According to several noncredit coordinators (interviewed in March 2000), the approval process for Memos of Agreement for noncredit courses is seldom timely and often undermines entrepreneurial endeavors. Contracts are routed to too many signatories, not all of whom have offices on this campus.

Planning Agenda
By fall 2002, the academic deans will conclude a study to determine how noncredit offerings can be more responsive to community needs.

D.7. Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary
Distance-learning courses offered via electronic delivery increased from 14 to 36 during the period of academic years 1995-2000. As shown in Graph 4.5, the increase resulted primarily
from the increase in Internet courses offered in academic years 1998-2000.

Kapi'olani Community College operates in compliance with applicable commission policies and statements in Principles of Good Practice for Electronically Delivered Academic Degree and Certificate Programs (Document 4.28). The College meets the WICHE Principles of Good Practice by the following applied definitions (see Standard 6).

The College is in the process of offering, in conjunction with the other University of Hawai'i community colleges, the Associate in Arts degree through distance education. In addition, the Medical Assisting program at the College plans to make its entire certificate programs available on-line.

**Role and Mission**
The primary purpose of distance learning in the University of Hawai'i system is to provide increased access to higher educational for the people of Hawai'i (Document 4.29). The College distance-learning programs are consistent with the College role and mission. A process for reviewing and approving Hawai'i Interactive Telecommunications System (HITS) courses and programs is conducted between the department chairs, faculty, Information Media Technology Services (IMTS) staff, and the Senior Academic Dean to ensure the appropriateness of the technology being used to meet the program's objectives.

Department chairs consult with faculty to review and assess the appropriateness of distance-learning courses. The Senior Academic Dean approves distance learning course offerings for students enrolled at Kapi'olani Community College and other campuses in the University of Hawai'i System.

Faculty members meet with IMTS staff to ensure the appropriate use of technology to meet course objectives and learning outcomes. The current scope of distance-delivery systems consists of...
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two-way audio and video interactive television systems, statewide cable access transmissions, and the Internet.

Curriculum and Instruction
Select distance-learning course offerings in Liberal Arts and Health Sciences for students earning a degree or certificate are consistent with the College role and mission. The *College Strategic Plan 1997-2007* (Document 4.02), states in Goal A, Provide Access, Quality, and Service that the College: “Incorporate the appropriate uses of information technology into instructional programs and services to students, including making the resources of the College available 24 hours a day to the students and the community” and to “Use technological capabilities to deliver and promote appropriate distance learning.”


Courses offered through distance learning must be equal in rigor and substance to courses offered through more traditional methods. Originating sites are responsible for reviewing all distance-learning courses to ensure quality (Document 4.03).

Faculty Support
IMTS provides limited training for members of the faculty who wish to teach distance-learning courses. However, IMTS ensures that the appropriate learning resources are available for faculty and students for HITS and cable courses.

Resources for Learning
The College’s distance-learning courses are supported by textbooks and library resources, and by personal interaction with faculty, tutors, and other educational personnel by telephone, e-mail, fax, postal mail, and face-to-face meetings. In addition, learning resources and self-paced tutorials are accessible for students on the University of Hawai‘i Distance Learning Web Site <www.hawaii.edu/dl> and on the Kapi‘olani Community College Distance Learning Web Site <www.kcc.hawaii.edu/academics/distance/index.htm> (Document 4.31). The sites also serve to promote information sharing and communication among faculty, students, staff, and prospective students.

Students and Student Services
The College provides students with clear, complete, and timely information on the curriculum, course, and degree requirements, technical equipment requirements, availability of academic support services and financial aid resources, and cost and payment policies. This information is available to students on the College Distance Learning Web site and in the Schedule of Classes. The Web site also serves to centralize distance-learning courses, programs, and student support services, including disability access to technology.

Commitment to Support
The Provost’s reorganization plan created Information Media Technology Services. The unit is composed of positions from the Educational Media Center, Continuing Education and Training, Computing Center, and Auxiliary Services.

IMTS seeks to integrate support and services for computing, video production, distance learning, graphics and printing, and electronic repair and
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maintenance. IMTS also maintains the campus voice, data, and video networks. Technical support for distance learning is provided by approximately 2.5-3.0 FTE positions, involving five staff members.

IMTS distance-learning specialists are responsible for coordinating support services and issues relating to operating and managing distance-learning courses offered to and from Kapi'olani Community College on HITS and cable.

A Kapi'olani Information Technology Emphasis—Technology Advisory Group (KITE-TAG) was formed to examine issues related to the integration of technology, including distance-learning practices. The charge is to examine existing exemplary practices and WASC guidelines to facilitate delivery of distance learning and to recommend means to formalize these practices at the College. In addition, a KITE-TAG survey was distributed in fall 1999 to faculty and staff to gather data and ideas for planning.

KITE-TAG is an outgrowth from the KITE Five-Year Plan (1996-2001) (Document 4.30). The mission of KITE-TAG was to develop knowledgeable and capable students for the 21st century information and interactive age. Concurrently, the campus environment must be flexible with a strong technical infrastructure. Faculty and staff must have opportunities to grow professionally and use Information Technology appropriately. They can help empower students to be successful life-long learners.

Evaluation and Assessment
The College evaluates the effectiveness of distance-learning programs. As with other programs, evaluation includes assessment of student learning, student retention, and student and faculty satisfaction. Members of the faculty assess and document student achievement in each course and at the completion of each program.

The College is examining how best to deliver other student services to students at a distance. Areas identified include advising and counseling, student mentoring, and a distance-delivered student orientation to help students gain knowledge and computer literacy.

Self Evaluation
Kapi'olani Community College has adopted the principles of good practice required by the WASC Commission. The College recognizes that distance-education issues still must be addressed and that new issues will emerge as information technology and telecommunication capabilities advance.

In the reorganization, the campus is re-evaluating resources and personnel to meet campus needs. As a result of KITE-TAG recommendations, the College plans to work toward developing a Technology Management Plan to address how technology can meet and manage campus needs.

The College is committed to examining standards and procedures for credit and noncredit courses, programs, degrees, and certificates offered through electronic delivery systems and distance-learning programs. Services must be expanded to take advantage of developments in electronic delivery systems.

The College does not have enough technological support for Web-based courses. Without adequate support for creating and maintaining Web-based courses, the faculty faces difficulties in
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continuing to be innovative in distance education. Consistent and complete support from IMTS for users of all electronic delivery systems is vital if the College is to continue to comply with the Principles of Good Practice.

Planning Agenda

By fall 2003, the Academic Dean responsible for IMTS should commit the necessary time, funding, resources, planning, and personnel to evaluate the effectiveness of all electronic delivery systems.

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

Descriptive Summary

The College does not offer curricula in foreign locations.

Self Evaluation

Not applicable.

Planning Agenda

None.

DOCUMENTS CITED

4.01 Title III Grant Proposal: Native Hawaiian Serving Institutions.
4.02 The University of Hawai'i Community College Strategic Plan Progress Report 1997-1999.
4.03 Executive Policy E5.209, University of Hawai'i System Student Transfer and Inter-Campus Articulation.
4.04 Kapi'olani Community College Profile 2000.
4.05 Kapi'olani Community College General Catalog 1998-2000.
4.06 Report on the Results of the 1999 Current Student Survey.
4.07 Report on the Results of the 1999 Current Student Survey, Appendix B.
4.08 Memo to the Faculty Senate Chair from the Provost, December 23, 1999.
4.10 Course Outline Form (04/25/94).
4.13 General Education Academic Skill Standards of the University of Hawai'i System.
4.14 Retreat to the Future Pre-Retreat Forum Reports #1-3.
4.16 University of Hawai'i General Education Project.
4.17 Chancellor for Community Colleges Memos (CCCM# 6000, 6001, and 6004).
4.18 Program Action Request Form, KCC, July 1997.
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4.20 Memo to the Faculty Senate Chair (FS99F5).
4.21 KCC-UHM-1.
4.22 Course Articulation.
4.23 Articulation Recommendation Forms.
4.24 Constitution of the Faculty Senate of Kapi'olani Community College.
4.25 Schedule of Noncredit Programs.
4.26 Noncredit Course Evaluation.
4.27 The Kapi'olani Community College Program Advisory Committees' Purpose and Responsibilities.
4.29 UH Executive Memorandum 97-98.
4.31 University of Hawaii'i Distance-Learning Web site. <www.kcc.hawaii.edu(dl/).
4.32 Schedule of Classes.

OTHER DOCUMENTS IN FILE
Issue of the Kapi'o
Issue of the Diamond Journal
Issue of the Ka Nani
Issue of the Horizons
Issue of the Spectrum
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**STUDENT SUPPORT AND DEVELOPMENT**

**He pūkoʻa kani ʻāina**

*A coral reef that grows into an island*

A person beginning in a small way gains steadily until the person becomes firmly established

Committee Members

**Chairs** Regina Ewing, Ron Umehira

**Members** Bruce Berg; Ann Ching, Colette Higgins, Yukio Kataoka, Keith Kashiwada, Jodilynn Kunimoto, Linda Letta, Kawika Napoleon, Randy Nunokawa (student), Halina Ngo-Soon (student), Penelope Ostapiej (student), Naresh Pandya, Sven Stevens (student), Barbara Tredick
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The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

**Descriptive Summary**

Entry into Kapi'olani Community College is consistent with the system-wide policy of the University of Hawai'i Community Colleges. Admissions policies are also consistent with the educational philosophy of the College, which is "to assist each individual in the lifelong process of personal growth through education" (Document 5.01).

Entry is open to any graduate of a U.S. high school or who has earned an equivalent to a high-school diploma or is 18 years of age or older. In addition, some prospective students must meet additional requirements. Examples are the international students and applicants to the Health Education Programs and the Legal Education Program (Document 5.01). Information about these requirements is available through the offices of the specific programs as well as in the College General Catalog.

The Admissions Office is responsible for admissions to credit programs. This Office performs an information-processing function and accepts and verifies applications forms. The College's Information Office handles registration for noncredit courses.

In 1998, the College established an Admissions Committee. Coordinated by the admissions coordinator and including members from each of the College units and support functions, the Committee oversees all aspects of admissions practices. Increased demand from nonresident students and students with disabilities for entry into the Health Programs is also being addressed.

A Center for International Students, Programs, and Affairs was established in 1997. The Center has two staff members, one working with credit students and one with noncredit students. The staff member who works with credit students is consulting with the admissions office to clarify admissions practices for international students.

Since 1998, several admissions procedures have been implemented to ease the admissions process and support the open admissions policy. Late applications are accepted, and notification to the applicants regarding acceptance is made earlier. Notification is supported by two mailings, one with the acceptance and advising information and a later one with registration information.

Students who apply to "selective programs" (e.g., Health Sciences, Legal Education, and Nursing) but are not accepted are admitted to the liberal arts program or admitted as unclassified students so they can begin taking the prerequisites required by their desired program.
The College will soon see other changes and improvements in its admissions program. The Provost is project manager for developing a student-information system for the entire University of Hawai‘i, including the community colleges. The Provost described the system as follows.

The student-information system will be a comprehensive Internet-based deployment of all aspects of student information, including student recruitment and admission, student registration, student records, student academic advising and degree audit, course scheduling, student accounts receivable, management of faculty teaching assignment, student interfaces or portals to the information, faculty portals, and manager portals.

**Self Evaluation**

The College admissions policies are consistent with its mission. The College publishes its admission policies in its *Catalog* and on its Web site. Providing information on the Web follows the national trend.

However, the College has not yet implemented a method for students to apply online. The university-wide student-information system may provide that capability.

**Planning Agenda**

By spring 2001 the Provost should organize a representative body of the College to consider using the student-information system to revise the way admissions are handled. Revision should include access to online applications for admission and online registration.

5.2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

**Descriptive Summary**

The College *Catalog* describes the courses offered, curricula, student services, and policies and procedures. The *Catalog* also lists requirements for degrees, general education, graduation, and transfer (Document 5.01). The *Catalog* is sold in the bookstore for about five dollars; it can also be found in program offices. The *Catalog* and the *Schedule of Classes* are also available on the College Web site (Document 5.07). Although a two-year catalog was published covering academic years 1998-2000, the College returned to a revised one-year catalog for 2000-2001.

Students also have access to specific student policies regarding social and academic policies, refund policies, student conduct standards, and grievance procedures (Documents 5.03 and 5.04). Also available through department offices is information about the College’s Nondiscrimination Policy. This policy reflects the content of Section 504 of the Rehabilitation Act of 1973, which protects rights of persons with disabilities under federal law. Section 504 contains provisions for due process in complaints about discrimination based on disabilities (Document 5.05).

The College also mails to each enrolled student its policies regarding substance abuse in the university and campus communities, policies on
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campus safety and security policies, and policies on financial aid refund and repayment.

Brochures provide information about individual programs and services. These brochures describe program prerequisites and requirements for entrance and graduation. As described in Standard 2.1, the College also offers free information sessions to the public on a variety of topics and programs during the year (Document 5.06). These sessions provide information to students who are preparing to enroll at the College and in specific programs. Alternative ways of information delivery via the Internet are being considered and already utilized by some departments of the College.

Information describing student services, student government, and student activities is also available through such publications as the Activities Calendar, Schedule of Classes, the Catalog, and Kapi‘o, the student newspaper (Documents 5.07, 5.08, 5.01, and 5.09). Announcements of student activities are highly visible on posters throughout the College and are available through the student newspaper and College’s Web site.

Beginning in the fall 2000 semester, the Schedule of Classes includes course listings for two consecutive semesters, (fall 2000 and spring 2001). Prior to this change, the Schedule of Classes was published once each semester (Document 5.10).

To ensure accuracy in College publications, departments check catalog and schedule information before publication. When class schedules have been modified after publication, students’ registration receipts reflect the new information. If a lapse occurs between adoption of policies and their publication in college documents, the College attempts to inform students of these changes through addenda to College documents, public postings, and bulletins.

Self Evaluation

The College provides current and accurate information to prospective and enrolled students through a variety of modes.

Although the counseling units of various departments conduct Information Sessions, the full effect of these sessions is unknown. Each department that offers Information Sessions determines the days, times, and frequency of the sessions, and evaluates each session. Although the College Information Office coordinates this schedule, no formal sharing of the evaluation data occurs. Thus, the College does not know if these Information Sessions are meeting the needs of prospective students.

In addition, effectiveness of the alternative methods that some departments are using to provide information to students has not been measured.

Planning Agenda

By fall 2001, the College Information Office should develop a uniform method of evaluating department information-sessions to ensure that the sessions are meeting the needs of prospective students.

5.3. The institution identifies the educational support needs of its student population and provides appropriate
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services and programs to address those needs.

Descriptive Summary

The College provides a variety of support services and programs to help students in academic development. Members of the faculty, both counselors and instructors, are available to help prospective and continuing students with educational concerns.

Listed below are support services and support programs the College provides.

- Orientation, Advising, Registration, and Counseling
- Counseling for Probationary Students
- Honors Program
- Services for Students with Disabilities
- Services for Under-prepared Students, First-year Students, and Special Groups
- Tutoring
- Workshops and Learning Assistance Centers

Orientation, Advising, Registration, and Counseling

In 1995, the registration process was decentralized; outreach registration sites are now located in Business Education, Food Service and Hospitality Education, and Health Sciences and Nursing Programs. This change enables designated counselors and advisors to offer students better and more individualized advising.

Although liberal arts students continue to be registered at the central registration site, separately advising and registering smaller groups, such as the English for Speakers of Other Languages program and the Pre-College program — is more efficient and effective.

In addition to counselors, trained faculty-advisors assist students during registration. Moreover, to alleviate some of the heavy traffic during the registration period, and to further improve the quality of the registration advising, the liberal arts counselors piloted additional group-sessions prior to the spring 2000 orientation, advising, and registration.

A list of the program counselors and advisors, with locations and telephone numbers, appears in the Schedule of Classes (Document 5.07). In addition, program advising sheets are available to help students make appropriate course selection. Further, a computer-assisted advising program, GRADVISE — a report of all required courses, courses the student has completed, and cumulative GPA — is available to help students select their courses in their second and subsequent semesters. GRADVISE focuses on the selection of courses needed to complete graduation requirements in the shortest time.

The fall 1999 Current Student Survey (Document 5.11) revealed that students are satisfied with the College’s educational support in the areas of counseling and advising. On a 4-point scale with “4” indicating “very satisfied” and “1” indicating “very dissatisfied,” students ranked orientation a mean score of 3.05, counseling 3.03, counselor-student relations 3.11, and academic advising 2.99.

Counseling for Probationary Students

Prior to the start of the continuing student registration period, a letter from the Senior Academic Dean is sent to all students on probation for that semester. The letter invites the student to seek
counselor assistance in choosing courses for the upcoming semester and also to receive counseling assistance in resolving academic or personal problems that resulted in their being on probation. Participation is strongly advised but not mandated, and the majority of probationary students do not take advantage of this service.

Honors Program
The Honors Program is for high achieving students who desire a personal, challenging, enriching learning environment. The program, which is an integral part of the College's curriculum, provides students with an opportunity to interact with other high achieving students and Honors faculty.

The Honors Program is being changed to give the students more flexibility in choosing Honors courses. Students may choose independent-study options in addition to enrolling in Honors courses. The changes have been fruitful. The number of students enrolled in the program in academic year 1999-2000 was 67. (See Standard 5.8 for more information about this program.)

Services for Students with Disabilities
The Special Student Services Office (SSSO) provides a range of services for students with special needs to achieve equal access to instruction and other campus activities. These services include readers, note-takers, scribes, sign language interpreters, and other instructional and classroom accommodations as appropriate.

However, faculty surveys often register a need for a learning disability (LD) specialist. About 60 Kapi'olani students have been identified as having learning disabilities. Students tested and identified as having learning disabilities may receive special support under Section 504 of the Rehabilitation Act of 1973.

The need for diagnostic testing and evaluation of students for potential learning disabilities is ongoing. However, the College has no licensed diagnostician of learning disabilities. Therefore, students are referred to other institutions for testing. This process is costly.

In 1997-1999, through successful liaison work by the Counselor for Students with Disabilities, 10 to 15 students were tested by the Neuropsychological Services Department at Hawai‘i’s State Hospital. However, due to fiscal problems in the state, this service could not be continued. Therefore, students are again being referred to other agencies for testing and documentation of learning disabilities. Most of the financial support for special services to students with disabilities and to disadvantaged students comes from federal funds.

Services for Under-prepared Students, First-year Students, and Special Groups
The College has developed several programs to serve these students: Holomua, Access to College Excellence, First Year Experience, and Career Decision Making.

Holomua Program — In response to concerns regarding better early-intervention strategies to assist under-prepared students, the College started the Holomua Program. Counselors provide learning support and counseling services to students enrolled in developmental English and math courses numbered below the 100 level. Also provided are liaison and referral services to students' academic advisors. (See Standard 4 for more information about the Holomua Program.)
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Access to College Excellence (ACE) — This program was developed to help ease first-semester students into college life. (See Standard 4.A.5 for more information about this program.)

First Year Experience (FYE) — With an aim to increase student retention and success, this course was piloted in liberal arts in spring 2000. The main objective of this six-week one-credit course was to maximize the students' potential to achieve academic success and to adjust responsibly to the individual and interpersonal challenges presented by collegiate life. The College will offer several sections of FYE for new liberal arts students in fall 2000. The fall class will meet once a week for ten weeks.

Career Decision-Making — From 1995-1999, counselors taught IS 105, one or two full sections each semester. This popular course may be taught again after the Freshman Year Experience course has become established and if counselors are once again available to teach the course.

Tutoring

Tutoring is available in three areas: the Holomua Center; the Native Hawaiian program, which is limited to native Hawaiian students; and the program for English for Speakers of Other Languages (ESOL).

The Holomua Center offers tutoring in math and writing for developmental students. Tutoring for ESOL students also takes place at the Holomua Center.

Workshops and Learning Assistance Centers

The College provides workshops and learning centers to help students increase their academic skills.

Secrets of Success (SOS) — These workshops, which occur throughout the academic year, cover topics such as math anxiety, communication skills, assertiveness, succeeding in online education, and preparing for essay exams. Some of the workshops are also available on video (Document 5.24).

Grammar and Writing Workshops — These workshops, which stress the basics of writing, are conducted each semester at the Holomua Center.

Health and Natural Sciences Learning Assistance Center — This center, located in Koki'o 202, provides required and supplemental instructional materials and activities (Document 5.1).

Kōpiko Learning Assistance Center — Located in Kōpiko 101, the center has a computer lab that gives students access to the hardware and software they need to complete assignments. The center is devoted especially to help students in Accounting, Business, Information and Computer Science, Legal Education, and Nursing (Document 5.01).

Other computer labs for disciplines such as Economics and English are attached to their respective classrooms. (See Standard 6 for more information about the Learning Assistance Centers.)
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Self Evaluation

Orientation, Advising, Registration, and Counseling
The student ratings for counseling services in the fall 1999 Student Survey indicate that the College's educational support in the areas of orientation, counseling, and counselor-student relations is functioning well.

Counseling for Probationary Students
Although since 1995, counselors have provided one-on-one registration for probationary students, few students have used this important service unless required. Short of preventing these students from registering, the College has no mechanisms for requiring probationary students to seek counseling.

Reorganization of the College has decentralized Student Services and the general counseling office. Probationary students in Business Education, Food Service and Hospitality Education, and Health Sciences and Nursing Programs receive individual counseling in their areas during or prior to registration until they get off probation. Unclassified students are not assigned a counseling unit.

The College has no mechanism that allows counselors to systematically serve students who are on probation. Students are notified of their probationary status by letter, but seeking counseling is the responsibility of the student.

Honors Program
Changes in the Honors Program increased substantially the number of students in the program.

Services for Students with Disabilities
The Special Student Services Office (SSSO) has done a good job in providing a range of services for students with special needs to achieve equal access to instruction and other campus activities.

However, students with learning disabilities do not receive, or have access to, the full support in the University of Hawai'i system that they need. With the exception of Leeward Community College, this need is shared among all campuses.

Tutoring
The Holomua Program provides tutoring for students taking math and English courses numbered below 100. These courses are not transfer-level courses. However, tutorial services are also needed for students in transfer-level courses. The demand for such tutoring services runs well ahead of the ability to supply them under current levels of funding. Additionally, some students with special needs may not be eligible for the limited tutorial services from the Special Student Services Office and must, therefore, find tutoring elsewhere.

Planning Agenda
1. By fall 2000, the Special Students Services Office should develop a more comprehensive support mechanism for students with learning disabilities.

2. By fall 2002, the Senior Academic Dean should develop a new strategy for serving liberal arts students who are on probation.

3. By fall 2002, the academic deans should increase the availability of tutorial services for all college students.
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5.4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

Students have a variety of opportunities to participate in evaluation of support and development services.

Secret Shoppers

In conjunction with the Office of the Dean of Student Services, Marketing Program students acted as "secret shoppers" and evaluated the customer service provided by the records, admissions, and financial aid offices. The initial assessment was followed up with training in customer service and with subsequent monitoring.

Evaluation Data

Counselors collect evaluation data from the group and individual sessions they conduct, although the format varies from program to program. One result of this feedback has been to ensure that services and resources are available for evening students.

Additionally, the Special Student Services Office asks students to complete mid-semester and end-of-semester evaluations to evaluate its staff and tutors. Likewise, student workers in support services give feedback and suggestions to their supervisors. Results of these suggestions have included streamlined office procedures and forms that are easier to understand. Also, the Student Activities Office collects formal and informal feedback about student services each semester.

Student Government

The Student Activities Office, though supervised by a full-time coordinator, is primarily a student-driven organization. The Office consists of two distinct bodies: the Student Congress — which monitors and participates in academic affairs and college governance — and the Board of Student Activities — which manages the extracurricular matters of student life.

The Student Congress reports directly to the Office of the Provost. The Dean of Student Services is the official advisor to the Student Congress; the Student Activities Coordinator provides resources and support for the ongoing work of the Congress. The Board of Student Activities initiates activities through student clubs and provides services for students through the Student Activities Office.

Finally, the Student Congress has a voting seat on the Provost's Advisory Council and the Accreditation 2000 Committee. The Student Congress also has a non-voting seat on the Faculty Senate.

During fall 1999, students debated a proposal to raise the fees for student activities. Student Congress held two student forums and published articles in the student newspaper to inform students of the intent of the fee increase. At mid-semester, the Student Congress voted to approve the increase.

Despite student participation in governance and efforts by offices to collect evaluation data, students reported that they are somewhat unsatisfied with student services. In the fall 1999 Current Student Survey (Document 5.11), student services had a mean score of 2.91 on a 4-point scale with 4 being highest. The item "The College uses
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**STUDENT SUPPORT AND DEVELOPMENT**

Student input to improve" ranked the sixth lowest on the 47-item survey, with a mean of 2.77.

Self Evaluation

Though opportunities exist for many to participate, only a small core of students are involved in planning college services through Student Congress and Board of Student Activities. However, these students have become effective advocates for students' concerns. They set the tone for student-administration interaction, which currently is one of mutual respect and cooperation.

Since fall 1999, programs of the Student Activities and Student Congress have become more active and visible, resulting in improved communication with the student body.

Student leaders also recognize the importance of maintaining continuity in student governance and acknowledge the difficulty of this task at a two-year college. Traditionally, finding students to provide leadership has been difficult. Attempts by senior officers to identify and mentor junior members through programs such as leadership workshops seem to be insufficient.

All offices for support and development services report that they conduct some form of student evaluation to improve services. However, results were mixed in the offices' abilities to accommodate student requests. In some cases, collecting meaningful feedback from students has been difficult. However, innovative methods of evaluation, such as the "secret shopper," have been successful.

Although the College collects feedback from students, students are not aware of how their responses affect college operations. The College needs to make greater efforts to convey evaluation information to students.

Planning Agenda

1. Each semester, beginning fall 2001, the Dean of Student Services will ask college faculty, departments, and programs to identify students with leadership potential and encourage them to participate in student activities.

2. By fall 2001, the Dean of Student Services will begin regularly communicating to students the results of student feedback and the impact of feedback on campus policies and on services to students.

5.5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

Since the College is an "open door" institution, special requirements for admission exist only for international students (TOEFL score and high school graduation or equivalent required) and for students applying for the Health Education and the Legal Education programs. Applicants to these programs must meet the prerequisites either by course completion or acceptable scores on the math and English placement tests.

All students must take the placement test unless they are transferring acceptable prerequisite classes in English and math. Since 1998, all col-
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leges in the UHCC system have been using the COMPASS (Computerized Adaptive Placement Assessment and Support System) test to place students in English and math classes. The test covers skills on three subject areas: math, reading, and writing.

Students may use results of their placement test for placement at any community college in the University of Hawai’i system. The scores are good for two years. The test may be retaken after 120 days.

The usefulness of the COMPASS test as a placement instrument is continually evaluated. For example, instructors have been surveyed regarding their satisfaction with placement of students in their classes. The Office of Institutional Research has compared COMPASS placement distributions with the distributions resulting from the previous tests — the Nelson-Denny Reading Test, and the math test devised by Kapi‘olani faculty. Finally, the Office of Institutional Research has completed its study to determine the optimal cut-off scores.

For students whose first language is not English, the College has, since 1992, used the Combined English Language Skills Assessment (CELSA), a paper-and-pencil instrument. The results are used to place students in English for Speakers of Other Languages (ESOL) classes. An ESL COMPASS test is available but not yet accessible to the students.

The coordinator for English for Speakers of Other Languages classes continually monitors and compares the CELSA test with other comparable tests for cultural and other bias and for efficiency of administration. The coordinator believes the CELSA test is superior to other tests for non-native speakers of English.

To ensure consistency, placement testing is also required for all students who wish to enroll in a course in a foreign language or Hawaiian language beyond the 101 level but have not completed the college-level prerequisite course. Students may also use this test to prove second-language proficiency to have the foreign-language requirement for the A.A. degree waived.

Equal and timely access to appropriate placement tests is essential for maintaining and ensuring effectiveness of admissions and assessment. Because the COMPASS test is on computer and has no time limit; it is available 30 hours a week — Tuesday through Thursday 8:00 a.m. to 4:00 p.m., Fridays 8:00 to 1:00 p.m., and Saturday 9:00 a.m. to 10:00 a.m.

The CELSA and foreign language tests are timed or otherwise require monitoring. As a result these tests are offered less frequently. These tests are available eight times a week — Tuesday through Thursday 10:00 a.m. and 2:00 p.m., Fridays 10:00 a.m., and Saturday 10:00 a.m.

The College selective programs serve statewide populations and, therefore, attract large numbers of applicants from within the state. The College has written-policies regarding priority admission for Hawai’i residents into the Health Sciences and Nursing programs.

However, increased demand from non-resident students for entry into the selective programs has led departments to institute procedures for acceptance of non-resident students. More discus-
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Decision needs to occur about ways to provide training to non-resident students.

Technical standards for entry into the Health Sciences, Emergency Medical Services, and Nursing programs are being written to ensure that the College is in compliance with civil rights regulations. This need surfaced during a compliance review conducted by the Office of the State Director for Career and Technical Education. The review found that admissions procedures might be discriminating against students with disabilities.

**Self Evaluation**

The Office of Institutional Research has investigated how results on the COMPASS test relate to course outcomes and has constructed tables relating success rates to admission rates (Document 5.12). Using this information and contributions from relevant departments (mainly Language Arts and math), new cut-off scores for the tests have been suggested. However, a year later these new cut-off scores had not been implemented, partly because of a requirement that cut-off scores be uniform system-wide.

In the fall 1998 semester, 1,500 of the College’s 7,196 students (21%) were identified as non-native speakers of English (Document 5.31). All 1,500 students potentially needed access to the CELSA. Until March 2000, the CELSA test was available only four hours a week. Now access has been expanded to eight hours a week, more in line with the needs of the population. Unfortunately, notification of these new hours was not sent to the departments that refer students for testing. Lack of information caused confusion among students who needed the test.

The compliance review conducted by the Office of the State Director of Career and Technical Education produced a great benefit for the College and its programs in that the review brought attention to a potential bias. The College’s response was proactive and positive in working to ensure that its practices do not discriminate against students in any way.

**Planning Agenda**

1. By spring 2001, the Provost should secure for the College the right to use its list of placement scores until all campuses have conducted research to enable an accurate decision for system-wide application.

2. By spring 2001, the Coordinator for Placement Testing should arrange for more timely and thorough dissemination of testing schedules throughout the College. This schedule should provide widest possible access to all students.

5.6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

**Descriptive Summary**

Kapi'olani Community College offers a comprehensive program of student services to support and promote attainment of students’ educational goals. Major components of this support network are available to students from the beginning to the end of their tenure at the College. The following list shows these services.
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- Student Information System
- Admissions
- Records
- Financial Aid
- Counseling and Advising
- Child Care
- The Bookstore
- Distance Education
- Services to Students with Special Needs
- The Gallaudet University Regional Center
- Health Services
- Housing
- Job placement and Transfer

In 1997, the computer specialist programmer assigned to student information system support resigned, leaving the College with no programmer familiar with the Aldrich software. As of August 2000, the position still had not been filled. Even limited programming tasks that could be done by a programmer on campus can be done only by contracting with programmers on other campuses to perform the work on their own time on an overload basis.

Because of the necessity to make the current student information system Y2K compliant, a computer specialist at the College became familiar with the Aldrich software. The vacant programming position will be filled in fall 2000 and designated as a network specialist to support the student information system as well as other networking areas.

**Admissions**

During the period from summer 1999 through spring 2000, the Admissions Office processed 10,848 applications from new, returning and transfer students. Of the total, 5,061 were from transfer students. The Office also processed 355 applications from current Kapiolani students applying to a “selective” program, e.g., Health Sciences, Legal Education, and Nursing. The Admissions Office’s hours of operation are 8:00 a.m. to 4:30 p.m., Monday through Friday. Admissions information is also available on the College Web site.

**Records**

The Records Office is also responsible for registration. The Records Office is open 8:00 a.m. to 4:30 p.m., Monday through Friday. Hours of operation are extended during registration periods to accommodate student needs.
Financial Aid
The Financial Aid Office administers scholarships, tuition waivers, and federal and state financial aid. Services include helping students with applications for funding and monitoring each student's academic performance.

More than 200 students have Stafford loans; 30 to 40 have Perkins loans. The student default rate for Stafford loans is 12%. The student default rate for Perkins loans is 18%.

The Financial Aid Office also serves as the student employment office for on-campus jobs and, thus, is responsible for processing all applications for student help. This Office, which has three full-time financial aid officers, one temporary clerk, and several student helpers, also conducts financial aid workshops open to the public. The Office undergoes an annual federal audit and frequent state audits.

In academic year 1998-1999, the Financial Aid Office processed 2,637 applications for financial aid; $3,369,896 in financial assistance was awarded to 1,185 applicants. Projected expenditure for the entire 1999-2000 year is approximately $3,800,000, to be disbursed to 1,400 of the 3,000 applicants.

The figures do not reflect all of the external scholarships that the Financial Aid Office helps disburse. All applications received by this Office, whether for financial assistance or for student employment, are handled on a first-come, first-served basis. Hours of operation are 8:00 a.m. to 4:30 p.m. Monday through Friday. Information is also available on the College Web site.

Counseling and Advising
Under the reorganization structure, counselors are assigned to programs in the College. Students may make appointments or walk in for assistance on a timetable designed by each department. Teaching faculty may also refer students for counseling.

The fall 1999 survey of current students asked students to declare their major or intended major or the program they were associate with. Table 5.1 shows the number of students per counselor, based on the student responses in the survey; numbers of students are rounded to the nearest hundred. (The Table reflects position assignments, not actual staffing.)

Pre-transfer academic advisors in a few areas (Art, Business, Computer Science, Education, Engineering, and Psychology) are also available to advise Arts and Sciences students who are transferring to the University of Hawai'i at Mānoa. Additionally, some members of teaching faculty are trained to be faculty advisors to assist with registration advising each year.

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<th>Table 5.1</th>
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<tr>
<td>Counselor-Student Ratio by Unit</td>
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<tr>
<td>Kapi'olani Community College</td>
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<tr>
<td>Fall 1999</td>
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<tr>
<td>Arts and Sciences: 1:600</td>
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<td>Holomua</td>
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<tr>
<td>Business</td>
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<td>Food Service-Hospitality 1:500</td>
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<td>Health Sciences-Nursing 1:500</td>
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**Child Care**
The 'Alani Child Care Center provides child-care services to the students, faculty, and staff at Kapi'olani Community College. Students receive priority for placement. The Center operates on the academic-year calendar; hours are 7:30 a.m. to 4:30 p.m., Monday through Friday.

The Center serves children from two years through five years of age. Tuition assistance is available to parents through such programs as the Single Parents and Displaced Homemakers Program, Work Hawai'i, Alu Like, and Child Care Connection. Parents must apply directly to these agencies for consideration.

**The Bookstore**
The Bookstore is part of the UH bookstore system. It is a self-supporting unit, and its primary goal is to provide textbooks and school supplies for students. The bookstore sells textbooks (new and used), school supplies, and computer and art supplies. Snacks, clothing, gifts, and sundry items are also available.

The Bookstore staff consists of a manager, one full-time clerk, and several student helpers. Hours of operation are 8:00 a.m. to 3:30 p.m., Monday through Friday, with extended hours during registration periods.

The main complaints regarding service come from faculty whose students have no books because the Bookstore ran out. Anticipating what additional course sections will be open at registration is difficult. Also, overloaded courses cause a shortage of books.

Some students complain about having to wait in long lines, especially at the start of a semester. They also complain about the high price of texts and supplies sold in the bookstore.

The Bookstore now sells textbooks online. Students can avoid long lines during the first week of classes by purchasing their books on the Internet. The cost of the books is the same as in the Bookstore. However, books are shipped from the publisher by air directly to the purchaser's home, a service that costs the purchaser $6 for the first book and $1 for each additional book.

Faculty are required to order books through campus bookstores, precluding the opportunity of providing less expensive alternatives.

**Distance Education**
A UHCC system-wide task force of faculty and staff worked throughout academic year 1999-2000 to make availability of the distance education degree a reality. As a result, an Associate in Arts degree will be available through distance education beginning in fall 2000.

Currently, students using distance education (Internet classes, televised classes, and classes at off-campus or off-island sites) receive most of the services as students in on-campus classes. For example, students in the Medical Assisting Program in Wai'anae can send college and program applications and financial aid applications by mail. They can get advising by telephone and take tests on sites in those areas. They can take COMPASS (the College placement test) at Leeward Community College, which is closer to them than the Kapi'olani campus (Document 5.30).

The Emergency Medical Technician Program on Maui and the Emergency Medical Services Program in Hilo on the Big Island utilize the local
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community college campuses for COMPASS testing and for access to documents for financial aid. The Emergency Medical Services Program at Kapi'olani will send an advisor from this campus whenever needed to provide appropriate support to these distance-education students. Telephone, e-mail, and FAX are also used as needed.

**Services to Students with Special Needs**

For students with documented disabilities, the College's Special Student Services Office (SSSO) provides assistance with application and registration, financial aid information, academic advising, career exploration, personal counseling related to academics, and monitoring of students' academic progress. The following accommodations may also be provided: readers, scribes, interpreters, note-takers, mobility attendants, talking calculators, taped texts, magnifiers, evacuation chairs, and campus accessibility maps.

In addition to ensuring availability of these services, counselors refer students with special needs to various College programs. Four counselor-specialists provide services to this student population.

In addition, approximately 60 Kapi'olani students have been identified as learning disabled. The need for diagnostic testing and evaluation of students for potential learning disabilities is ongoing. The College has received Technical, Occupational, and Professional education funds to hire a counselor for learning disabled students.

Housed in the SSSO, the Student Support Services (under the federal Trio Project) is funded by a grant from the U.S. Department of Education. This program provides services to eligible students who may have disabilities. The program also supports educational endeavors of low income and first-generation college students.

Also housed in the SSSO is Project Pili Aloha, which supports students with psychiatric disabilities and provides the faculty with information on psychiatric disabilities. The College approach to meeting these needs involves a cooperative effort among Hawai'i's Division of Vocational Rehabilitation and the Diamond Head Mental Health Center.

**Gallaudet University Regional Center**

Kapi'olani Community College is the site of the Gallaudet University Regional Center. A counselor who is fluent in American Sign Language administers the College's Program for Deaf and Hard-of-Hearing Students. This program's support-services include providing hard-of-hearing-students with note-takers, sign-language interpreters, and tutors fluent in American Sign Language. The program also provides technological assistance and academic, career, and personal counseling.

The counselor who administers the Gallaudet Center Program for Deaf and Hard-of-Hearing Students handles 20 to 30 students each semester with the assistance of tutors and sign-language interpreters. The program has nine interpreters working on campus each semester. They are freelance interpreters and work on a part-time basis.

**Health Services**

The College has no health center. Health and emergency needs are directed to campus security and to the emergency number, 9-911. Each building has a first aid kit.
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**Housing**
As the College is a commuter campus, it does not offer housing services. However, students may apply for housing at the University of Hawai‘i at Mānoa. Currently, 130 Kapi‘olani students live at UHM and commute by shuttle service between the campuses. Notices of housing availability in the community may also be posted through the Student Activities Office.

**Job Placement and Transfer**
Formerly known as the Career and Personal Development Center, the Maida Kamber Center for Job Placement, Graduation, and Transfer Services provides the following comprehensive services: academic advising, career counseling, career exploration and planning, job placement, and transfer advising. The Center assists students in making transitions to four-year colleges and prepares them for the job search process. Career counseling as an integral part of the Center.

The coordinator of the Center is also a liberal arts counselor. This counselor and a graduate assistant help students with resume writing, interviewing skills, and job referrals. The Center is open 8:00 a.m. to 4:30 p.m., Monday through Friday, and Wednesday evenings until 6:00 p.m.

During academic year 1998-1999, 2,908 students received career, academic, or personal counseling. (Because of the reorganization, these are the most recent statistics.) Another 701 students received assistance with resume development, interviewing techniques, and job referrals. In addition, 112 students completed career assessment on the computerized assessment instrument, FOCUS II.

**Self Evaluation**

**Student Information System**
Because the College has not been able to make significant upgrades to its student information system software for several years, it has fallen behind in its capacity to introduce the latest innovations in effective delivery of student services. This situation has discouraged any innovation or change that would require programmer or software support, such as identifying and tracking student academic goals. When software does not support current policy or procedure, offices of student services have been forced to operate less efficiently and adopt labor intensive “workarounds.”

**Admissions**
The Admissions Office accepts applications only by mail or by personal delivery. Integration of admission services with a student-information Web site would make an electronic application procedure possible. International response to the College Web site has already shown the potential.

**Records**
The Records Office is also responsible for Registration. Each semester, counselors and faculty advisors assist in registering students. During late registration, counselors are called away from primary duties because the Records Office does not have enough staff to take care of the computer terminals. A program to accommodate the College’s registration needs is long overdue.

**Financial Aid**
This Office has a tremendous workload. Because of inadequate staffing, processing times of three to four weeks are not uncommon. This delay means that students are not promptly getting fi-
nancial assistance or their first checks. The Office is continuously streamlining processing, but the sheer volume of applications always leaves processing behind.

Inadequate staffing often leads to frustration among office staffers, one cause of a high rate of turnover in clerical and student help in this Office. Because of the nature of the work, every change in staff requires considerable time for retraining and orientation.

The Financial Aid Office also relies on student help. However, the Office need for confidentiality with respect to financial aid applications makes full reliance on student help impossible. This factor, too, slows the processing of applications for financial aid.

Financial Aid Forms may now be downloaded from the College Web site. Plans include adding an e-mail address so that students have more ready access to information. Adequately responding to this fast mode of communication will be a challenge given the current staffing in the Office.

Another problem confronting the Financial Aid Office is inadequate storage space. Federal law requires that records be kept a minimum of five years. Because of inadequate staffing, hard copies have not been put on microfiche for more permanent and compact storage. Older files are kept in the maintenance building on the lower campus. In late spring 2000, the staff was given a demonstration of a CD ROM scanner to save student files. The Registrar is currently working on preserving student records in digital format. The Financial Aid may also use this method for preserving records.

The student default rate on Stafford loans (12%) is well within the national acceptable rate of 24%. The student default rate for Perkins loans is 18%, which is a little higher than the rate considered acceptable (15%) by that measurement.

Counseling and Advising
As shown in Graph 5.1 on the following page, Kapi'olani Community College (black column) spends on student services about the same percentage of its total expenditures as other colleges in the UHCC system. Nevertheless, as was shown in Table 5.1, the ratio of students per counselor at the College is very high. To better serve the many students, the College needs to provide more support for student services, specifically for counseling and advising.

The Bookstore
The Bookstore’s hours of operation (8:00 a.m. to 3:30 p.m., Monday through Friday, with extended hours during registration periods) do not accommodate evening and weekend students.

Distance Education
The College has been continually expanding its opportunities for students to learn at a distance. (For more information on distance education, see Standard 4.A.7.)

Services to Students with Special Needs
Although client groups served by the Special Student Services Office have rated the services excellent, more support is needed in specific areas to adhere to the provisions of Section 504 of the Americans with Disabilities Act.

Students who are declared to have learning disabilities (LD) are eligible to receive special support under Section 504. However, the College
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**Graph 5.1**

*Allocations of University of Hawai‘i Community Colleges*  
*Academic Year 1999-2000*  
*(Columns Show the Percentage of Each College’s Total Expenditures)*

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The College has no licensed diagnostician of learning disabilities. Therefore, students must be referred to other institutions for LD testing. Availability of LD testing at other UH Community Colleges is also inadequate (see Standard 5.3).

Similarly, the College does not have a plan to ensure access to mental health professionals for students who need psychiatric treatment. Cutbacks at the Diamond Head Mental Health Center have adversely affected the Center’s ability to continue to work with student referrals from the College.

Most of the support for special services to disabled students comes from federal funds. Cutbacks in federal funding would, therefore, jeopardize the College’s ability to continue offering current levels of support for LD students. The UH system needs to provide more access to a LD specialist for students who need this service.

Finally, Kapi‘olani’s enrollment of deaf and hard-of-hearing students is increasing, partly as a result of the College’s support services in this area. This increase has created a need for more interpreters and supplementary resource assistance, including space for tutoring.

**Job Placement and Transfer**

The Maida Kamber Center for Job Placement, Graduation, and Transfer Services received a grant for ten computers to provide Internet access to students for career assessment, career and college information, and job search. The College needs to help complete this plan since the computers and furniture have not yet been purchased.
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Planning Agenda

1. By fall 2000, the Provost should appoint a campus-wide representative group to guide development of a Web interface between the developing student-information system and the existing system. The interface should include a true student portal, i.e., an online “door” through which a person can apply for admission, register for classes, access transcript information, and access other services important to students or potential students.

2. By spring 2001, the Bookstore should adopt more user-friendly policies, including staying open longer hours to include evening and Saturday access.

3. By fall 2001, the Special Student Services Office should have a plan in place to ensure access to mental health professionals for students who need psychiatric treatment.

4. By fall 2002, the College should provide additional staffing for the Financial Aid Office to serve the increasing numbers of applicants.

5. By fall 2002, the academic deans should investigate the relative efficiency of a greatly improved counselor-to-student ratio in their academic units, including distance education.

5.7. The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.

Descriptive Summary

Kapi'olani Community College is an “open door” public institution in a state with a population rich in cultural diversity. The student body is heterogeneous, reflecting diversity in age, ethnicity, and socio-economic background. The student body also consists of high school graduates, adults returning to college with and without a high school diploma, persons who have disabilities or who are disadvantaged, immigrants, international students, single parents, senior citizens, and veterans (see “Background and Demographics”).

The College employs a number of strategies to serve this diverse student population — across the curriculum emphasis on cultures, affirmative action in hiring, disability accommodations, programs and workshops on issues of diversity of race, culture, gender, and sexual identity, and programs for special populations. Among specific programs are those listed below.

- Center for International Students, Programs, and Affairs
- International Festival
- Native Hawaiian Vocational Education Project
- New Faculty Orientation
- Program for the Deaf and Hard-of-Hearing Students
- Services for Military Veterans
- Single Parent and Homemaker Program
- Special Student Services Office
- Student Activities and Student Clubs
- University of Hawai‘i Task Force on Sexual Orientation
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The following sections discuss these specific programs that serve the College's diverse student body.

**Center for International Students, Programs, and Affairs**

The Center, developed to assist international students, consists of a full-time International Student Advisor, a full-time faculty member (who coordinates international programs), a clerk, and student help. The advisor processes official travel and school documents for the F-1 international students and advises them as needed. The advisor is also available to counsel students in courses in English as a Second Language.

Under the leadership of the Senior Academic Dean, the College is in the process of fully defining the role of the Center for International Students, Programs, and Affairs. The Center's primary responsibilities are the following: to assist international students, other visa students, and students who are non-native speakers of English; to recruit international students; and to encourage faculty, staff and student exchanges with the College's many exchange agreements with institutions overseas.

The job description of the International Student Advisor covers the activities listed below.

- Providing advice and counsel to all F-1 international students (more than 200 at present), prepare signed travel documents (1-20 forms), U. S. Immigration and Naturalization Services (INS) regulation information, and keeping abreast of regulations of the federal INS, IRS, and Department of Labor

- Providing advice and counsel to immigrant students (mainly those in the program for English for Speakers of Other Languages — more than 300 students)

- Recruiting new international students (this responsibility includes, among other activities, recruitment trips to other countries)

The College has many formal relationships and agreements with international colleges, especially colleges in Asia. A Coordinator for Non-credit International Programs, whose office is also in the Center, works with groups of students and adults from other countries, hosting them on the campus, and providing educational experiences throughout the year.

**International Festival**

The International Festival is an annual event coordinated by one or two members of a working group of faculty from a wide variety of disciplines. The group is formed to support the College Asia Pacific Emphasis and to promote international content across the curriculum. The emphasis is reflected in the availability of liberal arts Academic Subject Certificates in Asian Studies and Hawaiian Pacific Studies.

The Festival consists of a week of cultural performances, dance, art, music, and lectures on social and political issues. The festival also features student presentations of written material and speeches around the festival theme. Guest speakers and ethnic food from a different culture each day are special features of the festival (Document 5.28).
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Native Hawaiian Vocational Education Project: Kālia Ma Kapi‘olani
The Native Hawaiian Project serves native Hawaiian students studying in Technical, Occupational, and Professional programs. This service includes counseling, tutoring, and financial support for school tuition and materials. Its goal is to promote recruitment and retention of Native Hawaiian students in Technical, Occupational, and Professional programs.

The Project helps Hawaiian students apply for scholarships. For example, the Kamehameha Schools scholarship is available to all native Hawaiian students who qualify and who maintain acceptable grades and credit load. In addition, a Title III grant supports Hawaiian and other students who score below college level in English or math.

New Faculty Orientation
Kapi‘olani Community College is an Affirmative Action Employer, as are all the colleges in the University of Hawai‘i system. To help new faculty adjust to the College, New Faculty Orientation takes place each semester (Document 5.13). “Cultural Differences and Learning Styles” and “Teaching Students Who Have Disabilities” are among topics addressed in each Orientation.

New faculty may also be assigned faculty mentors (Document 5.15) for their first year to help them in adjusting to Kapi‘olani and the student body’s diverse population and learning needs. Ongoing workshops provide additional professional development opportunities for faculty (Document 5.16).

Program for the Deaf and Hard-of-Hearing Students
This program (as discussed in Standard 5.6) provides technological assistance and academic, career, and personal counseling. The program offers an Intensive Preparation Program for Deaf Students. The intensive program is a beginning English class, meeting 15 hours a week, and taught using ASL.

Services for Military Veterans
A clerk in the Records Office serves military veterans and processes their paperwork. This paperwork facilitates payment to the veteran under veteran-benefits programs.

Single Parents and Displaced Homemakers Program
The Single Parents and Displaced Homemakers Program receives some funding from the Federal Carl Perkins program. The Program provides services such as career and life planning seminars through “Turning Point” (a noncredit class), academic advising, self-development workshops, childcare services, financial aid assistance and support groups. The program consists of a counselor, graduate advisors, financial assistance for tuition and textbooks, childcare support, and referrals to appropriate community agencies.

The goal of the program is to help single parents and displaced homemakers gain an education and develop marketable skills. Single parents also have priority for using the College’s 'Alani Child Care Center, which is open to children of students and faculty. The College served over 200 of these students in Technical, Occupational, and Professional programs and Liberal Arts programs in academic year 1999-2000.
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STUDENT SUPPORT AND DEVELOPMENT

Special Student Services Office (SSSO)
As discussed in Standard 5.6, this Office assists the students with disabilities, students with low-income, and students who are first generation college students in their family. The Office also provides the College with current information about legal requirements. In addition to ensuring availability of these services, counselors for students with disabilities refer students with special needs to appropriate programs on campus and in the community.

Student Activities and Student Clubs
The Office of Student Activities supports clubs that cover a variety of areas. Those concerned with cultural diversity are the Chinese Club, the Deaf Club, the Filipino Club, the French Club, the Hawaiian Club, the International Student Club, the Japanese Club, the Korean Club, the Samoan Club, and the Spanish Club. Any group of students with a common interest may apply for club status.

University of Hawai‘i Task Force on Sexual Orientation
The Task Force provided training for volunteer members of the faculty to support the gay, lesbian, bisexual, and transgender students. Participating faculty members may place a small insignia on their office door identifying the office as a “Safe Zone.” Workshops held once or twice a year for faculty and students heighten awareness of sexual orientation.

Self Evaluation
Center for International Students, Programs and Affairs
The College has only one professional staff member for a population of 236 international students in spring 2000. The NAFSA Region XII Guidelines for Community Colleges strongly recommends two full-time professional staff members, one full-time clerical staff member, and student help as minimum coverage for programs with up to 300 international students (Document 5.29). The recommendation for staffing increases for larger numbers of students.

Each of the three areas of responsibility of the International Student Affairs counselor is comprehensive enough to require the full-time attention of a professional staff member — all three together are too much for one person.

The 1999 Current Student Survey (Document 5.11) indicated less satisfaction with campus climate among non-native speakers of English than among native speakers.

The International Festival
The International Festival has become a highly anticipated community event and is fairly well attended by non-college participants. However, some members of the faculty have objected to the “noise” interrupting their classes. Further, while the Festival is a positive experience for the College community and most of those involved, it places more and more pressure on over-worked, over-extended faculty.

In addition, the excellent speakers’ sessions are often not well attended. In some cases audiences are so small as to be embarrassing. Few members of the faculty support the Festival by releasing classes to attend events or speakers’ presentations, by incorporating the information into their curriculum, or by giving students credit for participation.
Standard Five

**STUDENT SUPPORT AND DEVELOPMENT**

Because the College has no large auditorium, many activities of the Festival occur in the cafeteria where students are eating. The noisy environment is less than optimal for cultural performances.

**Native Hawaiian Vocational Education**

**Project: Kālia Ma Kapi'olani**

The project is widely and positively recognized on the campus for its support of native Hawaiian students as well as encouraging its participants to become active in other campus activities. The peer advisors, tutors, and student helpers affiliated with this program provide a warm and welcoming environment for all students, especially Hawaiian students.

This program is intended to provide support only to students in Technical, Occupational, and Professional programs (per federal guidelines). In spite of this limitation, the project is seen as a positive presence and help to all Hawaiian and Polynesian students. The Hawaiian Club works closely with this project. Its activities and fundraisers serve to raise campus awareness of Hawai'i's host culture.

**New Faculty Orientation**

The New Faculty Orientation has successfully provided a supportive learning environment to faculty who are new to Kapi'olani. The experience augments sensitivity to diversity issues. In addition, Staff Development Workshops — Teachers Talking to Teachers about Teaching (4Ts) and Classroom Assessment Techniques (CATs) — provide valuable information and innovative techniques for teaching-faculty.

These workshops provide an open environment in which faculty can share successful techniques, discuss challenges, and air questions. This mutually supportive environment provides valuable opportunities for growth and development for all faculty.

**Program for the Deaf and Hard-of-Hearing Students**

The Program has increased its reach to participants with the partnership of the Gallaudet University Regional Center and partnership with other service providers on campus. In 1999, another teacher was hired, reducing the Director's teaching load to nine hours.

**Services for Military Veterans**

Veterans could benefit from having access to a designated Veteran's Counselor — someone who is knowledgeable about Veterans Affairs and other benefits and services that might be available locally to the veteran student. This counselor should also be someone experienced with post-traumatic-stress-disorders and combat related conditions.

**Single Parent and Displaced Homemaker Program**

The Program has successfully implemented efforts to serve this community.

**The Special Student Services Office (SSSO)**

The SSSO has successfully provided a broad range of services for students with special needs to achieve equal access to instruction and other campus activities. TRIO and Pili Aloha have both provided participants with useful services and have communicated well with the rest of the College community.
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**STUDENT SUPPORT AND DEVELOPMENT**

**Planning Agenda**

1. By spring 2001, the Dean of Student Services should designate a counselor to assist veterans. The counselor should be conversant with veterans' issues, needs, and programs.

2. By fall 2001, the Office of International Affairs should provide more adequate staffing for the Center for International Students, Programs, and Affairs.

3. By fall 2001, the College should provide adequate counseling services devoted to the College's immigrant population.

5.8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

**Descriptive Summary**

Listed below are programs that pertain to this Standard.

- Student Congress, Board of Student Activities, and the Board of Student Publications
- Awards
- Campus Committees
- Honor Society
- Mediation Training
- Service-Learning
- Student Clubs
- Student Readings and Performances

**Student Congress, Board of Student Activities, and Board of Student Publications**

Student Congress, the Board of Student Activities, and the Board of Student Publications are the three co-curricular areas of the College. Individual charters govern each (Documents 5.17). A full-time counselor position, made possible through student activity fees, serves as Coordinator and Advisor to Board of Student Activities and the Student Congress. The Board of Student Publications has a half-time advisor.

**Student Congress** — Student Congress operates under a charter, with the Dean of Student Services as its advisor. Student Congress is the official link between students and the college administration.

All students with a cumulative GPA of 2.0 or higher are eligible to run for seats on the Student Congress. Elections are held each spring for five at-large seats. From those, members of the Student Congress elect the Chair, Vice-Chair, Secretary, Treasurer, and Public Relations Officer. Each registered student club or organization appoints a club representative to the Student Congress.

**Board of Student Activities** — The Board of Student Activities oversees the co-curricular Student Activities Program at the College. Student Activities sponsors a guest-speaker series that features leading political figures and community leaders. Student Activities also sponsors lunchtime entertainment consisting of movies, musical groups, dance performances, and ethnic celebrations. Additionally, Student Activities sponsors free concerts and dances open to the community at large. These events occur regularly throughout the year.
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**STUDENT SUPPORT AND DEVELOPMENT**

"Cactus and Coffee," is an ongoing activity in which volunteers weed, plant, and generally beautify the perimeter of the College.

"Study with a Buddy" is organized and run by students. During Study with a Buddy, the cafeteria is open 24-hours a day for several days before exams. Coffee and food are provided (thanks to generous donations by individuals and businesses), and faculty members volunteer their time as tutors.

The program of the Board of Student Activities complements the College academic programs and enhances the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, and service programs. The primary focus of the student activities is "learning by doing."

The Board of Student Activities has worked to become more visible to students through holding open meetings in the cafeteria, posting a more visible large calendar, and distributing Student Activities calendars at the beginning of each semester. During each semester, the Board solicits feedback on its programs through evaluation forms available in the cafeteria.

**Board of Student Publications** — This board, under the guidance of a half-time advisor, publishes the writings of students and faculty. Campus publications provide opportunities for creative writing, academic writing, personal essays, reflective writing, narrative and expository writing, and writing on Asia and the Pacific. Writing is in forms of poetry, chant, and non-fiction. Student-publications fees support the publications (Document 5.22).

The following are student publications:

- *Kapi' o*, the weekly student newspaper
- *Diamond Journal*, which publishes student nonfiction narrative and expository writing
- *Ka Nani*, an online literary and art magazine of student fiction and poetry
- *Spectrum*, a magazine of student writing and art
- *Horizons*, a journal of student writing on Asia and the Pacific

All of these publications are available online through the College Web site.

In addition to the publications listed above, *Lae'ahi*, a journal of essays by students in English 215 is online. In process is a publication for student Service-Learning experiences (Documents 5.22, 5.23). The *Institutional Research Bulletin*, published by the Office of Institutional Research, is also open to technical or semi-technical publications by students.

**Awards**

Three annual college awards recognize students who contribute to the College community: The Provost's Award, the Associate Students of Kapi'olani Community College (ASKCC) Student Congress President's Award, (both funded by student activity fees), and the Dean Charles K. Nakamura Award. The awards include a cash component, publicity, and a plaque.

**Campus Committees**

Students are involved in campus committees. For example, students sit on the Grievance Committee, which reviews and adjudicates disputes between students and between students and faculty. Students also participate on the Excellence in Teaching Committee, which reviews the dossiers
and teaching of faculty members nominated for teaching awards. Students also have a nonvoting seat on the Faculty Senate, have a seat on the Provost's Advising Council, and a seat on the Steering Committee for the Accreditation Self Study.

**Honor Society**
Alpha Kappa Psi is one of more than 1,100 chapters of Phi Theta Kappa, the International Honor Society for two-year colleges. The Society places emphasis on four hallmarks: scholarship, leadership, service, and fellowship.

The Kapi'olani chapter provides a comprehensive program to encompass these hallmarks and carries out projects that benefit the College and the community at large. One project that focused on civic responsibility was Rock the Vote, an event to raise awareness and encourage students to register to vote. In another project, Honors students act as mentors to at-risk students from the Holomua program.

The Kapi'olani chapter has consistently maintained 5-star status, a designation awarded by the International Society for chapters that plan comprehensive programs and demonstrate leadership and civic responsibility at the College and in the community at large.

Phi Theta Kappans have been successful in attaining honors for their service and responsibility. In the spring 2000, the chapter was recognized as outstanding in the Pacific Region in the areas of scholarship, leadership, service, and fellowship.

Students from the College have also attained honors in the prestigious All-USA Today Academic Team Scholarship, a competition that limits each college to two nominees. In 1998, a student was named to the first team (highest scholarship honor); in 1999, a student placed on the third team; in 2000 two students were awarded first team honors. The national competition had 1,400 applicants in 2000.

**Mediation Training**
Students are trained as mediators to help resolve disputes between students and between students and faculty. Mediation training was inactive during the 1999-2000 school year, but plans are to revive it during 2000-2001.

**Service-Learning**
Service-Learning began in January 1995 and has grown into a College-wide emphasis that encourages learning through helping not-for-profit entities. Students perform community service that they connect to their coursework through critical "reflective journaling." The Service-Learning program helps them develop as productive socially responsible citizens while they apply course concepts in real-world settings. Students volunteer at approved agencies and use the experience to focus on elements of the course they are taking.

Since Service-Learning began, more than 2,400 students have contributed more than 48,000 hours of community service. Student evaluations conducted in 1996-97 indicated statistically significant improvements in students' attitudes about working as a team and their ability to make a difference in the community. Service-Learning has demonstrated results that show improved GPAs and retention rates. Each year Service-Learning is offered in more than 200 classes (Document 5.27).
Student Clubs
The Board of Student Activities reports 19 active clubs and 13 clubs that have officially registered (Document 5.19). The active student clubs are: Alma Latina Spanish Club, American Sign Language Club, American Thinkers Club, Art Club at Kapi‘olani Community College, Bayanihan SaKCC, Chinese Culture Club, The Hawaiian Club, The History Club, Hospitality Industry Student Association, The International Student Club, Japanese Culture Club, Jehovah’s Witnesses of Wai‘alae, Korean Culture Club, Phi Theta Kappa International Honor Society, Medical Assisting Club, Occupational Therapy Club, Respiratory Care Club, Student Nurses Association, and Video Club.

Clubs that are officially registered with the Board of Student Activities participate in the Board’s business through their non-voting club representatives. Registered student clubs can apply for funding through Student Activities to support club-sponsored activities that benefit the College as a whole. Unofficial clubs are not eligible for student activity funds (Document 5.21).

Student Readings and Performances
Individual faculty members, with the support of the Literacy Hui, have sponsored two programs in which students read their own work. The Board of Student Publications also sponsors public readings to encourage student writers. One such event is held during the International Festival each spring. Students present selected papers, and prizes are awarded. The International Festival also includes events featuring speeches and prose and poetry performances by students in speech classes.

Self Evaluation
Addition of a full-time Student Activities Coordinator (staff position) in fall 1998 added coherence and continuity to the Student Activities and Student Congress programs. The faculty members who serve as advisors to the student clubs at the College receive no compensation either in reassigned time or in extra pay. The Honors Education Coordinator receives three hours of assigned time for Honors Education duties, which encompass directing the Honors Curricular Program, chairing the Honors Advisory Committee, and Advising Alpha Kappa Psi chapter of Phi Theta Kappa.

Although the Honors Curricular Program is separate from the Honors Society, the programs are combined in the administration’s support for reassigned time. For budgetary reasons, the six-hour allotment of reassigned time that the Honors Coordinator received from 1986 to 1995 was reduced to three hours in 1996.

The Student Activities program suffers from not having a campus center (a place where events can be held to attract students). Most of the events — speakers, cultural presentations, and musical entertainment — are held in the cafeteria. Presenters have a captive audience (students eating lunch) but an audience that is often disinterested and focused on other activities (eating, talking, and studying).

The College has two announced activity periods (Mondays, noon to 1:15 p.m. and Fridays, 1:30 p.m. to 2:45 p.m.). Many of the club meetings and events planned by Student Activities are held during these two periods.
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**STUDENT SUPPORT AND DEVELOPMENT**

In concept, these activity periods are free periods when no classes are to be scheduled; in reality, classes are sometimes scheduled during these periods due to lack of available classrooms at other times.

Additionally, lecturer classes are sometimes scheduled during activity periods on the assumption that lecturers do not have other duties (meetings, etc.) during this period.

Finally, Technical, Occupational, and Professional classes and noncredit classes cannot follow the schedule of holding no classes during the activity periods. In all, these situations prevent some students from becoming involved in student activities.

Over the last several years, Student Activities has offered leadership workshops to all students. The emphasis has been on skill building in areas such as time management, communication, planning events, and motivating members. While these workshops have been well planned, they have been poorly attended.

One deterrent to attendance may be the time commitment involved. The last workshop was on a weekend. Perhaps shorter workshops of two to three hours would attract more student leaders, who are busy juggling work and leadership responsibilities.

Also, the content of shorter workshops could be focused more on specific elements of leadership (e.g., public speaking, timeline planning, creating effective publicity), rather than encompassing many facets of leadership. In addition, more effective publicity and Saturday scheduling may be needed to generate interest in leadership training.

Student publications are varied to appeal to students’ abilities and interest in different forms of writing. Students are encouraged to write and publish their work. The proliferation of student clubs and student publications is evidence of the College’s support of the intellectual development of students.

The numbers of students involved in clubs has increased. In academic year 1997-98, 12 clubs were registered with student activities; in academic year 1998-99, 21 clubs were registered; in academic year 1999-2000, 19 clubs were registered (Documents 5.20, 5.21).

**Planning Agenda**

1. By fall 2001, the Student Congress should provide and publicize more varied (in content and in schedule) training programs for student leaders that focus on specific leadership skills (e.g., public speaking, timeline planning, creating effective publicity), in shorter workshop sessions.

2. By fall 2001, the academic deans should support the co-curricular activities of the College by providing an amount of reassigned time that corresponds to the amount of time required to administer the activities.

5.9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.
Standard Five

**STUDENT SUPPORT AND DEVELOPMENT**

**Descriptive Summary**

The College provides for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, and permanent. They are protected by fireproof containment and are otherwise safe. Data records are maintained securely in computing systems and have provisions for recovery from disasters.

The Office of Registration and Records is responsible for maintaining student and academic records, registration, evaluation of academic transcripts for transfer credit, verification of enrollment, certification for veteran’s benefits, and certification for graduation.

A Registrar and Assistant Registrar (Administrative Professional and Technical positions) and two full-time clerks staff the office. Student employees are also used extensively to assist with registration to provide window service to students, to assist with academic transcript requests, and to perform other office activities.

Pre-1987 student academic records are maintained on original hard copies in fireproof file cabinets accessible only to staff from the Admissions and Records Offices. The Offices have no duplicates of these records. Plans to transfer these records to electronic format were interrupted by the loss of the programmer providing the technical support for the project as well as by the loss of a full-time position in the Office of Registration and Records.

All permanent student records since 1987 are in electronic format. Partial backup tapes of the student information system electronic records are created daily. Complete backup tapes are created monthly. Currently, the backup tapes are stored in the same area as the mainframe computer.

User account level and passwords control electronic access to the student information records. Type and level of access for the faculty and staff are approved by the Dean of Student Services and controlled by the system manager. All users are warned at each log-on of the importance of maintaining confidentiality of student records.

Access to current student files and hard-copy academic records is limited to personnel working in the Admissions and Records Office, to approved personnel from the Financial Aid Office, and to others approved by the Dean of Student Services. All newly hired staff and student employees are trained in the requirements for confidentiality of records and applicable rules of the Federal Education Regulatory Privacy Act (Document 5.25).

Statements regarding student rights under Federal Education Regulatory Privacy Act and directory information are contained in the College Catalog (Document 5.01) and each semester’s Schedule of Classes (Document 5.07).

**Self Evaluation**

The need to review the current system for storing backup tapes is urgent. Storing backup tapes near the mainframe computer could result in loss of all records in an unforeseen disaster.

The College does not have adequate backup for pre-1987 student records. The lost full-time position in the Office of Registration and Records was replaced by an Assistant Registrar position. Availability of knowledgeable programmer sup-
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STUDENT SUPPORT AND DEVELOPMENT

Port would facilitate duplication of pre-1987 student records.

Planning Agenda

1. By fall 2000, the Registrar should begin making electronic copies of pre-1987 student academic records.

2. By fall 2001, Information Media Technology Services should relocate backup tapes to a storage area away from the mainframe computer.

5.10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results as a basis for improvement.

Descriptive Summary

Every three years, the College conducts a survey of current students to evaluate campus activities, including student services. Students respond to questions regarding all levels of student services, including academic advising, admission, financial aid, library services, orientation, placement testing, and student activities. The two most recent surveys were conducted in 1996 and 1999 (Documents 5.26 and 5.11).

Evaluation of each aspect of student services occurs more regularly in student surveys, counselor evaluations, faculty feedback, and peer reviews to determine the appropriateness and effectiveness of services. Currently, the College is undergoing reorganization and, as a result, several services are being implemented in different ways than in the past. For example, counselors have been assigned to departments or programs; prior to the reorganization, counselors existed as a separate unit.

The University of Hawai‘i Institutional Research Office provides data analysis to the College for planning and budgeting purposes. For the area of Student Services, reports on enrollment, degrees and certificates earned, transfer rate and demographics provide necessary information for tracking changes in student patterns.

The College uses results from such evaluations to improve student services. For example, results from the 1996 Current Student Survey identified low student satisfaction particularly in the area of student activities. Consequent changes included those in the following list.

- Changing starting times of functions to encourage more student involvement
- Creating a student lounge
- Initiating a leadership retreat
- Addressing the educational mission by starting a guest speaker series
- Increasing the amount of information offered (e.g., pamphlets and brochures on health and dental plans, “dorming,” study abroad opportunities)
- Offering supplemental services (e.g., bus passes, discounted movie tickets, Study with a Buddy)

Similar changes will be implemented based on results from the 1999 survey of current students.
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STUDENT SUPPORT AND DEVELOPMENT

Self Evaluation

The College has systematically evaluated its services to students and used evaluations to improve its services. However, the three-year interval between surveys of students is too long to provide up-to-date data. The long interval eventually results in lack of current data needed to develop or modify services for students.

The Office of the Dean of Student Services does not perform an annual Program Review. A program review is a normal part of an annual evaluation of other programs in the College and should also be performed for the Office of the Dean of Student Services. For any meaningful program evaluation to occur, data on counseling and advising activities will need to be collected from the counselors assigned to counseling units that are not under the authority of the Office of the Dean of Student Services.

Planning Agenda

1. By fall 2001 the Office of the Dean of Student Services should, with the aid of the Office of Institutional Research, institute a Program-Review process for Student Services.

2. By fall 2002, the Office of Institutional Research should implement college-wide surveys every two years.

DOCUMENTS CITED

5.01 Kapi'olani Community College General Catalog 1998-2000.

5.02 Kapi'olani Community College Web site:<www.kcc.hawaii.edu/>.

5.03 Kapi'olani Community College Student Conduct Code, 1997.

5.04 Kapi'olani Community College Disruptive Behavior Policy, 1997.

5.05 Rehabilitation Act of 1973 Section 504.

5.06 1999 Information Session Flyer — College Information Office.

5.07 Kapi'olani Community College Schedule of Classes.

5.08 Kapi'olani Community College Student Activities: Calendar of Events.

5.09 Kapi'o, Kapi'olani Community College Student Newspaper.

5.10 Dean of Student Services.


5.12 COMPASS Validation Study — Office of Institutional Research; March 1999.

5.13 Agendas for Faculty Orientation.

5.14 Agendas for Great Expectations Workshops (Gender and Ethnicity Equity).

5.15 Agendas for New Faculty Mentoring Programs.

5.16 Professional Development Workshops.

5.17 Charter of Kapi'olani Community College Board of Student Activities.

5.18 Associated Students of Kapi'olani Community College Charter.

5.19 Kapi'olani Community College Office of Student Activities Registration Policies and Instructions for Organizing New Student Clubs.

5.20 More to College than Classrooms, Student Activities Brochure and List of Registered Clubs, Spring 1999.

5.21 Memo from the Director of Student Activities (10/25/99) Re: Student Club Advisors at Kapi'olani Community College.
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5.22 Memo from the Coordinator of Writing Across the Curriculum: (WAS+) in a Nutshell.
5.23 Flier, Workshop on Publishing Student Writing.
5.24 Fall 1999 Grammar Workshops Update Flier.
5.25 Federal Education Regulatory Privacy Act (FERPA).
5.26 1995-96 Current Student Survey.
5.27 Service Learning Information Sheet.
5.28 International Festival 2000 Program.
5.29 NAFSA Region XII Guidelines for Community Colleges.
5.30 University of Hawai‘i Community College System Distance Learning Student Support Procedures.
5.31 Title III Grant, p. 7.
Standard Six

INFORMATION AND LEARNING RESOURCES

I ha‘aheo nō ka lawai‘a i ka lako i ka ‘upena

The fisherman may well be proud when well supplied with nets

Good tools help the worker succeed

Committee Members

Chair
Judith Kirkpatrick

Members
Brian Cassity, Harry Davis, Michelle Fong (student),
Anthony Herndon (student), Yukiyasu Ishigami, Harriet Miyasaka,
Karl Naito, Langley Frissell, Linda Soma, Evelyn Takazawa, Lane Yoder
Standard Six

**INFORMATION AND LEARNING RESOURCES**

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

This report reviews the following four areas that provide critical leadership and access to the College for effective use of information and learning resources.

- A. Information Media Technology Services (IMTS), formerly known as the Educational Media Center
- B. The Library
- C. Computing Centers and Learning Centers
- D. Computer-Equipped Classrooms

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

A. Information Media Technology Services (IMTS)

Descriptive Summary

Information Media Technology Services (IMTS) provides specialized information and media services for the entire campus through three units: Instructional Development, Technical Support, and Graphics Arts and Printing. IMTS responds to campus-wide and system-wide needs to improve instructional delivery and student learning using informational technologies. The UH system offers email services to all students and faculty; the services stay with them throughout their University association. Also, all members of the faculty have Internet access in their offices.

**Instructional Development**

The Instructional Development unit provides video and multimedia production services for conventional and distance education. Video-production capabilities include studio productions, remote shooting, editing, video equipment checkout, Web-site construction, and content production. To promote technological application to pedagogy, the unit also arranges workshops and seminars for faculty. A computer-equipped faculty innovation center in the Naio building is available for faculty to use for curriculum development.

**Technical Support**

The Technical Support unit services and maintains equipment in classrooms, labs, and offices, including related software and Internet and Intranet networks. Essential for the operation of this campus is maintenance of computers in learning centers, one economics lab-classroom, two foreign languages classrooms, two English lab-classrooms, one English as a Second Language lab, one art lab-classroom, three Business Education lab-classrooms, one food service lab-classroom, and one science learning center.

In addition to technical services for regular instruction and administration, the Technical Sup-
Standard Six

**INFORMATION AND LEARNING RESOURCES**

The Standard Six Information and Learning Resources unit handles equipment set-ups for a wide range of events for educational, community, and government groups meeting on campus. These events include seminars and workshops. Events that require significant support include the TALENT Internet workshop for system-wide faculties, City and County of Honolulu Planning Department workshops, Kapi'olani Community College Staff Development Breakfast, Board of Regents meetings, and the Kapi'olani Community College International Festival.

**Graphics Arts and Printing**

With its offset printing equipment and copiers, the print shop of the Graphics Arts and Printing unit prints a variety of materials for this campus and for Leeward Community College. These materials include textbooks, workbooks, and administrative publications. The Graphics Arts and Printing unit creates computer graphics as well as conventional graphics. In addition, three copiers in this unit are available for faculty and staff use.

Considerable electronic activities for instruction and communication take place at the College daily. IMTS plays a role as a resource center to provide necessary technological assistance in aspects of operation and development. While departments purchase their own equipment and software, IMTS provides technical support, including advice when requested, on selection, setup, and maintenance.

IMTS also maintains an inventory of audio-visual equipment for the entire campus. Faculty, and students with faculty approval, can check out equipment — such as digital and video cameras and tape recorders — that is not available in classrooms and departments.

Full-time faculty members and most lecturers have a computer in their offices connected by Ethernet to the Internet for access to e-mail, word processing, and the World Wide Web. Students can use computers and other learning equipment for course work, and they receive guidance from attendants at learning centers on campus.

For the operation of electronic campus activities, IMTS is responsible for maintenance of connections to three primary computer servers.

1. The system-wide Information Technology Services (ITS), maintained by and physically located at the University of Hawai'i at Mānoa. This server provides e-mail and limited Web-page services for faculty and students.

2. The Leahi server and other servers at Kapi'olani Community College. These servers hold and deliver official campus information, faculty-produced Web-based instruction, and departmental materials.

3. The administrative VAX server. This server is used for scheduling, registration, student information, and other course and student matters.

The functions of IMTS sometimes include producing and assisting in distance education. Some academic courses are available partially or entirely electronically. The number of distance learning courses is increasing steadily. Since 1993, at the associate degree level, the College has provided some foreign language courses to students at other campuses. Also, the Medical Assisting certificate program and the Emergency Medical Services management course have been
offered electronically for neighbor island students.

IMTS develops visual effects, sets up the studio classroom, and operates cameras for courses and programs taught through 'Olelo (The Corporation for Community Television on O'ahu). IMTS also addresses some technological needs for online instruction for disciplines that require specific media — from text to graphics to audio and video files.

While 'Olelo programs are used mostly for classes, the Hawai'i Interactive Television System (HITS) provides opportunities to conduct discussions or events that involve all University of Hawai'i Community Colleges. For example, in 1995, HITS carried the annual Excellence in Education conference for community colleges throughout the UHCC system. Funds for the conference were not sufficient to fly faculty from the neighbor islands to O'ahu.

Another use of HITS is foreign language instruction. In fall 1999, two courses were offered via HITS: American Sign Language 201 and French 201. Japanese 201 was offered via cable.

In spring 2000, the Medical Assisting certificate program, offering nine courses, was largely provided through the Internet — only labs and clinicals were not available online. Instructors work with students on site to arrange clinicals at those locations.

Other distance courses have been offered via the Internet since 1997. The following online courses were offered in academic year 1999-2000: Anthropology 200, Biology 130, English 100, English 215WI, Japanese 101-102, Mathematics 24, Psychology 100, and Psychology 260 (Document 6.01). These courses were developed through faculty interest and expertise rather than through Instructional Design support from IMTS. Video production for instructional and promotional purposes for the College and the State of Hawai'i is a collaboration of IMTS and faculty. During academic year 1998-99, ten such projects were reported completed.

IMTS also disseminates technological information to the College faculty, staff, and students, as well as to public school teachers. Dissemination is through workshops, seminars, viewing satellite programs, and consultations. During academic year 1998-99, IMTS staff presented 53 workshops and seminars to approximately 455 participants. Topics covered e-mail, the Internet, Web page production, VAX, word processing, spreadsheets, and presentation tools. The total length of these workshops was 110 hours.

A significant number of these workshops were given through Talent 98, sponsored by the staff of Instructional Technology Services at the UH Mānoa. Talent 98 was held at the College during July 1998 and involved staff from other community colleges and UH Mānoa. Talent 98 focused on the use of WebCT, a software program for online instruction.

In spring 1998, IMTS held a series of workshops for students, including students in the Holomua Program (for under-prepared students who need at least one pre-college or developmental math or English course). Topics included using e-mail, accessing the World Wide Web, and using Microsoft Word. IMTS no longer conducts such workshops.

To meet individual needs, IMTS is available for consultations with faculty and staff on a wide
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range of topics such as the availability of equipment in a classroom, providing instruction for using computer software, buying equipment, providing supplies and other instructional materials and developing new ideas and projects. Consultations also include phone inquiries and face-to-face brainstorming and planning sessions.

In addition to the regular technical support, IMTS provides the services listed below.

- A front-desk IMTS clerk who provides information on equipment for checkout and services for faculty
- Specialists who provide information on technology application such as video production and the availability of campus resources
- Announcements in the campus electronic bulletin of services and events such as IMTS workshops on distance learning and viewing of satellite programs

Until academic year 1997 to 1998, IMTS compiled an annual report to inform the campus community about IMTS functions and services. IMTS did not write a report for academic year 1998-1999 because of organizational restructuring. However, the 1998-1999 information will be included in the report for academic year 1999-2000.

A newly organized faculty innovation center at IMTS was inaugurated in January 2000, with better equipment than had previously been available. However, access policies and availability are not yet clearly written. A videotape duplicating setup has clear instructions and is accessible for faculty use. Prior to January 2000, the faculty innovation center was underutilized due to the obsolescence of the equipment and the lack of a technical guide for the available equipment.

Staffing at IMTS has been an ongoing problem. During academic years 1997-1999, seven well-trained IMTS staff members moved to the University of Hawai‘i’s system-wide Information Technology Services department. The move depleted the Kapi‘olani IMTS of valued support personnel.

The job description for the position at the IMTS help desk is not tailored to the needs of faculty and staff who call the help desk. These calls almost always concern computer questions, but the helpdesk position is not defined as a computer specialist position. Instead it is a media specialist position. The IMTS help line (extension 711 on campus) is rarely staffed with someone who can answer computer questions immediately. Instead, the call is answered by student help or by voice mail.

On an inventory of faculty interest and needs, conducted by the Kapi‘olani Information Technology Emphasis Advisory Group in October 1999, the highest score (4.4 out of 5) related to a question on whether the faculty are interested in attending topic-specific computer workshops, intermediate to advanced (Document 6.02). However, few IMTS workshops above introductory levels are offered to faculty.

Prior to 1999, when academic programs wanted to consult IMTS about purchasing equipment, the State procurement procedure was difficult and counter-productive. Purchases had to be from the bid list the State had negotiated, and prices on the bid list were higher than equivalent purchases outside the bid list. However, policy
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now permits purchases outside the State of Hawaii's bid list.

To provide more server access for college instructional activities, an additional UNIX server was awarded to the College by the Hawaii Educational Research Network (HERN) National Science Foundation grant in August 1997. The server was setup and running for two-and-a-half years with no use or access.

Self Evaluation

IMTS is upgrading the wiring in the campus network. In addition, the UH Mānoa system-wide Information Technology Services (ITS) has funding and plans to upgrade the speed of the College connection to the Internet. A decrease in the number of televised courses offered at the College (two in fall 1999), and an increase in faculty interest in instruction via the Internet, (seven online courses in spring 2000 plus eleven courses for the Medical Assisting program) are consistent with the trend in distance education at many campuses across the United States. Yet, budget and focus on staffing for instructional support for faculty using computers for teaching have diminished due to continuing staff shortages at IMTS.

The new faculty innovation center in the Naio Building is in place but could be geared more effectively towards ease of use and access. Further, more-timely training and demonstration opportunities could be provided.

In addition, the kind of equipment housed in the IMTS building is not clearly communicated to faculty. Workshops that would help faculty use computers in instruction are sporadic and not sequenced. Often they are scheduled at times inconvenient for faculty.

Planning Agenda

1. By spring 2001, the IMTS instructional development team should improve and develop the faculty innovation center, where faculty would have training opportunities and access to well-maintained, high-end equipment. Faculty should have easy access to the room, with documentation describing software and storage potential on each computer.

2. By spring 2001, IMTS should make available public information about the campus computer servers and other Naio building experimental technology equipment available for faculty use.

3. By spring 2001, IMTS should introduce to faculty its staff members who maintain servers for instruction; such introductions would help improve communication between the faculty and staff.

4. By spring 2001, the IMTS instructional development team should offer at least two workshops each semester to train faculty on intermediate to high-end computer use.

5. By spring 2001, IMTS will have in place a timeline for upgrading the wiring in the campus network and increasing the speed of the campus connection to the Internet.

6. By fall 2002, the Academic Dean responsible for IMTS will re-describe IMTS positions, make salaries more competitive to minimize the rate of turnover, and fill IMTS positions with qualified personnel.
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B. The Library

Descriptive Summary
A Library Advisory Committee comprises faculty members who represent departments on campus. The Committee begins each year by reviewing the Library's operations and mission and consults on problems and issues as they occur.

The Library was reorganized in academic year 1998-1999 and renamed "Library and Learning Resources." The new name reflects the addition of services such as make-up testing, selected tutoring services, and open-access computing labs. The Library staff provides basic-level training in use of these learning resources and manages the College Web pages. The original four units of the Library — technical services, automation, circulation, and reference — remain the same since the last accreditation review (Document 6.03).

The Library provides space for tutoring. Instructors in disciplines select tutors for courses such as the Humanities, and Foreign Languages. Tutoring services for math and English courses numbered below 100 are provided by Holomua, housed at the 'Iliahi building.

The Library's approximately 45,000 square feet contains 290 carrels and 388 other seats. Also in the Library are three study rooms that hold a maximum of 12 students, a faculty reading room, an exhibit area, a room for the Library orientation, and rooms designated for tutoring. A collection formerly housed in the Learning Assistance Center was consolidated with the Library collection. Also, scheduled tutoring by volunteer students takes place in the study rooms on a limited basis.

The Library provides students, faculty, and staff access to video, computerized information, and printed materials to support classroom learning. A large-screen television carries continuous local, national, and international news. Computerized catalogues provide access to recent magazines and journal articles.

Students who have a library card are allowed to use any library within the UH system. CARL — the UH system online catalog — lists books in the College Library, the State of Hawai'i Library, the UH Mānoa Library, the Community College System Libraries, the Hawai'i Medical Library, the Bishop Museum Library, and libraries throughout the nation. Students can gain access to these resources from terminals in the library and by visiting the Library's Web page: <library.kcc.hawaii.edu/main/index.html>.

Electronic databases include The Expanded Academic Index, which accesses journal and popular magazine articles; CINAHL, an index to nursing and allied health resources; Magazine ASAP, which accessing general magazine articles; and Business ASAP, which accessing business magazine articles.

Students, faculty, and staff also have access to the Internet and the World Wide Web, the Library's CD-ROM server, and special online databases developed by the Library staff. The Library's Web page provides research tips, grammar and writing assistance, tutorials on citation formats, and information about search engines.

In addition, the Library offers tours and workshops to students and faculty. The tours cover...
use of the Library’s computer catalog, electronic databases, and microfilm readers.

Printed reference books include the Reference Collection; General and Special Collections such as the Hawaiiana, Char (Chinese) Room, and Japanese Collections; and a special literacy collection that serves developmental instruction programs.

The Library has attracted international attention for its World Wide Web technology and its role in regional and international information exchange with countries at the Asia-Pacific rim, including China, Japan, and Korea. Generous gifts to the Library have enhanced the Library’s role as the center for information exchange throughout the Pacific region.

The Library holdings include 68,257 volumes, 305 films, 683 videos, and 3,327 reels of microfilm, with an additional 3000 to 4,000 volumes awaiting cataloging. Since the last accreditation review, holdings have increased by 8,000 volumes and 300 videotapes. The film collection has remained the same because of the Library’s decision to purchase videotapes instead of films.

The University of Hawai‘i Chancellor for Community Colleges set the minimum standard for library holdings at 60,000 for 4,000 FTE students (Document 6.04). The Library’s immediate goal is a collection of 85,000 volumes. The long-range goal for the College is 100,000 volumes. However, through its annual reviews, the Library has observed a decline in book circulation, which it attributes to increased usage of online resources. This finding prompted the Library to review its CD ROM subscriptions and begin switching to the more popular Web site subscriptions.

Self Evaluation

The Library is short of reaching its goal of a collection of 85,000 volumes. While students have access to other libraries in the UH system, inter-library loan for students at the College is time-consuming. Student often have to go in person to other libraries to get materials.

With the reorganization, the seven student group-study rooms have been reduced to three. With the other four rooms allocated to tutoring, the three group-study rooms are heavily used and noisy.

Planning Agenda

1. By spring 2000, the Library goal of 85,000 volumes should be reassessed by the Library Advisory Committee, considering the changing nature of the electronic delivery of journals, news sources, and books and the accessibility of holdings in the Hamilton and Sinclair libraries at UH Mānoa.

2. By spring 2001, the Library should consult with the Library Advisory Committee in evaluating and planning for the best use of rooms for group study and for tutoring.

C. Computing Centers and Learning Centers

Descriptive Summary

The Learning Resource Centers (LRCs) of the College comprise labs in three campus buildings: ‘Ili‘ahi, Lama, and Kōpiko (Document 6.05). All other campus computer labs and computer-classrooms are based in academic departments.
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This organization of the LRCs is a result of the restructuring of the campus in 1998-1999 and is under the supervision of one staff member. Functions and positions have been relocated, and, beginning in January 2000, issues of governance, operations, functions, and budget were being assessed.

The Learning Resource Centers serve as open-access labs, providing a place for make-up testing, the computerized COMPASS placement test, the non-native speaker CELSA placement test, and foreign language testing. The labs also provide secure testing services for distance-learning students, and offer special testing accommodations for students with disabilities. The LRCs also provides instructional support for specific classes upon request by an instructor.

The supervisor of the LRCs manages the computing labs and hires and manages student workers. Student monitors provide instruction in basic computer operations. The LRCs have one full-time Educational Specialist II (non-instructional), and one half-time temporary overall lab manager. The labs are described below.

*Iliahi 123 - 129: The Computing Center
The Computing Center is located in the first floor of the 'Iliahi building. Rooms 123-129 are where students go for COMPASS testing, CELSA foreign and Hawaiian language testing, and writing sample tests. Celeron computers running Windows 98 are used for noncredit workshops, for COMPASS testing, for monitored testing services for distance learning courses, and for open labs.

Lama 101
Lama 101 runs only Macintosh computers (18) for general purpose computing, Internet browsing, and e-mail.

Lama 111
This room was for word processing. It was closed in spring 2000. E-mail access to UHUNIX accounts is available on three terminals just outside Lama 111.

Köpiko 101
This center is for make-up testing and general purpose computing on 18 computers running Windows. Software specific to the Internet, business education, and information technology is also available.

Koki'o 202: Health and Natural Sciences Learning Assistance Center (HNSLAC)
This center consists of four rooms connected by doorways. The largest room contains multimedia tutorials consisting of several computerized audio-video stations. These are in constant use by students. This room also contains skeletons and tissue and organ models for Anatomy and Physiology students. Other materials, mostly textbooks and reference materials, are for use of Chemistry and Physics students.

Ideally, the HNSLAC should contain 20 computers, which would replace the present computerized audio-video stations; the newer capacities would allow for interdisciplinary use. One important aspect of this vision is acquisition and maintenance of a server.

A new faculty position for the Science department, filled in January 2000, provides expertise in operation and maintenance of equipment used in laboratory courses as well as the computers...
and audio-visual equipment used in teaching in the classrooms and in the HNSLAC. This manager will help faculty develop and integrate innovative technology into the curriculum.

Student helpers are generally able to assist with minor equipment maintenance. They also serve as tutors and manage the HNSLAC during its open hours.

*Iliahi 228: Holomua Center
This space, previously known as the campus Learning Assistance Center, was transferred to the Holomua Program in 1999. Holomua serves students in the noncredit pre-college program for basic education and in developmental math and English.

The Holomua Center is a comprehensive learning assistance center with classrooms, tutoring, computer labs, and facilities for small-group interaction. The Holomua Program has its own faculty, counselors, tutors, and administrative and support staff. Support activities, such as study skills, personal growth and other learning-support activities, are being integrated into the classroom by counselors, faculty, and tutors working together.

Self Evaluation
*Iliahi 123-129: The Computing Center
COMPASS placement testing software and the lab is opened intermittently for student use. During low-use times, when software is secure, the lab is opened for general computing. However, tighter security is needed.

The College is making extraordinary efforts to keep the labs running despite the lack of funding.

Discussions between the Senior Academic Dean and the Student Congress have included making this room an Internet Café.

Computer workshops for students have been poorly promoted and scheduled and have had difficult registration mechanisms.

*Lama 101
This room was designed as a language lab before the Ōlapa building was built. Although Ōlapa has two language labs, language instructors occasionally use Lama 101. However, the furniture configuration for instructional activities is awkward. The costly console in the front of the room is a waste of space, and the room has no big-screen projector that all can view.

*Lama 111
This room is not connected to the campus network; equipment is obsolete, and the computers and printers are not working.

*Koki‘o 202: Health and Natural Sciences Learning Assistance Center (HNSLAC)
The Science faculty are concerned that the HNSLAC computers, ten years old, are becoming obsolete and that the rate of replacement has not kept up with the rate of failure.

Several faculty are developing interactive Internet teaching strategies and will need a server dedicated to this use.

An additional concern is that the HNSLAC has been used predominantly by the Anatomy and Physiology faculty. All Science faculty, especially of Physics, Chemistry, and Botany, would like to explore how the HNSLAC can also be used to help their students. Assessment of the HNSLAC and its best use will continue now that
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a newly hired faculty member is overseeing the center.

**Planning Agenda**

*Iliahi, Köpiko 101, Lama 101, 111*

1. By fall 2000, the Student Congress and the Academic Dean responsible for IMTS will implement the plan for an Internet Café in *Iliahi 123-129.*

2. By fall 2001, a study of use of classroom space will include the best use for Lama 101 and 111 and the open computer labs.

3. By fall 2001, the academic deans should centralize testing on campus. Testing, which takes place in the Library, Köpiko, and Holomua, could be centralized in one place for convenient access for students.

**Kokiʻo 202: Health and Natural Sciences Learning Assistance Center**

1. By spring 2002, the science faculty, in consultation with IMTS, should have all of the computers in the HNSLAC and those in science faculty offices directly linked to a server. The newly hired faculty manager should help the science faculty obtain and maintain a server and computer equipment.

**D. Computer-Equipped Classrooms**

**Descriptive Summary**

The College has 21 computer-classrooms that students use for course work. This number includes the two classrooms at the Waikīkī Lifelong Learning Center and the one classroom at Waiʻanae Health Academy. The 21 classrooms use two computing platforms: Macintosh and Windows 95 (Document 6.06).

Two computer classrooms have specific software for course work but no access to the Internet. The nineteen other computer classrooms are networked to campus servers and the Internet. In 1999, five classrooms were upgraded with new computers. Individual departments continue to plan and execute upgrades.

**Self Evaluation**

Inability of the campus to upgrade all computers has resulted in some computers being too slow to run software for the courses. For example, the on-campus computers in one of the foreign language labs and the food service lab are too slow to run the software for the courses.

The two classrooms at the Waikīkī Lifelong Learning Center are running a mix of new and old computers. The classrooms’ machines are not adequate and need Internet access.

All other computer classrooms are functioning for the intended purpose. Some classrooms will have to be upgraded in the next three years. As software complexity increases, faster machines will be required to run software efficiently. Within the limited funds available, the College plan puts the replacement of computers instructional labs at a higher priority than replacement of computers in the open labs. Selected use of leasing agreements, known as the Academic Capital leasing plan, should speed up replacement.
Planning Agenda

By fall 2001, IMTS should develop a campus-wide comprehensive plan for a systematic approach to upgrading, incorporating the Academic Capital leasing plan, with priorities given to programs with a heavy emphasis on technology.

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the Institution’s purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

A. Information Media Technology Services (IMTS)

Descriptive Summary

IMTS — in consultation with faculty and specialists — selects, acquires, organizes, and maintains equipment for classrooms. Over 75% of the campus classrooms are equipped with a VCR and monitor. Most classrooms have overhead projectors and projection screens. Some classrooms are equipped with computer multi-scan monitors, slide projectors, tape recorders, 16 mm movie projectors, laserdisc players, PA systems, video camcorders, 8 mm VCRs, visual presenters (Elmo), and computer interface equipment. Equipment in the IMTS span of control changes year by year.

Most educational equipment and materials are selected, acquired, and inventoried by departments and programs to fulfill their instructional purposes. Other equipment available for instruction, such as computer servers and video and video editing equipment, is inventoried and housed in IMTS. Programs in Health Sciences and Food Service and Hospitality Education select and maintain costly equipment for their classroom facilities.

In the O'lonâ building, a joint effort by the Social Science and Language Arts departments will have in each classroom a computer that is connected to a projection device and to the Internet. These computers will facilitate using such teaching aids as PowerPoint presentations.

In January 1999, the Academic Dean responsible for IMTS appointed an advisory committee, the Kapi'olani Information Technology Emphasis-Technology Advisory Group (KITE-TAG), to advise the dean on institutional policy and practice regarding use of information technology in curriculum development.

Self Evaluation

Classroom audio-visual equipment is adequate and, if not already available in a classroom, is available from IMTS.

However, information about IMTS projects is not widely publicized on campus. In addition, availability of some computer equipment acquired by IMTS for instructional use is not announced. The Academic Dean responsible for IMTS has suggested that the KITE-TAG faculty become an advisory group for IMTS.

Planning Agenda

1. By fall 2001, the Academic Dean responsible for IMTS should articulate the role of IMTS with an advisory committee and with program units, and should assess needs, clarify budgetary re-
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sponsibilities, and prioritize campus service needs.

2. By fall 2001, IMTS should facilitate such instructional projects as the Olonā building project, expediting faculty-driven initiatives to improve classroom integration of technology.

3. By fall 2001, IMTS, with input from KITE-TAG, should complete a plan for needs and priorities for technologically equipped classrooms and offices.

B. The Library

Descriptive Summary

To keep the Library’s holdings current, members of the Library Advisory Committee take an active role in suggesting acquisitions for the Library. Members of the committee have been effective advocates for the Library. However, activities of the Library Advisory Committee have been curtailed during the reorganization of the Library.

The Head Librarian is a member of the Deans’ Advisory Council and Provost’s Advisory Council and receives information from department chairs in the College.

Some of the library acquisitions during the past few years have consisted of donations of books in Chinese and Japanese. Funds for purchasing books have been cut by 50%. Some of the book funds were used to purchase computers.

The Library has no way of tracking circulation activities to determine areas of demand and need specific to the Library. The Library Systems Office at Hamilton Library on the Mānoa campus has tried to assist in designing special reports requested by libraries of the UH Community-Colleges. However, separate requests must be made for each report that is specific for each college.

The Library received an increase in budget to manage the open computer labs. The largest single expense is for student monitors to manage the labs and other rooms in the Library.

Self Evaluation

Curtailing activities of the Library Advisory Committee reduces faculty involvement in Library policy and in decision-making at the College.

Planning Agenda

By fall 2000, the Library Advisory Committee should resume meeting regularly and become more actively involved in the reorganization of the Library.

C. Computing Centers and Learning Centers

Descriptive Summary

The manager of the open-access computer labs in ‘Iliahi, Kōpiko, and Lama assesses needs and confers with the Head Librarian, who evaluates requests from programs. The role of IMTS is to coordinate, but not to dictate, the activities with the programs. Since the reorganization of the College, meetings of current and former staff members of the computing center and with others have focused on improvements in facilities, equipment, and services.
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After discussion with the Faculty Senate in spring 1999, and with feedback from the Chancellor’s Office in fall 1999, the reorganization plan for IMTS and the Library was completed as of February 2000 (Document 6.07).

Self Evaluation
The College has made a specific choice to fund the instructional computing facilities and find alternate means, such as the Student Congress Internet Cafe, to deal with the open lab situation. The growth in the need for open computer labs is in question as programs grow and require computer classrooms for course-specific applications. Recent spending has been directed at computer classrooms managed by individual programs.

Planning Agenda
By fall 2001, the Academic Dean responsible for IMTS should develop guidelines on student needs for connectivity in the open labs. The guidelines should be consistent with the College mission.

D. Computer-Equipped Classrooms
Descriptive Summary
Department chairs and faculty work together to determine purchases of appropriate equipment and software.

Self Evaluation
The process to determine purchases of appropriate equipment and software has worked to provide adequate resources for student learning. However, lack of institutional policies for acquisition and replacement of equipment and software delay planning and curriculum-development in some areas.

The College has a draft of a long-range plan for replacement and maintenance of campus computers (Document 6.07). The challenge lies in providing budgetary priorities to this plan so that the College no longer depends on year-end money for a significant portion of its Information Technology spending.

Planning Agenda
1. By fall 2001, IMTS should provide institutional policies and support staff to assist in planning and maintaining computer-classrooms.

2. By fall 2001, the faculty and IMTS should draft a five-year strategy for expenditures on information technology. The plan should be an integral part of the budget process. The plan should also prioritize open computer labs and computer classrooms.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

A. Information Media Technology Services (IMTS)
Descriptive Summary
The Naio Building, where the IMTS staff and equipment are housed, has extended its hours to 7 p.m. during the week and has begun Saturday morning hours.
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Reliable access to the Leahi UNIX server, while good over the years 1994-98, deteriorated in 1999 due to inadequate staffing. In spring 2000, a casual hire was added to staff and is doing a good job maintaining the server. However, well-trained Kapi'olani staff members have moved to the University of Hawai‘i system-wide ITS, greatly diminishing the number of valued support personnel in IMTS.

High-speed Internet is accessible on all desktop computers on campus, and the fiber-optic link to UH Mānoa is being upgraded. Also being upgraded is wiring within buildings.

Self Evaluation

Except when the IMTS staff has its open hours, members of the faculty do not have access to the faculty innovation center and equipment in the Naio building. Often when faculty enter Naio to use a room early in the morning, rooms are locked, and computers are off.

In addition, while the campus has sophisticated video-editing machines, faculty may use them only with an IMTS staff member present. Scheduling their use is difficult at best and slows faculty members who wish to access equipment at times convenient to them. Except for students who are employed at IMTS, students are not encouraged to use the equipment at the Naio facility.

The 1999 National Survey of Information Technology in Higher Education chronicles an exponential growth in using Information Technology (IT) in curriculum, with over half of all colleges nationally using electronic mail and approximately 40 percent of all college courses noting in their syllabi the use of Web resources (Document 6.08). Consequently, access to Web servers for academic courses is an essential ingredient of a campus such as Kapi‘olani Community College, which is oriented towards academic computing.

Although access to the Leahi server has improved since a new employee was hired, opportunity for faculty access to other servers on campus for use in academic computing is sporadic. Faculty members who are not advanced computer users are not encouraged to use campus servers.

The staffing issue needs creative solutions for the challenges in offering intermediate and advanced computing workshops. Use of trained faculty and staff to provide instructional support for other faculty could be a solution to the reduction of trained IT personnel at the College. Teachers teaching teachers is a concept that should be evaluated as one solution to the lack of support staff for intermediate to advanced computing on campus (Document 6.09).

Planning Agenda

1. In fall 2000, the Academic Dean responsible for IMTS will make the Naio faculty innovation center available for interested faculty, with key or card passes for off-hours access.

2. By spring 2001, IMTS should devote more hard-drive space to the campus UNIX web server for faculty instructional use.

3. By fall 2001, IMTS policy for easy faculty access to space on the UNIX-based Web server should be a priority.
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4. By fall 2001, if maintenance and support for a UNIX server that faculty need are no longer possible from IMTS, the campus should explore funding positions for technology support that could be redirected to departments and programs. Outsourcing maintenance of servers is another option for ensuring that servers used for instruction are dependable.

B. The Library

Descriptive Summary

Use of the Library and other resources is promoted through a comprehensive program of orientation and instruction, plus printed materials, all designed to ensure substantial use of these resources by students, staff, faculty, and administrators. Attention is given to the needs of traditional and nontraditional students. Information and learning resources are readily accessible.

Although the Library offers videos and instructional guides, librarian interactions in class-specific presentations are what faculty most frequently request.

In meeting the needs of all potential users, the Library provides the usual traditional study carrels and terminal stations as well as wheel-chair-accessible terminals and carrels. For deaf and hard-of-hearing students, the Library produced a library instruction video in sign language. The Library also provides closed captioning on the television in the current-events area.

The Library is open six days a week, Monday through Thursday from 7:30 a.m. to 9:00 p.m., Fridays 7:30 a.m. to 4:00 p.m., and Saturdays 8:00 a.m. to 1:00 p.m. Thus, students have access to the facility 67.5 hours per week. Although the Library has no Sunday hours, the Library staff is seeking student opinion on opening the Library on Sunday.

The Library is responsive to the rising demand for access by electronic networks. Since the last Self Study, the Library has increased its number of Web site subscriptions as well as its CD-ROM subscriptions. Indications are that faculty and students are turning increasingly to online resources available through the Library.

The Char Collection of reference materials on Chinese history and culture is open to all users on a time-limited basis. This collection was established through the donation of a private collection and a monetary endowment to be utilized to build the collection. The yearly interest from the original $25,000 endowment is used to purchase books, videos, and periodicals. Due to the stipulations of the original gift, the collection is limited to in-library use under the supervision of a monitor. The collection is utilized by College students and faculty as well as by United States and international scholars who have become aware of the collection through the Library Web site.

Prior to the reorganization, the Library utilized its seven conference rooms plus the Char room for student groups. With the addition of tutoring as a responsibility of the Library, the Library had to schedule some of these rooms for tutoring. Consequently, demand for these remaining conference rooms has increased. Students who previously would have used a conference room for group study or discussion, use the study areas of the second floor for their group work. As a result, the Library staff indicates that the noise problems on the second floor have increased.
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Self Evaluation
While the Kapi'olani Library offers more hours of accessibility than libraries at any of the other UH Community Colleges, it could still extend its after-hours services to accommodate needs of evening and weekend students for researching activities on the Internet. The Library staff and administration have expressed willingness to meet student and faculty needs in this regard but note that a larger staff would be necessary to achieve this goal.

The Library utilizes General Fund monies to pay for two part-time monitors who maintain morning and afternoon hours, totaling 38 hours per week. Although these two part-time people are well qualified, the Library would benefit from having the Char room staffed with a full-time position.

Planning Agenda
By fall 2001, the Library should plan to become a central clearinghouse for student needs for after-hours service, including placing a counselor and a clerical employee in the Library during the evening and weekend hours.

C. Computing Centers and Learning Centers
Descriptive Summary
The labs in 'Iliahi 123-9, 'Iliahi 228, and Kōpiko 101 are open from the morning until early evening on weekdays and on Saturday mornings. Hours vary throughout the semester. The labs continue to see high usage from the students with an increase in class assignments requiring use of computers and with the computerization of placement testing.

Walk-in placement testing on specified days has been implemented to provide greater access for applicants. The days and hours are scheduled according to demand, based on previous patterns of test-taking (Document 6.10).

The Health and Natural Science Learning Assistance Center (HNSLAC) is open six days a week: hours are Monday through Thursday 9:00 a.m. to 7:00 p.m., Fridays 9:00 a.m. to 3:00 p.m., and Saturdays 9:00 a.m. to 12:30 p.m.

Students are not allowed in the smaller rooms without faculty supervision. One of the smaller rooms contains specialized equipment used to study Physiology. Additionally, some laboratory classes are held in this room. Another small room holds computer equipment originally intended for faculty to develop computerized course material. Another small room serves as an office for the HNSLAC manager and for storage of valuable resource materials (Document 6.11).

Overall, the College facilities with the most computers — first floor 'Iliahi labs and Lama 101 — have the shortest open hours. Lama 111 was open for the longest number of hours (same as Library hours), although it had no lab monitor, is not networked, and only word processing applications are available in it. However, this room was closed to students in spring 2000 for undisclosed reasons.

Computer classrooms of the Language Arts department — Kalia 109 and Kalia 110 — have evening and Friday and Saturday hours with volunteer student lab-monitors. These labs provide students access to good computers until 10 p.m.
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Monday through Thursday and on Friday and Saturday afternoons from 1:30 to 6:00 p.m.

In addition to the labs in the Learning Resource Center, computer resources are also available at some departmental labs (Document 6.06).

Self Evaluation

According to the spring 1997 survey of student use of computers, the hours of operation are somewhat consistent with student needs. However, the lack of available terminals during open lab hours was cited as one of the greatest difficulties students experienced. Student informational data on satisfaction with hours and access is obsolete. When departmental labs-classrooms have been made available for students in the evenings and on Saturday afternoons, the rooms are well used whenever the open computer labs are closed.

Planning Agenda

By fall 2001, the IMTS and the College should extend hours of operation, increase the number of computers in open labs during peak usage hours, and support making departmental lab-classrooms available for student use when classes are not scheduled in them. These open lab hours should be well publicized and usage of the labs assessed.

D. Computer-Equipped Classrooms

Descriptive Summary

With Internet access, resource materials and information are readily available in computer classrooms. Utility software is available to the

College from the UH system-wide Information Technology Services (ITS) Web site.

The Special Student Services Office works with departments to ensure that requirements of the Americans with Disabilities Act (ADA) are being met. For example, the College follows guidelines for student needs described by the UH system-wide ITS (Document 6.12). In addition, demand requirements are being met on a case-by-case basis. Such requirements include large-screen monitors and special software to enhance visibility.

The College’s Disability Access to Technology Steering Committee meets regularly to discuss disability access. Sessions are planned to increase awareness of access to materials, courses, and programs that are offered electronically. The goal is to provide a barrier-free environment to information and computer workstations campus-wide. In compliance with the ADA, college staff provides support to users of information and learning resources, including training in effective application of information technology to student learning, (Document 6.13).

Information about system-wide licensing for classroom labs is available from the UH Mānoa Web site. Among the advantages of being part of a system that provides specialized knowledge and centralized services are these: development of Internet planning and networks, development of the Interactive Television System network, and instructional support and training via the UH system-wide ITS.
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INFORMATION AND LEARNING RESOURCES

Self Evaluation

Demand for Internet access has increased steadily over the years. The need for student access to computing should drive the policy makers to make available use of computers on campus to students who have no access at home.

To the College’s advantage, the UH system has negotiated system-wide site-licensing agreements for purchases for computer classrooms. Site licenses make available Microsoft Office, virus protection, and other computer software. Also, the campus has a fiber optic backbone and a OC-3 fiber connection to the UH system, which then provides access to very high speed Internet connections. Plans are underway and funded to upgrade the OC-3 connection to OC-12 and to upgrade the T-1 connections that flow along it. Funds for this project do not have to come from the College.

With funding from the community college system, the internal wiring for several buildings is being upgraded from Cat3 wiring to Cat5 wiring to allow 100 mbs connection to the desktop instead of the current 10 mbs. Funding is being requested in the biennium to rewire the other buildings and to do the necessary upgrades to the routers and other network equipment.

Federal mandates to ensure equitable access require the College to evaluate and address ADA requirements. Evaluating needs as they arise and addressing demand on a case-by-case basis works in the short run. A broader approach is required to meet additional demands in the near future.

Planning Agenda

1. By spring 2001, IMTS will regularly inform departments about system-wide and other licensing options through an official publication.

2. By spring 2002, the IMTS Customer Care Center should offer current information for departments and faculty on software purchases.

3. By spring 2002, IMTS should address the campus infrastructure and plan for future campus requirements.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

A. Information Media Technology Services (IMTS)

Descriptive Summary

IMTS has a total of 22.5 staff positions. Approval for two additional full-time faculty positions is pending. In addition to regular positions, student help funded by the College is supplied for routine work. Table 6.1 shows staffing in IMTS. In fall 1999, eight positions were vacant. These vacancies include three high-skilled electronic engineering or computing positions, two faculty members, and a half-time position for printing.

The staff is housed primarily in the Naio Building, which also houses the television studios, the computer development rooms, video editing fa-
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**INFORMATION AND LEARNING RESOURCES**

Highlights include the following:

- Respondents indicated a fair or low satisfaction level for computer-lab support (Question #12, 53%), computer repair (Question #15, 65%), and workshops and seminars (Question #19, 55%). Comments indicate that workshops are not held.

---

**Table 6.1**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
<th>RESPONSIBILITY</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV Technician</td>
<td>0.5</td>
<td>Equipment Set-up</td>
<td>Filled</td>
</tr>
<tr>
<td>Clerk III</td>
<td>1.0</td>
<td>Mailroom</td>
<td>Vacant</td>
</tr>
<tr>
<td>Clerk III</td>
<td>1.0</td>
<td>Telephone Operator</td>
<td>Filled</td>
</tr>
<tr>
<td>Clerk Stenographer</td>
<td>1.0</td>
<td>Secretary</td>
<td>Filled</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>1.0</td>
<td>Customer Support</td>
<td>Vacant</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>Applications Programming</td>
<td>Vacant</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>General System Administration</td>
<td>Filled</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>Instructional Support</td>
<td>Filled</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>Lab Support</td>
<td>Filled</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>Lab/User Support</td>
<td>Filled</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>1.0</td>
<td>Systems Programming/VAX</td>
<td>Vacant</td>
</tr>
<tr>
<td>Electronics Engineer</td>
<td>1.0</td>
<td>Network Systems Administration</td>
<td>Vacant</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>1.0</td>
<td>Repair and Maintenance</td>
<td>Filled</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>1.0</td>
<td>Repair and Maintenance</td>
<td>Filled</td>
</tr>
<tr>
<td>Faculty</td>
<td>1.0</td>
<td>Coordinator</td>
<td>Filled</td>
</tr>
<tr>
<td>Faculty</td>
<td>1.0</td>
<td>Customer Support</td>
<td>Vacant</td>
</tr>
<tr>
<td>Faculty</td>
<td>1.0</td>
<td>Noncredit Programs</td>
<td>Vacant</td>
</tr>
<tr>
<td>Faculty</td>
<td>1.0</td>
<td>Staff Development/Instructional Design</td>
<td>Filled</td>
</tr>
<tr>
<td>Graphic Artist</td>
<td>1.0</td>
<td>Printed Publication</td>
<td>Filled</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>0.5 (Temp)</td>
<td>Video Production/Distance Education</td>
<td>Filled</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>1.0 (Temp)</td>
<td>Video Production/Distance Education</td>
<td>Filled</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>1.0</td>
<td>Video Production/Distance Education</td>
<td>Filled</td>
</tr>
<tr>
<td>Offset Press Operator</td>
<td>0.5</td>
<td>Printing</td>
<td>Vacant</td>
</tr>
<tr>
<td>Offset Press Operator</td>
<td>1.0</td>
<td>Printing</td>
<td>Filled</td>
</tr>
</tbody>
</table>
during convenient times. Other comments seem to imply a lack of confidence in the services provided and a lack of confidence in the competency of staff.

- 86% agreed that personnel have been helpful and courteous (Question #29), and 84% agreed that hours of operation are sufficient (Question #31).
- 57% disagreed that staffing is adequate (Question #32).
- Respondents indicated a high or very high level of satisfaction for printing (Question #21, 88%), copying (Question #22, 89%), and audio-video production (Question #26, 71%).
- The Report of the Results of the 1999 Faculty Institutional Survey indicated a low level of satisfaction with the College support services, with 43% of the respondents dissatisfied with IMTS (Document 6.15).

Self Evaluation
Staffing is inadequate for IMTS; more student workers are needed to help during peak hours, and more knowledgeable staff is needed to support faculty in the use of intermediate and advanced computing in instruction. The UH system has been involved in a one-year study leading to a pilot program to revise the classification and compensation related to computer specialists. While members of the highly skilled IMTS staff at the College went to the UH system-wide ITS for jobs, skilled people at ITS went to industry jobs.

The three units of IMTS — Instructional Development, Technical Support, and Graphics Arts and Printing — function at different levels of efficiency. The hours for printing and copying are satisfactory, as is audio and video production. However, lab computer support, computer repair, and faculty support via workshops and seminars call for more attention, as shown in the 1999 user satisfaction survey.

Technical support and workshops and seminars in instructional design are areas that are deficient. A comprehensive program of improvement in these areas needs to be established and executed.

Computer repair also needs attention. More staff to assist in repair work would improve timely response to service needs.

Planning Agenda
1. By spring 2001, IMTS, with faculty input, should conduct a formal assessment of faculty needs for technology workshops.

2. By fall 2001, IMTS will complete a study of the reasons for the high personnel turnover and solutions to address it.

3. By spring 2002, staffing issues for IMTS need to be discussed and resolved to assure faculty that intermediate and advanced computing support for instruction is available at IMTS.

4. By spring 2002, the College and the Academic Dean responsible for IMTS need to address recruitment of high-level electronic engineers and computer specialists. Adjustments to compensation for recruitment of Information Technology specialists is needed.
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5. By spring 2002, IMTS staff should be trained to deliver intermediate and advanced assistance to faculty and students at the College.

6. By spring 2003, IMTS should use technology to manage and maximize the complexities of the campus computer network.

B. The Library

Descriptive Summary

As of fall 2000, the Library staff included 6.5 positions for librarians (including a Head Librarian, currently on leave without pay), 3 Administrative Professional Technician (APT) employees, and 7 support staff, a total staff of 16.5 positions.

The Library prepares a variety of exhibits, special programs, and bibliographies for its users. The staff also provides orientations tailored to the special needs of programs such as Health Sciences. These services are in high demand.

The Library provides faculty with an inter-library loan service for films, videos, books, periodicals, and microfiche from libraries in the University of Hawai‘i system. The fact that the Library is understaffed has left it scrambling to meet the needs of the faculty and students.

Although circulation statistics show a slight decline in the number of books checked out, demand for online information from the World Wide Web has been steadily increasing. This demand has placed stress on the existing resources and indicates a need for more workstations with printing capabilities.

An increase in inter-library loans based upon the CARL online system has not been as large as expected. The Head Librarian attributes this result to the increased use of online documents from the Web.

Self Evaluation

Staffing in the Library is minimally sufficient, and members of the staff are properly qualified in specialty areas such as Health Education and Asia-Pacific Studies. In addition, a well-qualified acting Head Librarian is functioning in the absence of the Head Librarian.

However, staffing for the Library does not meet guidelines of the UH Chancellor of Community Colleges. A 1994 memorandum from the Chancellor stated that a library that serves a student body such as the College’s fall 1998 enrollment FTE of 4,232 should have a minimum of one administrator, six professionals, and eleven support staff.

The Chancellor further stated, “If total enrollment is 50% greater than FTE, however, additional staff will be needed. Campuses that provide services for multi-campus programs and for outreach programs such as HITS also require staffing beyond the basic level” (Document 6.04). This recommendation was written before the advent of the World Wide Web.

Based on these guidelines, the Library should have a minimum of 18 staff positions to provide “minimum service” and 21 to provide “good service.” Further, with enrollment at 7,254 (fall 1999) and 6784 (spring 2000), the enrollment figures clearly exceed the FTE by over 50% creating a need for “additional staff.”
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The Library staff has benefited from a new Health Science librarian, funded by General Funds as a fixed part of the Library budget.

Growth to keep up with the needs of students and curriculum in researching and managing information through the Web has not been possible due to budget considerations. More retraining should be a priority in developing support staff expertise in the use of information technology.

Planning Agenda

1. By spring 2002, the Library should develop strategies to continue to provide quality service to a growing student population, including increased access to computer databases attached to printers.

2. By spring 2002, the Library should plan activities to help users locate information using the newer technologies such as the World Wide Web and subscription Web sites.

3. By spring 2002, the Library should train and develop another Information Technology specialist to help meet the rapidly growing demand in this area.

C. Computing Centers and Learning Centers

Descriptive Summary

In fall 1999, the Learning Resource Centers (LRCs) offered noncredit workshops on the following topics: Windows 95; Pine e-mail; Word 97 for writing essays, reports, and research papers; computer keyboarding; and Excel 97. Except for the workshop in Windows 95, a fee was charged for the instruction.

Student lab-monitors provide help in basic computer operations. Coordination and management of the LRC labs is centralized and managed with one full-time Educational Specialist. The labs are staffed with student workers, whose primary responsibility is to monitor the lab operations; many of these students are able to provide minimal technical assistance to users.

Demand in 1999 for training students in computer applications—such as word processing, e-mail and Internet use—came generally or partly from instructors. Training was provided by IMTS staff, with mixed results.

Self Evaluation

Since 1997, responsibility for the LRCs has been shuffled. However, with stability in personnel and upgrading of facilities, better learning conditions for students will be more likely. Finding creative solutions for staffing that uses student resources could help resolve some of the problems inherent with funding supervision of computer-labs and basic instruction in computing. IMTS should provide instruction in computer applications for students at instructors’ request.

Planning Agenda

1. By spring 2001, IMTS should work with faculty in providing computer instruction to students during class times.

2. By spring 2001, IMTS should assess the staffing for, and availability of appropriate training and support for students and faculty at
the computing labs at the College. The IMTS should make this training continually available in the LRCs.

3. By spring 2002, IMTS should plan for continuity, mentoring and training student monitors to work with fellow students and faculty in basic computer usage and applications.

4. By spring 2002, the IMTS should develop alternative supplemental computer-based instruction to assist students in the LRCs in ways that are not staff- and time-dependent.

D. Computer-Equipped Classrooms

Descriptive Summary

The IMTS Instructional Development Team is responsible for classroom instructional support and training for faculty and staff. The Instructional Development Team has one faculty member, two media specialists, and one computer specialist. In addition, one regular half-time media specialist and one part-time computing specialist are part of the IDT. The Instructional Development Team helps faculty develop instructional materials for both online and traditional courses.

Each full-time member of the Instructional Development Team has a master’s degree in Educational Technology. The half-time and part-time specialists have bachelor’s degrees. One full-time faculty position remains vacant.

Personnel for general computing and network support are responsible for the campus network infrastructure and server support. These personnel include three full-time computer specialists. One computer specialist has a master’s degree in Educational Technology and two have a bachelor’s degree. Two positions for full-time computer specialists remain vacant.

Networking support is conducted on a case-by-case basis pending requests from department chairs or faculty for computer classrooms. On rare occasions, support staff is involved in planning equipment-purchases and classroom setup. Networking support is provided without a request.

Self Evaluation

Computer classrooms that rely on classroom servers to deliver software for instruction present problems for faculty when the server needs to be maintained. Faculty are usually not given access to the servers in their classrooms. Computer classrooms that function without a server seem to present fewer maintenance problems for instruction. Programs such as the New Media Arts certificate option and the computer science and business education programs need to articulate needs to IMTS in order to resolve classroom functioning issues.

While excellent support and direction has been provided in interactive uses of digitized video and audio, more expert personnel are needed for instruction. One staff member is not enough.

Planning Agenda

1. By spring 2001, IMTS will have in place a process that uses faculty and staff who have used technology to provide college-level training for faculty.
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2. By spring 2003, programs should consider requesting funding for their own instructional designers and computer-technology specialists.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

**A. Information Media Technology Services (IMTS)**

**Descriptive Summary**

Budgets for the UH system have declined substantially over recent years, while equipment and personnel costs have been rising. Positions for high-level computer specialists at the College have been hard to fill. Reviewing these positions and re-ranking campus needs to support campus initiatives is a priority.


IMTS expects an increase in staff from the non-credit sector of the campus, providing two more full-time faculty positions.

**Self Evaluation**

Maintaining full staffing at IMTS is essential for technology-supported education. Although the positions and budget are approved progress in hiring permanent staff is slow.

<table>
<thead>
<tr>
<th>FY</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>$607,866</td>
</tr>
<tr>
<td>1998*</td>
<td>$1,009,410</td>
</tr>
<tr>
<td>1999*</td>
<td>$1,009,410</td>
</tr>
<tr>
<td>2000*</td>
<td>$1,009,410</td>
</tr>
</tbody>
</table>

*General Funds only, reflecting the reorganization and merger of IMTS with the computing center and the Library.

**Planning Agenda**

1. By spring 2001, the College will have completed a review of management and hiring practice at IMTS to maintain technology-supported education. Faculty input should be integral.

2. By spring 2001, the Academic Dean responsible for IMTS, working with the faculty advisory group and IMTS, should review position descriptions and responsibilities to maintain technology-supported education.

**B. The Library**

**Descriptive Summary**

Table 6.3 shows Library budgets for fiscal years 1998, 1999, and 2000. Revenues support the Library and three open-access computer labs (Lama 101, Köpiko 101, 'Iliahi computer LRCs). Student funding provides student support for the Library and computer labs. Supplies include a $25,000 annual fee paid to Hamilton Library (at UH Mānoa) for access to the CARL online sys-
tem. The budget for equipment and books includes $75,000 for annual subscriptions.

Table 6.3
Library Budget
FY 1998 - 2000

<table>
<thead>
<tr>
<th>FY</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>$909,641</td>
</tr>
<tr>
<td>1999</td>
<td>$909,641</td>
</tr>
<tr>
<td>2000</td>
<td>$909,641</td>
</tr>
</tbody>
</table>

In the campus reorganization, open access to computer labs became the responsibility of the Library.

Growth of the Library’s collection has slowed. From 1990 to 1994 growth averaged 11.2% per academic year. From 1995 to 1997 growth averaged 2.4% per academic year and continues at this level.

Self Evaluation

Financial support for the Library is minimally sufficient. Acquiring funds for maintenance and replacement of equipment in the open-access computer labs remains a challenge. The Library’s subscription and circulation services could be affected if funding decreases further. While the Library is active in meeting the College international goals, being responsive to the local College demands will provide greater impact to the programs and student learning.

Planning Agenda

1. By fall 2001, the Library budgeting committee will complete a plan on how to provide adequate levels of service in both traditional areas and in incorporation of technological advancements.

2. By spring 2002, as an integral part of the Library’s planning efforts, the Library Advisory Committee should solicit advice from College programs for acquisition of specific resource materials.

C. Computing Centers and Learning Centers

Descriptive Summary

The Head Librarian controls the budget for computing and learning centers at the Library. The College has no budget for equipment; previous purchases were by special allocations. Due to reorganization, personnel costs previously funded by IMTS are now included in the Library budget. When savings occur in personnel, chairs or academic deans use money available at the end of a fiscal year for upgrading computer labs (Document 6.03). This is possible because the departments and deans have the ability to make those budget shifts without outside approval. Ideally more money and budgets could cover all of the personnel and all of the computer costs from the beginning.

The reorganization has decentralized responsibilities, forcing the Head Librarian to be innovative in providing computing services. To address the equipment problem, the labs have been reorganized for easier management and maintenance.
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Self Evaluation
Insufficient financial support is provided to the computing centers. Labs in the Learning Resource Centers (LRCs) have a total of approximately 240 computers; all but 55 need to be replaced. If funds are not allocated for upgrading and maintaining computers, computer labs will become obsolete. With the removal of old equipment, space is better utilized and plans are underway to create some non-computer work area for other learning resource activities. With the reorganization of the College, maintenance of the equipment for the LRCs is managed by the IMTS Customer Care Center.

Planning Agenda
By fall 2002, the Academic Dean responsible for the computing center and learning centers will have in place a plan to secure alternative methods of acquiring up-to-date equipment for the LRCs and the computing center.

D. Computer-Equipped Classrooms

Descriptive Summary
IMTS provides security and regularly conducts a program of preventive maintenance. IMTS is developing a campus-wide plan for security. However, inventory procedures are cumbersome. IMTS is looking at areas of support that would best benefit from creative alternatives.

Financial support seems to be marginally sufficient for computer-equipped classrooms. State funding may not improve over the next several years. Since funding is not sufficient, long-range planning for purchase and upgrading of equipment is difficult.

Self Evaluation
A systematic approach to planning would provide better opportunities for departments to plan, evaluate, and modify programs and courses using electronic resources (Document 6.16). The approach has been drafted but not implemented.

Planning Agenda
1. By spring 2002, IMTS, with advice from programs, will implement a formal long-range plan that covers purchases and upgrades of equipment.

2. By spring 2002, IMTS and faculty will analyze personnel and equipment costs for best usage. A formal evaluation and plan that updates the Kapi'olani Information Technology Emphasis (KITE) long-range plan, 1996-2001 should be made (Document 6.17; see also Standard 7.A).

A. Information Media Technology Services (IMTS)

Descriptive Summary
Formal agreements exist with the UH system to provide e-mail addresses, mailing list software, and minimal web page development to all students and faculty in the community colleges. Also, the site-licensing agreements available
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from UH Mānoa support the College efforts to provide up-to-date software for campus computing.


Self Evaluation
Although formal agreements exist and work well, the agreements lack detail. However, the UH system-wide ITS serves the system adequately on an informal basis. However, the ITS does not always provide timely information to IMTS.

Planning Agenda
By spring 2002, IMTS should improve working relationships with the UH system-wide ITS cohort to make available best possible access to resources for the College.

B. The Library
Descriptive Summary
The Community College Library Council, which comprises head librarians off all the UH community college, meets monthly to ensure cooperation and to standardize policies and procedures. Agreements between the Community College Library Council and Hamilton Library at UH Mānoa are subject to changes based on changing circumstances. No formal documentation outlines purposes and objectives, but cooperation is advantageous due to the shortage of resources on individual campuses and a common student population that moves from campus to campus.

Agreements between the Community College Library Council and Hamilton Library exist for economic, administrative, and political reasons. Broader system discussions are not pursued due to differences in user needs and differences in library collections specifically related to programs such as Emergency Medical Services and Radiologic Technology. No formal document outlines collaboration between the Community College Library Council and Hamilton Library.

Self Evaluation
Formal agreement between the College's Library and the UH system exist and are satisfactory. The Community College Library Council is a valuable component for the sharing of resources and will continue meeting to discuss strategies and share ideas. However, these ideas are not always made apparent at the College.

Work between the Community College Library Council and Hamilton Library on adoption of a system to replace the CARL system has been successful. However, the UH Mānoa Wong Audio Visual Center, which has an extensive collection of videos and movies, is not available to the Kapi'olani faculty and students.

Planning Agenda
1. By spring 2002, the Library should plan for continued cooperation and dialogue and make a more concerted effort to have the resources of the Wong Audio Visual Center available for Kapi'olani faculty and students to the same ex-
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tent it is available to faculty and students at UH Mānoa.

2. By spring 2003, the Library should form a consortium to outline governance and management issues for the new library system.

3. By spring 2003, the Library should work with the UH Mānoa Hamilton Library to further develop the Asia collection, the Science and Technology collection, resources for distance education, and bibliographic instruction.

C. Computing Centers and Learning Centers

Descriptive Summary
The UH system-wide ITS provides training and server space for faculty who wish to use WebCT and WebCrossing. These two software programs are for faculty use in developing online components of their courses. ITS provides workshops in WebCT on the UH Mānoa campus.

Many members of the College faculty in 1998 utilized the system-wide TALENT training — held at the College for the UH system — to use WebCT in instruction. This series continued in 1999-2000 at UH Mānoa. However, because of system-wide policy, each of the seven community college campuses was able to send only five faculty, independent of interest, expertise or size of student body. Also, follow-up to the sessions is held via interactive television or at inconvenient times or places on the UH Mānoa campus.

Because the system-wide ITS provided no WebCT workshops at the College, three full-time members of the College Language Arts faculty conducted a series of five beginning WebCT workshops at the College in spring 2000. More than 20 members of the faculty attended each hands-on session.

Self Evaluation
Training workshops provided by the UH Mānoa system on the Mānoa campus are often scheduled at times inconvenient for the College’s faculty. Faculty would clearly prefer on-campus, hands-on workshops than having to view workshops via television or go to another campus at the end of their school day.

Staff of the UH system-wide ITS reported that the College sent no representation to the planning sessions for WebCT training. Attendance and participation by IMTS with WebCT planning workshops would improve services to Kapi‘olani Community College.

Planning Agenda
By spring 2001, IMTS should provide weekly hands-on workshops and seminars that help faculty use software in instruction.

D. Computer-Equipped Classrooms

Descriptive Summary
IMTS relies on UH system-wide ITS for many support services. The Paralegal Program relies on the UH Richardson School of Law and the UH Mānoa Law Library for resources. The Library relies on UH Hamilton Library for resources. The Wai‘anae Health Center, used for the College Medical Assisting Program, relies on Leeward Community College for technical support.
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All these partnerships occur within the UH System. Because all entities are part of one system, agreements and partnerships do not have formal documentation. Individual departments and programs coordinate their own agreements.

Self Evaluation

The system-wide licensing program through UH Mānoa provides software for institutional purchasing at attractive prices. However, programs at the College do not always know about these opportunities. Often the UH system-wide policies are not articulated to the programs and departments at the College.

Planning Agenda

By spring 2001, IMTS should articulate system-wide licensing and purchasing agreements to programs to facilitate purchase of classroom and department updates for computer software.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

A. Information Media Technology Services (IMTS)

Descriptive Summary

IMTS staff, along with approximately 30 other faculty, wrote a Kapi'olani Information Technology Emphasis (KITE) plan in 1996 with extensive input from faculty and staff (Document 6.17).

IMTS also writes a yearly report and a Program Review, although the 1998-1999 report was not written due to the reorganization. IMTS solicits feedback via a questionnaire each May (Document 6.19). This feedback helps guide IMTS decision-making.

In January 1999, faculty and staff who are campus leaders in using technology in instruction established the Kapi'olani Information Technology Emphasis, Technology Advisory Group (KITE-TAG). This group advises the academic deans responsible for distance learning, technology policy, and resource needs.

In October 1999, KITE-TAG conducted an assessment of faculty needs and interest via the Internet (Document 6.20). The results were posted on the Web. The Office of Institutional Research also conducted its faculty survey in November 1999 via the Internet.

The fall 1999 KITE-TAG survey indicated a strong faculty interest in gaining access to resources and support (4.1 on a 5-point scale) and in developing student-assessment tools (4.3) for teaching with technology.

Data from the Office of Institutional Research survey indicate an adequate level of satisfaction with the College Support Services overall, with a mean score of 2.91 on a 4-point scale, with 1 being "Very Dissatisfied" and 4 being "Very Satisfied" (Document 6.15). However, the survey revealed a cause for concern. IMTS received a mean rating of 2.64. Table 6.4 on the following page shows the degree of faculty dissatisfaction with four IMTS services.
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INFORMATION AND LEARNING RESOURCES

Table 6.4
Level of Faculty Dissatisfaction
With IMTS Services
Fall 1999

<table>
<thead>
<tr>
<th>Service</th>
<th>Percent Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMTS</td>
<td>43</td>
</tr>
<tr>
<td>LRCs</td>
<td>39</td>
</tr>
<tr>
<td>Placement Testing</td>
<td>40</td>
</tr>
<tr>
<td>Computing Center</td>
<td>33</td>
</tr>
</tbody>
</table>

Efforts at improving faculty satisfaction with IMTS are ongoing. The staff attempts to meet faculty, explain services, and accommodate instructional priorities of faculty.

Self Evaluation

IMTS resources in the Naio building could be made more accessible to improve faculty satisfaction and regain faculty confidence. A November 1999 informational meeting sponsored by IMTS attracted only three faculty members, indicating that the faculty affiliation with IMTS is low.

Planning Agenda


2. By spring 2001, IMTS should produce evidence of improvement in meeting faculty needs.

B. The Library

Descriptive Summary

The Library annually reviews the circulation statistics to see the trends in user activities. The Library also solicits and utilizes faculty input for Library acquisitions. In recent years, declining budgets have led to fewer purchases of books for the collection. Faculty members assist in culling out-of-date sources and identifying new standards for the collection.

The Library annually reviews the results of surveys of faculty, staff, and students to assess its weaknesses and formulate plans for overcoming them. In the 1999 Survey of Current Students, 87.6% of students who responded indicated that they “agreed” or “strongly agreed” with the statement that “The Library meets my needs.” This is an increase of 7% from the 1996 survey (Documents 6.21 and 6.22).

On a scale of satisfaction, the 1996 Faculty Survey rated the Library 3.2 (on a 4-point scale) while the Staff Survey of 1996 rated the Library at 3.17 (Document 6.23).

The 1999 Faculty Survey indicates an adequate but lower level of satisfaction than in 1996, rating the Library 3.05 on a scale of satisfaction.

In rating 16 support services, 74% of the respondents were satisfied; 17% were very satisfied. Overall, 91% of the faculty surveyed were satisfied with the Library support services (Document 6.15).

Self Evaluation

The Library adequately evaluates and assesses its functioning; however, further planning and
Evaluation for library resource development and technology initiatives need to be part of the assessment. More input from faculty and students could guide the Library in its planning to meet the needs of campus programs.

Planning Agenda
By spring 2002, the Library should evaluate and improve its online and electronic database subscriptions to further enhance the opportunity for students to efficiently research journals, magazines, and newspapers.

C. Computing Centers and Learning Centers
Descriptive Summary
In the fall 1999 survey by the Office of Institutional Research, 39% of the responding faculty were dissatisfied with the Learning Resource Centers, and 33% were dissatisfied with the Computing Center (Document 6.15). However, planning is underway to turn the 'Ilihia computing center labs into an Internet Café.

The College regularly conducts surveys of students, faculty, and staff on matters relating to the Learning Resource Centers and its accessibility and satisfaction rating.

Self Evaluation
The Internet Café Advisory Committee needs to assess long-range plans for all LRCs, including plans for the Internet Café.

Planning Agenda
By fall 2000, the Student Congress, the Academic Dean responsible for IMTS, and IMTS will be well into converting the 'Ilihia computing center into a high-tech Internet Café.

D. Computer-Equipped Classrooms
Descriptive Summary
IMTS does an annual user-satisfaction survey and uses the results to evaluate services and plan for changes. In addition, IMTS has initiated a strategic plan for each area of service. The strategic plan takes into account goals and objectives, budgets, and evaluation. However, no formal plan exists for systematic evaluation of resources and services of computer-equipped classrooms.

Self Evaluation
While individual programs and departments examine their needs for their computer-equipped classrooms, the College has no campus-wide planning initiative to assist the programs. The management issues are increasingly complex and require professional consultation.

Planning Agenda
1. By spring 2001, IMTS should include in its yearly report the evaluations of computer classrooms at the College.
2. By spring 2002, IMTS, in consultation with programs, will produce a formal plan to improve all computer classrooms. The Office of Institutional Research should help evaluate progress.
Standard Six

INFORMATION AND LEARNING RESOURCES

DOCUMENTS CITED

6.01 History and Description of Distance Learning Courses at KapCC.
6.02 Kapi'olani Information Technology Emphasis Survey of Faculty Needs and Interests Results, fall 1999.
6.03 Draft memo: Proposal for Minor Reorganization at the Library, Kapi'olani Community College.
6.04 Chancellor for Community Colleges Memo CCM #2211100, Standards for Hawai'i Community College Libraries.
6.05 Hours for the Centers at 'Iliahi, Lama, and Kōpiko Learning Resource Centers.
6.06 Listing of Classrooms with Computers.
6.08 The Campus Computing Project, the 1999 National Survey of Information Technology in Higher education, October 1999.
6.10 Placement Testing Information.
6.11 Computer Resources in Health and Natural Sciences Learning Assistance Center, Koki' o 202.
6.12 Kū Lama, Volume 6, Number 9, October 15, 1999.
6.13 Disability Access to Technology (Draft).
6.15 Report on the Results of the 1999 Faculty Institutional Survey.
6.18 HERN and TALENT.
6.19 IMTS Questionnaire.
6.20 Kapi'olani Community College Fall 1999 - Survey and Results, Kapi'olani Information Technology Emphasis [KITE], Technology Advisory Group [TAG].
Ka hā‘awi a ka mea hale, koe koena ‘ole ma kū‘ono

Giving as a house owner does, with nothing left hidden in the corners

Said of very generous persons who give freely of all they have

Committee Members

Chair  Barbara Ross-Pfeiffer

Members  Marcia Armstrong, Anne Flanigan, Sheryl Fuchino-Nishida, Chris Hasckaylo, Debbie Miller, Lori Maehara, Sharoh Moore, Wha Sook Whang (student)
Standard Seven

FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1. The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

The Office of Institutional Research at the University of Hawai‘i, in its Report on Faculty and Staff for Fall 1998, stated that Kapi‘olani Community College employed 313 faculty members (Document 7.01). Of these, 88 were lecturers. Of the 225 regular faculty, 39 were Professors, 37 Associate Professors, 65 Assistant Professors, and 84 Instructors. The report also noted that the College had 29 Administrative, Professional, and Technical (APT) support positions, 7 Administrators, and 85 Civil Service employees. In addition to employees listed in the report, the College hires student workers each semester; their number depends primarily on the availability of work-study funds.

The total number of faculty at Kapi‘olani Community College has remained approximately the same for the last several years. However, the number of full-time faculty increased from 188 in 1994 to 208 in 1998, while the number of part-time faculty decreased from 120 to 105 during the same time period. Tables 7.1 and 7.2 display data on the faculty.

<table>
<thead>
<tr>
<th>Table 7.1</th>
<th>Part-Time Faculty as a Percentage of Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kapi‘olani Community College</td>
<td>1994-1998</td>
</tr>
<tr>
<td>Year</td>
<td>Faculty</td>
</tr>
<tr>
<td>1994</td>
<td>308</td>
</tr>
<tr>
<td>1995</td>
<td>295</td>
</tr>
<tr>
<td>1996</td>
<td>275</td>
</tr>
<tr>
<td>1997</td>
<td>304</td>
</tr>
<tr>
<td>1998</td>
<td>313</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 7.2</th>
<th>Full-time and Part-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kapi‘olani Community College</td>
<td>1994-1998</td>
</tr>
<tr>
<td>Year</td>
<td>Full Time</td>
</tr>
<tr>
<td>1994</td>
<td>188</td>
</tr>
<tr>
<td>1995</td>
<td>177</td>
</tr>
<tr>
<td>1996</td>
<td>159</td>
</tr>
<tr>
<td>1997</td>
<td>207</td>
</tr>
<tr>
<td>1998</td>
<td>203</td>
</tr>
</tbody>
</table>
Standard Seven

FACULTY AND STAFF

The increase in full-time faculty in 1998 was due to creation of new non-tenure-track and tenure-track positions.

Although the percentage of part-time faculty appears to have been increasing, the statistics do not reflect the increase in reassigned time received by full-time faculty. When a member of the full-time faculty receives reassigned time, the College often hires part-time faculty to teach the classes normally taught by full-time faculty.

In the Holomua unit, casual hires are employed to teach noncredit basic-skills courses. Because of the noncredit nature of the classes, these casual hires are not included in the lecturer count. Also, they do not qualify as educational specialists because they spend all of their time teaching in the classroom. Casual hires are paid by the hour, not by credit load. They do not get benefits and are not represented by a union. Roughly 8 to 10 casual-hire teachers are hired each semester.

According to the University of Hawai‘i Office of Institutional Research, the ratio of Board-of-Regents appointees to clerical staff at Kapi‘olani Community College was 4.17:1 in 1999 (Document 7.02). The ratio for all University of Hawai‘i Community Colleges was 4.03:1, and the ratio for all University of Hawai‘i campuses was 4.19:1. In 1993, Kapi‘olani Community College’s ratio was 5.09:1. The 1999 ratio of 4.17:1 indicates improvement in the College’s clerical staffing ratios since 1993.

The entire Kapi‘olani Community College staff serves a population of approximately 7,200 credit students and 7,600 noncredit students each semester. All members of the faculty and APT personnel meet the minimum qualifications for community college personnel in Hawai‘i.

Self Evaluation

Since Kapi‘olani Community College has a stable enrollment, any large increase in instructional staff is apparently unnecessary. However, the library experiences staffing problems and does not meet the Chancellor’s guidelines for the number of staff members needed to provide minimum services (see Standard 6.4.B).

Information Media Technology Services (IMTS) is also understaffed. Some positions were vacated in 1998-99. Recruitment for one specialist produced no qualified applicants. Due to the reorganization, some positions are awaiting approval for changes in duties. Casual hires, and some current personnel in other computer-support positions, are covering some of the functions assigned to the vacant positions (see Standard 6.4.A for more information).

All auxiliary services maintenance and supervisory positions are filled. However, staffing of janitorial and grounds-keeping positions is often a problem area. Because of the State’s rules and regulations for hiring new personnel, when individuals employed in janitorial and grounds-keeping positions leave unexpectedly, their positions often stay vacant for some time (Document 7.03).

Another area of concern is counseling services. The number of students per counselor is very high (see Standard 5.6).

Planning Agenda

This Planning Agenda is the same as the Planning Agenda in Standard 6.4.A.
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1. By spring 2001, IMTS, with faculty input, should conduct a formal assessment of faculty needs for technology workshops.

2. By fall 2001, IMTS will complete a study of the reasons for the high personnel turnover and solutions to address it.

3. By spring 2002, staffing issues for IMTS need to be discussed and resolved to assure faculty that intermediate and advanced computing support for instruction is available at IMTS.

4. By spring 2002, the College and the Academic Dean responsible for IMTS need to address recruitment of high-level electronic engineers and computer specialists. Adjustments to compensation for recruitment of Information Technology specialists are needed.

5. By spring 2002, IMTS staff should be trained to deliver intermediate and advanced assistance to faculty and students at the College.

6. By spring 2003, IMTS should use technology to manage and maximize the complexities of the campus computer network.

**A.2. Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.**

Descriptive Summary

Hiring practices at all campuses of the University of Hawai‘i must adhere to the Hawai‘i Fair Employment Practices Law. To ensure compliance, the Office of the Chancellor of Community Colleges distributed a memo to all department chairs and unit heads (Document 7.04). The memo outlines the guidelines for recruiting and selecting instructional faculty and APT personnel. This memo also lists the responsibilities of the Chancellor and Community College Provosts in the hiring process.

In addition, the memo prescribes the requirements for advertising positions and the procedures for interviewing, ranking, and selecting candidates based upon established minimum qualifications and desirable qualifications.

The College’s Personnel Office distributes updated minimum qualifications to all department chairs, unit heads, and office managers. All faculty members hired by Kapi‘olani Community College must meet the minimum qualifications for their discipline.

When seeking to hire new personnel, the College places advertisements for faculty and APT positions in Kū Lama, the newsletter of the University of Hawai‘i (Document 7.05). Advertisements are also placed on the University of Hawai‘i’s Web site and in the Midweek (a local newspaper). In addition to stating the minimum qualifications and desirable qualifications, these advertisements include clear descriptions of responsibilities and references to Kapi‘olani Community College’s institutional emphases.

**Self Evaluation**

Although the hiring procedures are complicated and lengthy, the present process is necessary to guarantee fair hiring practices and to uphold affirmative action. At times, however, the length of
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the process results in losing the opportunity to hire the best-qualified applicant; applicants sometimes accept a different position rather than wait for the College’s decision.

Additionally, not placing advertisements in the campus electronic bulletin and the College Web site limits the scope of advertising of open positions.

**Planning Agenda**

By fall 2001, the Personnel Office should begin placing advertisements for faculty and APT positions in the electronic bulletin and the College Web site.

**A.3. Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.**

**Descriptive Summary**

Minimum qualifications (a master’s degree or equivalent work experience and education) for community college teaching are listed in the advertisements for faculty positions. Previous teaching experience in a community college is always regarded as a desirable qualification for full-time teaching positions, as is effective teaching as evidenced by student evaluations and letters of recommendation.

Advertisements usually include references to the cross-curricular emphases (see “Background and Demographics”) and to competency-based instruction. Interview questions are directed to the applicant’s knowledge and abilities. Some departments and disciplines require applicants to teach a demonstration class.

Lecturers are required to meet the same minimum qualifications as faculty. Preference is given to those whose resumes include evidence of teaching effectiveness through peer or student evaluations. Casual hires are not required to meet the same qualifications as faculty.

When an instructor must be hired quickly to fill a vacant position, the pool of qualified applicants is sometimes limited. In these situations, an applicant who does not meet the minimum qualifications can be appointed for one semester only. Once selected, teaching effectiveness is the principal criterion of evaluation for both part-time and full-time instructors.

**Self Evaluation**

Criteria for selecting faculty include knowledge of the subject matter or service to be performed, evidence of effective teaching, and potential to contribute to the mission of the College. The process appears to be effective at this time.

**Planning Agenda**

None.

**A.4. Degrees held by faculty and administrators are listed in the institution’s primary catalog. All United States’ degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-US institut-**
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_... are recognized only if equivalence has been established._

**Descriptive Summary**

All degrees held by faculty and administrators are listed in the College Catalog. The list of faculty in the *Kapi'olani Community College General Catalog* 1998-2000 includes 38 faculty members with doctorates, 125 with master’s degrees, and 35 with bachelor’s degrees. Many members of the faculty who have bachelor’s degrees are in Technical, Occupational, and Professional fields that require specific professional qualifications. Some members of the faculty, such as those in Food Service, have no traditional academic degrees but have professional certifications.

All degrees from institutions in the United States are from accredited institutions. Degrees from institutions outside the United States are recognized if equivalency is established. The Personnel Office establishes equivalency for those degrees on a case-by-case basis. The Senior Academic Dean and Chancellor’s Office assist if necessary.

**Self Evaluation**

Degrees held by faculty and administrators are listed in the College Catalog. All degrees are from accredited or equivalent institutions.

**Planning Agenda**

None.

**B. Evaluation**

**B.1. The evaluation of each category of staff is systematic and conducted at stated intervals. Follow-up of evaluations is formal and timely.**

**Descriptive Summary**

The staff of Kapi'olani Community College falls into four major groups: Administration, Faculty, Civil Service, and Administrative Professional and Technical (APT).

**Evaluating of Administration**

Once a year, employees who report directly to a senior administrator receive a standard form for evaluating the administrator. In addition, through random selection, employees who indirectly report to an administrator are selected to evaluate the administrator. The Provost reviews and discusses the results with the subordinates and forwards an assessment to the Chancellor for Community Colleges. Also, senior administrators evaluate each other’s performance annually. However, results of these evaluations are not revealed to these administrators.

**Evaluation of Faculty**

Evaluation of newly hired faculty is based primarily on teaching effectiveness, as indicated in student evaluations and peer evaluations. Members of the faculty who are Board of Regents appointees and are on tenure-track status receive mandatory semi-annual evaluation by their peers and students for the first four years or until they receive tenure. Probationary faculty members also receive an annual evaluation of their non-teaching activities.
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FACULTY AND STAFF

Although all teaching faculty members (including full-time instructors and lecturers) receive student-evaluation forms once each semester, tenured members of the faculty are not required to conduct a student evaluation of their teaching effectiveness.

A tenured member of the faculty may apply for promotion, usually after four years of post-tenure service. Evaluation of the tenured faculty member is a central part of the promotion process. If a faculty member chooses not to apply for promotion, a post-tenure assessment must be submitted every five years.

Probationary faculty members and non-tenure-track faculty members apply annually for contract renewal. The department personnel committee, the department chair, and the Senior Academic Dean review their application dossiers. The Senior Academic Dean then forwards an assessment to the Provost.

The department personnel committee, then the department chair review applications for tenure and promotion first. A Tenure and Promotion Review Committee, which includes faculty from other departments and campuses, then reviews assessments from the department personnel committee and the department chair and forwards the committee’s recommendation to the Provost. The Provost then submits a recommendation to the Chancellor. The Board of Regents must grant final approval of tenure and promotion.

Prior to 1998, the Senior Academic Dean or an assistant dean conducted semi-annual visits to classes of tenure-track faculty. Although these visits were informal, the purpose was to gain knowledge of the faculty member’s teaching techniques. When appropriate, the dean met with the faculty member to give feedback and share observations. However, a dean no longer visits classes of tenure-track faculty (Document 7.06).

An informal survey conducted by the Evaluation Committee of the Faculty Senate regarding these visits showed that about 50% of the faculty who responded thought the dean’s visits were important and 50% thought them unimportant. The same informal survey asked if the dean is losing touch with the faculty by not doing these visits. The response was also a 50-50 split.

Evaluation of Civil Service Employees
Evaluation procedures for clerks, groundskeepers, and other custodial staff were updated in March 1996. Unlike the previous evaluation process, which consisted of a checklist of four or five items, the newer system allows for dialogue between supervisor and employee, assures timely evaluation, allows documentation of unacceptable employee performance, and provides an avenue for the supervisor to explain to the employee justification for certain ratings.

Evaluation of Administrative, Professional, and Technical (APT) Employees
These employees, who did not have evaluation procedures before 1997, received such procedures in October 1997. Their evaluations are handled at the campus level and include specific forms and policies, plus procedures for ensuring timeliness. Timelines for evaluations are in place for probationary APT employees and for APT employees with employment security.
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FACULTY AND STAFF

Self Evaluation

Formal faculty evaluation of the senior administrators of the College is irregular. Only once since 1994 has a questionnaire been circulated to faculty to specifically evaluate the performance of the Provost and the Senior Academic Dean. That evaluation was at the request of the Faculty Senate. Surveys of faculty and staff that are administered every three years contain items related to the performance of most of the senior administrators. However, there is no formal follow-up to this evaluation.

The informal faculty survey regarding the classroom visits by the Senior Academic Dean was inconclusive.

Although the reorganization of the College has led to delays in some evaluations, evaluation procedures for all other categories of employees have been streamlined and are administered in an orderly and timely manner.

Planning Agenda

1. By fall 2001, the Provost will institute formal and timely follow-up of evaluations of senior administrators.

2. By fall 2001, the Faculty Senate will submit a recommendation on whether academic deans should resume classroom visits.

Descriptive Summary

Evaluation procedures at the College include avenues for suggesting improvement. Evaluations of administrators are discussed between the administrator and the Provost. This process allows for dialogue that would encourage improved performance.

In addition, current peer evaluations for faculty allow the evaluators to suggest ways to improve weaknesses. Likewise, student and peer evaluations are designed to assess teaching effectiveness and identify areas that need improvement.

Completed APT evaluations are discussed with employees, who have the option of commenting on the assessment.

Finally, procedures for evaluating Civil Service employees allow supervisors and employees to discuss unacceptable employee performance, while also allowing the supervisor to motivate the employee to strive for improved performance.

Self Evaluation

The College’s evaluation processes include methods for encouraging employees to improve their performance.

Planning Agenda

None.

B.2. Evaluation processes seek to assess effectiveness and encourage improvement.
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**B.3. Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.**

**Descriptive Summary**

Members of the faculty are evaluated on the following criteria: teaching effectiveness; service to their departments, the College and the community; and professional development.

The Office of Institutional Research reports that, in a typical semester, about two-thirds of the classes offered are surveyed for teaching effectiveness. Teachers who request evaluation in other classes during the same semester may teach some of the classes that are not surveyed during a semester. However, the number of instructors who do not request evaluation each semester is not known. Some faculty members who do not request student evaluation of their performance are tenured faculty, particularly Full Professors, who no longer need evaluations for promotions. Casual hires are not required to have student evaluations.

Surveys of students indicate that students are satisfied with the quality of teaching. The *Report on the Results of the 1999 Current Student Survey*, published by the Office of Institutional Research in November 1999, listed ten items with the highest ratings of student satisfaction (Document 7.07). This list included the items listed below.

1) Instructor-student relations

2) Satisfaction with the knowledge gained in courses

3) Enjoyment of most courses taken

4) Major courses relevant to career plans

No items relating to faculty appeared in the ten items with the lowest ratings of student satisfaction.

**Self Evaluation**

Kapi'olani Community College evaluates faculty by appropriate criteria, which include teaching effectiveness, service to the department, the College, and the community, and professional development.

**Planning Agenda**

None.

**C. Staff Development**

**C.1. The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.**

**Descriptive Summary**

The College strongly encourages professional and personal growth. The *Kapi'olani Community College Strategic Plan 1997-2000* states the College’s commitment to “assure faculty and staff professional development” (Document 7.08). Members of the full-time faculty participate individually in a continuing plan for professional development. Although such plans are not
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Faculty and Staff

required after tenure, they are essential for promotion.

Support for staff development is provided through the College Staff Development Committee, whose mission is to do the following.

- Enhance the professional and personal talents, skills and competency of its entire faculty, staff and management
- Facilitate professional and personal development
- Improve the quality and service level provided to students by college personnel

The Staff Development Committee, composed of faculty and staff, reviews and approves funding requests for individual professional-development activities. The committee meets four times each year to determine and award funding. In academic year 1999-2000, the committee received 117 requests for funding and approved 109. The majority of these requests were for conference fees.

The committee also plans and presents general development activities on campus and raises and administers staff-development funds. Table 7.3 shows the staff development budget for the most recent six academic years.

Staff Development monies provide funding for faculty and staff to attend professional-development opportunities, which include local and out-of-state professional conferences, online conferences, workshops in distance learning and instructional technologies, special seminars, general computer-enhancement training, establishment of partnerships with industries, and other short-term activities for training.

Table 7.3
Budget of Staff Development Committee

<table>
<thead>
<tr>
<th>AY</th>
<th>State Funds</th>
<th>UH General Funds</th>
<th>Kap CC Funds*</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1994-1995</td>
<td>$7,800</td>
<td>$8,000</td>
<td>$15,800</td>
<td></td>
</tr>
<tr>
<td>1995-1996</td>
<td>$5,350</td>
<td>$10,000</td>
<td>$15,350</td>
<td></td>
</tr>
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<td>1996-1997</td>
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<td>$12,000</td>
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<td>$5,000</td>
<td>$6,000</td>
<td>$11,000</td>
<td></td>
</tr>
</tbody>
</table>

*Moneys raised through the College annual staff-development breakfast-brunch. The significant drop in these amounts in academic year 1998-1999 reflects a drop in profits from this event.

The College also makes a wide range of personal development opportunities available to faculty and staff. These opportunities include workshops in financial planning, wellness, EEO hiring requirements, and drug awareness. In addition, since 1994, the College has paid the registration fee for every faculty member who attends the University of Hawai'i Community Colleges' annual Excellence in Education Conference.

Additionally, since spring 1995, the College has offered semester-long training in Peer Coaching, a non-evaluative method for helping faculty members improve their teaching. More than 20 teachers have participated in this program, which is offered in the spring semester each year. In 1999, an Educational Improvement Grant from the University of Hawai'i provided a small stipend to participants in the Peer Coaching workshops.
Moreover, the College has actively supported members of the faculty in their efforts to learn new approaches to learning via technology. Workshops and conferences include the Hawai‘i Educational Resource Network (HERN), Teaching and Learning Using Electronic Network Technologies, Computers and Writing, WebCT, and Teaching in the Community Colleges.

Other staff development activities are also available. These include yearlong sabbatical leaves, faculty exchanges, computer training institutes, international education opportunities, and other professional leaves.

In addition, the College provides an orientation seminar for new members of the faculty at the beginning of each semester. Topics discussed include College’s policies and procedures, mission statements, academic standards, student-support services, cross-curricular-emphases, student and peer evaluations, grading practices, and the contact-renewal process.

The College also supports new members of the faculty through the Kapi‘olani Community College Mentoring Program. The program provides an encouraging environment for new members of the faculty as they adapt to their role as instructors in a community college. This coaching and mentoring program pairs experienced members of the faculty with new part-time and full-time instructors. The mentoring relationship is intended to be non-supervisory, nurturing, and supportive. Workshops are also available to help new faculty and staff share effective strategies for carrying out their responsibilities successfully.

Another College-sponsored source of staff development is the growing number of opportunities for members of the faculty to collaborate with each other through development of interdisciplinary approaches to instruction. Some examples of these are Mālama Hawai‘i, Service-Learning, Access to College Excellence, and Learning Communities.

The College recognizes and rewards excellence in teaching. Each year, a committee of faculty and students selects an instructional or student-support faculty member and a lecturer to receive the College’s “Excellence in Teaching” award (the award includes a monetary component).

Members of the faculty and staff have also received such awards from sources beyond the campus: “Outstanding Post-Secondary Vocational Educator” and the “Chancellor’s Award for Outstanding Service.”

On a smaller but no-less-significant scale, the College also schedules two activity periods each week so that faculty and staff may attend on-campus and professional-development sessions. Workshops like Teachers Talking to Teachers About Teaching (“4Ts”) and Classroom Assessment Techniques (“CAT”) meet monthly.

Information regarding all staff development activities is publicized in the College’s electronic bulletin (Document 7.09). The State of Hawai‘i’s Department of Personnel also schedules activities that support staff development; these are also publicized in the electronic bulletin (Document 7.09). Finally, faculty members at their own expense and on their own time do a significant
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amount of self-development activities, often during the summer.

The Report on the Results of the 1999 Faculty Institutional Survey indicated concern among faculty regarding the “Professional Development Climate” (Document 7.10). On a 4-point scale, with 1 indicating very unsatisfied and 4 indicating very satisfied, survey results in this category showed a mean of 2.62. The faculty is concerned about “adequacy of study leave and sabbatical opportunities” (mean = 1.82); “adequacy of support to attend professional meetings” (mean = 2.23); and “opportunity and support to pursue scholarship” (mean = 2.22).

In the Report on the Results of the 1999 Staff Institutional Survey, however, administrative staff, Civil Service Clerical, and APT staff indicated somewhat higher satisfaction than faculty regarding the “support to attend professional meetings” — mean = 2.79 (Document 7.11).

Self Evaluation

The current system of requiring individual staff development plans works relatively well for the College. However, some factors hinder professional-development activities. For example, due to the economic downturn and budget restrictions, the campus no longer funds semester-long sabbaticals and travel for professional development (Document 7.12). In addition, faculty members who receive a higher degree or another master’s degree are not given a step increase or adjustment in salary. The lack of such support may well be the reason for the high level of dissatisfaction indicated on the surveys.

Planning Agenda

By fall 2003, the Provost should budget funds for semester-long sabbaticals and increase funding for attendance at professional meetings.

C.2. Planning and evaluation of staff development programs include the participation of staff that participate in, or are affected by, the programs.

Descriptive Summary

Because Kapi‘olani Community College requires faculty to develop individual professional development plans, most of the staff development programs are initiated or developed by faculty members themselves. Teachers Talking to Teachers About Teaching, Classroom Assessment Techniques, and Holomua Fridays are examples of campus-wide or departmental activities planned by faculty.

Due to the boom in technology use in the classroom and for faculty communication, many staff-development opportunities were requested and developed with the assistance of Information Media Technology Services (IMTS) and through the College Information Technology emphasis advisory group.

Faculty and staff are also given the opportunity to evaluate overall staff-development programs and opportunities through an institutional survey conducted every three years.
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Self Evaluation

Planning and evaluation of staff development programs include the participation of staff that attend, or are affected by, the programs.

Planning Agenda

None.

D. General Personnel Provisions

D.1. The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Policies ensuring equal opportunity and affirmative action can be accessed via the Web page for the University of Hawai‘i Administrative Procedures <www2.hawaii.edu/svpa/apm/sysap.html> (Document 7.13). In addition, Administrative Procedure Memos (Numbers A9.890 to A9.920) describe the policies and procedures for equal employment opportunities and affirmative action, for disability access, and for discrimination complaints (Document 7.14).

Self Evaluation

Written policies ensuring fairness in all employment procedures are present and adhered to.

Planning Agenda

None.

D.2. The institution regularly assesses and reports its achievement of employment equity objectives, consistent with the institutional mission.

Descriptive Summary

The Personnel Office at Kapi‘olani Community College sends an annual report to the Director of Equal Employment Opportunity/Affirmative Action in the Office of the Chancellor for Community Colleges. This report lists new hires, promotions, resignations, and retirements. The Chancellor’s Office compiles these data into job categories according to sex and ethnicity. Information obtained from this report then becomes the basis for the Affirmative Action Plan for the current year. Kapi‘olani Community College targets underutilized groups for recruitment into vacant positions in the appropriate job category. Statistical data are collected for full-time and permanent part-time employees only. Lecturers and other casual hires are not included in the affirmative action data.

Copies of the Affirmative Action Plan are available to the general public through the libraries and the personnel and administrative offices of all community colleges. In addition, the College includes an EEO/AA statement in all job advertisements, in all College publications, and in all employment application forms. Advertisements also include the TDD relay telephone number for applicants who are deaf or hard of hearing.

With respect to gender differences in tenured and tenure-track faculty, the College has moved modestly closer to a having a more equal number of females and males on the faculty. In 1994, females constituted 56.34% of the faculty and males constituted 43.66%. In 1998, 54.48% were female and 45.52% were male. Representation of minorities on the faculty has increased modestly...
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**FACULTY AND STAFF**

from 50.00% in 1994 to 50.34% in 1998 (Document 7.15).

**Self Evaluation**

Guidelines, policies, and procedures are in place to implement affirmative action and non-discrimination.

**Planning Agenda**

None.

**D.3. Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.**

**Descriptive Summary**

The Administrative Procedure Manual includes guidelines for personnel policies and procedures for the University of Hawai‘i system. The guidelines are available for all staff members to review in the Personnel Office at Kapi‘olani Community College. The manual is also accessible on the Web (Document 7.14).

Additionally, Chancellor for the Community College Memos are developed by the Chancellor’s Office to tailor system-wide policies and procedures for the community colleges. A copy of the memos is housed in the Personnel Office for reference.

The University of Hawai‘i Professional Assembly (UHPA) represents faculty instructors and lecturers. The Hawai‘i Government Employees’ Association (HGEA) represents three groups of employees: the blue-collar supervisory workers, the white-collar non-supervisory workers, and the Administrative, Professional, and Technical (APT) workers. The United Public Workers serves as the bargaining agent for the blue-collar non-supervisory workers. Administrators (management) are “exempt” staff, the only group not represented by a union.

Collective bargaining agreements are negotiated between each representing union and the State of Hawai‘i. Agreements include all conditions of employment.

**Self Evaluation**

Personnel policies and procedures for all staff are developed, clear, equitable, and available for review.

**Planning Agenda**

None.

**D.4. The institution makes provision of the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.**

**Descriptive Summary**

Due to delegation of personnel matters, files are stored at various locations. Personnel records for APT employees and faculty are housed in the College’s Personnel Office in a locked file. The confidentiality of personnel files is regulated by the Administrative Procedure Manual #A9.025, Fair Information Practice — Confidentiality of Personnel Records (Document 7.16).
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When employees are terminated, files are kept for 30 years. They are stored on campus for three to five years based on availability of space. Thereafter, files are archived at Fort Shafter.

Staff in the Personnel Office review personnel files for new hires for completeness and accuracy, as required in the *Administrative Procedure Manual* #A9.075, Personnel Records (Document 7.16). Thereafter, changes and corrections to personnel files are made as described in the *Administrative Procedure Manual*, #A9.010 (Document 7.17).

All personnel functions, including housing of personnel files for both civil service and executive employees, are centralized at the University of Hawai‘i Office of Human Resources.

**Self Evaluation**

The College adheres to established policies regarding the security and confidentiality of personnel records.

**Planning Agenda**

None.

**DOCUMENTS CITED**


7.04 CCCM #2090 November 1986.

7.05 Kū Lama.

7.06 Dean’s Memo 11/23/99.


7.08 *Kapi‘olani Community College’s Strategic Plan* 1997-2000, p.2.

7.09 *Kapi‘olani Community College’s Electronic Bulletin*.

7.10 Report on the Results of the 1999 Faculty Institutional Survey.

7.11 Report on the Results of the 1999 Staff Institutional Survey.


7.15 Director of EEO/AA for Community Colleges Memo, February 9, 2000.


**OTHER DOCUMENTS IN FILE**

Faculty Handbook.

1995-1999 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i.
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PHYSICAL RESOURCES

Mohala i ka wai ka maka o ka pua

-Unfolded by the water are the faces of the flowers-

Flowers thrive where there is water
Thriving people are found where living conditions are good

Committee Members

Chair
Alfred Seita

Members
Mary Gutierrez, Judith Keyworth, Cynthia N. Kimura,
Jill A. Makagon, Dennis Nullet, Jocelyn Yoshimura,
Gene Phillips, Anthony Pizarro, Cheryl Souza
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PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

8.1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

The campus of Kapi'olani Community College covers 44 acres of land on a scenic saddle between Diamond Head crater to the south, and the narrow ridge of the Ko'olau Mountains to the north.

The infrastructure of the College is relatively new, with the construction of all planned facilities at the present site occurring from 1983 to 1994. The campus houses 20 buildings and building complexes with a total assignable space of 270,660 square feet for classrooms, laboratories, and offices. Since completion of the final permanent buildings in 1994, all of the 10 interim buildings, which were built to facilitate moving to the current site, have been removed.

While virtually all instruction takes place on the Diamond Head campus, the College does utilize limited off-campus space for nursing and noncredit courses at the State of Hawai'i's Leahi Hospital, the Wai'anae Health Academy, and the Waikiki Lifelong Learning Center. Classes for the Paralegal Program are also offered off-campus at the University of Hawai'i at Mānoa Law School. In addition, the College maintains two other buildings: the 'Alani Child Care Center (a day care facility for young children of the college staff, faculty, and students) and a chapel used for noncredit instruction. Both facilities are on the Diamond Head campus.

Student activities generally take place inside and just outside the college cafeteria. Four rooms, 'Ohi'a 101 - 104, house the Student Activities office, the Board of Student Activities office, a student lounge, and the Student Congress office.

The design of campus facilities assumed a projected maximum capacity of 5,000 full-time equivalent (FTE) students per semester based on 15 credits per student. The design projected a maximum head count of 6,000 students (Document 8.01). While student FTE has remained consistently below this level (ranging from 4,141 to 4,318 since 1992, based on 12 credits), the figure fails to account for the actual number of students utilizing the campus.

The initial projected capacity did not account for the large number of part-time and noncredit students attending the College. In the fall semester of 1999, for example, approximately 14,800 students were enrolled in credit and noncredit classes. This figure included 7,254 students taking classes for college credit (60% of them full time, 40% part time) and 7,600 noncredit students. In addition, a small number of students who are enrolled in the State of Hawai'i's Employment Training Center utilize campus resources but are not included in the enrollment figure. These enrollment numbers make Kapi'olani the largest college in the University of Hawai'i's Community College system.
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**PHYSICAL RESOURCES**

This large enrollment has created a strain on classroom availability, particularly during peak hours. The demand for rooms has resulted in implementation of a centralized room reservation procedure that gives top priority to core credit classes, lower priority to noncredit classes, and last priority to outside, nonprofit, groups who use college facilities. While still not fully integrated campus-wide, the computerized system has helped to utilize available space more effectively. While most rooms are occupied during peak hours, classroom space during non-peak hours is still available, and no classes have been canceled due to the inability to secure a room.

In addition to the intense demand for classroom space, laboratory space—particularly computer labs—is becoming increasingly tight. Some computer labs are now operating at 100% capacity and demand is growing, especially in the noncredit area. The conversion of many classrooms to computer labs on campus has also exacerbated the shortage of classroom space.

The high demand for classroom and laboratory space is mirrored by a high demand for faculty office space, a result of unanticipated programs being established at the College. These programs include the following: the Gallaudet University Regional Center for the Deaf and Hard of Hearing, the Physical Therapist Assistant program, and Emergency Medical Services.

In addition to the shortage of office space, storage space is also at a premium, and piles of instructional materials and equipment are frequently seen stacked in offices and common rooms.

Another effect of high student volume has been a shortage of parking stalls during peak hours. In campus-wide surveys, parking consistently ranks as the least satisfactory feature by students, staff, and faculty. On campus are 931 parking stalls for students, 245 stalls for faculty and staff, 22 stalls for persons with disabilities, and 22 stalls for others.

With over 7,000 credit students attending classes each fall, 931 parking stalls have been inadequate to meet student demand. At present, students typically park on city streets in adjoining neighborhoods or simply sit in their cars in a parking lot until space becomes available, a wait that typically takes about half an hour or more at peak periods.

Distance-learning opportunities are rapidly expanding at the College, with 18 credit-courses, serving 450 students, offered entirely through the Internet in the spring 2000 semester. Distance learning provides open access to classes for students located off-island or otherwise unable to commute to campus. This mode of education offers the opportunity for enrollment growth with minimal additional strain on existing classroom, parking, and lab facilities.

The service infrastructure (telecommunications, electrical, water, sewer, and storm drainage) provides adequate service to the campus. Small projects, such as installing more energy-efficient lighting and upgrading the telecommunications cabling in buildings, have been implemented.

The College continually evaluates the condition and adequacy of physical resources through evaluations by faculty, staff, and students; surveys by external consultants; and comprehensive educational and facilities planning.
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**PHYSICAL RESOURCES**

Several planning objectives detailed in the *Kapi'olani Community College Strategic Plan 1997-2007* (Document 8.02), and the *Kapi'olani Community College Academic Development Plan 1997-2002* (Document 8.03), appear to be appropriate for consideration. They include parking improvements, development of student and faculty centers, and emphasizing distance learning.

According to the Director of Administrative Services, a cable-upgrading project in three buildings started in July 2000. Upgrading for the rest of the campus has been requested in the Capital Improvement request for 2001-2003. An upgrade of the campus telephone system is also included in this Capital Improvement request.

According to the *Report on the Results of the 1999 Current Staff Survey* (Document 8.06), many students commented that they would like to have some area designated for physical activity on campus. Although plans exist to build a campus central mall, funding is not available.

**Self Evaluation**

While the current facilities adequately meet the present needs of the College, several areas must be addressed to accommodate the growing number of people and programs at the campus.

The shortage of auditorium and large classroom space is critical. The Food Service demonstration kitchen (‘Ohia 118), with a maximum capacity of 125 persons, is the only facility able to easily accommodate a group larger than 100 persons. Individuals conducting placement testing, orientation sessions, group tours for potential students, workshops, special festival activities, noncredit activities, private agencies services, and classes all compete for use of this one room. This room is commonly almost completely “booked” before the beginning of each semester.

Although the chapel has a maximum capacity of 250 persons, it is in dire need of repair and remodeling and is, therefore, not suitable to conduct most campus activities.

Through a mutually beneficial agreement, Diamond Head Theater (across the street from the campus) allows students to park in its lot during non-theater hours. However, parking demands still outstrip available parking spaces.

The College has attempted to improve and expand the parking lots by requesting funds to pave a dirt parking lot near the Olapa building and to plan for a parking lot where temporary classroom buildings sat (Document 8.04). These requests are pending. However, students may not perceive that paving these lots is a solution to their parking problems because reaching even the lower classroom area from those lots requires climbing a long stairway.

Student activities suffer from the absence of a campus center building or a campus mall where events can be held to attract students. Events held in the cafeteria often have a captive audience (students eating lunch), but an audience that is often disinterested and focused on other activities.

**Planning Agenda**

1. By spring 2001, the College should consider expansion of distance-learning offerings to allow for enrollment expansion with minimal impact on existing facilities.
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2. By fall 2003, the College should create the campus central mall where student activities and events can be held in a supportive and attractive atmosphere.

8.2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

**Descriptive Summary**

Responsibility for management, maintenance, and operation of physical facilities rests with the Auxiliary Services Office, which is overseen by the Director of Administrative Services. The Auxiliary and Facilities Services Officer heads Auxiliary Services. This officer oversees the five primary components of the College’s operations and maintenance listed below.

- Building maintenance
- Custodial services
- Grounds-keeping
- Security
- Work by private contractors (air conditioning repair and maintenance, locksmith services, electrical repairs, tree trimming, repair and maintenance of riding mowers and gas or electric carts, trash disposal, security alarm maintenance, elevator repair and maintenance, and towing of vehicles)

The College preventive-maintenance program identifies the departments responsible for preventive-maintenance activities and schedules maintenance activities of each of the five components. This schedule organizes maintenance activities into tri-monthly, semi-annual, annual, and tri-annual tasks. Building maintenance, grounds-keeping, and custodial services are scheduled to minimize disruptions of classroom activities.

College staff can request non-scheduled repairs and maintenance. This process involves submitting a work request form (available in every department office). Work requests may be written, faxed, phoned in, e-mailed, or delivered verbally to the Auxiliary Services Officer. The Auxiliary Services Officer ranks the work generated by this process and assigns it to the appropriate department.

Most Auxiliary Services employees are members of the United Public Workers Bargaining Unit 1. Campus security officers and clerical support personnel belong to the Hawai‘i Government Employees Association, Bargaining Unit 3.

The Auxiliary Services organizational chart indicates that the College has three security positions. Campus employees who are permanent state civil service employees staff these positions.

Campus security personnel cover two shifts from Monday through Friday. Late-night and weekend shifts are staffed by security guards from the Freeman Guard Company, a private company. The Freeman guards are a single late-night guard and a single weekend guard. Freeman guards must cover the large campus during their shifts.

The Auxiliary Services staff is responsible for the care of the 44 acres and 20 buildings. Building-maintenance personnel include a supervisor of building maintenance, a painter, a sprinkler
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system repairer, and two building-maintenance workers. Grounds-keeping has a supervisor and six grounds-keepers. As of August 2000, all but one of the grounds-keeping positions are filled. The custodial staff includes two foremen and 18 janitors who are assigned to different buildings and floors on a yearly rotation schedule.

The Auxiliary Services Officer works with the Director of Administrative Services to determine priorities regarding major construction projects. Any job over $25,000 (such as re-roofing and painting an entire building) must be sent for contractual bidding. The University of Hawai‘i’s Procurement Office handles the bid process. The College normally accepts the lowest bid. However, other performance criteria may also be considered in awarding bids.

Major termite problems have plagued the College for years and threaten major destruction. In fall 1999, a termite elimination system was installed campus-wide for $140,000. The system will be monitored for two years.

In the Report on the Results of the 1999 Staff Institutional Survey (Document 8.05), the facilities section of the report received a mean rating of 2.78 out of a possible 4.0. One of the items, campus security, received a mean rating of 3.20. Ratings for campus security have been in the top ten in surveys conducted in 1993, 1996, and 1999.

In the Report on the Results of the 1999 Current Student Survey (Document 8.06), the condition of campus physical facilities was included among the ten items with the lowest level of student satisfaction. This item received a mean score of 2.76 out of 4.0.

As Graph 8.1 on the following page shows, expenditures for maintenance peaked in 1997 and declined rapidly in 1999. Primarily the budget and the highest-priority items that needed maintenance dictated maintenance expenditures for each year.

Self Evaluation

Even though campus security rated highest among College staff, the College believes that additional security should be provided. The day guard spends a major part of the time monitoring parking, which leaves little time for other security problems. The one Freeman late-night guard and the one weekend guard are responsible for the difficult task of covering the entire campus.

A concern in the custodial area is that crew members often have to be removed from work on buildings to help set up and break down equipment before and after special functions held by campus groups and outside groups. Such events can occur as often as two or three times weekly. Having additional workers for school activities would allow special activities on campus without affecting daily custodial work.

The steep decline in maintenance expenditures is a major concern. This decline was expected to continue during 2000. Less funding is available to handle current and growing maintenance needs.

The air conditioning of all buildings has been completed, but this addition has increased maintenance requirements. Additionally, the College has no centralized system to electronically con-
trol air conditioning systems and exterior lighting. As a result, because air conditioning and lighting are set to be on or off at specified times during the academic year, minor variations in the College teaching schedule are not taken into account. Having the air conditioning on for some buildings during holidays is not uncommon.

For Auxiliary Services to handle air conditioning and lighting on a day-to-day basis would take too much away from its other duties. However, an energy-control management system is being implemented to address this situation.

The need to secure each building is important. Freeman guards have found unlocked buildings during the night and weekend shifts. These guards do not have keys to secure the buildings. The College frequently reminds occupants of campus buildings to secure their buildings when they are on campus during off-hours.

Planning Agenda

1. By fall 2001, Auxiliary Services should investigate alternative ways of providing services for security and parking during the day.

2. By fall 2001, the Director of Administrative Services will establish a payment structure for preparation, cleanup, and security for special events.
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3. By fall 2003, Auxiliary Services should install an energy and security-management system to control the air conditioning, security, and exterior lights.

8.3. Physical facilities at all locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

**Descriptive Summary**

**Access**

The facilities at Kapi'olani Community College's Diamond Head Campus were constructed from 1983 to 1994. Buildings constructed during the latter part of this period were designed to be barrier-free to persons with disabilities. Restrooms in each of these newer buildings are wheelchair accessible.

In general, the campus is accessible to persons with disabilities. Parking stalls for persons with disabilities are designated in each parking lot. Braille signs are present in all elevators and in some other areas on campus. Access to instruction and services is assured for individuals with disabilities, although some problems currently exist with curbs, ramps, and steep slopes. Construction to correct those problems started in spring 2000.

The Americans with Disabilities Act Supplement Survey for Kapi'olani Community College (Document 8.07) identified accessibility barriers for individuals with disabilities. Recommendations for corrective actions and cost estimates were provided. Plans have been made to make the necessary changes for each of the buildings. Three buildings — 'Iliahi, Lama, and 'Ohi'a — will be modified first based on their high rate of use. Other buildings will be modified as soon as funding is available.

Fire alarms for the hearing impaired are currently being modified to follow the ADA standards. A project to install an automatic dial-up system, which would notify the fire department in case of a fire, is under consideration. A manual of procedures addressing safety issues such as fire and bomb scares is being drafted.

**Safety and Security**

As noted in the previous section, the College employs security personnel to patrol the campus. Three of the security personnel are civil service employees working Monday through Friday during daylight hours. An independently contracted security agency provides the late hour and weekend security.

Each building has heat and smoke detectors and clearly defined fire exits. High decibel alarms and blinking lights are triggered to alert individuals, including those who are deaf and hard of hearing, in case of fire. These detectors are tied into a central panel on campus.

In case of any other emergencies, campus personnel and students are asked to call 542 for campus security or 9-911 for police, fire, or ambulance. Some buildings contain newly installed phones that have a one-touch button to dial 9-911.
Healthful Environment
Several programs on the Diamond Head campus generate and dispose of biological and chemical hazardous waste products. The College has implemented regulations to control the disposal of these products. Biological and chemical hazardous waste are handled by the College and disposed of by private contractors.

The College consults with the Environmental Health and Safety Office (EHSO) at the University of Hawai‘i at Mānoa on the disposal and handling of any biological or chemical hazardous waste. The University of Hawai‘i system has designated a biosafety officer who serves as a liaison to the community colleges. A college policy-representative also serves on the institutional biosafety committee.

Establishing a health center has been under consideration since the 1994 accreditation review. Several alternatives were explored. These included a self-financed center, a center financed through a local HMO, and one financed in conjunction with the University of Hawai‘i at Mānoa Health Center. Space currently used by student activities in ‘Ohi‘a 103 could be partitioned to house the health center. The College has worked without success to establish an on-campus health facility. The main difficulty is lack of funding.

Maintenance of facilities, equipment, and buildings is continuously evaluated. A current staff survey revealed a need to replace obsolete equipment and repair air conditioners.

A survey on access, safety, security and a healthful environment identified noise problems. These are more commonly found during construction projects on campus, such as the current ADA retrofit project in which heavy construction equipment have generated additional noise and disruption on campus. The Kaula, Olo‘a, Kalia and ‘Ohi‘a buildings are awaiting a major air conditioning project to replace or repair air conditioning units. These rooms also suffer from additional noise generated by fans used to cool the rooms. Overall, regular noise problems are kept to a minimum because the College is in a vocal residential community that is sensitive to louder-than-usual residential community noises.

Self Evaluation
The College is committed to removing all barriers to access. Currently, the College is making every effort to become fully ADA compliant. These efforts started with the modification of three building (‘Iliahi, Lama, and ‘Ohi‘a), which began in spring 2000. Other buildings are scheduled for modification when funding becomes available.

The College is also committed to the issues of safety and security. The College has published information on Campus Safety and Security in the Spring 2000 and Fall 2000 Schedule of Classes. In general, students, faculty, and staff feel the College has adequate safety and security. The services of campus security and 9-911 are responsive and adequate.

As stated in the Report on the Results of the 1999 Current Student Survey, 80% of the students indicated satisfaction with campus safety. However, 20% of the students surveyed were dissatisfied. This dissatisfaction, which is discussed in Standard 8.2, is due in part to the inadequate number of security guards to patrol the large campus. Dissatisfaction also results from the dim lights around buildings and the parking lots.
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However, campus security does provide escorts on request to ensure safety in dimly lit areas.

Communication between the Environmental and Safety Office and this College is adequate in dealing with handling and disposing biological and chemical hazardous waste.

The College adequately handles health issues by referring students to the health center of the University of Hawai‘i at Mānoa or to their own private physician for minor medical problems. Otherwise, faculty and personnel are instructed to call 9-911 in case of medical emergencies on campus. Establishing an on-site health facility remains a concern for students, faculty, staff, and administrators.

**Planning Agenda**

1. By fall 2002, Auxiliary Services should improve the lighting around buildings and in the parking lots.

2. By fall 2004, the College should establish a health center on campus.

8.4. **Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.**

**Descriptive Summary**

In general, the College tries to provide for the maintenance, selection, inventory, and replacement of equipment. Purchasing is determined within each instructional and support unit. Each of these units determines its equipment needs on the basis of functional use. Instructional units determine the need for instructor, classroom, and instructional-aid equipment. Under the new campus reorganization plan, each department or unit is capable of generating additional funds through noncredit offerings. These additional funds may be used for equipment purchases and maintenance.

The Administrative Services unit, which includes Auxiliary Services, determines needs for maintenance, repair, and replacement for each building’s fixed equipment, including items such as elevators and air conditioners. Administrative Services is also responsible for selection, maintenance, and replacement of all equipment used for grounds-keeping, custodial, and transportation purposes.

In May 1998, operations and functions of the Computing Center and Educational Media Center merged into Information Media Technology Services (IMTS). IMTS determines the need for audiovisual and communications equipment such as video monitors, viewing screens, VCRs, telephone and operator equipment, and postal equipment. IMTS also determines computer and support needs for both student labs and campus operations. The Library determines equipment needs that facilitate and support its own activities.

Requests for new and replacement equipment are submitted in the biennium budget. Each fiscal biennium and fiscal year, the College prepares requests for “New Equipment” and “Replacement Equipment.” The College develops the Campus Priority list and submits the list to the Chancellor’s Office, which in turn compiles the Community College Priority list. The Community Col-
lege Priority list is incorporated into the system list of the University of Hawai‘i. Then the list is submitted to the state Legislature for consideration. The total equipment expenditures for the College for years 1995 through 1999 are shown in Graph 8.2 below.

The unit that purchases or utilizes equipment — computers, printers, scanners, facsimile, isographs, sorters, and transparency makers — is responsible for the initial maintenance of the equipment under warranty or extended service contract. This process involves making arrangements for repair by the manufacturer or by an authorized service center. The chair of the instructional department or coordinator of the support unit is usually the responsible party. The manufacturer or authorized service center is the primary source of servicing the equipment within the warranty or extended service contract period. Equipment is placed under an extended warranty or maintenance contract if appropriate and if funding is available.

Service-maintenance contracts for computer equipment are recommended for items that are critical to the day-to-day operations of the unit. Program-specific equipment, such as x-ray equipment, nursing beds, and pottery kilns, are generally not covered under maintenance contracts beyond the manufacturer’s initial warranty.

Graph 8.2
Equipment Expenditures
1995 - 1999

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Major fixed items such as elevator and air conditioning units have maintenance contracts. Campus vehicles are normally on a fixed eight-year replacement schedule as determined by the University of Hawai‘i (UH) Transportation Services.

All campus vehicles are maintained by the UH Transportation Services. Vehicles are on a quarterly maintenance-service schedule and are repaired as needed. All services provided by the UH Transportation Services are billed to Auxiliary Services.

Other Auxiliary Services items — such as riding mowers, weed whackers, chain saws, hedge trimmers, Sanders, nail guns, compressors, drills, vacuums, shampooers, and polishers — are not covered under maintenance contracts beyond the manufacturer’s initial warranty and are replaced as needed.

IMTS is responsible for maintaining and repairing out-of-warranty computers. IMTS employs 2.5 FTE audiovisual and electronics technicians who repair instructional equipment, including computer equipment. IMTS responds to trouble calls and equipment requests daily. The staff handles each request for service as it occurs. Normally, trouble calls are resolved in a day or two. However, emergency trouble calls to service a class in session are priority items, and IMTS staff will respond immediately to resolve such emergencies.

In August 1998, IMTS launched the Customer Care Center (at on-campus telephone extension 711), which serves as a computer hotline for trouble calls. IMTS attempts to process and handle all Customer Care Center requests. If IMTS is unable to handle a request, it contacts the requester and offers an explanation.

In fiscal years 1997 and 1998, less than 6% of all computer repairs were outsourced, and rarely were entire units sent out for repairs. Typically, repairs take no more than one week if a needed part is in stock. If the part is not in stock and must be ordered, repairs could take several weeks or longer. Delays also may result from outside repairs. Currently IMTS absorbs the cost for repairs unless the cost is extremely high. In that situation, IMTS contacts the requester and works out a solution.

In spring 1998, IMTS developed a campus-wide Computer Preventive Maintenance Proposal (Document 8.08). The main purpose of the plan was to conduct preventive maintenance to increase the longevity of computer equipment. By starting a regular cycle of preventive maintenance, the campus expected to see a reduction in failure rates and a reduction in dollars spent for parts and repairs or for replacement.

Preventive maintenance of classroom equipment was conducted during 1997, 1998, and during the 1999 winter and summer breaks. However, as of fall 1999, IMTS had not fully implemented the 1998 campus-wide Computer Preventive Maintenance Plan.

Maintenance of copy machines is the responsibility of IMTS. Each unit’s duplicating requirements determine its need for equipment copying quotas. Equipment is serviced under service contracts and maintenance contracts funded by IMTS.

In accordance with the *University of Hawai‘i Administrative Procedures Manual, Section A8.505* (Document 8.09), every department conducts an annual inventory of physical equipment covering the preceding fiscal year. Instructions
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clearly state that the physical inventory must be performed systematically by a thorough wall-to-wall, floor-by-floor inspection. Each item of equipment listed on the inventory (including component parts) must be located and examined.

The manual specifies the manner for reporting items that are missing, transferred, or disposed of. The manual also requires reporting of discrepancies in equipment description, serial number, location, and ownership code. A decal with a unique University of Hawai‘i control number identifies all inventoried personal property and equipment. The person responsible for the inventoried equipment certifies the physical inventory.

By July 1, 2000, much of the campus equipment was no longer on the inventory due to changes in the definition of “equipment.” Items costing less than $5,000 are not considered equipment unless either the item is theft-sensitive personal property with a useful life of one or more years and has an acquisition cost of at least $1,000, or the item is property that is accountable to the College under the provisions of an extramural award.

The College has had difficulty in systematically selecting, maintaining, and replacing equipment. Requests for new equipment and replacement equipment submitted in the biennium budget are rarely funded because of budgetary limitations. Each year the campus resubmits its Priority List for consideration in the hope that funding will be approved when the state economy improves (Document 8.10).

The College has also had difficulty obtaining funding for some of the expensive items that have been requested through this process. These items include 20 computers for a new Media Arts teaching lab ($80,000), a compact riding mower ($4,000), kitchen replacement equipment ($130,000), freon gas refrigerant replacement ($60,000), LCD multimedia projector ($5,000), and pediatric CPR/Airway mannequins ($8,000).

The College purchased most of the equipment it currently uses through Capital Improvement Project funds. These equipment expenditures coincided with the construction of each building during the 1983-1994 period. Because normal wear and tear of equipment is currently taking its toll, the need for replacing equipment is increasingly crucial.

Due to recent budgetary constraints, individual departments and units are finding that replacing obsolete equipment and keeping up-to-date with current technology is difficult. Revenues generated from noncredit activities have not been sufficient to replace lost state funds for replacing equipment.

Maintenance of equipment through extended contract is often deferred or neglected because departmental or unit resources are limited and maintenance of equipment must compete with the demand for instructional supplies.

University of Hawai‘i policy requires that all contracts for goods, services, and construction exceeding $25,000 follow the formally advertised procurement process (Document 8.11). This process went into effect on September 1, 1999. The increase in expenditure threshold amounts will expedite “small” purchases.

Data from the *Report on the Results of the 1999 Staff Institutional Survey* (Document 8.05) and the *Report on the Results of the 1999 Faculty In-
Standard Eight

PHYSICAL RESOURCES

institutional Survey (Document 8.12) show, respectively, 40% and 49% of the respondents disagreed with the statement that maintenance of equipment is adequate. However, the Report on the Results of the 1999 Current Student Survey (Document 8.06) shows that approximately 84% of the respondents agreed that equipment used in classes is adequate.

Perhaps the difference in results between the surveys can be explained in part by the way that the survey questions were phrased. The term "adequacy of equipment used in classes" occurred in the student survey whereas the faculty institutional survey asked about "maintenance of equipment," and the staff institutional survey asked about "maintenance of equipment in my department."

Self Evaluation

Regular, systematic preventive maintenance is critical for extending the use of existing audio-visual and computer equipment. IMTS has not committed itself to a date for fully implementing the 1998 campus-wide Computer Preventive Maintenance Plan. Expanded job responsibilities of IMTS staff and reported chronic shortages in IMTS staffing leave uncertain whether campus-wide preventive maintenance can ever be fully implemented.

The 1997-1998 Naio Educational Media Center Annual Report 1997 (Document 8.13) states that, due to obsolescence of the original computer system, the "staff are using a new database software to update and enter several thousand records manually. In the future, the system will allow equipment check out, status, location and preventive maintenance schedules on the Internet." While this prediction sounds encouraging, the system remains under development and its operational date is uncertain.

Generally no replacement or substitute equipment is provided to instructional or staff members should their computer equipment malfunction. This policy creates an especially difficult situation because instructors are then forced to compete with students for computer equipment in the computer labs.

The inventory of equipment is handled systematically through the University of Hawai‘i policy on handling inventories. However, the process is cumbersome. At times, departments have difficulty locating inventoried equipment due to the constant movement of faculty, offices, and classroom equipment. Large numbers of old, outdated equipment lie in classrooms, labs, hallways, and offices waiting for disposal paperwork.

Planning Agenda


2. By fall 2001, the College should develop a policy statement on the systematic replacement of equipment.

3. By fall 2001, IMTS should begin providing loaner equipment or facilities to faculty or staff whose equipment is on extended repair.

4. By fall 2002, IMTS should complete its Internet-accessible database showing IMTS equipment and campus-wide maintenance schedules.
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8.5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

**Descriptive Summary**

Completion of all permanent buildings and facilities by the end of 1994 fully implemented the College's master plan regarding academic buildings. Although both the old Pensacola Campus and the Diamond Head Campus formally completed their unification by 1994, off-site instruction continues in the Legal Education Department, which holds classes at the University of Hawai‘i at Mānoa (see Standard 8.1). As noted above, the College also offers two other off-site programs designed for community participation. These are the Nursing program at Leahi Hospital and the Business and Hospitality noncredit programs in the Waikīkī Lifelong Learning Center.

Since the last accreditation review, the chapel received a new roof, and its siding was scraped and repainted with lead-free paint. Ongoing repairs are being made to counter continuous termite damage. Activities at the campus chapel have been held amidst a project to upgrade, maintain, and repair the facility. The activities proceed as funds become available and priorities change.

Completed air-conditioning retrofitting of buildings that had no air-conditioning means that all facilities on campus can provide higher levels of comfort and an atmosphere more conducive to learning.

However, some facilities that were originally built with A/C units are now experiencing high moisture levels. Air samples were taken to test the environment to ensure the safety of occupants and of visitors in those facilities. A plan was being developed to install dehumidifiers in those facilities that have this moisture problem although budget constraints make this installation unlikely for now.

The College is participating in a ten-year system-wide maintenance plan for community college facilities. This plan includes re-roofing, repainting, installation of energy-saving light fixtures, and termite control. In addition, the on-campus maintenance department periodically schedules general maintenance such as window cleaning, door repair, floor waxing, carpet cleaning, and beautification of lawns and sidewalks.

With the campus facilities now completed, the College has investigated the infrastructures of all buildings on campus. The campus network, including internal wiring, relies on many now-outdated technologies.

The campus network consists of a group of different and sometimes incompatible individual networks. Because of their age and the rapidity of change in connectivity technologies and standards, the individual networks have created numerous connectivity problems for the campus network.

Yearly program reviews by individual departments include evaluation of whether available equipment appropriately serves present and future technological needs. Department Planning Agendas based on program reviews are considered in institutional planning.
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**PHYSICAL RESOURCES**

The *Kapi'olani Community College Academic Development Plan 1997-2002* (Document 8.03) and the *Kapi'olani Community College Strategic Plan 1997-2007* (Document 8.02) commit the College to following an operating and maintenance plan for the facilities on campus. This plan emphasizes utilization of technology that will allow access, quality, and service.

The *Kapi'olani Community College Academic Development Plan 1997-2002* (Document 8.03) calls for the use of networking technologies to deliver program information, both locally and worldwide, to students and communities. This goal entails the necessity of upgrading the cabling between buildings on the campus. The College has identified a need to standardize and simplify its data networks, and at the same time, utilize current technologies to enhance access and offer quality service. As more and more academic programs go online, the need for connectivity able to handle the latest video and audio learning tools assumes a high priority.

The *Kapi'olani Community College Strategic Plan 1997-2007* (Document 8.02) commits the College to an aggressive program of maintenance and repair to maintain the quality of campus facilities. However, with the 1999 state budget, Kapi'olani Community College will be attempting once again to do more with less. The College's budget was reduced for Fiscal Year 1999-2000. These budget cuts continue to challenge the College to find new sources of funding for upgrading technology and infrastructure.

Descriptions of accessibility barriers are stated in *The American Disabilities Association Supplement Survey for Kapi'olani Community College* (Document 8.07). Barriers receiving high priority attention include non-compliant curbs and ramps that restrict access to the campus and to areas in 'Iliahi, 'Ohi'a, and Lama buildings and the educational programs in these buildings. A project to correct these deficiencies is underway. The College also needs to establish 22 additional parking stalls for handicapped persons; three of these would be van accessible.

The College continues to fulfill its ADA requirements by utilizing the Disability Access to Technology Planning Committee to address access to technology for those with disabilities. Information workshops were offered to demonstrate software that enables individuals with disabilities to access information on the World Wide Web. In addition, information was disseminated about making Web sites ADA compliant.

The Long Range Development Plan guided the College during its construction phases. This plan has been largely completed and no new construction is planned for the College as funding priorities have shifted to needs on other campuses.

**Self Evaluation**

While the current Long Range Development Plan is complete and there is little prospect for new construction, space is becoming a limiting factor in several of the planned program initiatives. Alternatives to the construction of new buildings — such as leased spaces in appropriate facilities, cooperative use of on-site training in spaces provided by businesses and industry and increased use of electronic delivery — need to be considered.
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PHYSICAL RESOURCES

Planning Agenda

By fall 2001 the Director of Administrative Services, in cooperation with the Director of Institutional Research and Planning, will coordinate an analysis of unmet facilities-requirements and recommend alternate solutions to meet those needs.

DOCUMENTS CITED

8.01 Kapi'olani Community College Master Plan Report, Fort Ruger Campus.
8.02 Kapi'olani Community College Strategic Plan 1997-2002.
8.04 UH-CC's FY 2001 Supplemental CIP Budget, General Obligation Fund.
8.05 Report on the Results of the 1999 Current Staff Survey.
8.06 Report on the Results of the 1999 Current Student Survey.
8.07 The Americans with Disabilities Act Supplement Survey for Kapi'olani Community College.
8.08 Computer Preventive Maintenance Proposal.
8.09 University of Hawai'i Administrative Procedures Manual, Section A8.505.
8.10 Operating Budget Request.
8.11 Memo regarding Executive Policy E8.107-Delegation of Authority.
8.12 Report on the Results of the 1999 Faculty Institutional Survey.

OTHER DOCUMENTS IN FILE

Spring 2000 and Fall 2000 Schedule of Classes
Leahi Hospital, 2nd Floor, Floor Plans for Nursing Program Space.
Kapi'olani Community College: Number of Parking Spaces (Auxiliary Services).
Kapi'olani Community College: Building Space Inventory (Auxiliary Services).
Headcount Enrollment of Regular Students: UH Community Colleges (Office of Institutional Research).
FTE Student Enrollment of Regular Students at UH Community Colleges (Office of Institutional Research).
Continuing Education and Community Service Enrollment, UH by campus (Office of Institutional Research).
E 'ai i kekahi, e kāpī kekahi

Eat some, salt some

Said to young people: Eat some now and save some for another time

Committee Members

Chairs: Charles Matsuda

Members: Karen Boyer, Reginald Bumanglag (student), Donna J. Demello, Carl Hefner, Sanae Motkeha, Barbara Norfleet, Ron Takahashi, Dennis L. Vanairsdale, Gemma A. Williams
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FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1. Financial planning supports institutional goals and is linked to other financial planning efforts.

Descriptive Summary

Kapi‘olani Community College is bound by planning guidelines as established by University of Hawai‘i Executive Planning Policy E4.201. The “University of Hawai‘i planning links planning and budgeting, is responsive to its planning environment and diverse campus missions, involves collaborative processes, and is informed by relevant data and information” (Document 9.01).

The University of Hawai‘i planning system involves a core set of inter-related plans. Each document provides a guide to detailed planning at one level and a mechanism for integrating that level into a coherent relationship with the broader objectives and policies that exist at more comprehensive levels of planning.

The major planning documents at the College level include the following: the Mission Statement of the College, the Strategic Plan, the Academic Plan, all long-range Development Plans, all Board and Executive Policies and Procedures, and the Biennium Budget Priorities.

State funding for the University and, thus, the College, has been decreasing since 1995. In 1999, funding for the entire University system was $26.5 million less than in 1995 (Document 9.02). Continuous across-the-board cuts have affected all programs of the College at a time when enrollment has been gradually increasing (See “Background and Demographics”).

In recent years, Hawai‘i’s Governor and Legislature have granted the University of Hawai‘i increased control over its finances. In 1990, lump-sum budgeting was instituted, with the Board of Regents given authority to allocate funds to major units. In 1995, authority to control tuition and financial aid was granted to community colleges. In 1997, all overhead on grants and contracts was returned to the University. Also in 1997, legislation allowed expenditure of public money to solicit donations of private money. Finally, Act 115, which became effective July 1, 1998, provided the University with a greater degree of autonomy in managing its resources.

Granting fiscal autonomy by the Hawai‘i State Legislature has led to some major changes in financial planning. As of fiscal year 1998-1999, the College financial planning strategies have been restructured to link other sources of college revenue, to provide a more complete financial plan for its operational expenditures, and to take advantage of the policy that allows the College to retain tuition and to roll over funds.
Standard Nine

FINANCIAL RESOURCES

Self Evaluation

The College has undertaken an important first step towards meaningful financial planning. By attempting a wholesale restructuring of the traditional departments into revenue generating centers, the College can achieve a higher level of financial management of all of its resources. Preliminary indications are that revenue-generating centers are successful in increasing revenues.

However, the limiting of funds from the State, the ongoing deferment of expenditures, across-the-board cuts necessitated by prior budget reductions, and increased enrollment have made support of all the institutional goals and objectives of this College difficult, if not impossible.

Kapi'olani Community College, which is an integral part of the University of Hawai‘i system, is facing problems similar to those described in the WASC Accreditation Executive Summary of UH Mānoa. This report stated that “hard decisions on differential budget cuts and reallocations are overdue” (Document 9.03).

Planning Agenda

By fall 2001, the Provost should develop a plan that ranks goals and objectives for the College.

A.2. Annual and long-term financial planning reflects realistic assessments of resources availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funds from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The Provost annually develops estimations of income and expenditure for either the biennium or supplemental budget. The process is described in the following statement in a memorandum from the Director of Administrative Services:

With the restructured approach to financial planning, the annual and long-range financial goals are now made up of the combination of different revenue sources and total expenditure levels. Currently, financial plans reflect revenue targets, mainly based on prior year enrollments with adjustments for planned expansion or emphasis. The amounts of community college credit and noncredit tuition rates are determined by the University of Hawai‘i Board of Regents (Document 9.04).

The plan for developing the College budget consists of several steps. First, each program in the College is required to provide preliminary budgets outlining all sources of revenues and all expenditures for the upcoming year. The administrative staff reviews this information for accuracy, with no substantive decisions made.

Then the Provost, in consultation with deans and directors, develops a balanced budget and submits the budget to the Provost’s Advisory Council and Faculty Senate for review and comment (Document 9.05).
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**FINANCIAL RESOURCES**

**Self Evaluation**

With the restructured approach to financial planning has come a major change in the process of planning the annual campus budget. Due to the restructuring of the departments and support units, there is "no effective information system to manage the budget, revenues, and expenditures for either the business office or the departments" (Document 9.06).

The planning process, as outlined in the November 1998 document, *A Primer on the Budget of Kapi'olani Community College*, was not actualized until summer 2000, with financial planning done for FY 2001. In regards to any financial planning, lack of actual financial data in the restructured departments has limited financial planning of the campus since fall 1998. If the College is to be successful, its plans must be linked to an information system that will allow it to operate according to that plan.

**Planning Agenda**

1. By fall 2001, the Provost should develop a plan to provide an accurate assessment of all resources that are available currently and will be available in the long-term.

2. By fall 2001, the Director of Administrative Services should provide financial-planning units access to a financial accounting system that provides timely and high quality information.

**Descriptive Summary**

According to the Director of Administrative Services, annual and long-range capital plans are in line with the UH Community Colleges’ system-wide priorities. These priorities are presented in the biennial and supplemental Capital Improvement Projects Budget requests for the University of Hawai‘i.

According to the Provost, the College has no plans for capital improvement that provide for additional facilities. The College continues to make its need for additional facilities known to the Chancellor and, if necessary, will seek to meet its requirements for physical facilities through rental space.

**Self Evaluation**

The College has no long-range capital improvement plans. Given the current financial uncertainties and limitations, lack of a long-range capital improvement plan is understandable and acceptable.

**Planning Agenda**

None.

A.4. Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

**Descriptive Summary**

Memoranda from the Governor, the President and Chancellor of the University of Hawai‘i
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FINANCIAL RESOURCES

System, and the Chancellor for Community Colleges clearly define the process of financial and budget development. All relevant agencies have followed the budget instructions. These agencies also reviewed the instructions and procedures in light of Act 115, often referred to as the “University Autonomy Act,” which came into effect July 1, 1998. Changes in laws governing the University now permit General Funds to be moved from one community college to another without further legislative action.

At Kapi‘olani Community College, the Provost published a document in 1998 that explains the complex budget process to the College. The Primer on the Budget of Kapi‘olani Community College, 1998 includes a summary of the revenue sources and limitations on their use and an explanation of the categories of expenditure included in the budget. The document also describes the traditional program structures used in the State budget and the newly reorganized program structures at the College. Administrative staff provides additional support to understanding the budget process.

As the College undergoes restructuring, long-term planning poses a challenge. However, concerted efforts to implement an efficient and effective budget are evidenced in The University of Hawai‘i Community College Academic Development Plan 1997-2002 (Document 9.07).

Self Evaluation

The College has developed guidelines and processes for budget development and follows established timelines to meet state requirements. However, newly restructured departments find planning difficult while transitioning from the old structure. Operational budgets still reflect the old structures, while new revenues have not yet been allocated to the new departments.

The Report on Kapi‘olani Community College Reorganization One year Later, 1999 suggests that new revenue-generating centers, operating on a strong entrepreneurial basis, are keeping the College afloat despite budgetary constraints from the State. However, interviews with department heads reveal that departmental dissatisfaction remains regarding timeliness in tracking revenues and expenses using the new structure.

Planning Agenda

By fall 2001, the Provost will implement, for all department chairs, unit heads, and the Faculty Senate, online access to all information regarding the allocation of funds according to the new organizational structure.

A.5. Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

Opportunities for administrators, faculty, and staff to participate in the budget process do exist. However, the Faculty Senate has a limited role in the budget process, and the Faculty Senate Budget Committee is not actively involved in the budget process. The Provost’s Advisory Council does act as a budget advisory committee to the Provost.
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FINANCIAL RESOURCES

The on-going economic problems in the State have significantly reduced requests for program expansion. Instead, the College has had to submit budget reductions. Such reductions have precipitated creation of new revenue centers. To encourage greater participation in the budget process, the Provost proposed that the College budget session be held in February. While this schedule would anticipate guidelines for budgets from the Governor, the President, and the Chancellor, the schedule would allow all constituents in the College ample time to get involved in creating the operating budget.

Based on the Faculty Survey 1999 and the 1999 Staff Institutional Survey, the faculty and staff appear to be somewhat dissatisfied with their level of involvement in the budget process. Additionally, a survey of 15 members of the Provost's Advisory Council indicated that 53% of the members were not satisfied with their level of involvement in this process (Document 9.08).

Self Evaluation

Faculty and support staff do not appear to have appropriate opportunity to participate in financial planning. While opportunities to participate in the development of financial plans and budget exist, members of the Faculty Senate and Budget Committee were not able to take advantage of those opportunities because of timing.

The Provost's plan to start the budget process earlier would allow a more proactive and participatory approach to the process of budget and financial planning.

Planning Agenda

1. By spring 2001, the Provost should implement an internal accounting system.

2. By spring 2001, the Provost should implement an earlier budget planning session, possibly in February, and involve department heads, the Faculty Senate, and the Faculty Senate Budget Committee.

B. Financial Management

B.1. The financial management system creates control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary

Finance Management offices at the University of Hawai‘i at Mānoa oversee finances of Kapi‘olani Community College and finances for all colleges within the University of Hawai‘i system. The process assures uniformity and accountability in financial management of the entire system but also requires responsiveness to the needs of a multiplicity of units.

To address and respond to serious findings during a 1991 University-wide Defense Contract Audit Agency federal audit, the administration of the University of Hawai‘i decided to implement a system-wide Financial Management Information System (FMIS). This new fund-accounting system was purchased from Software AG, which currently provides maintenance to the system. The University of Hawai‘i staff is working with Software AG to provide additional modifications
Standard Nine

**FINANCIAL RESOURCES**

and enhancements to meet the financial accounting needs of the entire system.

At present, student records from one community college are not accessible by either another UH Community College or the University. However, the University of Hawai‘i is developing (in conjunction with the software manufacturer named Buzzeo) an information system called SIS2000. This system would consolidate the student information across the entire university system and eliminate the need for paper transfer or redundancy in student information from one campus to another. The system would also provide managerial reports and analysis based on this consolidated database.

However, Buzzeo experienced some financial difficulties in the late 1990s. These difficulties caused significant delay in implementing the information system. The system is expected to be online by fall 2001.

Before 1999, financial transactions at the community colleges (but not most of the rest of the University system) were already being conducted online on the VAX computer system, using software that provided the necessary financial information in the formats desired. The software for registration and student information was also run on the VAX. Although neither software program was Y2K-compliant, the decision was made to upgrade the student registration system to process student registrations for fall semester 1999.

No action was taken to make the fiscal system Y2K-compliant, but the College could have used it until December 31, 1999. Rather than continuing to use the fiscal system and then switch to manual processing, the community colleges as a system decided to transition to the Financial Management Information System even before it was fully developed. FMIS was implemented at Kapi‘olani Community College in July 1999. The FMIS was designed to meet the control needs of the central business offices in response to the audit documented above. The operational needs of units in the field were considered later in the development. The system is being adjusted and enhanced due to shortcomings experienced by the community college system.

One shortcoming of FMIS is that it does not compile, sort, and differentiate data to provide summary information in formats required by the restructured College. Much personnel time is consumed in compiling the necessary information from different sources to provide useful data to the departments, which need them to manage resources efficiently. For example, the reorganization of the campus has moved counseling personnel from a counselor unit to specific instructional departments. The FMIS does not accommodate the changes so that personnel costs can be attributed to the appropriate units.

Other difficulties experienced regularly with FMIS include scheduled non-availability of the system during evening hours and on weekends when systems operations are being backed up. The system is also not available for the last three days of each month when month-end reports are generated. Additionally, unplanned downtimes often prevent department office managers from timely entering purchase requisitions.

**Self Evaluation**

The financial management system does create control mechanisms. However, it does not provide timely information for sound financial deci-
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**FINANCIAL RESOURCES**

Sion-making. The information produced must be manually compiled, and this process is not only time-consuming and labor-intensive but also open to errors.

**Planning Agenda**

1. Development and refinement of a more useful system-wide registration program (SIS2000) and system-wide financial recording and auditing program (FMIS) are beyond the control of the College.

2. By fall 2001, the Director of Administrative Services should implement an internal accounting system to provide timely and accurate financial information about revenue and expenditures for use by the restructured departments.

**B.2. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.**

**Descriptive Summary**

Financial documents relating to the budget and allocation of financial resources from the State General Fund are on file (Document 9.09). The General Fund budget is appropriated by the State Legislature for each biennium, with supplemental appropriations for the second year of the biennium.

Since July 1, 1998, each campus of the University system has been empowered to retain all tuition revenues. Act 115, the “University Autonomy Act,” gave the University increased flexibility in managing its resources (Document 9.10). This same legislation included the provision that the Legislature would appropriate, to the University General Fund, revenues equaling three to five times the amount of tuition and fees collected. The General Fund appropriation, while within these levels, has not been increased to the level of funding requested in the budget each year.

External audits include Annual Federal Financial Aid Audits (Document 9.11) and periodic Independent audits on Vocational and Community College Special Funds (Document 9.12).

Audits indicate appropriate use of available resources. The latest audit found the College to be in compliance with all generally accepted accounting principles and practices. Annual audits of financial aid resources indicate full and appropriate use of available avenues of student assistance (Document 9.11). Responses to audits have been comprehensive and timely.

The College shifted one program from a credit offering to a noncredit offering (at a higher tuition rate) and instituted noncredit certificate-of-competency programs. As a result of these actions, the College has been able to provide instruction more cost-effectively and respond more quickly to community needs.

In the newly restructured organization, the revenue-generating instructional departments of the College are encouraged to continue their efforts of increasing their non-general-fund revenues that provide resources needed to sustain and enhance their programs.
Self Evaluation

The budget appropriation (by the Legislature) and the budget allocation to the University (by the Governor) have been inadequate to support institutional programs and services. Instructional units have been hard-pressed to replace and update equipment necessary to provide instruction using modern technology, and some have had to turn to donations of used equipment to supplement instruction.

The College has been forced to rely more and more heavily on revenues generated from tuition for credit courses as well as noncredit courses and programs, and emphasis on revenue-generation is increasing.

Planning Agenda

None.

B.3. The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investment.

Descriptive Summary

The University of Hawai‘i maintains several system-wide offices to provide oversight of finances and assets.

The Office of Research Services (ORS) is responsible for all externally funded programs and revenue-generating contractual relationships for all campuses. A number of externally funded programs are in progress at Kapi‘olani Community College (Document 9.13). One of these is a five-year Title III grant, which commenced in October 1999 (Document 9.14). A project director is managing this grant’s finances. ORS also provides some oversight of the financial aid program, which is administered by the College’s Financial Aid Office. The Financial Aid Office oversees the awarding of $3.37 million in financial assistance to students (Document 9.15).

The Financial Aid Office is audited annually by an independent auditor to ensure sound management of fund disbursement. Although the University has a system-wide financial aid specialist, that person neither supervises the financial aid officers at the individual campuses nor provides guidelines, procedures, or policies.

The University of Hawai‘i Foundation maintains responsibility for auxiliary foundation funds. The Foundation manages a total of 107 funds for the College, including private scholarships, contributions to the College, and other funds. Selections for scholarship awards are program-based. Expenditures of other program-specific contributions are initiated by the specific programs and approved by the Foundation. Monthly reports are generated and furnished to the programs thus funded.

Institutional cash investments are made centrally by the Treasury Office at the University of Hawai‘i at Mānoa. Funds are transferred daily from the College to the Treasury office.

Material inventories are maintained by the system-wide Inventory Office. Prior to 1999, all equipment items costing $500 or more at purchase were inventoried annually. Effective 1999-2000, the cost-minimum for equipment on the
inventory was increased to $5,000. Exceptions are theft-sensitive items such as computers, for which the minimum is $1,000.

The University of Hawai‘i system-wide Administrative Procedures Manual (APM) governs most of the processing and management of these finances and assets. The four-volume APM is available on the Internet at: <www2.hawaii.edu/svpa/apm/sysap.html>.

Several University offices at the system level maintain oversight of all financial transactions, accounts, and assets. Each office is responsible for specific types of transactions and assets. This centralization of oversight ensures uniformity and efficiency in exercising control but also leads to a decrease in responsiveness to the needs of the individual campuses.

The process for transferring equipment items from one department to another or for removal from the equipment list due to disposal of equipment, is time-consuming. Paperwork is often “lost” so that items for which such paperwork is submitted at the department level still show up on the inventory list generated by the central Property Management office.

As mentioned before, the minimum cost for equipment on the inventory list has been raised to $5,000 (with the exceptions noted); this change will decrease the number of items on the inventory list and the need to process transfers and disposals.

**Self Evaluation**

The Financial Aid Officer for the College is somewhat independent of system-wide oversight.

Annual audits indicate sound fiscal management as well as efficient and timely disbursement of available student financial aid resources to meet the needs of students.

**Planning Agenda**

None.

**B.4. Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.**

**Descriptive Summary**

Fund-raising efforts for the College programs are conducted by individual programs and through the Office of the Provost. A Fund Development Officer, funded partly by the UH Foundation, coordinates fund-raising activities for the Office of the Provost. Funds generated are handled through the UH Foundation, which sets policies and procedures (Document 9.16). The UH Foundation Policies and Procedures manual provides guidelines for conducting fund-raising activities.

In academic year 1997-1998, the University began a five-year campaign to raise funds, with a total goal for Kapi'olani set at $3.5 million. Because of the resignation of the University President in 1999, the University shortened the period of the campaign to four years. Table 9.1 shows the amounts raised for the College over three academic years.
FINANCIAL RESOURCES

Table 9.1
Funds Raised for the College
Academic Years 1997-2000

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Amount Raised</th>
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</thead>
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<tr>
<td>1997-1998</td>
<td>$285,995</td>
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<td>1998-1999</td>
<td>$208,043</td>
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<tr>
<td>1999-2000</td>
<td>$697,976</td>
</tr>
<tr>
<td><strong>Total Raised</strong></td>
<td><strong>$1,192,014</strong></td>
</tr>
</tbody>
</table>

The goal for academic year 2000-2001 is $1,000,000. As of August 2000, the College had an endowment with a market value of $2,086,781.

Other fund-raising activities include the following: scholarship appeals, the annual staff development breakfast, and special activities for specific programs such as student clubs.

The Staff Development Officer conducts annual scholarship appeals, with scholarships generally opened for application in the spring.

The annual staff-development breakfast is coordinated by a staff-development committee comprising faculty and staff members, with the majority of the College personnel volunteering to provide the labor for food preparation, serving, and clean-up. Funds generated help support development activities for faculty and staff.

Specific programs with active student organizations or clubs also conduct fund-raising activities to support their activities.

Self Evaluation

Fund-raising activities are consistent with the mission and goals of the College. In no instance have such activities been conducted with less than the highest level of integrity.

Planning Agenda

None.

B.5. Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Two system-wide offices under the Senior Vice-President for Administration provide institutional policies and oversight to maintain the integrity and reputation of the University of Hawai‘i and all the campuses in contractual agreements with external entities. Signatory authority for all contractual agreements rests with the director of one or the other of these offices. In unusual situations, the Senior Vice President may sign the agreement.

Contractual agreements that generate revenues to the University of Hawai‘i are reviewed by the Office of Research Services and are signed by its director. Such agreements include training grants and federal grants. Clinical affiliation agreements for programs that include education for health careers also come under the purview of the Office of Research Services.
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Contractual agreements in which the University pays for services rendered are reviewed by the Office of Procurement, Real Property, and Risk Management and are signed by its Director.

Legal consultations for review of contracts and other matters are available through the system-wide Office of Legal Affairs, authorized by Act 115. Prior to legislation that established this office, legal consultation was available through the Office of the State Attorney General.

Self Evaluation

Both the Office of Research Services and the Office of Procurement, Real Property, and Risk Management are responsive to the needs of the College in reviewing and processing contractual agreements with external agencies while ensuring that provisions of such agreements protect the integrity of the College.

Planning Agenda

None.

B.6. Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary

The University Of Hawai‘i Auditor arranges for external audits of University special accounts on a scheduled basis, subject to approval of the Board of Regents. This arrangement includes audits of College funds, such as the continuing education and noncredit special fund, financial aid, and other special funds. In addition to these external audits, the campus Business Office conducts periodic internal audits to evaluate and monitor campus financial management. The internal audit of the Food Service operations in May 1999 was the most recent audit.

The University of Hawai‘i Office of Internal Auditor also conducts regular audits to ensure sound financial management, makes recommendations for improvements, and sends the reports to the Provost. Monthly cash-status reports are provided to the Food Services program for information and use.

In addition to financial audits, the College’s faculty and staff evaluate financial management in regularly scheduled campus surveys. The results of the most recent (1999) staff survey indicate a mean rating of 2.89 for satisfaction with the College’s Business Office. In the most recent (1999) faculty survey, the satisfaction rating for the Financial Aid Office was 3.10. These ratings are on a 4-point scale, with 1 being lowest and 4 highest.

Self Evaluation

Regular evaluations of financial management are carried out by internal audits. The results are used to improve financial management by the College units. In this regard the College meets this standard.

However, due to shortcomings of the Financial Management Information System (FMIS), departments do not have timely access to fiscal information. The unit managers are not able to monitor revenues and expenditures monthly. Ad-
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FINANCIAL RESOURCES

Additionally, instances have occurred in which vendors have refused to deliver goods to the College because of late payment of invoices.

According to the 1999 institutional survey, the satisfaction rating for the Business Office is above 2.89 on a 4-point scale. Obviously, the rating reflects a perception that the Business Office should improve its operations. At the time of the survey and before, the Business Office was understaffed, with at least three positions vacant.

With most of the clerical positions in the Business Office classified at entry-level, turnover is high, and the resulting vacancies are not readily filled. Until the staffing situation in the Business Office is improved, vendor complaints of late invoice payments will continue to be a problem.

Planning Agenda

1. By fall 2001, the Director of Administrative Services, together with the reorganized Business Office will update all position descriptions to properly reflect the duties and responsibilities and will correct position classifications.

2. By fall 2001, vacant positions in the Business Office should be filled.

C. Financial Stability

C.1. Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

The several sources of information concerning possible encumbrances include the Office of the Provost, the Administrative Services Office, and the Instructional Services Office. In this Self Study, financial issues were discussed with key individuals in these offices to determine the extent of financial obligations in future years.

Responses from administrators who were interviewed indicated that the College has neither plans for expansion of campus buildings nor resources to do so. The administration is mostly concerned with replacing outdated computers and computer labs. The most significant expenses will be in the area of maintenance of existing facilities and structures.

According to the Provost, records indicating how money is spent, regular audits of financial conditions, and financial planning for the future should sufficiently involve faculty, especially in the development of plans and budgets (Document 9.05).

Self Evaluation

The College has no future obligations or revenue bonds.

Planning Agenda

None.
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FINANCIAL RESOURCES

C.2. The institution has policies for appropriate risk management.

Descriptive Summary

Insurance and liability claims are handled on a case-by-case basis with the State Attorney General’s Office (Document 9.17).

The State of Hawai’i also has catastrophic insurance, with different perils having different deductible amounts (Document 9.18). The Attorney General may arbitrate, compromise, or settle tort claims against the State with formal legal action if the claim is less than $10,000. Settlements approved are paid from the State Risk Management Revolving Fund. For amounts over $10,000, settlements are paid only after funds are appropriated by the State Legislature.

The University of Hawai’i system is developing risk-management policies. Additionally, the College maintains a malpractice insurance policy that covers all students and faculty in health education programs. This policy provides limits of $1,000,000 per incident and a $3,000,000 aggregate coverage. This policy covers the students and the faculty but does not cover the College itself. Plans include the purchase of Liability insurance that will cover the College as an entity.

At the University level, autonomy has created the need to re-examine risk management. New policies are being developed for risk management as an autonomous entity.

Self Evaluation

The College has appropriate policies for risk management.

Planning Agenda

None.

C.3. Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

Kapi'olani Community College is supported by and dependent upon multiple sources of revenue. The revenue categories include State of Hawai’i General Appropriated Funds, Special Tuition Funds (credit), Special Tuition Funds (non-credit), Federal Grants, State of Hawai’i Grants, contributions from the public (individuals and corporations), revenues from operations of certain campus facilities (such as the fine-dining restaurants and cafeteria) and support received in cash or in kind from partnerships with businesses in various education and training efforts.

As has been noted frequently in this Self Study, General Fund Support from the State of Hawai’i for the University of Hawai’i and, therefore, for Kapi'olani Community College, has been steadily declining in recent years. The level of General Fund support from the State is outside the direct control of the College. State promises of continued fiscal support at existing levels have somewhat stabilized in recent years.

Revenues from tuition have been increasing as tuition rates have been raised, as enrollments have been steady or rising (See “Background and Demographics”), and as programs have been expanded or new programs started. The College has actively and successfully been pursuing support in donations and grants.
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**Financial Resources**

Increases from non-General Fund areas, particularly tuition, have enabled the College to maintain and even increase the level of service provided to the community. As many programs are operating at or near capacity, future increases will be constrained by physical limitations associated with the campus.

**Self Evaluation**

Over the short term (the current fiscal year), cash flow is sufficient to maintain programs and stability.

With carryover balances in special fund accounts (see Standard 9.C.4), sufficient reserves have been maintained for the fiscal stability of the College.

**Planning Agenda**

None.

**C.4. The institution has a plan for responding to financial emergencies or unforeseen occurrences.**

**Descriptive Summary**

Kapi'olani Community College has a variable level of carryover cash in the Tuition and Fees special fund, which may be available for financial emergencies or unforeseen occurrences. Because this special fund does not lapse at fiscal-year-end, the campus has the mechanism to plan for and retain a balance to protect the College from possible adverse financial conditions. With the FY 1999 restructuring of campus departments and support programs, and with the combination of general, special, and revolving-fund revenue sources and expenditures, the campus now has a more complete financial plan with several revenue sources to provide a more stable base for its operating budget.

The Office of Procurement, Property, and Risk Management at the University of Hawai'i at Mānoa provides Kapi'olani Community College with guidance and assistance in insurance and liability. Assistance is also available from the Chancellor's Office and the Office of the President should any serious unforeseen occurrence require their consideration.

The State of Hawai'i provides liability coverage as described below.

1. Under Section 662-11, Hawai'i Revised Statutes (HRS), the Attorney General may arbitrate, compromise, or settle tort claims made against the State for $10,000 or less without the necessity of commencement of formal legal action. The University of Hawai'i is charged with the investigation of such claims filed against the University and follows established procedures. These procedures require that the claimant file the claim in writing, providing pertinent information. The UH Risk Manager Office then conducts an investigation of the facts before turning the claim over to the Attorney General's Office for disposition. (At Kapi'olani Community College, the Administrative Services Office normally coordinates this claim and investigation process.)

Settlements approved are paid out from the State Risk Management Revolving Fund. Any arbitrated or compromised settlement
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FINANCIAL RESOURCES

agreed to by the Attorney General for more than $10,000 shall be paid only after funds are appropriated by the Legislature for payment of those claims (Document 9.17).

2. The State Department of Accounting and General Services (DAGS) is responsible for the State’s Risk Management Program and manages the Risk Management Revolving Fund. The University of Hawai‘i has a Risk Management Office that centrally handles claims and provides liaison services to the DAGS Risk Management Office. Primarily two kinds of losses are covered: property damage and claims of liability.

Property Damage — The State has catastrophic insurance, with different perils having different deductible amounts. For fire losses, the deductible is $250,000; for hurricane, windstorm, and flood, the deductible is 2% of the total insured value (or total damage). For losses within the deductible amounts, the State, through its Risk Management Revolving Fund, or through specific legislative appropriation, must cover the costs. For losses above the deductible levels, the insurance provides coverage, and any settlement the State receives is deposited back into this fund (Document 9.19).

Liability — The DAGS Risk Management Office and the Office of the Attorney General have authority to settle tort claims up to $10,000. Funding for these types of claims is provided each year in the DAGS operating budget. Funding for claims from $10,001 to $1,999,999 (for which the State is “self-insured”) is requested from the State Legislature in a legislative bill submitted to settle claims against the State. The State has liability insurance (with a $2,000,000 deductible) for liability/negligence above $2,000,000 (Document 9.19).

3. The College also has specific insurance. Available from the State Risk Management Revolving Fund (Section 41D-4, HRS administered by the State Department of General Services) are payments to State agencies for claims of losses of property caused by fire or other casualty, including the cost to repair or replace buildings, structures, and damaged contents. This fund was utilized to cover the costs incurred in repairing rooms in the Naio building after an October 1998 fire (Document 9.17).

4. Section A8.370.8 of the UH Administrative Procedures Manual allows for the purchase of insurance as UH Vice Presidents and Chancellors deem necessary for their respective needs. Kapi‘olani Community College currently has a malpractice insurance policy that covers all students and faculty in health education (previously mentioned in Standard 9.C.2). This policy is normally required by Practicum agencies (hospitals, medical clinics, etc.) in which students do their fieldwork. All students are required to purchase their individual coverage before participating in the health education programs (Document 9.17).

Occasionally, Loss and Damage insurance has been purchased to cover particular art showings in the Koa Gallery. Starting this fiscal year 1999-2000, Kapi‘olani Community College began purchasing a campus-wide policy annually to provide insurance coverage
for valuable art showings on campus during the year.

Indemnification and insurance clauses are also carefully reviewed in all contractual agreements entered into by the College. The Director of the Office of Research Services will sign only agreements in which these provisions meet with language acceptable to the UH as recommended by the Attorney General's Office (Document 9.17).

These policies and procedures are currently in place for the College. However, some of the provisions are currently being reviewed and are subject to revision due to University autonomy issues and new practices. Also being decided is the relation of the State Attorney General's Office to the University now that the University has its own General Counsel Office.

Self Evaluation

The College's plan to respond to financial emergencies and unforeseen occurrences by employing tuition and fees, special funds and, several sorts of insurance-like policies is reasonable and appropriate, considering the fiscal instability of the State, the dwindling allocations of General Funds, and the unreliability of tuition income.

The reorganization of the College and the current discussion regarding the meaning of autonomy for the University has led to uncertainty concerning which of the old policies and procedures will be continued and which will require changes or replacement. Laudably, the College's plan to respond to financial emergencies and unforeseen occurrences is under review and subject to revision pending the outcome of these larger issues. With budget planning, State and University insurance coverages, and sufficient cash reserves, the College is able to mitigate financial emergencies or unforeseen occurrences.

Planning Agenda

None.

DOCUMENTS CITED

9.02 State of Hawai'i - Executive Branch Chart of University of Hawai'i Operating Appropriations, 7/9/99.
9.03 WASC Accreditation Visit, University of Hawai'i at Mānoa, Executive Summary, March 15-19, 1999.
9.04 Memorandum to Standard Nine Committee from the Director of Administrative Services, October 14, 1999.
9.05 A Primer on the Budget of Kapi'olani Community College, November 23, 1998.
9.06 Kapi'olani Community College Reorganization One Year Later, " memo from the Provost, fall 1999.
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9.14 Title III grant, October 1999.


9.17 Kapi'olani Community College Director of Administrative Services Memo 10/2/1999.

9.18 Kapi'olani Community College Director of Administrative Services Memo, 10/14/1999.

9.19 Kapi'olani Community College Director of Administrative Services Memo, 12/9/1999.
I ulu no ka lālā i ke kumu

The branches grow because of the trunk

Without our ancestors we would not be here

Committee Members

Chair: Jeff Zuckernick

Members: Andrew Astromoff, James D. Becker, Delmarie Kloie, Elaina Malm, Carol Paul-Watanabe, Tanya Ronner, Janice Walsh
GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution’s constituencies.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

A.2. The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission and policies.

A.3. The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

A.4. In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

A.5. The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

A.6 The governing board has a program for new member orientation and governing board development.

A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Regents has a constitutional mandate that grants it exclusive jurisdiction over the internal organization and management of the University of Hawai‘i. Article X, Section 6, of the Hawai‘i State Constitution grants the Regents the power to formulate policy and to exercise control over the University through its executive officer, the President of the University. This constitutional provision was incorporated into law in Chapters 26-11 and 304-4 of the Hawai‘i Revised Statutes.

Prior to 1997, state statutes specified that the Board of Regents shall consist of eleven members, not more than six of whom may be members of the same political party. The 1997 Leg-
GOVERNANCE AND ADMINISTRATION

The Board meets at least once each year on each of the neighbor islands, and also on each of the community colleges on O'ahu. This routine provides opportunities for the Regents to see the campuses, and also provides campus personnel and students opportunity to attend Board of Regents meetings.

Agendas for these meetings are made available via the administrative offices, the Faculty Senates, and the libraries of each campus. In addition, agendas are posted on the Web page maintained for the Board of Regents on the University of Hawai'i <www.hawaii.edu/admin/bor/>. This page also includes the BOR calendar, minutes of past meetings, a list of standing committees, and BOR policies.

All regularly scheduled meetings of the Board of Regents are open to the public, and testimony is welcome on agenda items. Additionally, in accordance with Board policy, the Board has a procedure for gathering public testimony at hearings held throughout the State whenever the Board is considering adjustments to tuition, as it did in spring 2000.

On June 16, 1998, the Governor signed into law Act 115, which provided the University with a greater degree of flexibility in managing its resources and achieving its multiple missions. During the 2000 legislative session, legislators approved a bill that would place on the November 2000 ballot the possibility of granting an even greater degree of autonomy to the Board of Regents.

By Board of Regents policy, academic programs are approved and discontinued by Board action, and all established academic programs in the University are subject to periodic review. All
new programs approved by the Board are placed on provisional status during their first cycle of operation and undergo intensive review at the end of that cycle, with program continuation contingent on Board approval.

Provisional and established programs require a program review that assesses whether the program is meeting its objectives and a summary of the evidence used to reach this conclusion. This review also describes unusual program features or trends, resource requirements, and problems and plans.

Primary responsibility for preparing the program reviews is placed at the campus level. The following are the steps in the process for the community colleges.

1. Reports prepared by campuses in accordance with established guidelines (Guidelines for the Review of Academic Pro-grams)

2. Review of reports and recommendation for program stop or termination by College Provost

3. Review and independent analyses by the Senior Vice-President and Chancellor for Community Colleges (Chancellor) with request for termination made to the Board of Regents

4. Annual report on program actions made to the President by the Chancellor

Regarding the financial health and integrity of all campuses in the University system, the Board of Regents follows policies for budget preparation adopted by the Board and campus administrators. These policies include consultation with faculty and staff. Preparation includes a six-year budget plan, a more detailed biennium budget, and an even more detailed annual expenditure plan. (Details of the process are outlined in Standards 8 and 9.)

Previously, budget procedures and approval rested with the State of Hawai‘i Administration and Legislature. After being granted greater autonomy by the Legislature, the UH system is now able to establish the budgetary process, and the University can retain tuition and fees for University use (in the past, these revenues returned to the State General Fund).

Although the Board of Regents reviews and approves the budget for each campus and the entire UH system, the Legislature and the Governor have final approval.

According to Board policy, the Board’s functions are those of governance (i.e., establishing the principles, laws, and policies) as contrasted with administration (i.e., carrying out and executing these principles, laws, and policies). The Board’s policy manual describes its duties as legislative and at times quasi-judicial.

The President and other administrative officers of the University implement policies authorized and established by the Board. According to Board of Regents Bylaws and Policies, “The Regents must not concern themselves directly with the administration of the University, or individually or collectively take part in administration, provided that it is the responsibility of the Board to satisfy itself, through proper channels, that the principles, laws, and policies established by the Board are, in fact, being administered and that the administration is adequate” (Board of Regents’ Bylaws and Policies, Chapter 1, Section 1-2 (1) (b) and (c), p. 1-1).
GOVERNANCE AND ADMINISTRATION

The Board operates with nine standing committees: Academic Affairs, Budget and Long-range Planning, Community Colleges, Finance, Legal Affairs, Personnel Relations, Physical Facilities and Planning, Student Affairs, and University Relations.

Traditionally, the role of the Board of Regents has been to establish institutional policy. The power to do so has been enhanced by the increased autonomy the Legislature gave to the Board over the past three years. Greater authority and responsibility may be delegated to the Board of Regents as a result of the proposed “autonomy referendum” that will be on the November 2000 ballot. The further delegation of authority in the University of Hawai‘i system is reflected in the organizational charts of the University of Hawai‘i system.

For the entire statewide higher education system, the Board of Regents has traditionally not had the final say on many important matters: personnel policies, budget allocations, facility construction, budget allocations, land purchases, etc. Decision-making in those areas has often rested in the State Executive and Legislative branches. For example, the collective bargaining negotiations for both the faculty and staff are not conducted by the campuses, the UHCC system, the UH system, or the Board of Regents, but by the State Executive Branch. Final approval of a negotiated collective bargaining agreement rests with the State legislature, not the Board of Regents.

The Board of Regents engages in a self-assessment process. Retreats are held where question-and-answer papers dealing with University issues are discussed. The Board also receives annual updates regarding implementation of the strategic planning process from each of the four unit heads (University of Hawai‘i Community Colleges, University of Hawai‘i at Hilo, University of Hawai‘i at Mānoa, and University of Hawai‘i at West O‘ahu). Kapi‘olani Community College periodically conducts a Faculty Senate Institutional Environment Survey, which includes questions on faculty perceptions of the University Administration.

Chapter 2 of the Board of Regents Policies lists the Officers of the University of Hawai‘i and describes “Duties of the President” and “Evaluation of the President.” Specified is that “Upon initial appointment, the President shall submit to the Board a report stipulating the goals, objectives, and special concerns to be addressed during the subsequent three years. Commencing from the third year of service and at least every three years thereafter, the incumbent shall be evaluated.”

In addition, all administrators below the President are annually reviewed by their immediate supervisors. In the UH Community College system, this review includes surveys of faculty and staff in direct contact with the administrator.

Chapter 1, Section 1-2 of Board Policies states that no member of the Board shall publicly challenge any act of the President except in Board meetings. The policy also states that no member of the Board can represent the Board in the University. In addition, as appointees of the Governor, conduct of the Board’s members falls under State Ethics laws.

The Board of Regents has a procedure for orientation of new members of the Board. This procedure has been developed by the Secretary to the
Board, in consultation with Board staff and with
the Executive Assistant to the President. Ongo­
ing development of board members occurs
through regularly scheduled retreats and through
Regents participation in meetings of national or­
ganizations, such as the Association for Com­
munity College Trustees or the League for Inno­
vation.

The Board is informed of accreditation and self
studies that occur at the community colleges.
Significant issues that may arise from the ac­
creditation process will normally be communi­
cated to the Board through the Chancellor’s Of­
face.

Self Evaluation
The Board of Regents fulfills all of the accredi­
tation criteria.

The required geographic diversity of the Board
membership helps ensure that the unique needs
of Hawai‘i’s neighbor-island populations are
served by the UH system. Three of the seven
University of Hawai‘i Community Colleges
(UHCC) are on neighbor islands and serve as
university centers for those islands. In this re­
spect, the four Regents who come from neighbor
islands have an especially strong understanding
of the role played by community colleges in the
UH system.

A planning suggestion of the 1994 Self Study of
the UHCC system was to explore the use of Ha­
wai‘i Interactive Television (HITS) as a means to
improve neighbor island access to Board activi­
ties. Unfortunately, the technology for interactive
television limits the number of broadcasting and
receiving channels available to the neighbor is­
lands. As a result, this recommendation has not
yet been implemented.

If the University receives greater autonomy, a
greater degree of accountability will fall on the
Board of Regents. In this eventuality, a clear dist­
tinction needs to be made between the role of
Regents as policy-makers and the role of the
University administration as implementers of
policy.

As a corollary to this concern is also an expecta­
tion that delegated authority would carry with it
delegated accountability. With increased delega­
tion of authority (from the Legislature to the
Board, from the Board to the President, from the
President to Senior Executives), comes an ex­
pectation that accountability would also increase
and that increased accountability would affect
evaluation of the performance of all senior ad­
ministrators. Evaluation of the performance of
the Regents might be accomplished through self­
assessment or through assessments conducted by
an outside entity.

While evidence indicates that the University
President and senior administrators are evaluated
annually, little is known about the thoroughness
of such evaluations. The outcome of the Presi­
dent’s evaluation is not made public. In contrast,
the evaluation of the State Superintendent for the
K – 12 public school system is made public.

Periodically, discussion arises concerning estab­
ishment of a separate Board of Regents for the
community colleges. A separate community col­
lege Board of Regents would permit the com­
munity colleges to have a governing board that
would be more knowledgeable of their needs and
operations. A separate Board could be expected

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to pay closer attention to issues raised by self-studies such as this one.

Planning Agenda
None.

B. Institutional Administration and Governance

B.1. The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The chief executive officer of Kapi‘olani Community College is the Provost. The Provost provides necessary leadership in defining goals, developing plans, and establishing priorities for the College. The role of the Provost is central to the operation of the College. The Provost has a full-time responsibility to the College.

Under the reorganization plan for Kapi‘olani Community College (see “Organization of the Institution”), the Provost is responsible for the activities listed below.

- Academic program development and delivery, including credit and degree programs and noncredit training programs and related support services
- Auxiliary services
- Campus planning and research
- Community affairs, marketing, and public information
- Finance, accounting, and budgeting
- Fund raising
- Human resource management
- Information Media Technology Services
- International Affairs
- Library and Learning Resources
- Management of curricula, programs, and articulation with external colleges and organizations
- Student Services

Externally, the Provost serves as a link to the University and to governmental agencies. The Provost also represents the College to the larger external community. Internally, the Provost provides leadership and integration of the academic and administrative units and provides opportunities for faculty and staff to be included in planning and governance of the College.

Since the 1994 Self Study, the Provost, with little involvement from the campus-wide community, developed a plan for major restructuring of the College. The Technical, Occupational, and Professional programs were restructured according to this plan in 1998. In May 2000, the Provost presented to the Faculty Senate a complete draft of the reorganization plan.

The following reasons were given for the reorganization: 1) improve efficiency and effectiveness in the operation of the College; and 2) reduce expenses after a series of severe budget cuts had left the College in dire financial straits. The last substantial financial blow to the College came in 1998 when the Provost was instructed to cut between $500,000 and $1,000,000 from its operating budget with only six weeks’ notice.

The Provost has also been involved in an important University-wide project. Since fall 1998, the Provost has been Project Manager for coordi-
nating development and implementation of a new student-information system for the entire University. The Chancellor appointed the Provost to lead the UH team in this project.

The Provost’s responsibilities in this project require him to help organize the definition of requirements and expectations of the University, identify policy issues that might require changing or which, if changed, would improve the student information, and be a liaison with the company (Buzzeo) that is developing the software.

Self Evaluation

The Provost works hard serving the College. The Provost has helped raise significant monies for the campus and maintains cordial relationships with residents of the surrounding community. The Provost is dedicated to helping students learn and devotes much time and effort to that end.

The Provost’s reorganization plan was a bold move to supplement declining financial support from the State with funds generated within the College. In developing the Provost’s reorganization plan for the College, the Provost provided the faculty and staff opportunities to learn what was being done and to respond. However, faculty and staff were not actively involved in developing the plan, and they were not asked to be involved. This style of management can reduce the consensus of support that the Provost must rely on for effective leadership.

In addition, the Provost’s initial commitment to the new student information system took him off the campus one day every week and other days as needed. This absence made the Provost less available for consultation with the faculty and for meeting the needs of the College.

Planning Agenda

By fall 2000, the Provost should create a campus-wide task force to analyze the effects of the reorganization.

B.2. The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

Part of the fiscal management is at the system-level according to the UH system’s biennial budget priorities. Multiple levels of review exist to provide faculty and administrative input in establishing budgets and plans. The planning and budgeting process is described in Standard 10.A.2. Since fall 1998, the College has been focusing on generating revenue in response to the continuous budget cuts.

Fair management of policy and statutory issues is ensured by the hierarchical structure of the College and University system. According to policy, many proposals and decisions must be reviewed at five or more levels to be approved. The role of the Provost in this area is to see that the system functions smoothly. However, this structure may conflict with the College transformation into a more entrepreneurial organization.
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Self Evaluation

The new focus on generating revenue has created competition for resources and programs at the College. Curriculum and course offerings may suffer as a result.

The idea to run the College as a set of revenue-generating centers may prove counterproductive to the College’s philosophy as an open-door, state funded, community college and may reduce the quality of instruction.

Planning Agenda

1. By fall 2001, the Director of Administrative Services will complete an assessment of the revenue-generating approach to the finances of the College.

2. By fall 2002, a committee of faculty, staff, and administrators will complete a study of the impact of the revenue-generating approach on the quality of instruction at the College.

B.3. The Institution is administratively organized and staffed to reflect the institution’s purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes an effective teaching and learning environment possible.

Descriptive Summary

In 1998, the College experienced another major reduction in its state-supported General Fund. With this reduction, along with an increase in the number of noncredit courses, came a new category of noncredit coordinators. The administration decided that a new form of organization would better serve the College and its ability to generate revenue. After assessing the existing structure of the College, the administration determined that some of its underlying principles, decision making, types of education, and services do not benefit the College today. The reorganization bridged several traditional dichotomies, such as those in the list below.

- Credit programs (which were under the Senior Academic Dean) versus noncredit programs (which were under the Director of Continuing Education and Training)
- General education versus Technical, Occupational, and Professional education
- Instruction versus Student Services

Based on these concerns, an alternative structure was developed that recognized two types of programs, programs that were clearly revenue generating and those that support the revenue generating programs.

Under the reorganization, the following programs are revenue generating.

- Arts and Sciences
- Business Education
- Health
- Holomua (the remedial and developmental education program)
- Hospitality Education
- International Education
- Legal Education

The following are non-revenue support centers.

- Administration
- Auxiliary Services
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- Business Office
- Community Programs
- Curriculum Management
- Information Media Technology Services
- Library and Learning Resources
- Personnel
- Student Services

Administrative support is now provided through a relatively flatter organizational structure with administrators of four academic units responsible for one or more revenue-generating programs and support units. The new structure was implemented in academic year 1998-1999 (see "Organization of the Institution").

The Office of Institutional Research continually measures the perceived effectiveness of the administration’s leadership. Table 10.1 shows evaluations of administrative leadership, as indicated in the 1999 surveys of faculty and staff. Mean ratings are on a 4-point scale, with 1 lowest and 4 highest. In the 10-item section on Leadership, the mean ratings were 2.69 from staff and 2.63 from faculty.

Self Evaluation

Kapi’olani Community College was thrust into an immediate restructuring by the administration as a measure designed, in part, to make the College more financially responsible. The departments, faculty, staff, Faculty Senate, and unions were neither effectively advised nor consulted regarding the most viable method of addressing the issues. Communication in the campus community over this issue was neither effective nor efficient. The administration announced the changes without due process of shared governance.

Some departments have completed the restructure, with minor problems still to be resolved. Several departments have not found the restructure as viable as it was originally planned. Some have found the lack of communication and foresight to be a roadblock in successfully restructuring.

Table 10.1
Evaluation of Administrative Leadership
Kapi‘olani Community College
1999 Faculty and Staff Surveys

<table>
<thead>
<tr>
<th>Effectiveness of communication channels to pursue scholarship</th>
<th>Faculty Rating</th>
<th>Staff Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of Deans</td>
<td>Faculty Rating</td>
<td>2.89</td>
</tr>
<tr>
<td>Overall effectiveness of campus administrative organization</td>
<td>Faculty Rating</td>
<td>2.56</td>
</tr>
</tbody>
</table>

Finally, as evidenced by the 1999 Faculty Survey, effective communications remains an issue.
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Senior administrators formally provide direct information to the general faculty only twice a year in a general faculty meeting at the beginning of each semester. Reports of information presented in the meetings of the Deans’ Advisory Council and Provost’s Advisory Council are not sufficiently informative and are not sufficiently shared with the general faculty.

Planning Agenda

1. By spring 2001, the Provost, deans, and program chairs will ensure that the minutes from each meeting of the Deans’ Advisory Council and Provost’s Advisory Council are substantial and are disseminated to constituents of each council member.

2. By spring 2001, the Provost will ensure that the deans meet with their respective constituents at least once each semester.

B.4. Administrators are qualified by training and experience to perform their responsibilities and are evaluated systematically regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

The Senior Academic Dean provides training and mentoring to each new administrator as the new administrator advances to temporary or “acting” positions.

Every three years, the Office of Institutional Research conducts campus-climate surveys and distributes the results to the campus. The Provost and the Chancellor examine the job performance of administrators to determine if they are performing at acceptable levels.

Duties and responsibilities of administrators are established at the time of job creation. These are published in newspaper advertisements and in University of Hawai‘i bulletins. Copies are kept on file in the campus Personnel Office.

In the 1999 Faculty Survey, the item “Evaluation processes for senior administrators” received a mean rating of 2.25 on a 4-point scale. This rating was among the 10 lowest items in the entire survey. In addition, although senior administrators evaluate each other anonymously once a year, the Provost does not discuss the results of the evaluation with each senior administrator.

With implementation of the new organizational structure, new administrators who have been working with the credit programs are finding themselves responsible for noncredit programs as well. Alternatively, members of the noncredit faculty have been forced to take responsibility for credit programs without being adequately prepared or compensated.

Self Evaluation

The method by which the reorganization was implemented did not allow for adequate training of the new administrators. People were thrust into administrative positions for which they had little or no training.

Results of the 1999 surveys of faculty and staff suggest that the administration is not perceived as providing effective leadership in some areas.
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Whereas the mean ratings of the effectiveness of the Provost and deans were somewhat above 2.50, the mean ratings on issues relating to communication and involvement in decision-making were below 2.50.

Planning Agenda

1. By fall 2001, the Provost will establish a mechanism to discuss annual evaluation results with every senior administrator.

2. By fall 2001, the administration will create a training program in administering both credit and noncredit education.

B.5. Administration has a substantive and clearly-defined role in institutional governance.

Descriptive Summary

Policies and planning that define relationships among the Board of Regents, the University system, and the Community Colleges are established. Documents that outline roles and responsibilities for institutional governance are listed below.

Act 115, SLH 1998 — Autonomy Bill
Amended laws to separate functions of the University system from legislative action. Established five task forces to aid planning by recommending policy and procedural changes in specific areas. Established the Optional Retirement system and Capitalization of Equipment. Work is in progress for Procurement, Special and Revolving Funds, Assessments, and Facilities Use.

Act 161, SLH 1995
Authorizes the Board of Regents to establish a way in which the University of Hawai‘i can develop a plan for more income-generating programs. This authorization includes retaining income from tuition. The Act became effective July 1, 1995.

Hawai‘i Revised Statute 305.1
Defines the relationship between the Community Colleges and the University and establishes the Board of Regents as the governing body.

University of Hawai‘i Board of Regents By-laws and Policies
Delegates authority and responsibilities, outlines goals for the University system, and determines the relationship between the units and the Board of Regents.

UH System Planning Documents
Updates strategic and master plans that outline goals that serve as operational guidelines for the units.

Policy and Procedure Manuals
University of Hawai‘i system-wide Executive Policies.
Community College Memoranda.

Organizational Chart for Kapi‘olani Community College 1997
Outlines the formal chain of command for the College.

Organizational Chart for Kapi‘olani Community College 1998
Outlines the informal organizational chart, which has not been officially implemented.
Organization Chart for Kapi'olani Community College 2000
Presented to the Faculty Senate in May 2000. (See Organization of the Institution.)

Current collective bargaining agreements
United Public Workers (UPW), Hawai'i Government Employees' Association (HGEA), and University of Hawai'i Professional Assembly (UHPA).

Self Evaluation
The administration does have a defined role in institutional governance. An issue to consider may be how clear this role is to faculty and staff. The College is operating under the new Organizational Chart, while, on paper, the 1997 version is still in place. The Provost presented the new structure to the Faculty Senate in May 2000. This was the first step in the formal review-policy for acceptance of the reorganization plan.

Planning Agenda
None.

B.6. Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary
The faculty does have a clearly defined role in institutional governance and exercises a voice in regard to educational programs and policies. Members of the faculty serve as department and program chairs. Proposals for changes in curriculum and other institutional policies frequently emerge from faculty ranks and go to the Faculty Senate for review.

In matters concerning faculty personnel — such as policies for hiring, retention, tenure, and promotion — the State has mandated clearly defined procedures in agreement with the faculty union. While both the faculty and administration cooperate in the prescribed details of these procedures, the administration still exercises some control setting the rank, and therefore, salary for prospective faculty, the language in the job advertisement, and the timing of the offer of a position, among others.

Self Evaluation
Generally, the Provost provides prompt and just feedback concerning changes in curriculum matters and other institutional policies. However, there have been a few significant proposals that have not been commented on or have been denied by the administration.

Planning Agenda
By spring 2001, the Provost will respond to formal requests from the Faculty Senate no later than 30 days following the date of the request.
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**B.7. Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.**

**Descriptive Summary**

The Faculty Senate was established in August 1977. Its recommendations to the administration were to be approved unless there were "compelling reasons" to deny them. Presently, membership in the Senate is decided by majority vote in each of the academic units in the College and in Student Services. The Senate operates according to the provisions of a Faculty Senate Constitution, currently undergoing revision, pending completion of the reorganization (Document 10.01).

As the College grew in size and complexity, the tasks facing the Senate grew in number. The workload of the Chair of the Faculty Senate became so extensive that relief was sought in the form of reassigned time and clerical support. Some of this relief was granted.

**Self Evaluation**

As was noted in Standard 10.B.6, sometimes recommendations from the Faculty Senate have not received a response from the Provost. Lack of administrative response to Faculty Senate recommendations may be responsible for the perception by some members of the faculty that the Faculty Senate is not involved in campus decision-making. In the 1999 Faculty Survey, the mean rating for the item "Faculty Senate Leadership" was 2.38 on a 4-point scale.

**Planning Agenda**

By spring 2001, the Provost will respond to formal requests from the Faculty Senate no later than 30 days following the date of the request.

**B.8. The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.**

**Descriptive Summary**

The role and participation of faculty in governance is outlined in the Constitution of the Faculty Senate. Faculty feedback is obtained regularly from the Faculty Senate, the Provost’s Advisory Council, and the Deans’ Advisory Council.

**The Faculty Senate**

The Constitution of the Faculty Senate describes the Faculty Senate’s composition, organization, voting procedures, and committee functions. The purpose of the Faculty Senate is to function as an advisory body that recommends policy regarding the items listed below (Document 10.01).

- Community relations
- Nature and scope of education curricula
- Personnel policies and academic freedom
- Purpose and goal of the College
- Standards of teaching, scholarship and services

**Provost’s Advisory Council**

This council comprises administrators, department chairs, coordinators of academic and sup-
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port units, the Chair of the Faculty Senate, the Chair of the Accreditation Self Study, and other representatives. The council is a communication channel for the Provost to disseminate policy and direction to the constituency of the College.

Deans' Advisory Council
This council comprises deans, department chairs, academic unit heads, and faculty representatives. It coordinates instructional activities, academic support, and student activities. The Chair of the Faculty Senate is an invited guest who contributes to the discussion but is not a council member.

Self Evaluation
The College has a written policy supporting faculty participation in governance.

The Faculty Senate has proposed amendments to its Constitution that would reflect the new organizational structure of the College. The amendments would clarify procedures and make operations of the Faculty Senate more efficient.

Planning Agenda
1. By fall 2001, the role of the Faculty Senate should be clearly defined in the new organizational structure of the College.

2. By fall 2001, the Chair of the Faculty Senate should be on the Deans' Advisory Council as an equal member.

3. During academic year 2001-2002, the proposed amendments to the constitution of the Faculty Senate that reflect the new organizational structure need to be voted on and implemented.

B.9. The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary
The clerical and support staff does not have a directly stated or formally publicized role in the institutional governance of Kapi'olani Community College. The College had a Clerical Staff Council, which disbanded in 1988 due to lack of interest.

The College administration has continued to invite clerical and support staff to organize a body that would participate directly in institutional governance. The staff has decided to revive the Clerical Staff Council in fall 2000.

Due to campus reorganization, some of the clerical, administrative support staff who hold Administrative, Professional, and Technical (APT) positions, have been reassigned, or their missions have been altered to match the emerging institutional structure. Common supervisors of Maintenance, Grounds, and Security support staff, have remained relatively unaffected by institutional restructuring.

In the 1996 survey of staff, the result for the item "Involvement in campus decision making" was a rating of 2.43 on a 4-point scale 1 being "very dissatisfied" and 4 being "very satisfied." The item "Involvement in budget decisions" received a rating of 2.41.

According to the Executive Summary of the 1999 Staff Institutional Survey, "staff involvement in decision making" was among the 10 lowest-ranked items. However, on the 4-point scale, the mean ratings on governance related
items, over the nine year period (1993-1999) have hovered between a high of 2.59 and a low of 2.44 on a 4-point scale. These statistics indicate a stable trend of mild dissatisfaction and mild satisfaction with the ongoing lack of formalized participation in institutional governance.

Table 10.2 shows ranks and mean-ratings on the ten lowest items related to staff participation, as measured in the 1993, 1996, and 1999 surveys of College staff. Rankings shown are rankings from the bottom of the list.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Rating</th>
<th>Rank from Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>2.59</td>
<td>5</td>
</tr>
<tr>
<td>1996</td>
<td>2.41</td>
<td>6</td>
</tr>
<tr>
<td>1999</td>
<td>2.35</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Rating</th>
<th>Rank from Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>2.43</td>
<td>8</td>
</tr>
<tr>
<td>1999</td>
<td>2.44</td>
<td>10</td>
</tr>
</tbody>
</table>

The College does not clearly state and publicize the role of staff in institutional governance. Moreover, the staff is not organized to allow participation in institutional governance. The definition and publication of the roles of support staff in institutional governance are clearly inadequate. The primary contributing factor is a continued lack of staff motivation toward formalized participation in institutional governance.

Surveys conducted in 1993, 1996, and 1999 indicated no significant changes in staff satisfaction regarding their levels of involvement in institutional decision-making, setting campus priorities, and budgeting.

The Administrative and Civil Service staff reported higher levels of satisfaction than the APT employees did. The overall rate of satisfaction according to the 1999 survey fell within rates in the 1993 and 1996 surveys.

In the two items related to governance, the satisfaction rate for “Involvement in budgeting processes” has exhibited a slow but steady decline since the 1993 survey, while the satisfaction rate “Involvement in campus decision making” has held steady. Both have remained in the “mildly dissatisfied” or “mildly satisfied” range.

Planning Agenda

In fall 2000, the Clerical Staff Council will be restored, giving staff a more formalized role in governance of the College.

Self-Evaluation

The College does not clearly state and publicize the role of staff in institutional governance. Moreover, the staff is not organized to allow participation in institutional governance. The definition and publication of the roles of support staff in institutional governance are clearly inadequate. The primary contributing factor is a continued lack of staff motivation toward formalized participation in institutional governance.

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Planning Agenda

In fall 2000, the Clerical Staff Council will be restored, giving staff a more formalized role in governance of the College.

B.10. The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

Students are involved in institutional governance through participation in the Student Congress of
the Associated Students of Kapi'olani Community College (ASKCC). The role of students in institutional governance is clearly stated in the ASKCC Charter: "to assist in adaptation of policy, to represent Kapi'olani Community College students at official functions, to purchase certain equipment for student use, and to serve as the ultimate voice of the Kapi'olani Community College student population." Students also have a nonvoting seat on the Faculty Senate, a seat on the Provost's Advisory Council, and a seat on the Accreditation Self Study Steering Committee.

Table 10.3 shows student perceptions of the Student Congress as indicated in surveys in 1993, 1996, and 1999. Rankings shown are from the bottom.

The 1996 Student Survey included 613 students, with an 87.5% response rate. In 1996, the level of student satisfaction with the Student Congress was lower than in 1993. For the item "Student Congress communicates its policy decisions to the students adequately," the mean rate of satisfaction fell from 2.42 in 1993 to 2.30 in 1996. Similarly, the mean rate of satisfaction on the item "Representation by Student Congress in campus governance is satisfactory" fell from 2.49 in 1993, to 2.40 in 1996. These differences were described as statistically significant in the 1996 survey. The most recent survey completed in 1999 reflects the continuation of this trend.

Table 10.3 shows ranks and mean-ratings for three items with the lowest level of student satisfaction in all surveys. Rankings shown are rankings from the bottom of the list.

Table 10.3

<table>
<thead>
<tr>
<th>Year</th>
<th>Rating</th>
<th>Rank from Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>2.42</td>
<td>3</td>
</tr>
<tr>
<td>1996</td>
<td>2.30</td>
<td>1</td>
</tr>
<tr>
<td>1999</td>
<td>2.55</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Rating</th>
<th>Rank from Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>2.49</td>
<td>5</td>
</tr>
<tr>
<td>1996</td>
<td>2.40</td>
<td>2</td>
</tr>
<tr>
<td>1999</td>
<td>2.63</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Rating</th>
<th>Rank from Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>2.66</td>
<td>9</td>
</tr>
<tr>
<td>1996</td>
<td>2.48</td>
<td>4</td>
</tr>
<tr>
<td>1999</td>
<td>2.78</td>
<td>7</td>
</tr>
</tbody>
</table>

The role of students in institutional governance is publicized in the College through a variety of media. These include *Kapi'o* the student newspaper, a Calendar of Student Activities, the College Electronic Bulletin, public announcements posted on campus, and information tables in the College cafeteria.

Communicating Student Congress activities to the student body remains a challenge. However, the number of outlets for the dissemination of information has increased significantly. Therefore,
the Student Congress had a somewhat higher profile presence on campus in 1999 that in previous years.

Moreover, this higher profile translated into a higher satisfaction rating. In the October 1999 survey, the ratings rose slightly for individual items relating to Student Congress compared with the ratings in past years. For example, the mean rating for the item “satisfactory communication” rose from 2.42 in 1993 to 2.55 in 1999. The mean rating on “representation in governance” rose from 2.49 in 1993, to 2.63 in 1999. And the mean rating for “satisfaction with student activities” went from 2.66 in 1993 to 2.78 in 1999.

Self Evaluation

Despite incremental gains in student satisfaction with the Student Congress, the student body still rates the Student Congress as the least satisfactory aspect of this College. The reason seems to be a continuing lack of student awareness of the workshops and other activities made available to them by the Student Congress.

Planning Agenda

By fall 2001, the Director of Student Activities should develop a leadership program that will increase student participation in the Student Congress.

C. Multi-College Districts or Systems

C.1. The district/system chief executive officer provides effective leadership to
define goals, develop plans, and establish priorities for the institution.

C.2. The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

C.3. The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

C.4. The district/system provides effective services that support the mission and functions of the college.

C.5. The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

C.6. The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary

As chief executive officer, the University’s Senior Vice-President and Chancellor for Community Colleges (the Chancellor) directs the overall Community College system and its affairs. The following are examples of leadership and means of communication.

1. Development of the 1997-2007 UH Community College Strategic Plan. The directions
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set forth in this plan provide a framework for program actions, resource allocation (and reallocation), budget, and CIP requests necessary to retain and enhance the quality and credibility of Hawai‘i’s community colleges.

2. Every semester, the Chancellor visits all the campuses, including the Employment Training Center, to discuss current community college issues, future prospects, and general issues people want to discuss. Each Provost determines how the Chancellor’s time will be allotted during the visit. The visits may include open meetings, meetings with designated groups, or both.

3. The Chancellor meets monthly with the executive staff for information and discussion and periodically meets with the staff of the Chancellor’s Office to provide information and to discuss the Chancellor’s goals for the community colleges.

4. The Chancellor holds an annual retreat with the executive staff to discuss goals of the Community College system.

5. The Chancellor meets monthly with the Council of Community College Faculty Senate Chairs. This group is composed of the chairs of the Faculty Senates from each of the seven community colleges and the Employment Training Center.

6. The Chancellor’s Office publishes a monthly Community Colleges Newsletter. Each edition contains an open letter from the Chancellor conveying key issues for colleagues and the friends of the UHCCs to consider.

7. In academic year 1999-2000, the Chancellor began “Stairway Conversations,” an occasional e-mail communication directly from the Chancellor to all system-wide faculty and staff. This electronic communication is similar in purpose to the Chancellor’s monthly newsletter but is more timely and is directed specifically at an internal UHCC audience.

8. The Chancellor participates in weekly meetings with senior administrative colleagues from the University system and in monthly meetings with the Board of Regents. The Chancellor is frequently called upon to speak to legislators, business leaders, and community groups about the Chancellor’s vision for the University of Hawai‘i Community Colleges.

9. The Chancellor’s Office has coordinated such activities as cross-functional approaches to coping with Y2K concerns or with installment-payment of tuition.

In addition to a number of standing and ad hoc meetings that the Chancellor attends, six publications are maintained to exchange information and keep campus and system staff apprised of developments in the Community College system and the University of Hawai‘i system. The frequency of these publications ranges from weekly to biannually. An electronic mail network links all of the community colleges with the Chancellor’s Office and University system offices.

Planning and budgetary procedures are discussed in Standard 9. These procedures are integrated into a system-wide planning and budgeting process. The process is driven by a hierarchy, moving from system-wide to individual-campus planning. In directing the budget processes, the Chancellor’s Budget and Planning Office is re-
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responsible for clearly defining and communicating to the campuses the community college system-wide budget guidelines, priorities, and detailed budget instructions.

The UHCC Budget and Planning Office serves as a liaison between the state Legislature, the Department of Budget and Finance, University of Hawai‘i Budget Office, and the individual campuses. The Director of Budget and Planning works collaboratively with the Chancellor and the Vice Chancellor for Administrative Affairs on budget and planning issues.

The organizational charts and functional statements for all the community colleges and the Chancellor’s Office serve as the official documents for outlining the structure as well as delineating operational responsibilities and functions. The organizational charts and functional statements may also be updated through a formal reorganization process, requiring central review, union consultation, and — depending on the impact of the proposed reorganization — approval by the Board of Regents or the Chancellor under delegated authority.

The University of Hawai‘i Community Colleges are a public system of campuses, and their programs are subject to a broad variety of laws, rules, regulations, formal agreements, and other internal and external policies and practices. To ensure equity and consistency in interpretations and actions in the Community College system, clarification by the Chancellor for Community Colleges is needed.

In 1979, the Chancellor established a policy manual for the Community College system. This manual contains specific memos known as “Chancellor for Community Colleges Memos” (CCCMs). CCCMs inform the Provosts of policies, their responsibilities in the policy implementation, and the processes they must follow in working with the Chancellor’s Office.

In general, CCCMs provide the vehicle for distinguishing responsibilities to define system policy and campus policy. Major policy and procedure changes are discussed. Faculty and administrative comments are included. Changes are maintained in appropriate manuals, copies of which are at the Chancellor’s Office and each campus administrative office.

The Chancellor’s Office is composed of three major units that support the colleges in ways described below.

**Administrative Affairs**

The plans and goals of this unit pertain to providing continuing support in the areas of facilities, planning, fiscal, budget, finance, and personnel management, legislative liaison, and other campus-support activities. The primary goals are to provide support to the campuses and to represent the community colleges in the University system administration area.

**Academic Affairs**

The plans and goals of this unit pertain to providing continuing support in the areas of curriculum and instruction, especially as these relate to the UHCCs role in promoting the economic development of the state. The primary goals are to provide support to the campuses and to represent the community colleges in setting the direction of the University system in the academic area.

**Student and Community Affairs**

The plans and goals of this unit pertain to providing continued support in the areas of student
services and in conveying the mission and goals of the UHCCs to the external community in the state, nationally, and internationally. The primary goals are to provide support to the campuses and to represent the community colleges in setting the direction of the University system in the student services and community relations areas.

In addition to these units, the Chancellor’s Office includes the Director for Equal Employment Opportunity/Affirmative Action (EEO/AA), and the UHCC liaison to the University of Hawai‘i Foundation.

The Chancellor’s Office coordinates an annual Excellence in Education Conference, which brings together faculty and staff from all of the community colleges to share and discuss innovative educational methodologies. In addition, staff development funds have supported attendance of community college faculty at classroom research seminars. Resources are also provided through an Educational Improvement Fund. Presenters compete for these funds on a system-wide basis.

The Chancellor’s Office also coordinates a monthly meeting of the Institutional Research Cadre, composed of Institutional Research personnel from each campus and from the Chancellor’s Office.

Policies governing all areas—academic affairs, human resources, financial management, student and community services, and EEO/AA—are developed through a variety of means and by a number of different personnel. The Board of Regents Policies provides the administrative basis for ensuring that the University complies with applicable federal and state statutes, rules, regulations, city and county ordinances, governor’s directives, and provisions in the collective bargaining agreements.

The Board of Regents develops these policies for faculty, the APT staff, and the administrative staff. The policies range from non-discrimination and affirmative action, to faculty involvement in academic decision-making and academic policy-development. Board Policy is implemented through the University of Hawai‘i system-wide Executive Policies that establish the administrative framework.

**Self Evaluation**

The Chancellor is empowered to provide leadership for the creation of a dynamic and forward-looking system of community colleges. The Chancellor defines goals, develops plans, and establishes priorities for the UHCC system.

The operating budget guidelines, priorities, and processes for financial planning and budget development appear to be clearly defined and communicated. However, information, particularly that dealing with the budget, filters down to Kapi‘olani Community College usually too late for effective planning. This delay, however, is often caused by the system-level budgeting process, which, in turn, is caused by legislative delays.

As new federal and state laws and mandates are instituted, the University administration and the Chancellor’s Office review and update applicable policies and procedures.

The results of the monthly meetings between Vice Chancellors and deans and directors have been mixed. When cross-functional groups of
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faculty, administrators, and support staff are formed to focus on a specific issue—such as implementation of an Associate in Arts degree offered via distance education or preparing the student information system for Y2K compliance—results are good.

When the focus is not so clearly defined, as in the monthly joint meetings, the results have not been as good. In fact, questions have been raised regarding the perceived value of dealing with UHCC system priorities versus dealing with campus priorities.

From another perspective, the coordination of information and decisions for several campuses often leads to collective delays. The much-needed revision of the cut-off scores for the system’s new placement test is one such example. Although Kapi‘olani Community College had generated new cutoff scores based on an exhaustive psychometric study, implementation of any new cutoffs, more than one year later now, has still not been made. Consequently, this campus has inaccurate cutoff scores.

Although the organizational charts and functional statements serve as the official documents for outlining the structure and delineating operational responsibilities, they do not necessarily reflect the way in which the Chancellor’s Office operates. In reality, the lines that distinguish one unit from another have begun to disappear. In part, this can be attributed to the fact that personnel changes have occurred in the Chancellor’s Office, so that assigned tasks may have followed the person rather than staying with the position.

At the UHCC system level, the Chancellor's Office works on the one hand with legislators, federal, state and local agencies, and business lead-

ers who are demanding timely delivery of instruction, measurable student competencies, and explicit accountability standards. The Office also deals with students, regents, and a general public who are demanding the flexibility that should be inherent for students moving from one campus to another in a single system.

On the other hand, the Chancellor deals with an internal constituency that is comfortable with the process-oriented traditions of higher education: a faculty that is accustomed to operating independently in classrooms; a support staff that is accustomed to policies and procedures that promote routine over problem-solving; and administrators who are accustomed to hierarchies and boundaries that clearly delineate areas of responsibility. It becomes the task of the Chancellor's Office to serve as the interface between these two constituencies.

In this respect, the Chancellor’s Office is no different from the system office of any other multi-campus district throughout the nation. But what makes this task unique for the Chancellor’s Office is the fact that the UHCC system is, itself, an element of the larger University of Hawai‘i system, and is, therefore, subject to state policies and procedures beyond its own authority to change.

Planning Agenda

None.
Standard Ten

GOVERNANCE AND ADMINISTRATION

DOCUMENTS CITED

10.01 Constitution of the Faculty Senate of Kapi'olani Community College.
PLANNING SUMMARY

He noio 'a'e 'ale no ke kai loa

A noio that treads over the billows of the distant sea

An expression of admiration for a person outstanding in wisdom and skill
The noio is a small tern
Planning Summary

As a result of the Self Study, the Provost’s Advisory Council, composed of unit heads and governance representatives, has assumed the additional responsibility of serving as a formal planning body for the College. Through its meetings twice each semester, the Council will monitor progress on the College’s planning agenda and, as needed, make adjustments in formal planning cycles. The Office of Institutional Research — now the Office of Institutional Research and Planning — has been formally charged with staffing and leading this planning effort.

The Self Study identified the following broad areas in which specific items for planning were proposed.

Allocation of Resources
Efforts to improve utilization of resources will occur on several fronts. For physical-resources, management of facilities and equipment will be improved through analysis of use of classroom space and office space. A plan for systematic maintenance and purchase of equipment will be established.

The College will explore installation of a central energy and security management system to control air conditioning, security, and exterior lighting. For human resources, descriptions of personnel positions will be updated, and the shortage of information-technology personnel will receive special consideration.

Assessment of Educational Effectiveness
The Office of Institutional Research and Planning will develop improved techniques for tracking graduates of Liberal Arts programs and graduates of Technical, Occupational, and Professional programs. Tracking will meet requirements of federal programs and will produce mechanisms for continuous evaluation of education and training at the College. In addition, the College will begin a pilot evaluation of at least six basic courses to assess how well students are achieving course competencies.

Assessment of the Reorganization
The College will assess the advantages and disadvantages of the revenue-generating approach, which is a central feature of the reorganization of the College. The assessment will attempt to determine the impact of the revenue-generation approach on the finances of the College and on the morale of faculty and staff.

Credit and Noncredit Courses
Integration of credit and noncredit programs will be enhanced, with emphasis on ensuring that noncredit offerings are responsive to community needs. Classrooms that are frequently used for noncredit programs will be better maintained and have safer access and security. Academic deans and department chairs will implement a structure to improve advising for credit and noncredit students. Academic deans and program chairs will review the pay scale for full-time members of the faculty who teach noncredit courses. The administration will create a program that provides training in administering credit and noncredit education.

Distribution of Information
The College will disseminate more broadly an array of specific information, including Program Reviews, the Student Conduct Code, the Faculty Handbook, how student evaluation and feedback result in changes in College programs and policies, and how to contact key people at the College. The Provost, deans, and program chairs will ensure that the minutes from each meeting of the
Planning Summary

Provost's Advisory Council and the Deans' Advisory Council are thorough and are disseminated to constituents of each council member. The Dean of Student Services will use student orientation, student publications, electronic publications, messages to faculty, and other means to increase student awareness of all sources of information and contacts for students.

Financial Planning
The College will improve the process of financial planning by providing more timely access to financial information for all departments and units. A new university-wide information system will also provide more timely financial information for administrators, departments, and programs. The Provost will implement an internal accounting system and an earlier budget-planning session, possibly in February, and involve department heads and the Faculty Senate.

Information System
A new student-information system linking all campuses in the University of Hawai‘i system will be brought online. Through this system, a person will be able to apply for admission, register for classes, access transcript information, and access other services important to students or potential students.

Role of Faculty and Staff in Governance
The role of the Faculty Senate in College governance will be in the College organizational charts and in the Faculty Senate’s new constitution. The Provost will respond to all resolutions from the Faculty Senate within 30 days. Efforts to persuade staff to take a more active role in institutional governance have resulted in revival of the Clerical Council.

Library
The College will work to increase cooperative activities between the Kapi‘olani Library and the libraries of the University of Hawai‘i at Mānoa. Gaining access to the UH Mānoa Wong Audio Visual Center, which has an extensive collection of videos and movies, would greatly increase resources available to Kapi‘olani faculty and students. The Library will work with the UH Mānoa Hamilton Library to further develop the College’s Asia collection, the Science and Technology collection, and resources for distance education and bibliographic instruction.

The Library will also evaluate and increase its subscriptions to electronic databases to further enhance opportunities for students to research journals, magazines, newspapers, and other online sources of information.

Mission Statement
The next Mission Statement will include increased emphasis on the College’s high academic standards. In addition, the Mission Statement will be disseminated more broadly to the College community. The extent to which the College is fulfilling its mission will be monitored continuously.

Research and Planning
More emphasis will be placed on incorporating research findings into planning mechanisms and resource allocation. The College will devote more effort to integrating College-wide planning with data developed at all levels of the College. Conversely, decisions at department and program levels will reflect more closely the emphases in the College Mission Statement, the College Academic Development Plan, and the College Strategic Plan. The College will also standardize the gathering, storing, and reporting of data.
Planning Summary

Staff Development
The College will provide more intermediate and advanced training in how to use information technology in teaching. The College will also explore restoring budget allocations for semester-long sabbaticals and increased funding for attending professional meetings.

Student Services
Student Activities will develop a leadership program to increase student participation in the Student Congress. Students, staff, faculty, and administrators will boost their efforts to identify student leaders.

The College will designate a counselor to assist veterans and will provide adequate staffing for the Center for International Affairs, Programs, and Affairs. In addition, the College will provide adequate counseling services devoted to the College's immigrant population. The academic deans will investigate the relative efficiency of a greatly improved counselor-to-student ratio in the academic units, including distance education.

The Special Student Services Office will develop access to mental health professionals for students who need psychiatric treatment. Improved services for students with learning disabilities will be developed. Better staffing for the Financial Aid Office will serve the increasing numbers of applicants for financial assistance.

Technology
The College will enhance information resources by updating infrastructure, hardware, and software. The College will emphasize efforts to attract personnel with expertise in distance education, will increase the number of computer classrooms and update the equipment, and will create an Internet Café.

Faculty must have greater participation in decisions about instructional support. The College should work with stronger advisory groups and will improve communication between the faculty and the academic-support units.

Conclusion
Decision-making at the College must integrate administrative concerns with concerns of the faculty, staff, and students. This integration will require wide dissemination of information about the progress toward achieving the planning goals and continuous monitoring and adjustment in response to changes in external conditions and opportunities.
APPENDIX

Ka pouhana

The main post

The person on whom others depend for leadership, guidance, and help
The mainstay of the family or group
WEB PAGES CITED IN THE SELF STUDY

Kapi'olani Community College Academic Emphases
www.kcc.hawaii.edu/academics/emphases/index.htm

Kapi'olani Community College Academic Development Plan 1997 – 2002
leahi.kcc.hawaii.edu/~kcca COLlegePlans/dplan/dplan.html

Kapi'olani Community College Accreditation Self Study 2000
leahi.kcc.hawaii.edu/~kcca/

Kapi'olani Community College Distance Learning
www.kcc.hawaii.edu/academics/distance/index.htm

Kapi'olani Community College Home Page
www.kcc.hawaii.edu/

Kapi'olani Community College Library
library.kcc.hawaii.edu/main/index.html

Kapi'olani Community College Mission Statement 1997 – 2002
leahi.kcc.hawaii.edu/~kcca/CollegePlans/dplan/dplan.html

Kapi'olani Community College Strategic Plan 1997 – 2007
leahi.kcc.hawaii.edu/~kcca/CollegePlans/splan/splan.html

University of Hawai'i Administrative Procedures Information System
www2.hawaii.edu/svpa/apm/sysap.html

University of Hawai'i Board of Regents
www.hawaii.edu/admin/bor/

University of Hawai'i Distance Learning
www.kcc.hawaii.edu/dl/

University of Hawai'i Home Page
www.hawaii.edu/

Kapi'olani Community College Accreditation Self Study
APPENDIX

University of Hawai‘i Information Technology Services
www.hawaii.edu/its

University of Hawai‘i Office of Institutional Research *(Report on Faculty and Staff for Fall 1998)*
www.hawaii.edu/iro/maps1999.htm
ABBREVIATIONS AND ACRONYMS IN THE SELF STUDY

A.T.S. Associate in Technical Studies degree
ACE Access to College Excellence
APM [University of Hawai‘i] Administrative Procedures Manual
APT Administrative, Professional, and Technical employees
ASKCC Associated Students of Kapi‘olani Community College
ASL American Sign Language
CAT Classroom Assessment Techniques
CCCMs Chancellor for Community Colleges Memos
CCFPO Community Colleges Facilities Planning Office
CCLC Community College Library Council
CELSA Combined English Language Skills Assessment
COMPASS Computerized Adaptive Placement Assessment and Support System
DAC Deans’ Advisory Council
DAGS [State] Department of Accounting and General Services
EHSO [University of Hawai‘i] Environmental Health and Safety Office
ESOL English for Speakers of Other Languages
ETF Employment Training Fund
FERPA Federal Education Regulatory Privacy Act
FMIS Financial Management Information System
FOCUS II A computerized career-assessment instrument
FSHE Food Services and Hospitality Education
FYE First Year Experience
GRADVISE Product-name for a computer-assisted advising program
HERN Hawai‘i Educational Resource Network
HGEA Hawai‘i Government Employees Association
HITS Hawai‘i Interactive Telecommunications System
HNSLAC Health and Natural Sciences Learning Assistance Center
HRS Hawai‘i Revised Statutes
ICS Information and Computer Sciences
IDT [IMTS] Instructional Development Team
IMTS Information Media Technology Services
IT Information Technology
ITS [University of Hawai‘i] Information Technology Services,
KAPE Kapi‘olani Asia Pacific Emphasis
KITE Kapi‘olani Information Technology Emphasis
KITE-TAG Kapi‘olani Information Technology Emphasis-Technology Advisory Group
LAC Learning Assistance Center
**APPENDIX**

LD ...................... Learning Disabilities  
LEAP .................... Life/Learning Experience Assessment Program  
LRC ..................... Learning Resource Center  
MAPS ................... Management and Planning Support  
OAR ..................... Orientation, Advising, Registration  
OAT ..................... Office Administration and Technology  
OCET ................... Office of Continuing Education and Training  
PAC ..................... Provost’s Advisory Council  
SOS ..................... Secrets of Success workshops  
SSSO ................... Special Student Services Office  
TTTT (4Ts) ............ Teachers Talking to Teachers about Teaching  
UHCC ................... University of Hawai‘i Community Colleges  
UHPA ................... University of Hawai‘i Professional Association  
UPW ..................... United Public Workers  
WHA ..................... Wai‘anae Health Academy  
WLLC ................... Waikīkī Lifelong Learning Center