



UNIVERSITY of HAWAII®

LEEWARD
COMMUNITY COLLEGE

2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness

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UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Leeward Community College

Self Evaluation Report of Educational Quality
and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

Leeward Community College

96-045 Ala 'Ike

Pearl City, Hawai'i 96782

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

August 15, 2012

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Certification of the Institutional Self Evaluation Report

Date: July 31, 2012









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

From: Leeward Community College
96-045 Ala 'Ike
Pearl City, Hawai'i 96782

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC 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 that the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

	<u>M.R.C. Greenwood</u> President University of Hawai'i System
	<u>John Morton</u> Vice President University of Hawai'i Community Colleges
	<u>Manuel J. Cabral</u> Chancellor, Leeward Community College
	<u>Donna Matsumoto</u> Accreditation Liaison Officer Self Evaluation Steering Committee Co-Chair
	<u>Della Anderson</u> Self Evaluation Steering Committee Co-Chair Interim Director, Office of Planning, Policy, and Assessment
	<u>Paul Lococo</u> Chair, Faculty Senate
	<u>Laurie Lawrence</u> Chair, Campus Council
	<u>Tracey Imper</u> President, Associated Students of University of Hawai'i – Leeward Community College

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Certification of the Institutional Self-Evaluation Report Governing Board

Date: July 19, 2012

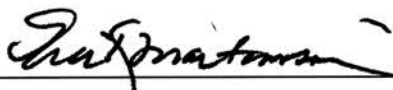
To: Accrediting Commission for Community & Junior Colleges
Western Association of Schools & Colleges

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

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

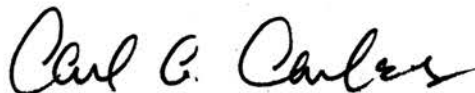
We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

Signed:



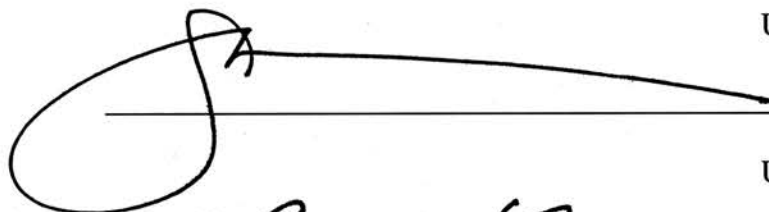
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Chair

Board of Regents Committee on Community Colleges

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UNIVERSITY of HAWAII®
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Self Evaluation Report of Educational Quality and Institutional Effectiveness

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The Pearl City Campus, 1969

Introduction

History and Description of Leeward Community College

Major Developments since the 2006 Educational Quality and Institutional Effectiveness Review

Demographic Information and Achievement Data

Introduction

History and Description of Leeward Community College

Leeward Community College (Leeward CC) is one of six public, two-year community colleges in the University of Hawai'i (UH) system. The college offers a variety of educational programs and services on its main campus in Pearl City, at its full-service satellite campus in Wai'anae, and through its robust distance education (DE) courses. While the Leeward coast and Central O'ahu are the primary areas served by the college—a region containing approximately a third of the state's population—students attend Leeward CC from all parts of the island of O'ahu.

Leeward CC opened its doors as the first community college in the state without a connection to a pre-existing technical school. The college's guiding principle was “innovation,” a readiness to depart from tradition in order to bring the best of current educational practices to its students.

In 1968, the college's first provost, Leonard T. Tuthill, welcomed over 1,640 students into modest buildings that once housed Pearl City Kai Elementary School. When asked what would happen if the buildings were not ready in time for fall classes, Provost Tuthill explained that the college was not buildings but “a group of people who want to learn and those willing to help them.” That first semester witnessed more than twice the anticipated number of students ready to explore the “community college” experience. In the spring of 1969, the college moved to its current location situated on approximately 49 acres overlooking Pearl Harbor.

Since those beginnings in 1968, enrollment has grown to place Leeward CC among the largest community colleges in the state of Hawai'i with approximately 7,000 to 8,000 students regularly enrolled each semester in liberal arts, career and technical education, and non-credit programs. One constant over the past 40 years has been the college's focus on student learning, as its motto makes clear: “To Help People Learn.”

Major Developments since the Most Recent Educational Quality and Institutional Effectiveness Review

Under-Served Populations

The UH system, in an effort to identify the state's need for postsecondary education and to develop a set of priorities to plan for the next decade, developed the Second Decade Project. Of the top four under-served geographical regions in the state with the greatest postsecondary education needs, three regions are in the college's service area (Central O'ahu, 'Ewa, and Wai'anae), regions that are predicted to have the largest population growth in the state. In addition, the college currently has the largest number of Native Hawaiian students enrolled among all the community colleges in the UH system.

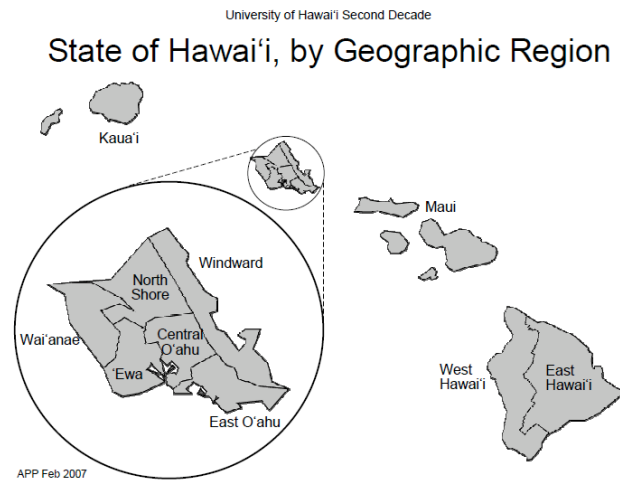


Diagram 1: Geographic Region, Source: [UH Second Decade Presentation, February 2007](#)

New Instructional Programs

Leeward CC introduced new programs to address workforce development needs, such as the Associate in Arts in Teaching and the Process Technology program. The college developed a new Associate in Science in Natural Sciences to address career paths and transfer options in science, technology, engineering, and mathematics (STEM). In addition, the college was granted a substantive change approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer degrees and certificates in which 50 percent or more of the courses offered are delivered through DE. Most recently, the Associate in Arts in Hawaiian Studies and the Associate in Science in Health Information Technology were approved by the UH Board of Regents (UH BOR) at its meeting on May 17, 2012.

Facilities and Infrastructure

Leeward CC was appropriated \$23.2 million for the construction and furnishing of its new Education building, with groundbreaking having occurred on April 18, 2012. When completed in the fall of 2013, this structure will be the first major facility to be built on the Pearl City campus since the automotive technology complex was completed in 1979. In addition, the college was appropriated \$5.5 million for the construction and furnishing of a permanent facility for the college's satellite campus, Leeward CC Wai'anae.

The college finished a number of improvements to its facilities and infrastructure, including re-roofing and waterproofing projects, waterline replacements, fire hydrant and elevator upgrades, air handling improvements, bathroom renovations, and installation of ADA-compatible doorways. The college's telephone system was replaced with a new Voice over Internet Protocol (VoIP) system, and a new campus wide wireless network was installed. In addition, the college began renovations to create the new learning commons for academic support services in the Library building and the new "one-stop" center for student support services on the upper floor of the Administration building.

Focus on Student Success

Leeward CC launched its Student Success Committee (SSC), a five-year commitment during which time the college will commit \$1 million to initiate projects directed toward making its students more successful. The SSC's goals, which were derived from the strategic plans of the UH system, the UH community colleges (UHCCs), and Leeward CC, as well as the Achieving the Dream initiative, are as follows:

- Increase the number of graduates and transfers in all programs by 25 percent.
- Eliminate "gatekeeper" courses.
- Improve student success rates by 10 percent in all courses where success rates are less than 70 percent.
- Decrease the time spent in remedial and developmental courses to one year or less.

An SSC initiative that has proven to be highly successful is the math emporium model, which promotes accelerated learning in a collaborative, interactive learning environment. This project involved the curricular redesign of several math courses and the creation of an "emporium" classroom requiring an upgrade to electrical connections and the purchase of computers and flexible furniture.

Expanded Staffing

Office of Planning, Policy, and Assessment

The Office of Planning, Policy, and Assessment (OPPA) was proposed through the 2005-2006 Annual Program Review (APR) process in an effort to institutionalize assessment processes and expand institutional research capacity ([L-1](#)). In October 2006, the college completed an administrative reorganization, which created the OPPA unit with two institutional analysts and a unit head. The original plan was to secure an executive/managerial position for the unit head; however, there was no position available for reallocation within the UH system, so the unit head was filled through a faculty reassignment. Subsequently, the college added to the OPPA unit an institutional effectiveness officer, which is a faculty position, and an information technology specialist, which is an administrative, professional, and technical (APT) position. In 2008, the OPPA secured two additional positions. In 2009, an executive/managerial position was reassigned from the Office of Continuing Education and Workforce Development to the OPPA ([L-2](#)). In March 2009, the acting faculty director was appointed as interim director. Currently, the staffing at the OPPA is comprised of the following six positions:

- Director of Planning, Policy, and Assessment (executive/managerial)
- Institutional Effectiveness Officer (faculty)
- Grants Coordinator (APT)
- Information Technology Specialist (APT)
- Institutional Researcher (APT)
- Policy Analyst (APT)

Leeward CC Wai‘anae

During the same 2005-2006 APR process, the need for expanded staffing and services at Leeward CC Wai‘anae was articulated ([L-1](#)). During the 2007-2008 academic year, the college added five positions for Native Hawaiian programs, with two positions located in Wai‘anae. Between 2007-2009, Leeward CC Wai‘anae received a total of eight faculty positions and four support area positions.

An expansion of staffing led to an expansion of the physical facility. In the spring of 2012, a temporary expansion to the first floor of the current building relieved some space issues. The college's current plan is to purchase a 37,000 square foot, permanent facility in Wai‘anae, with negotiations in the final stages. This new facility will provide a multitude of opportunities. The student population is currently 68 percent Native Hawaiian, so specific programs that target this population are being developed. One example is a Polynesian voyaging program that focuses on maritime trades such as boat building, maintenance, and repair. The intent of this program is to engage Wai‘anae youth, especially young men who are already involved in canoe paddling. With a current population of male students at 25 percent, attention is focused on attracting and retaining males in academic and applied pathways.

Demographic Information and Achievement Data for Leeward Community College

At Leeward CC, information and data are used in an ongoing cycle of evaluation, planning, and decision making. Longitudinal data on student achievement serves as evidence of the college's stability and achievement of mission in accordance with the Higher Education Opportunities Act of 2008.

In this portion of the introduction, demographic information and student achievement data are presented and analyzed. Throughout the institutional analysis portion of the Self Evaluation Report, evidentiary information is further analyzed when relevant to the various Accreditation Standards and sub-sections.

The information and data included has been primarily retrieved from UH Management and Planning Support (MAPS) reports and from the UH Banner Operational Data Store (ODS), which can be accessed from the [UH Institutional Research and Analysis Office](#) website. In addition, the college relies on the Integrated Postsecondary Education Data System (IPEDS).

The college has disaggregated key student achievement data by measures that it has found relevant to its student population. This data is presented in the following 2012 Institutional Student Success (ISS) reports, which are available on the college's intranet and in DocuShare:

[ISS Measures 00 General Report](#)

[ISS Measures 01 Full Time-Part Time Disaggregation Report](#)

[ISS Measures 02 Gender Disaggregation Report](#)

[ISS Measures 03 Native Hawaiian-Non Native Hawaiian Disaggregation Report](#)

[ISS Measures 04 Filipino-Non Filipino Disaggregation Report](#)

[ISS Measures 05 Age Disaggregation Report](#)

[ISS Measures 06 Pell Grant-Non Pell Grant Disaggregation Report](#)

Additional evidentiary information for the college is presented in the following reports:

[Achieving the Dream Report, 2011](#)

[COMPASS Placement Distribution Report, 2008-2012](#)

[Demographic Information and Achievement Data Report, 2006-2012](#)

[Distance Education Report, 2007-2012](#)

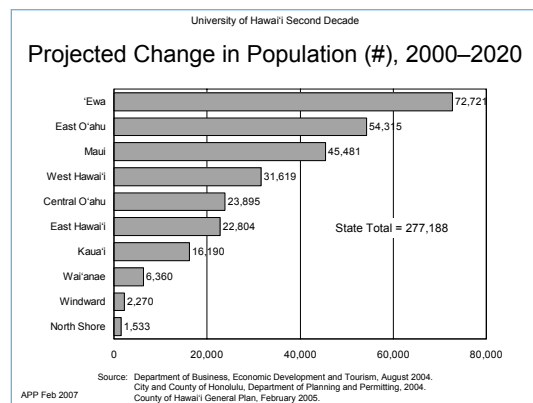
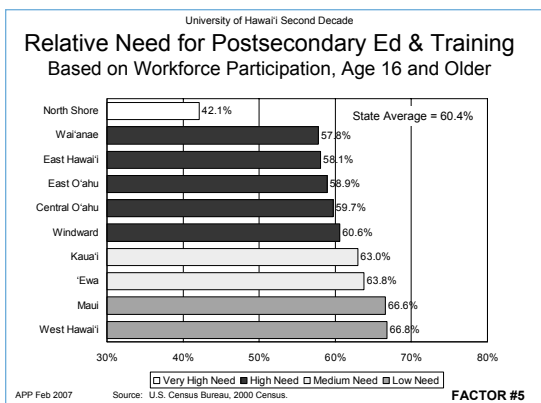
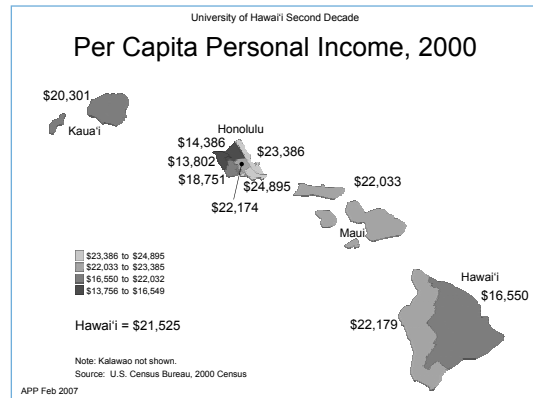
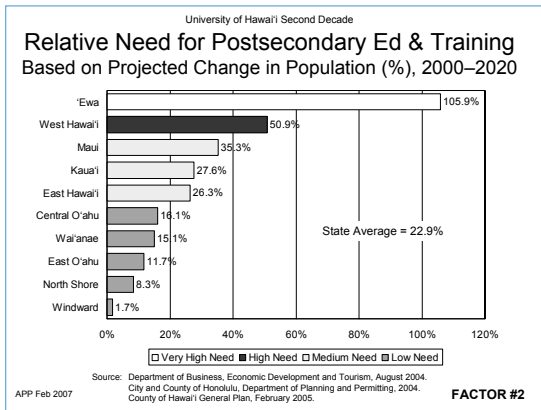
[Supplemental Data Book, 2012](#)

Service Area Demographic Information

Leeward CC is situated in a region that contains approximately 30.7 percent of the state's population (shaded area below), which in 2010 was estimated to be 1,360,301 residents ([I-3](#), [I-4](#)).



In an effort to identify the relative need for postsecondary education and training in the state of Hawai'i, the UH Second Decade Project provides pertinent demographic information on the college's service area. See the [UH Second Decade Presentation \(February 2007\)](#) for information on the college's service area in terms of population growth, personal income, workforce participation, educational attainment, and job shortages.

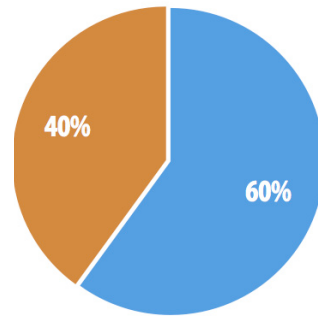


Charts 2-5, Area Demographics, Source: [UH Second Decade Presentation, February 2007](#)

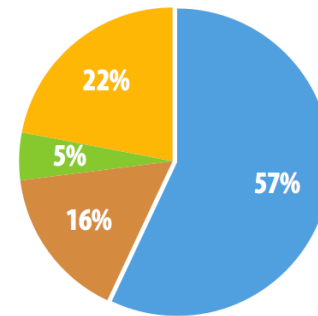
Student Demographic Information a quick look

Student Ethnicity

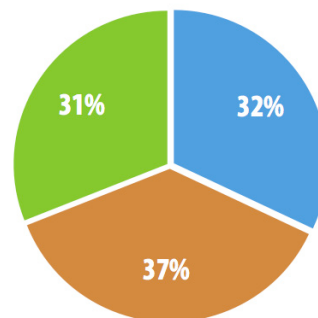
Hawaiian/Part Hawaiian	26.1%
Filipino	21.6%
Mixed Ethnicity	12.6%
Caucasian	11.1%
Other Asian	9.8%
Japanese	8.1%
Pacific Islander	2.5%
Chinese	1.9%
All Others	6.3%



40% full time students
60% part time students



57% Liberal Arts majors
16% Career & Technical Ed majors
5% Unclassified
22% Home-based at other UH campus



32% under 20 years old
37% between 20 and 24
31% 25 years old and over

Student Demographic Information details

Fall Headcounts and Full-Time Equivalent Enrollment

The full-time equivalent (FTE) enrollment at Leeward CC shadows its headcount enrollment. The net effect over ten years is a 42 percent increase in headcount enrollment and a 32 percent increase in FTE enrollment. In the last five years, the FTE has followed the headcount more closely, yielding a net 38 percent increase in headcount enrollment and a 37 percent increase in FTE enrollment.

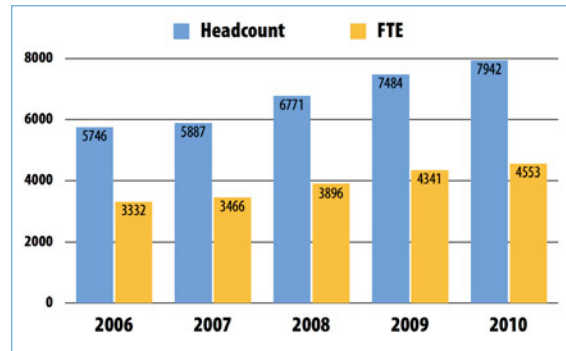


Chart 6 Fall Headcounts and Full Time Equivalent Enrollment; Source: ODS View IRO_REGS_UH (2005-2010)

Gender

The numbers of females and males have grown apace, with females constituting about 58 to 60 percent of the student population. These statistics are typical for postsecondary institutions across the United States. According to the American Council of Education, the gender gap, growing since 2000, has “stabilized” with females constituting about 57 percent of enrollment in postsecondary education and males about 43 percent.

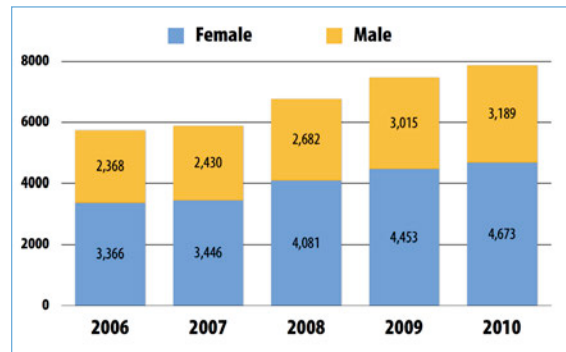


Chart 7, Student Gender; Source: ODS View IRO_BASE_UH

Numbers of Native Hawaiian/Part Native Hawaiian Students Enrolled: Fall 2006 – 2010

Leeward CC has a particular interest in Native Hawaiian/Part Native Hawaiian students because of the UH system and college’s strategic plan as well as the system wide Achieving the Dream initiative that focuses on this student population. The number of Native Hawaiian/Part Native Hawaiian students at the college continues to increase. Leeward CC has had the highest rates of increase of Native Hawaiian/Part Native Hawaiian students in its population. The net increase from the fall of 2006 to the fall of 2010 is about 133 percent for Leeward CC, 103 percent for the UHCC system, and 61 percent for four-year institutions.

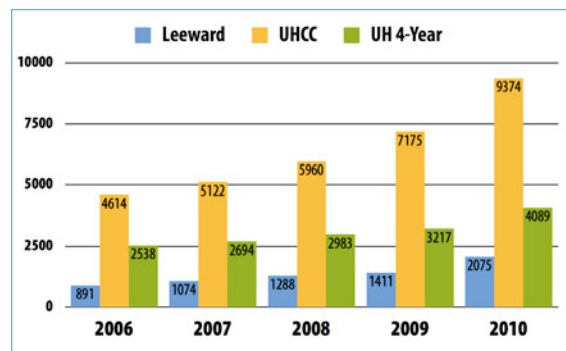


Chart 8, Native Hawaiian Student Enrollment; Source: [Demographic Information and Achievement Data Report, 2006-2012](#), “FT_PT ALL STUDENTS”

Numbers of Native Hawaiian and Filipino Students Enrolled: Fall 2006 – 2010

The number of Filipino students has been increasing at Leeward CC with a net gain over five years of about 16.5 percent. However, the percentage of Filipino students at the college has declined slightly over the five-year period by about four percentage points. The chart on the left compares the fall headcount enrollment of Native Hawaiian/Part Native Hawaiian and Filipino students.

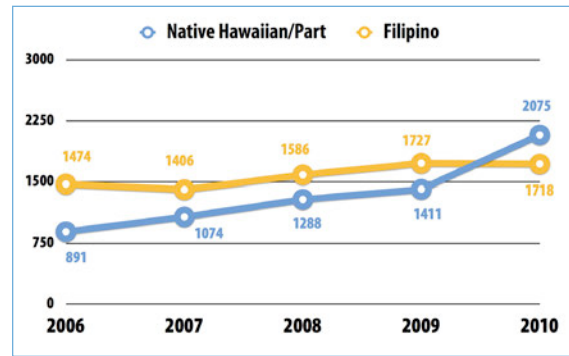
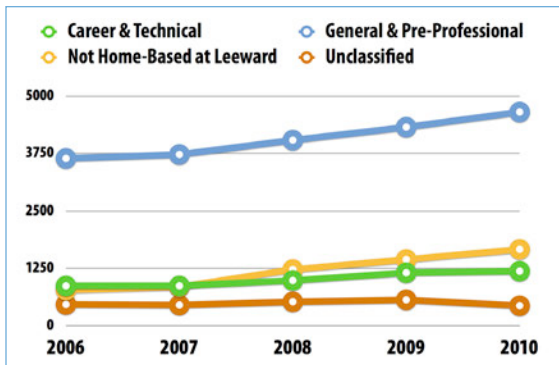


Chart 9, Native Hawaiian and Filipino Student Enrollment;
Source: [Demographic Information and Achievement Data Report, 2006-2012](#)



Number of Students by Program Area and Educational Objective

Fall	2006	2007	2008	2009	2010
Career & Technical	868	869	986	1,155	1,189
General & Pre-Professional	3,639	3,724	4,038	4,322	4,652
Not Home-Based at Leeward	777	845	1,226	1,444	1,667
Unclassified	462	449	521	563	434

Educational Objectives	2006	2007	2008	2009	2010
AA	3,639	3,724	4,038	4,322	4,652
AAS	390	299	299	327	356
AS	376	434	501	674	725
ASC	17				
CA	22	29	43	48	30
CC	80	107	143	106	78
CO	3				
Unclassified/Not Specified	442	449	521	563	434
Not Home-Based at Leeward	777	845	1,226	1,444	1,667
Total	5,746	5,887	6,771	7,484	7,942

Chart 10 and Table 11, Number of Students by Program Area and Educational Objective
Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Number of Students by Program Major

Majors--Number	Fall				
	2006	2007	2008	2009	2010
Accounting	144	166	188	202	210
Automotive Technology	112	95	86	121	140
Business Essentials		1	2	4	6
Business Foundations	1				
Business Technology	113	121	166	196	202
Commercial Music	2	2	2	1	1
Culinary Arts			57	113	149
Digital Art	2				
Digital Media Production	116	130	147	151	145
E-Commerce	1				
Food Service	106	96	58	28	9
Health Care Administration					1
Info & Computer Science	147	127	128	148	161
Liberal Arts	3,639	3,593	3,799	3,957	4,296
Management	44	32	51	80	79
Medical Office Receptionist				3	6
Motion Graphics	1				
Music	3				
Office Administration & Tech	10	5			
Opticianry	5	3	1	1	1
Pre-Business	12				
Sales & Marketing	2	5	6	5	2
Small Business Accounting		1	4	7	2
Special - Early Admit	68	56	71	52	59
Substance Abuse Counseling	26	41	46	45	28
Teaching		131	239	365	356
Television Production	41	44	44	50	47
Unclassified	374	393	450	511	375
Students Based Elsewhere	777	845	1,226	1,444	1,667
TOTAL ENROLLED	5,746	5,887	6,771	7,484	7,942

Table 12, Number of Students by Program Major, 2006-2010

Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Student Age, Average and Median

	2006	2007	2008	2009	2010
Average Age	24.3	24.2	24.0	24.1	24.4
Median Age	21.0	21.0	21.0	21.0	21.0

Table 13, Student Age, Average and Median

Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Going Rate of High School Graduates (Percentage)

The percentage of high school graduates in the state of Hawai'i who enroll at Leeward CC has increased by a little more than one percentage point over the past five years.

Public School	2006	2007	2008	2009	2010
Aiea High School	47	67	65	73	60
Education Laboratory Charter	1	1		1	
H P Baldwin High School		1	3	1	1
Hakipuu Learning Ctr Charter	1				1
Halau Ku Mana-Public Charter		2		1	
Halau Lokahi Charter	1	1			1
Hana High & Elementary School				1	1
Hawaii Academy of Arts and Sci					1
Hilo High School			1		3
Honokaa High School			1		
James B Castle High School		4	4	6	3
James Campbell High School	46	58	114	99	98
Kahuku High & Intermediate School	6	10	8	9	10
Kailua High School	1	1		1	1
Kaimuki High School	1	2	1	1	1
Kaiser High School	1	1	1		
Kalaheo High School		2		1	1
Kalani High School	1				3
Kanu O Ka Aina Charter			1		
Kapaa High School				1	1
Kapolei High School	122	108	125	111	115
Kau High School	1		1		
Kauai High School-	1	2		1	2
Ke Ana La'ahana PCS					1
Kealakehe High School			1	2	
King Kekaulike High School	1		1	1	
Kohala High School				1	
Konawaena High School	1			3	
Kula Kaiapuni O Anuenue	1	5	5	8	6
Lahainaluna High School	3	1		1	
Lanai City High School	2	1	3		
Leilehua High School	60	63	65	61	64
Maui High School		2	1		1
McKinley High School	6	4	5	5	2
Mililani High School	128	132	161	154	139
Moanalua High School	42	50	46	40	60
Molokai High Intermediate School	2		2	1	2
Myron B Thompson Academy	5	2	6	7	7
Nanakuli High Intermediate School	8	14	23	13	20
Pahoa High School	1		2	1	
Pearl City High School	100	118	126	121	103

Radford High School	24	30	35	29	19
Roosevelt High School	3	3	5	5	1
W R Farrington High School	16	17	15	18	17
Waiakea High School	1	1			2
Waiialua High School	10	21	18	13	16
Waianae High School	39	48	66	53	74
Waimea High School	1				2
Waipahu High School	73	77	120	119	89
Total	757	849	1,031	963	928

Private School	2006	2007	2008	2009	2010
Academy Of The Pacific	2	3	2	1	
Assets School	2	3	6		2
Christian Academy			4	4	2
Damien Memorial High School	5	9	11	9	5
Friendship Christian School	1		2	3	
Hanalani Jr-Sr High School	6	1	8	10	6
Hawaii Baptist Academy	1	1		2	1
Hawaiian Mission Academy			2	2	1
Hoala School	2		1		2
Home School	7	9	6	8	13
Iolani School				2	1
Island Pacific Academy					4
Island School				1	
Kailua Christian Academy				1	
Kamehameha Secondary Schools	14	21	30	16	28
Lanakila Baptist High School	10	3	3	6	4
Le Jardin Academy			1		
Lutheran High School Of Hawaii	1	1			2
Maili Bible High School			4	1	
Maryknoll High School	3		2	7	
Mid Pacific Institute	1		1	1	1
Pacific Buddhist Academy		1			
Peniel Educational Ministries					1
Punahou School	1	2			2
Redemption Academy			1		
Sacred Hearts Academy Hs	2	3	5	6	3
Saint Andrews Priory School		1			
Saint Francis High School	5	2	10	6	4
Saint Louis School	5	5	1	4	4
Seabury Hall					1
St Francis School-Kauai Campus				1	
Word of Life Academy	3	4		2	1
Youth Challenge Program	8	4	2	5	1
Total	79	73	102	98	89

Table 14 High School Going Rate, 2006-2010
Source: UHCC Data: MAPS, "High School Background of First-Time Students," Fall 2010

Student Enrollment—Ethnicity and Gender, Fall 2010

Ethnicity	All Students		Female		Male		No Data	
	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt
All Students	7,942	100.0	4,673	58.8	3,189	40.2	80	1.0
Asian	3,287	41.4	1,819	22.9	1,430	18.0	38	0.5
Asian Indian	38	0.5	20	0.3	18	0.2		0.0
Chinese	154	1.9	78	1.0	72	0.9	4	0.1
Filipino	1,718	21.6	972	12.2	727	9.2	19	0.2
Japanese	644	8.1	341	4.3	296	3.7	7	0.1
Korean	81	1.0	52	0.7	28	0.4	1	0.0
Laotian	14	0.2	6	0.1	8	0.1		0.0
Mixed Asian	537	6.8	291	3.7	239	3.0	7	0.1
Other Asian	42	0.5	22	0.3	20	0.3		0.0
Thai	14	0.2	10	0.1	4	0.1		0.0
Vietnamese	45	0.6	27	0.3	18	0.2		0.0
Native Hawaiian/Pacific Islander	2,300	29.0	1,507	19.0	770	9.7	23	0.3
Guamanian or Chamorro	23	0.3	19	0.2	4	0.1		0.0
Micronesian	37	0.5	18	0.2	17	0.2	2	0.0
Mixed Pacific Islander	10	0.1	6	0.1	4	0.1		0.0
Native Hawaiian or Part Native Hawaiian	2,075	26.1	1,366	17.2	689	8.7	20	0.3
Other Pacific Islander	40	0.5	17	0.2	23	0.3		0.0
Samoan	99	1.2	67	0.8	31	0.4	1	0.0
Tongan	16	0.2	14	0.2	2	0.0		0.0
Mixed Race	1,004	12.6	589	7.4	406	5.1	9	0.1
No Data	86	1.1	37	0.5	46	0.6	3	0.0
Other Ethnic Groups	1,265	15.9	721	9.1	537	6.8	7	0.1
African American or Black	182	2.3	92	1.2	86	1.1	4	0.1
American Indian or Alaskan Native	26	0.3	14	0.2	12	0.2		0.0
Caucasian or White	882	11.1	500	6.3	380	4.8	2	0.0
Hispanic	175	2.2	115	1.4	59	0.7	1	0.0

Table 15, Student Enrollment by Ethnicity and Gender, 2010
Source: ODS View: IRO_BASE_UH

In 2010, the largest ethnic groups at Leeward CC, each comprising of at least 5 percent of the headcount, were as follows:

Group	Number	Percent
Native Hawaiian	2,075	26.1%
Filipino	1,718	21.6%
Mixed Race	1,004	12.6%
Caucasian	882	11.1%
Japanese	644	8.1%
Mixed Asian	537	6.8%

Together, these six groups make up about 86 percent of the student population. Of the six groups, the percentages of mixed Asian and Caucasian have remained steady over five years. The percentages of Filipino, Japanese, and mixed race students have been slowly decreasing, losing three or four percentage points since 2006. The number of Native Hawaiian students has more than doubled (132 percent), going from 891 students (15.5 percent of the headcount) in 2006 to 2,075 students (26.1 percent of the headcount) in 2010.

One item of note is that although the distribution of ethnicity in the state of Hawai‘i can be calculated in several different ways, the distribution of ethnicity in the college and the distribution in the state are not parallel.

Because of the way ethnicities are tabulated in the U.S. Census and in the [2010 State of Hawai‘i Data Book](#), which uses census data for its summaries, there is no simple way to represent the percentages of ethnic groups in the population. In the 2010 U.S. Census, Hawai‘i had a total population of 1,360,301. Of that population, 1,039,672 people, or about 76.4 percent of the total, chose to identify themselves with one race.

The other 320,629 people, about 23.6 percent of the population, could be considered mixed because they would have identified themselves with two or more races.

**Racial Distribution in the State:
People Identifying with Only One Race or Two or More Races**

White	564,323	41.5%
Filipino	342,095	25.1%
Japanese	312,292	23.0%
Native Hawaiian	289,970	21.3%
Chinese	53,963	14.6%
Korean	24,203	3.6%

The percentages in the above table indicate that of the 1,360,301 people in the census population, about 41.5 percent identified with White as a race or with a combination of races that include White. A total of 25.1 percent identified with Filipino as a race or with a combination of races that include Filipino.

The Leeward coast and Central O‘ahu have a total population of about 417,429. The percentages of Native Hawaiian people in that population vary widely from below 5 percent in areas surrounding the military bases to 61 percent in Wai‘anae. The total percentage of Native Hawaiian people in these two areas is about 22.2 percent.

Three major ethnicities—White, Filipino, and Japanese, or mixtures thereof—constitute 35.3 percent, 35.0 percent, and 23.2 percent of the population, respectively, in the Leeward coast and Central O‘ahu.

Enrollment by Residency

About 90 percent of the students enrolled at Leeward CC continue to be classified as residents for tuition purposes.

Residency	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt
Converted Resident	62	1.1	51	0.9	56	0.8	63	0.84	64	0.8
N/R East West Center Exemption	1	0.0	1	0.0	1	0.0		0.00		0.0
N/R Faculty/Staff Exemption	2	0.0	2	0.0	3	0.0	7	0.09	2	0.0
N/R Hawaiian Exemption	47	0.8	39	0.7	50	0.7	58	0.77	61	0.8
N/R HI National Guard & Reserve Exempt		0.0	1	0.0	4	0.1	4	0.05	15	0.2
N/R Institutional Exemption	24	0.4	13	0.2	6	0.1	5	0.07		0.0
N/R Military Exemption	301	5.2	321	5.5	326	4.8	354	4.73	387	4.9
N/R Pac-Asian Exempt	1	0.0		0.0	2	0.0		0.00		0.0
N/R Rev Institutional Exempt		0.0	6	0.1	8	0.1	24	0.32	18	0.2
N/R WUE Exemption	2	0.0	2	0.0	4	0.1	5	0.07	1	0.0
No Information (Non-Resident)		0.0	1	0.0	1	0.0	3	0.04	5	0.1
Non-Resident (N/R)	112	1.9	99	1.7	177	2.6	222	2.97	242	3.0
Non-Resident Appeal		0.0	2	0.0		0.0		0.00		0.0
Resident	5,194	90.4	5,349	90.9	6,133	90.6	6,739	90.05	7,147	90.0
Total	5,746	100.0	5,887	100.0	6,771	100.0	7,484	100.00	7,942	100.0

Table 16, Enrollment by Residency, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "Residency"

Faculty, Staff, and Administration Demographic Information

Faculty, Staff, and Administration by Ethnicity—Fall 2010 Frequency

Ethnicity	Total		APT		Civil Service		Exec/ Mgr		Faculty	
	Number	%	Number	%	Number	%	Number	%	Number	%
Chinese	9	6.4%	5	9.1%	4	5.2%		0.0%	13	6.6%
Filipino	35	25.0%	7	12.7%	28	36.4%		0.0%	10	5.1%
Hawaiian/Part-Haw	13	9.3%	2	3.6%	10	13.0%	1	12.5%	17	8.6%
Hispanic	4	2.9%	1	1.8%	3	3.9%		0.0%	5	2.5%
Indian Subcont.									4	2.0%
Japanese	47	33.6%	30	54.5%	16	20.8%	1	12.5%	60	30.3%
Korean	2	1.4%		0.0%	2	2.6%		0.0%	4	2.0%
Other Asian/Pac Isl	8	5.7%	2	3.6%	6	7.8%		0.0%	4	2.0%
Portuguese		0.0%		0.0%		0.0%		0.0%	1	0.5%
Puerto Rican	4	2.9%		0.0%	4	5.2%		0.0%	26	0.0%
White	18	12.9%	8	14.5%	4	5.2%	6	75.0%	80	40.4%
Total	140	100.0%	55	100.0%	77	100.0%	8	100.0%	198	100.0%

Table 17 Faculty, Staff, and Administration by Ethnicity—Fall 2010
Source: Leeward CC Human Resources Office

Longitudinal Student Achievement Data

Leeward CC systematically collects information on student progress and achievement in order to determine how well it is fulfilling its mission. The following graphs represent quantitative longitudinal measures commonly used to evaluate student progress and achievement.

Retention Rates

Retention refers to the percentage of students who continued in a course over a semester. To calculate retention rate, the number of students registered at the end of a semester (those who have not withdrawn) are divided by the number of students registered in a course at the census date (about five weeks into the semester). Within the UHCC system, the retention rate has also been called the course completion rate.

The chart and table below shows the retention rates for all registrations of all students in all classes at Leeward CC over five fall semesters. For the fall of 2006, 2007, 2008, 2009, and 2010, the rates are based on 16,238; 16,908; 18,978; 21,259; and 22,210 registrations at census. Co-operative education and directed studies classes were not included. Retention rates are shown for all students, for full-time students, and for part-time students.

There has been a gradual improvement in retention over the past four years.

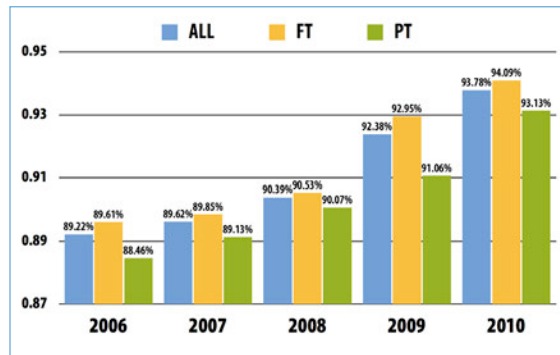


Chart18, Retention Rates, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "RET_ALL"

	All Students	Full-time	Part-time
2006	89.22%	89.61%	88.46%
2007	89.62%	89.85%	89.13%
2008	90.39%	90.53%	90.07%
2009	92.38%	92.95%	91.06%
2010	93.78%	94.09%	93.13%

Table 19, Retention Rates, FT vs PT, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "RET_ALL"

Slight improvement seems to be the pattern among some ethnicities, but retention rates are generally high with frequent fluctuations and no discernible pattern.

Ethnicity	Average Headcount	2007	2008	2009	2010	2011	Average Retention Rate
African American or Black	125	89.6	88.2	91.8	92.8	94.3	91.3
Amer Indian or Alaskan Native	25	90.6	89.3	88.3	96.0	86.4	90.1
Asian Indian	13	88.9		100.0	115.8	89.0	98.4
Caucasian or White	721	92.1	92.0	91.8	94.9	95.0	93.2
Chinese	123	85.3	93.8	94.1	97.4	95.9	93.3
Filipino	1,577	88.7	88.8	90.2	91.3	94.0	90.6
Guamanian or Chamorro	20	91.4	83.1	89.2	95.5	94.3	90.7
Hispanic	163	92.3	90.3	92.5	94.5	93.2	92.6
Japanese	662	88.1	88.9	91.0	93.0	93.0	90.8
Korean	87	86.8	92.1	92.1	90.7	96.1	91.6
Laotian	17	78.6	88.2	101.9	86.2	86.1	88.2
Micronesian	20	75.9	90.9	90.7	92.1	96.9	89.3
Middle Easterner	1				100.0		100.0
Mixed Asian	455	94.7	89.4	88.3	91.2	92.9	91.3
Mixed Hispanic	7	74.2	68.2	127.3	100.0		92.4
Mixed Pacific Islander	54	96.0	84.9	89.3	93.3	100.0	92.7
Mixed Race (2 or more)	964	86.4	88.6	88.6	91.7	93.0	89.7
Native Hawaiian or Part Native Hawaiian	1,357	90.1	90.7	90.6	92.4	93.9	91.5
No Data	131	86.2	82.9	86.5	90.3	86.3	86.4
Other Asian	27	85.9	83.7	79.2	101.4	93.0	88.6
Other Pacific Islander	15	95.0	83.3	87.9	100.0	86.3	90.5
Pacific Islander	14	90.2	92.0	94.9	87.1		91.1
Portuguese	8	107.1	81.8	140.0	89.5		104.6
Puerto Rican	7	84.6	90.0	200.0	57.1		107.9
Samoan	83	87.7	85.2	84.5	95.1	88.6	88.2
Thai	10	96.4	91.7	96.0	100.0	95.8	96.0
Tongan	10	100.0	96.2	92.6	100.0	100.0	97.8
Vietnamese	32	91.2	87.5	102.1	94.7	96.1	94.3
Average Retention Rate		89.4	87.8	98.6	93.7	93.0	92.5

Table 20, Retention Rate by Ethnicity, 2007-2011
Source: ODS view IRO_REGS_UH and IRO_BASE_UH

Persistence Rates

Persistence rate is the percentage of students who were enrolled in the fall and who enrolled the following spring. Generally, persistence rates have increased but remain in the mid-60 percent range. The following tables indicate the persistence rates for all students enrolled at Leeward CC.

Persistence Rates, All Students

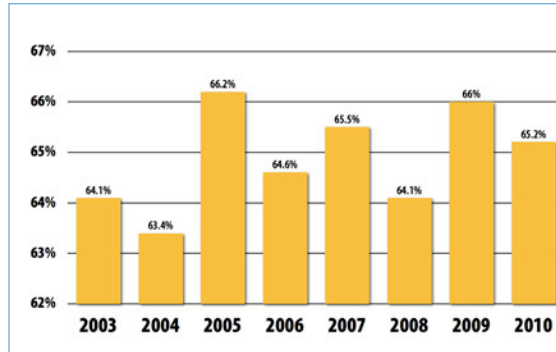


Chart 21, Persistence Rates, 2003-2010

The fall-to-spring persistence rates for students who are home based at Leeward CC and degree seeking are quite a bit higher and have been increasing slightly over the last five years.

Persistence Rates, Home-Based at Leeward and Degree-Seeking

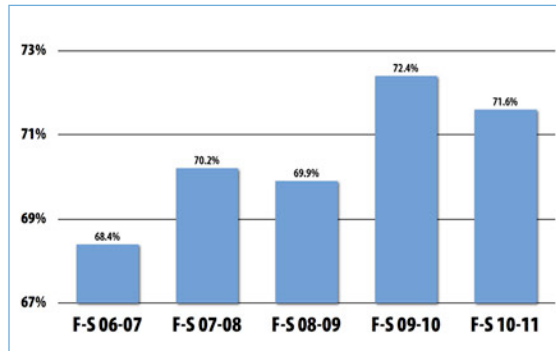


Chart 22, Persistence Rate, Home-Based at Leeward

Among the ethnic groups of significant size (an average of a hundred or more students enrolled per semester), all have average persistence rates in the mid- to high-60 percent range, except for Native Hawaiians/Part Native Hawaiians, Hispanics, and Whites, who are in the low-60 percent range, and Chinese, who are in the low- to mid-50 percent range.

Ethnicity	Average Fall Head-count	Fall-Spring 2006-07 PRate	Fall-Spring 2007-08 PRate	Fall-Spring 2008-09 PRate	Fall-Spring 2009-10 PRate	Fall-Spring 2010-11 PRate	Average Persistence Rate
African American/Black	103	66.3%	61.7%	67.0%	83.6%	69.3%	69.6%
American Indian/Alaskan Native	21	58.8%	78.9%	56.0%	66.7%	65.0%	65.1%
Asian Indian	10	60.0%		50.0%	100.0%	67.9%	69.5%
Caucasian/White	508	68.8%	66.6%	70.2%	74.6%	70.5%	70.1%
Chinese	66	69.4%	76.2%	76.4%	76.9%	74.0%	74.6%
Filipino	1,209	70.1%	73.3%	70.4%	73.0%	76.0%	72.5%
Guamanian/Chamorro	15	60.0%	75.0%	50.0%	58.8%	56.3%	60.0%
Hispanic	128	68.0%	69.4%	63.3%	66.7%	67.9%	67.1%
Japanese	430	69.3%	75.3%	76.7%	74.2%	70.4%	73.2%
Korean	54	72.7%	73.1%	82.0%	67.2%	64.0%	71.8%
Laotian	14	69.2%	78.6%	86.7%	75.0%	70.0%	75.9%
Micronesian	20	38.5%	60.0%	69.2%	88.5%	75.0%	66.2%
Middle Easterner	1				100.0%		100.0%
Mixed Asian	345	72.3%	72.3%	72.3%	75.1%	72.6%	72.9%
Mixed Hispanic	6	87.5%	42.9%	100.0%	100.0%		82.6%
Mixed Pacific Islander	43	63.9%	64.4%	81.0%	69.1%	37.5%	63.2%
Mixed Race (2 or more)	772	66.7%	68.6%	68.6%	72.4%	71.3%	69.5%
Native Hawaiian/Part Native Hawaiian	1,071	67.0%	67.9%	67.6%	70.2%	69.5%	68.4%
No Data	120	71.1%	64.5%	70.4%	67.6%	74.1%	69.6%
Other Asian	19	55.0%	72.7%	58.8%	72.2%	80.6%	67.9%
Other Pacific Islander	13	50.0%	50.0%	55.6%	90.0%	83.3%	65.8%
Pacific Islander	13	80.0%	80.0%	73.3%	63.6%		74.2%
Portuguese	3	100.0%	100.0%	100.0%	75.0%		93.8%
Puerto Rican	6	60.0%	62.5%	66.7%	66.7%		64.0%
Samoan	74	53.2%	63.8%	49.3%	58.1%	67.0%	58.3%
Thai	7	57.1%	85.7%	50.0%	50.0%	62.5%	61.1%
Tongan	8	100.0%	75.0%	55.6%	60.0%	100.0%	78.1%
Vietnamese	22	81.8%	71.4%	95.0%	85.0%	64.3%	79.5%
Total	5,092	68.4%	70.2%	69.9%	72.4%	71.6%	70.5%

Table 23, Persistence Rates by Ethnicity

Annual Number of Degrees and Certificates Awarded

Recently, the numbers of degrees and certificates of achievement (CA) conferred at Leeward CC have been increasing. The numbers for 2011, although incomplete, are even higher.

Liberal Arts

Academic Year	2006	2007	2008	2009	2010
AA Degrees Earned	429	408	362	388	427
Numbers of Liberal Arts Majors	3,383	3,410	3,584	3,832	4,033
Percent Earning Degrees	12.7%	12.0%	10.1%	10.1%	10.6%

Teaching

Academic Year	2006	2007	2008	2009	2010
AAT Degrees Earned	--	11	18	20	54
Numbers of Majors	38	155	247	359	356
Percent Earning Degrees	0.0%	7.1%	7.3%	5.6%	15.2%

Career and Technical Education (CTE)

Academic Year	2006	2007	2008	2009	2010
AAS, AS, ATS Degrees Earned	71	85	80	77	103
Numbers of CTE Majors	852	867	958	1,097	1,145
Percent Earning Degrees	8.3%	9.8%	8.4%	7.0%	9.0%

Tables 24-26, Number of Degrees and Certificates Awarded, 2006-2010

Source: ODS views IRO_BASE_UH and [Supplemental Data Book, 2012](#), "Degrees & Certificates Awarded"

Continuing Enrollment, Transfer, and Graduation

Integrated Postsecondary Education Data System (IPEDS) data show that while the percentage of students completing or graduating from college has remained fairly steady, the percentage of students transferring to another institution has increased significantly from 2004 to 2007. As such, the percentage of students who are not completing college has decreased.

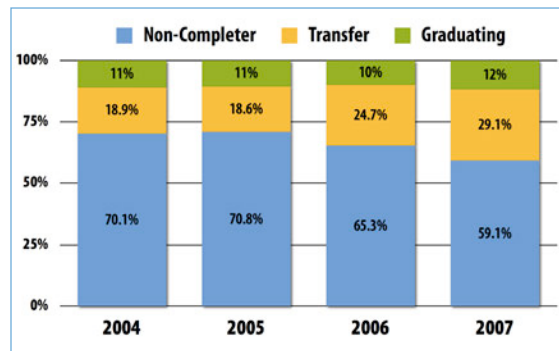


Chart 27 Continuing Enrollment, Transfer and Graduation

Source: IPEDS Spring Collections, Graduation Rates Surveys

Transfers to Four-Year UH Institutions

On the average, about 64 percent of the students who transfer from Leeward CC attend UH Mānoa, while about 33 percent attend UH West O‘ahu and 3 percent attend UH Hilo.

After a peak in the fall of 2007, the number of students who transferred from Leeward CC to attend a UH baccalaureate institution dropped by about 15 percent; however, this number has been slowly increasing in the last two years at a rate of around 4 to 7 percent.

For details on transfers by Gender and Ethnicity, see [Supplemental Data Book, 2012](#).

Performance of Graduates

Leeward CC graduates who earn an AA degree perform well when they transfer to UH Mānoa.

Academic Year (AY)	AA Graduates That AY	AA Graduates Transferring	Percent Transferring	Average GPA at UH Mānoa	Credits Attempted	Credits Completed	Retention Rate
2006	413	72	17.4%	2.94	737	696	94.44
2007	396	82	20.7%	2.95	773	744	96.25
2008	344	68	19.8%	2.71	657	618	94.06
2009	368	91	24.7%	2.93	844	827	97.99

Table 28, Performance of Graduates at 4-year Institutions
Source: [Supplemental Data Book, 2012](#), "LBRT Grads at Mānoa"

Native Hawaiian/Part Native Hawaiian students who transfer from Leeward CC do well at UH Mānoa. Filipino students who transfer from Leeward CC do well at UH Mānoa. Leeward CC graduates with an AA degree who transfer to UH West O‘ahu do as well as those who transfer to UH Mānoa. See [Supplemental Data Book, 2012](#).

Fall 2011, Placement Scores of In-Coming Students

Placement test scores showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math.

Adult Basic Reading	6.6%
Developmental Reading	36.5%
Total Reading	43.1%
Adult Basic Writing	17.5%
Developmental Writing	44.7%
Total Writing	62.2%
Adult Basic Math	4.2%
Developmental Math	75.1%
Total Math	79.3%

Table 29 Placement Scores

Basic Skills Completion

Since 2006, the UHCC system has been participating in Achieving the Dream, a national initiative whose focus is to help low-income students of color earn a college certificate or degree. Throughout the UHCC system, the focus of Achieving the Dream is on Native Hawaiian/Part Native Hawaiian students. One major area of concern is basic/developmental skills because more than 60 percent of the students entering the UHCCs are placed in basic/developmental level English and/or math courses. Since progressing students from the basic skills/developmental level to college-level coursework is critical to student success, the college tracks the cohorts of first-time, degree-seeking students as part of an effort to shorten the time students spend in basic skills/developmental courses. For English, that basic skills/developmental course is English (ENG) 22. For math, those basic skills/developmental courses include Math 25 and Math 24/73.

ENG 22 (One level below college-level ENG 100)

All Students	Number Placing in ENG 22	Number Enrolling in ENG 22	Percent Enrolling in ENG 22	Number Passing ENG 22	Percent Passing ENG 22	Number Enrolling in ENG 100	Percent Enrolling in ENG 100	Number Passing ENG 100	Percent Passing ENG 100	Yield Rate
2007 Cohort	358	300	83.8	195	65	160	44.69	123	76.88	34.36
2008 Cohort	414	344	83.09	236	68.6	182	43.96	140	76.92	33.82
2009 Cohort	383	290	75.72	182	62.76	110	28.72	82	74.55	21.41

Source: [Achieving the Dream Report, 2011](#)

Native/Part Native Hawaiian (NH)	Number Placing in ENG 22	NH Students in Cohort	Percent of Cohort	Number Enrolling in ENG 22	Percent Enrolling in ENG 22	Number Passing ENG 22	Percent Passing ENG 22	Number Enrolling in ENG 100	Percent Enrolling in ENG 100	Number Passing ENG 100	Percent Passing ENG 100	Yield Rate
2007 Cohort	358	82	22.91	68	82.93	42	61.76	35	42.68	24	68.57	29.27
2008 Cohort	414	89	21.50	76	85.39	55	72.37	41	46.07	30	73.17	33.71
2009 Cohort	383	83	21.67	59	71.08	39	66.1	26	31.33	16	61.54	19.28

Source: [Achieving the Dream Report, 2011](#)

MATH 25 (One level below college-level MATH 100/103/115)

All Students	Number Placing in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Passing MATH 25	Percent Passing MATH 25	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	213	121	56.81	80	66.12	71	33.33	55	77.46	25.82
2008 Cohort	230	132	57.39	96	72.73	78	33.91	54	69.23	23.48
2009 Cohort	183	107	58.47	66	61.68	31	16.94	14	45.16	7.65

Source: [Achieving the Dream Report, 2011](#)

Native/Part Hawaiian	Number Placing in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Passing MATH 25	Percent Passing MATH 25	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	213	47	22.07	27	57.45	17	62.96	15	31.91	13	86.67	27.66
2008 Cohort	230	40	17.39	18	45.00	13	72.22	10	25.00	4	40.00	10.00
2009 Cohort	183	35	19.13	22	62.86	13	59.09	8	22.86	4	50.00	11.43

Source: [Achieving the Dream Report, 2011](#)

MATH 24/73 (Two levels below college-level MATH 100/103/115)

All Students	Number Placing in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Passing MATH 24/73	Percent Passing MATH 24/73	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	351	255	72.65	155	60.78	70	19.94	54	77.14	15.38
2008 Cohort	437	288	65.90	175	60.76	76	17.39	42	55.26	9.61
2009 Cohort	390	238	61.03	135	56.72	3	0.77	3	100.00	0.77

Source: [Achieving the Dream Report, 2011](#)

Native/Part Hawaiian	Number Placing in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Passing MATH 24/73	Percent Passing MATH 24/73	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	351	79	22.51	54	68.35	29	53.70	11	13.92	7	63.64	8.86
2008 Cohort	437	84	19.22	52	61.90	30	57.69	14	16.67	6	42.86	7.14
2009 Cohort	390	74	18.97	40	54.05	17	42.50	0	0.00	0	0.00	0.00

Source: [Achieving the Dream Report, 2011](#)

Tables 30-35, Basic Skill Completion

Student Engagement

The Community College Survey of Student Engagement (CCSSE) gives a measure of how actively students are engaged at the college. Research shows that with increased engagement comes improved persistence and learning. The UHCCs administer the CCSSE every two years. In 2010, the CCSSE results indicated marked improvements in benchmark results for the college.

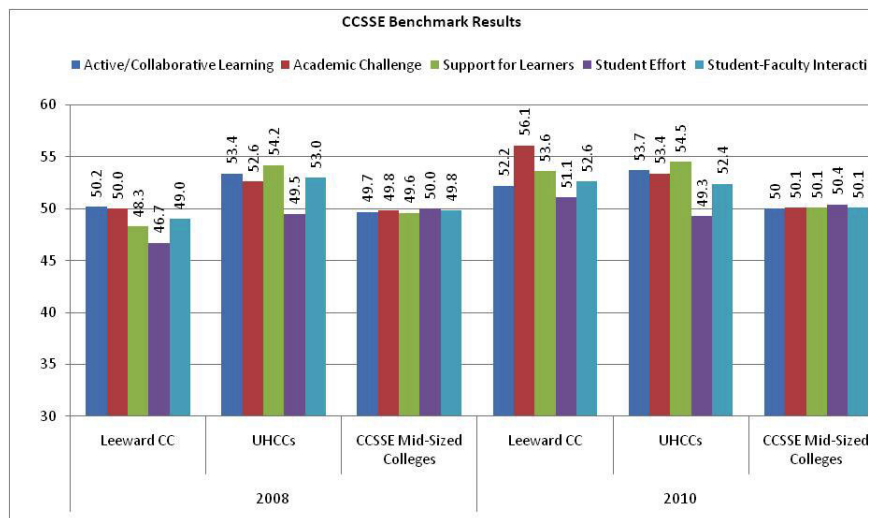
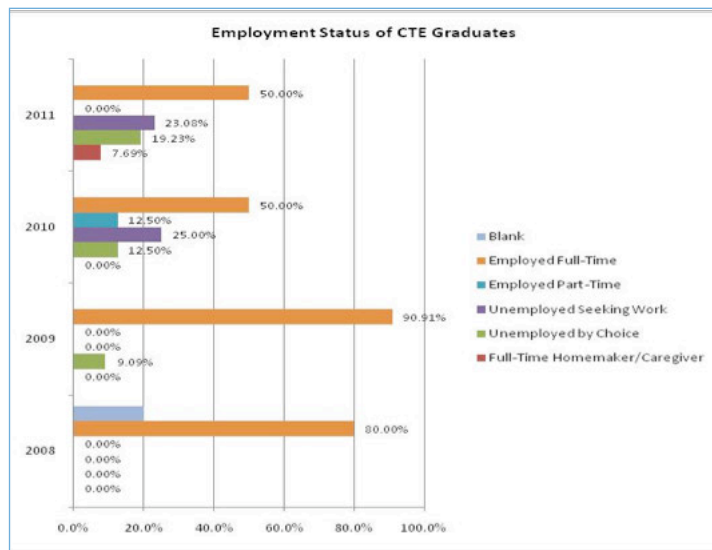
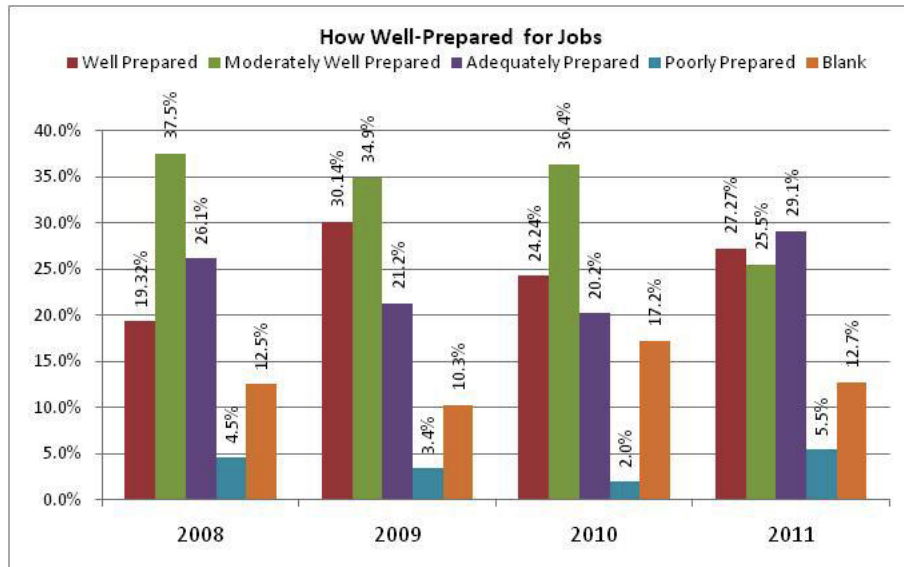


Chart 36, CCSSE Results

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "CCSSE Benchmark Comparisons"

Preparation and Placement

Leeward CC uses the Graduate/Leaver survey to determine how well its students are prepared for work and how many are employed.



Charts 37 and 38, Graduate Placement and Preparation
 Source: [Supplemental Data Book, 2012](#), "Graduate/Leaver Survey"



Organization of the Self Evaluation Process

Initiatives of the Self Evaluation Process

Timeline of the Self Evaluation Process

Participants of the Self Evaluation Process

Initiatives of the Self Evaluation Process

The faculty, staff, students, and administrators at Leeward Community College (Leeward CC) have fully embraced the Educational Quality and Institutional Effectiveness Review process and have reflected deeply on the extent to which the college provides quality programs and services to support student success. This self evaluation has helped the college assess its institutional effectiveness and develop actionable improvement plans.

Establishing a Self Evaluation Framework

The Educational Quality and Institutional Effectiveness Review process began in January 2010. During the spring of 2010, Self Evaluation Steering Committee Co-Chairs Donna Matsumoto and Barbara Hotta, who then was the accreditation liaison officer (ALO), recruited key campus stakeholders to serve on the steering committee, including representatives from all campus and governance groups. The chancellor charged this steering committee with the responsibility of guiding the college through the self evaluation process and preparing the Institutional Self Evaluation Report. Standard committee chairs/co-chairs, an editor, and a Hawaiian language consultant were also identified during this time. That summer, the steering committee co-chairs developed procedures and identified resources for the self evaluation. The college's intranet was used as a working accreditation website.

During the fall of 2010, concerted efforts were made to encourage faculty (including lecturers), staff, students, and administrators to serve on one of four accreditation standard committees. The ACCJC conducted a self evaluation workshop in Honolulu on September 24, 2010, which steering committee members and key administrators attended. Also during this semester, standard chairs/co-chairs identified subcommittee chairs/co-chairs and developed procedures and resources for their committees. Some chairs/co-chairs used Laulima, the course management system of the University of Hawai'i (UH), and other chairs used Google Docs. The college's online document repository system, DocuShare, was used to store all evidence referenced and analyzed in the report.

In August 2011, Barbara Hotta retired from the college, and Donna Matsumoto was appointed as the ALO. In January 2012, Della Anderson, Interim Director of Planning, Policy, and Assessment, became the self evaluation steering committee co-chair.

Writing the Self Evaluation Report for Educational Quality and Institutional Effectiveness

In 2010-2011, standard committee members researched, analyzed, and discussed evidence relevant to their particular standard. They also began writing their sections of the Institutional Self Evaluation Report, with efforts continuing into the fall of 2011. The first completed draft was posted on the college's intranet for campus feedback in September 2011. In November 2011, a "work day" was held for standard committee members. Of those who attended, 83.3 percent felt that they gained information and skills needed to help them improve their effectiveness at the college (L-5). One participant commented, "The work day gave us a set time to actually write and improve the report."

Focused feedback proved vital to making improvements to the Institutional Self Evaluation Report. Campus constituents were provided with many opportunities to read and comment on the drafts. To encourage feedback, a hidden "egg" was placed in one of the drafts, and a prize was offered for finding the intentional "mistake" (L-6). Feedback was also sought from steering committee members and their respective campus or governance group. Regular meetings were held

with administrators to discuss the drafts. In addition, the UH Board of Regents (UH BOR) was kept abreast on the progress made by each of the UH community colleges (UHCCs) during the self evaluation process.

Raising Awareness about the Self Evaluation Process

The self evaluation steering committee hosted a number of events and initiatives to raise awareness on campus about the self evaluation process. In January 2010, attractive posters were created to explain the self evaluation process and were visibly posted in division and unit offices, followed by a message from the chancellor underscoring the importance of accreditation and self evaluation ([I-7](#)).

At the start of each semester, convocation (a general meeting) was used as the focal venue for updating the college community about the progress made during the self evaluation process. Much success came from using the digitally animated Perfect Accreditation Team (the avatar PAT), who spoke on behalf of the steering committee ([I-8a](#), [I-8b](#), [I-8c](#)).

The college's intranet was the primary vehicle for sharing information relevant to the self evaluation process, posting blog entries, and uploading drafts ([I-9](#)). Weekly campus bulletins published on the college's intranet featured accreditation-related announcements. Two faculty members were recruited to assist in "marketing" the self evaluation process and crafted catchy subject lines for the announcements, such as "See what your colleagues are saying about you," "Scuse me while I kiss this guy," "How well did we do?" and "Third time's a charm" ([I-10a](#), [I-10b](#), [I-10c](#)).

Another successful effort to raise awareness was made at the college's professional development day, Wo Innovation in Learning Day (WILD), at which time a competitive accreditation "clicker" game was held during the lunch hour. Faculty and staff were placed into teams to answer both serious and humorous questions about the self evaluation process and about the Accreditation Standards, and prizes were given to the winning team ([I-11a](#), [I-11b](#)).

Identifying Campus Perception through Dialogue and Surveys

The self evaluation steering committee took deliberate steps to identify campus perception. In the spring of 2011, the steering committee and the Office of Planning, Policy, and Assessment (OPPA) worked together to create, distribute, and analyze the Leeward CC Employee Satisfaction Survey, which contained questions relevant to particular Accreditation Standards and sub-sections. Survey results were shared with the campus community and incorporated in the Institutional Self Evaluation Report ([I-12](#)). Other surveys were administered to identify campus perception, such as the survey by the Campus Council about the effectiveness of the Annual Program Review (APR) and the Community College Inventory, which was targeted to specific campus leaders.

In December 2011, an open forum was held to provide the college community with an opportunity to discuss the Institutional Self Evaluation Report as well as issues about quality assurance and institutional effectiveness. Of those who attended, 91.7 percent felt that the session was valuable and informative ([I-13](#)). People commented that they appreciated the opportunity to provide feedback about the current draft, interact with their colleagues about key campus issues, and hear updates from their administrators.

At the spring convocation in 2012, broad campus input was solicited on essential topics that emerged from drafts of the Institutional Self Evaluation Report. Participants were asked to engage in dialogue about areas in which the college was either "thriving" or "struggling." Struc-

tured roundtable discussions focused on 13 topics, each with references to the Accreditation Standards and the ACCJC's Rubric for Evaluating Institutional Effectiveness. (See [Standard I.B.1., Impact of Dialogue on Institutional Effectiveness](#), for an in-depth discussion about these roundtable discussions.)

Building a Culture of Sustainable Continuous Quality Improvement

Throughout the self evaluation process, the ACCJC's Rubric was used as a tool to assess the college's level of implementation for program review, planning, and student learning outcomes (SLOs) and to help the college move forward. Standard committee members were encouraged to use the Rubric when writing institutional analyses and actionable improvement plans. In the spring of 2012, consultant Dr. Robert Pacheco introduced to the college self assessment and action plan templates based on the ACCJC's Rubric, which provided self reflection and dialogue. (For additional discussion of the use of these templates, see [Standard I.B.6., Evaluation and Review](#).) In the spring of 2012, the ACCJC distributed the *College Status Report on SLO Implementation*, which the steering committee used to assess the college's compliance with the Accreditation Standards.

During the two years that the college engaged in the Educational Quality and Institutional Effectiveness Review process, the ACCJC's Rubric was used to identify areas in which the college still needed to meet the Commission's expectations. The administrative team and the steering committee co-chairs developed a "task matrix" ([I-14](#)) and worked concertedly with key campus constituents to make improvements and correct deficiencies. In specific, the following areas were targeted: APR process, APR template, APR effectiveness survey, strategic plan update, institutional plan, college effectiveness report, support area assessment, program-level assessment, Tk20 implementation, OPPA website updates, revision of the mission statement, publication of outcomes in the catalog, and distance education (DE) compliance. As a result, the college was able to make the needed modifications to its program review, planning, and assessment processes.

Timeline of the Self Evaluation Process

Preparation Training Committee Recruitment	SPRING 2010	
	January - March 2010	Steering committee co-chairs recruited key campus stakeholders to serve on the self evaluation steering committee. Standard committee chairs/co-chairs were also recruited.
	SUMMER 2010	
	May - August 2010	Steering committee co-chairs developed procedures and identified resources for the self evaluation process.
	FALL 2010	
	September 24, 2010	Steering committee members and key administrators attended an ACCJC-sponsored self evaluation workshop in Honolulu.
	August—October 2010	Standard committee chairs/co-chairs developed procedures and resources for their committees. Faculty, staff, students, and administrators were recruited to serve on standard committees and standard subcommittee chairs/co-chairs were identified.
	October—December 2010	Training was provided on DocuShare, Google Docs, and Laulima.
	October—December 2010	Standard committees researched, analyzed, and discussed evidence.
Research Analysis Discussion	SPRING—SUMMER 2011	
	January 2011	Self evaluation steering committee and standard committee members were introduced to the campus community at convocation.
	January—August 2011	Standard committees continued researching and analyzing evidence and began writing Draft 1. The Leeward CC Employee Satisfaction Survey was created, distributed, analyzed, and published.
	FALL 2011	
	August 2011	A presentation on the self evaluation process was given at convocation.
	August—September 2011	Standard committee members continued writing Draft 1.

Evidence Dialogue Writing and Revisions	September 16, 2011	Draft 1 was submitted to the steering committee co-chairs.
	October—November 2011	Draft 1 was posted on the college's intranet for feedback.
	November 18, 2011	A "work day" was held for standard committee members to work collaboratively on the Institutional Self Evaluation Report.
	December 1, 2011	An open forum was held at the student lounge to discuss Draft 1 and issues raised during the self evaluation process.
	December 2, 2011	Draft 2 was submitted to the steering committee co-chairs.
	SPRING 2012	
	January 2012	Roundtable discussions were held at convocation on key topics that emerged in the Institutional Self Evaluation Report.
	January—February 2012	Draft 2 was posted on the college's intranet for feedback.
	February 2012	Draft 3 was submitted to the steering committee co-chairs. Draft 3 was posted on the college's intranet for feedback.
	March 2012	Draft 3 was reviewed by steering committee members, campus governance groups, and administrators. Draft 4 was submitted to the steering committee co-chairs.
	April 2012	Draft 4 was posted on the college's intranet for feedback.
	May 2012	Draft 4 was reviewed by steering committee members, campus governance groups, and administrators. Draft 5 was submitted to campus governance groups for final review. Steering committee co-chairs prepared the final draft.
	Final Reviews & Approvals	SUMMER 2012
May 31, 2012		The final draft (unformatted) was submitted to the UH Office of the Vice President of Community Colleges.
June 15, 2012		The final draft (unformatted) was reviewed by the UH BOR Community Colleges committee at its meeting. A presentation was given by Leeward CC Chancellor Manuel Cabral on the college's self evaluation process.
June – July 2012		The final draft was formatted and prepared for submission.
July 19, 2012		The final draft was reviewed by the UH BOR at its meeting.
August 15, 2012		The final report was submitted to the ACCJC/WASC.
October 16 – 18, 2012		The ACCJC evaluation team visits Leeward CC.

Participants of the Self Evaluation Process

Self Evaluation Steering Committee

Barbara Hotta, Professor, Information and Computer Science
Accreditation Liaison Officer (2009-August 2010)
Steering Committee Co-Chair (2010)

Donna Matsumoto, Associate Professor, English
Accreditation Liaison Officer (August 2010-present)
Steering Committee Co-Chair

Della Anderson, Interim Director of Planning, Policy, and Assessment
Steering Committee Co-Chair (January 2012-present)
Chair, Standard II

Susan Wood, Professor, English
Editor

Joseph (Kepa) Badis, Instructor, Hawaiian Language
Hawaiian Language Consultant

Leanne Chun, Professor (Coordinator), Educational Media Center
Co-Chair, Standard I (2010-2011)

Roberta (Bobbie) Martel, Assistant Professor (Coordinator), Teacher Education Program
Co-Chair, Standard I (2010-2011)

Helmut Kae, Instructor, Biology
Co-Chair, Standard III

Cindy Martin, Professor (Coordinator), Innovation Center for Teaching and Learning
Co-Chair Standard III

Kay Ono, Associate Professor, Business Technology
Chair, Standard IV

Campus Representatives

Therese Nakadomari, Information Technology Specialist
Representative, Administrative, Professional and Technical (APT) Group

Janice Ito, Professor, Microbiology; Division Chair, Mathematics and Sciences
Representative, Campus Council (2010-2011)

Laurie Lawrence, Associate Professor (Coordinator), Leeward CC Wai‘anae
Chair, Campus Council (2011-present)

Cheryl Mokuau, Private Secretary, Office of the Chancellor
Representative, Administrative Support Group (2010-2011)

Evelyn Kamai, Secretary, Language Arts
Representative, Administrative Support Group (2011-present)

Paul Lococo, Professor, History
Chair, Faculty Senate

Dorothy (Dottie) Sunio, Lecturer, Business Division
and Information and Computer Science
Representative, Lecturer’s Group

William (Bill) White, General Laborer
Representative, Operations and Maintenance Group

Genai (U‘ilani) Keli‘ikuli, Instructor, Hawaiian Studies
Representative, Pūko‘a no nā ‘Ewa Council

Michael Moser, Associate Professor and Senior Workforce Coordinator
Representative, Office of Continuing Education and Workforce Development

Sandy Hoshino, Professor (Coordinator), Job Prep Services
Representative, Student Services

Tracey Imper, Student
President, Associated Students of the University of Hawai‘i—Leeward CC (ASUH-Leeward CC)
Student Government

Bernadette (Bernie) Mack
Treasurer, ASUH-Leeward CC Student Government (2010-2011)

Gene Tijjing
Senator, ASUH-Leeward CC Student Government (2011-present)

Kathleen Cabral, Marketing Officer
Office of the Chancellor

Kathy Hill, Interim Director of Planning, Policy, and Assessment
Office of Planning, Policy, and Assessment (2010-2011)

Guy Nishimoto, Institutional Effectiveness Officer
Office of Planning, Policy, and Assessment (2011-present)

Accreditation Standard Committees

Standard I: Institutional Mission and Effectiveness

Leanne Chun, Professor (Coordinator), Educational Media Center
Co-Chair, Standard I (2010-2011)

Roberta (Bobbie) Martel, Assistant Professor (Coordinator), Teacher Education Program
Co-Chair, Standard I (2010-2011)

Brittany Carter, Vice President, ASUH—Leeward CC Student Government (2010-2011)

Lexer Chou, Instructor, Student Life

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Laurie Lawrence, Associate Professor (Coordinator), Leeward CC Waiʻanae

Paul Lococo, Professor, History

Christopher Manaseri, Dean of Student Services

Charlene Mimuro, Secretary, Office of Student Services

Wanda Miyamoto, Assistant Professor, Mathematics

Blanca Polo, Assistant Professor, Information and Computer Science

Jennie Thompson, Professor, Mathematics

Antonia Vilela, Lecturer, Sociology

Greg Walker, Assistant Professor, Educational Technology Developer and DE Coordinator

Standard II: Student Learning Programs and Effectiveness

Della Anderson, Interim Director of Planning, Policy, and Assessment
Chair, Standard II

Jeffrey Judd, Assistant Professor, Education
Subcommittee Co-Chair, Standard II.A.

Susan Wood, Professor, English
Subcommittee Co-Chair, Standard II.A.

Corey Adler, Instructor, Sociology

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Becky George, Associate Professor (Coordinator), International Programs

James Goodman, Dean of Arts and Sciences

Sherry Heiser, Lecturer, Mathematics

Blake Hunrick, Professor, Counseling

Rachael Inake, Instructor, Educational Technology Developer

Janice Ito, Professor, Microbiology; Division Chair, Mathematics and Sciences

Steve Jacques, Instructor (Coordinator), Study Abroad

Evelyn Kamai, Secretary, Language Arts Division
Genai (U'ilani) Keli'ikuli, Instructor, Hawaiian Studies
Eiko Kosasa, Instructor, Political Science
Laurie Kuribayashi, Associate Professor (Writing Specialist), Learning Resource Center
Joy Lane, Instructor, Counseling
Judy Lee, Professor, Economics
Meredith Lee, Lecturer, English
Gregg Longanecker, Instructor, Mathematics
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Therese Nakadomari, Information Technology Specialist
Tara Rojas, Assistant Professor, Spanish
Michael Scully, Assistant Professor, Culinary Arts
Jiajia Seffrood, Assistant Professor, Mathematics
Troy Seffrood, Instructor, Mathematics
Jennifer Sur, Lecturer, Speech (2010-2011)
Celeste Tanabe, Instructor, Mathematics
Ron Umehira, Dean of Career and Technical Education
Melanie Van der Tuin, Assistant Professor, English

Sandy Hoshino, Professor (Coordinator), Job Prep Services
Subcommittee Co-Chair, Standard II.B.

Lexer Chou, Instructor, Student Life
Subcommittee Co-Chair, Standard II.B.

Kris Hernandez, Assistant Professor (Disabilities Specialist and Coordinator),
Kāko'o 'Ike Program
Jolyn Jardiolin, Financial Aid Officer
Momiala Kamahela, Associate Professor, Hawaiian Studies
Laurie Lawrence, Associate Professor (Coordinator), Leeward CC-Wai'anae
Shelley Ota, Professor, Accounting; Division Chair, Business

Beth Kupper-Herr, Professor (Coordinator), Learning Resource Center
Subcommittee Co-Chair, Standard II.C.

Junie Hayashi, Instructor, Librarian
Subcommittee Co-Chair, Standard II.C.

Yumiko Asai-Lim, Associate Professor, Japanese
Chelsea Campbell, President, ASUH—Leeward CC Student Government (2010-2011)
Kathryn Fujioka-Imai, Assistant Professor, English
Sandy Maeda, Auxiliary and Facilities Services Officer
Christopher Matz, Associate Professor, Head Librarian
Christy Takamura, Assistant Professor, Speech
Wesley Teraoka, Professor, Geography; Division Chair, Social Sciences
Jennifer Wharton, Instructor, English

Standard III: Resources

Helmut Kae, Instructor, Biology
Co-Chair, Standard III

Cindy Martin, Professor (Coordinator), Innovation Center for Teaching and Learning
Co-Chair Standard III

Ryan Girard, Instructor, Mathematics
Subcommittee Chair, Standard III.A. (2010-2011)

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Therese Nakadomari, Information Technology Specialist
James Ogg, Academic Support Specialist, Mathematics
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Catherine Walker, Instructor, Mathematics
Jue Wang, Assistant Professor, Librarian

Lance Morita, Instructor, English
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Jayson Corrales, Instructor, Counseling
Barbara Donios, Clerical, Learning Resources Center
Susan Lum, Professor, English Literature
Sandy Maeda, Auxiliary and Facilities Services Officer
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Jay Sakashita, Associate Professor, Religion
Penny Uyehara, Manager, College Computing Labs

Michael Cawdery, Instructor, Education
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Warren Kawano, Instructor, Business Technology
Patti Kimokeo, Private Secretary, Office of the Chancellor
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Don Maruyama, Assistant Professor, Culinary Arts
Subcommittee Chair, Standard III.D.

Winona Aguero, Clerical, Hālau 'Ike O Pu'uloa
Kathleen Cabral, Marketing Officer, Office of the Chancellor
Lucy Dorado, Secretary, ASUH—Leeward CC Student Government (2010-2011)
Mark Lane, Vice Chancellor of Administrative Services
Linda Saiki, Fiscal Officer (2010-2011)
Danny Wyatt, Instructor, English
Amy Yeza, Student, ASUH—Leeward CC Student Government

Standard IV: Leadership and Governance

Kay Ono, Associate Professor, Business Technology
Chair, Standard IV

Ian Riseley, Associate Professor, Culinary Arts
Subcommittee Chair, Standard IV.A.

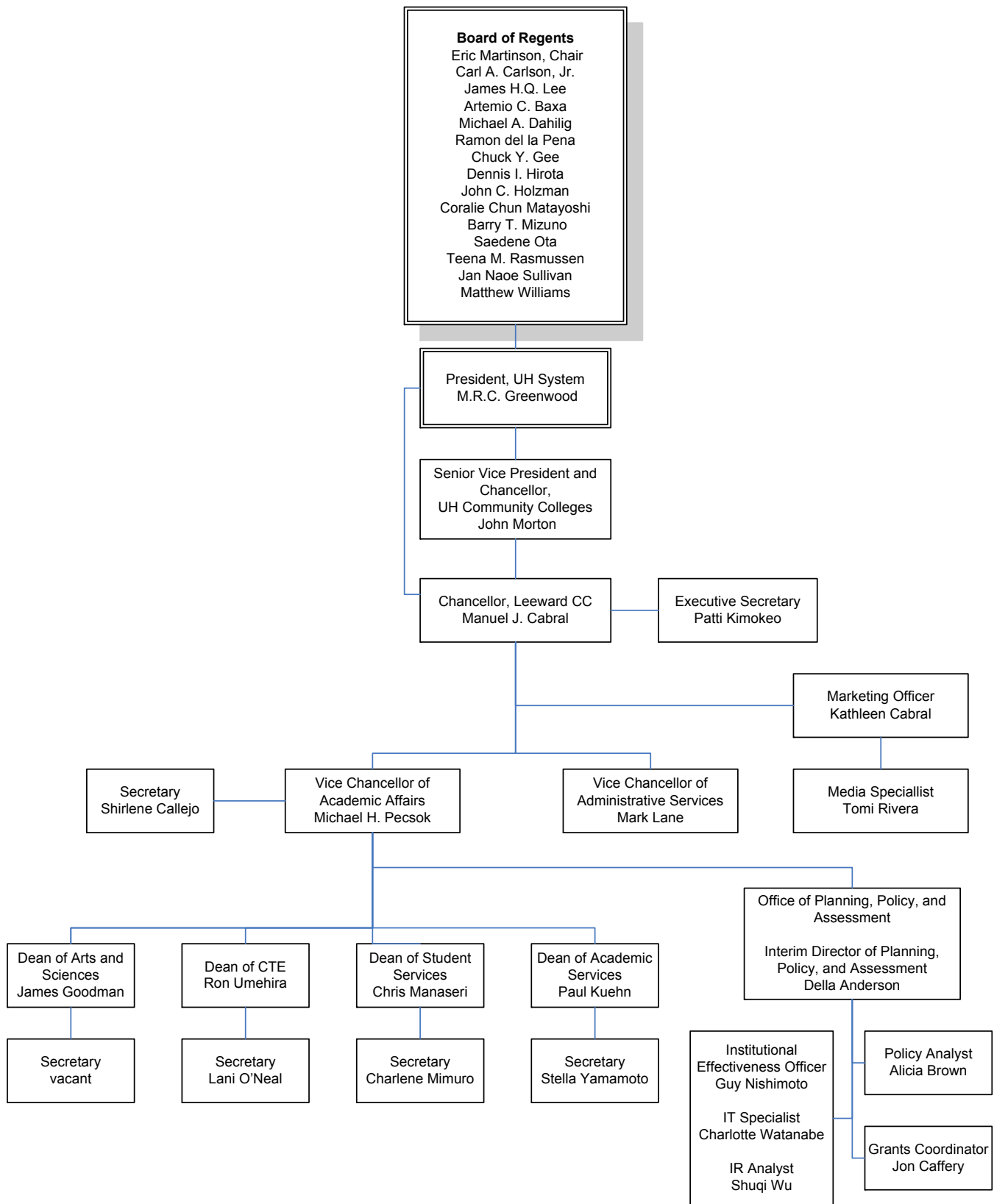
Roy Kamida, Professor, Accounting
Subcommittee Chair, Standard IV.B.

Charlene Akina, Instructor, Office of Continuing Education and Workforce Development
Tracey Imper, President, ASUH—Leeward CC Student Government
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Donnabelle Pascual, Professor, Mathematics
Michael Pecsok, Vice Chancellor of Academic Affairs
Kris Rodriguez, Clerical, Social Sciences Division
Natalia Schmidt, Assistant Professor, Biology
Dorothy (Dottie) Sunio, Lecturer, Business Division and Information
and Computer Science
Susan Waldman, Instructor, English
Jennifer Watada, Assistant Professor, Mathematics
William (Bill) White, General Laborer, Operations and Maintenance
Linda Yamada, Assistant Professor, Culinary Arts
Carly Young, Student



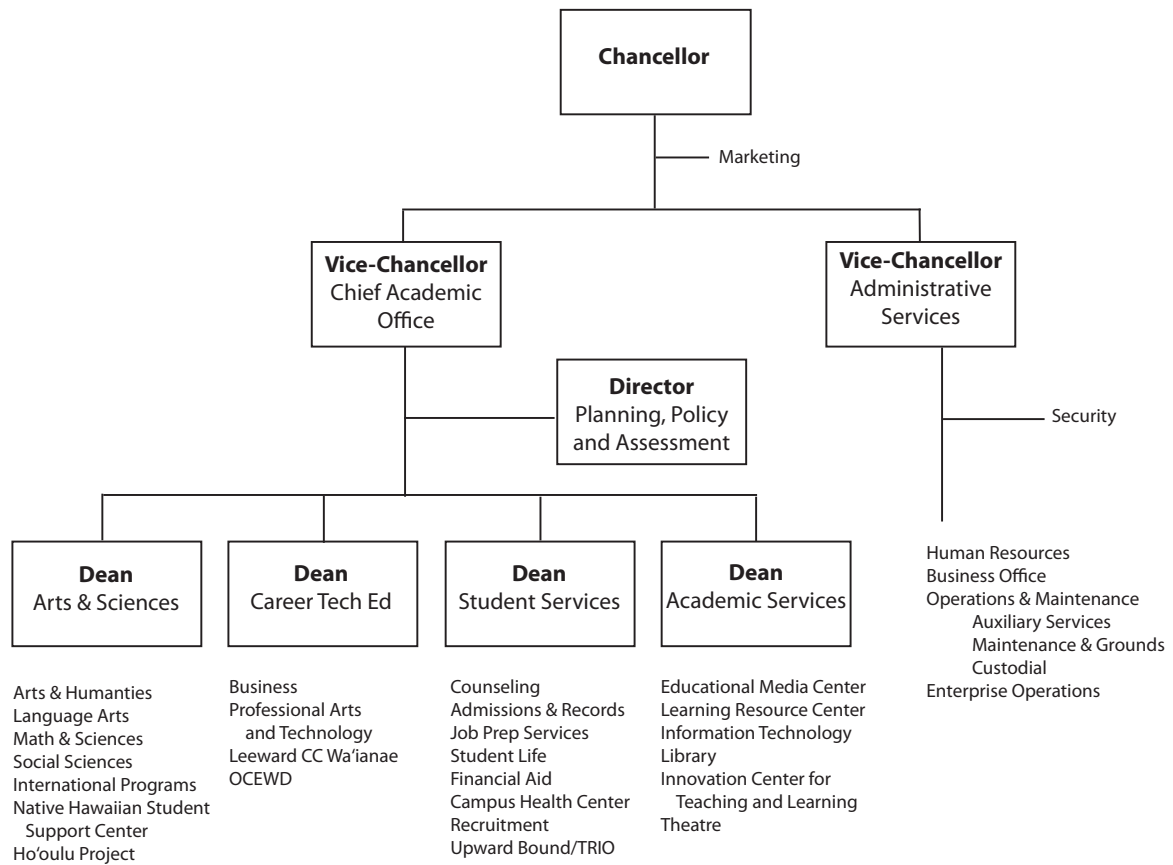
Organization of the College and the System

Organization of Leeward Community College
Functional Responsibilities of the University of Hawai'i System
Off-Campus Site and Distance Education at Leeward Community College





UNIVERSITY of HAWAII®
LEEWARD
 COMMUNITY COLLEGE



Functional Responsibilities of the University of Hawai'i System

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
I. Institutional Mission and Effectiveness									
A. Mission									
Establishment and purposes of the community colleges (HRS 305-1)	C	C			C			C	A
UH BOR policy on organization (BORP 3)	C	C			R			A	
UH BOR Policy on planning and assessment (BORP 4)	C	C			R			A	
UHCC System mission statement	C	R			R			A	
Specific UHCC College's mission statement	R	R			R			A	
B. Improving Institutional Effectiveness									
UH BOR Policy on planning and assessment (BORP 4 - 2; 4 - 5)	C	C			R			A	
UH System Procedures on planning and assessment (E4.201; E4.202; E5.210)	C	C			A				
UHCC Policies and Procedures on planning and assessment	C	A	C	I					
Assessment of effectiveness of UHCC system programs and services	C	A	C						
Assessment of effectiveness of College programs and services	A		C						
Communicating the outcomes of system effectiveness	R	A		I			C	C	
Communicating the outcomes of campus effectiveness	A		C				C	C	
II. Student Learning Programs and Services									
A. Instructional Programs									
UH BOR Policy on establishing & reviewing instructional programs (BORP 5)	C	C			R			A	
UH System Procedures on establishing & assessing instructional programs (E5.201; E5.202)	C	C			A				
UH System plans, policies, and procedures on distance learning (E5.204)	C	C			A		I		
UHCC Policy and Procedures on reviewing instructional programs (UHCCP 5.202)	C	A	C	I					
UHCC Policy and Procedures on general education within a degree program (UHCCP X.XXX)	C	A	C	I					
Authorization to plan a new degree program	A		C			C			
Establishment of a degree program	R	R	C		R	C	I	A	
Establishment of a certificate within BOR authorized degree program	A		C			C			
Establishment of a certificate not within BOR authorized degree program	R	R	C		R	C	I	A	
Establishment of specific courses	A		I			I			
Common Courses -- Numbering, Naming, Placement, Pre-requisites, Student Learning Outcomes	C		C			C			
Assessment of effectiveness of college instructional programs	A		C	I			I		
Design and delivery of distance Learning programs	A		C			C			

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
B. Student Support Services									
UH BOR Policy on student affairs (BORP 7)	C	C			R			A	
UH System Procedures on student affairs (E7.101 to E7.205)	C	C/R			A				
UHCC Policy and Procedures on student affairs (UHCCP 5.202)	R	A	C	I					
Design and delivery of student services	A		C						
Assessment of effectiveness of college student support services	A		C						
Evaluation of placement instruments and practices to validate their effectiveness	C	A	C	I					
C. Library and Learning Support Services									
UH BOR Policy on library & learning support services (BORP 5 - 16)	C	C			R			A	
UH System Procedures on library & learning support services	C	C			A				
UHCC Policy and Procedures on library & learning support services (UHCCP 5.202)	R	A	C	I					
Design and delivery of library and learning support services	A								
Assessment of effectiveness of college library & learning support services	A								
III. Resources									
A. Human Resources									
UH BOR Policies on personnel (BORP 9)	C	C/R		I	R			A	
UH System Procedures on personnel (E9.102 to E9.212 and APM 9.000 to A.9.999)	C	C/R		I	A				
UHCC Policy and Procedures on personnel	C	A		I					
Classification of Executive Positions	C	C	C/R		A				
Selection and Appointment of Chancellor	R		R			R		A	
Annual Evaluation of VP Direct Reports		A	A		A				
Annual Evaluation of Campus Executive Employees	A								
Selection and Appointment of Faculty Positions	A		C	I					
Annual Renewal of Probationary Faculty	A								
Delegated Actions of Promotion and Tenure of Faculty	A		C/I			I			
Promotion and Tenure of Faculty	R	A	C/I			I		A	
Classification of APT Positions Band A & B	A	C		I	A				
Classification of APT Positions Band C & D	R	A	C		A	C			
Selection, appointment, evaluation, and renewal of APT positions	A		C	I		C			
Classification of Civil Service Positions	R		C		A	C			
Selection, appointment, evaluation, and renewal of civil service positions	A		C						
Negotiation and approval of collective bargaining agreements	C		C			R		R	A
UHCC Policy and Procedures on Equity and Diversity	C	A		I					
Develops and implements Affirmative Action Plan	C/A	A	C	I					
B. Physical Resources									
UH BOR Policy on land and facilities (BORP 10)	C	C/R			R			A	
UH System Procedures on facilities (E10.101; E10.201)	C	C			A				
UHCC Policy and Procedures on facilities	C	A		I					
Campus facilities master plan	R		R			R		A	
Campus major capital improvements	R		R			R		A	
Campus minor capital improvements	R		A						
Campus repair and maintenance	A		C						

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
C. Technology Resources									
UH System Procedures on information technology	C	C/R			A				
UHCC System Procedures on information technology	A	C/R							
Campus Policy and Procedures on information technology	A		C						
Design, installation and operation of UH network services	C		C		A	C			
Design, installation and operation of UH administrative software	C		C		A	C			
Design, installation and operation of academic computing resources	A		C						
D. Financial Resources									
UH BOR policy on business and finance (BORP 8)	C	C/R			R			A	
UH BOR policy on tuition and fees (BORP 6)	C	C/R			R			A	
UH System Procedures on business and finance (E8.101 to E8.208 & APM A8.000 to A8.999)	C	C			A				
UHCC Policy and Procedures on finance and operations (UHCPC 5.202)	C	A		I					
General Fund Budget Request Format and Guidelines			C	I	A				A
UH System General Fund Budget Request	R		R	I	R	C		A	A
IV. Leadership and Governance									
A. Decision-making Roles and Processes									
UH BOR policy on administration (BORP 2)	C	C/R			R			A	6
UH System Procedures on administration (E2.201)	C	C			A				
UHCC policy and procedures on administration	C	A		I					
Campus administrative policies and procedures	A		C						
B. Board and Administrative Organization									
UH BOR policy on organization (BORP 3)	C	C			R			A	
UH System Procedures on organization (APM A3.101)	C	C		I	A				
UHCC policy and procedures on organization	C	A							
UHCC table of organization and functions	C	R		I	R	C	I	A	
College table of organization and functions	R	R	C	I	R	C	I	A	

Off-Campus Site and Distance Education at Leeward Community College

Leeward Community College (Leeward CC) provides assurance of quality at its off-campus site and in its distance education (DE) courses. All courses offered off campus and online undergo the same assessment process as courses delivered on the Pearl City campus.

Leeward Community College Wai'anae

The college has an off-campus site at Leeward CC Wai'anae, a satellite campus located on the Wai'anae coast of O'ahu. This site offers a variety of first- and second-year college credit courses in liberal arts, education, business, and career and technical education. Students who attend Leeward CC Wai'anae can complete a majority of the course requirements for an Associate in Arts or an Associate in Arts in Teaching.

Courses are offered days, evenings, and Saturdays during the fall and spring semesters. In addition, students can access the college's online courses through enrollment at the Wai'anae campus. Non-credit courses are also offered at various times throughout the year.

Leeward CC Wai'anae offers the advantage of being close to home for Wai'anae coast residents, small class size, friendly and helpful staff, and caring and knowledgeable instructors and counselors.

The Learning Resource Center at the Wai'anae campus provides free services and resources, including one-to-one and group tutorial assistance in subject areas such as reading, writing, math, and computers; peer tutoring, library materials and other resources; learning-assistive technology to aid students who have learning challenges; COMPASS placement testing; test proctoring; handouts on topics such as test anxiety, note taking, and study techniques; and learning skills workshops. A full range of counseling services is offered at the Wai'anae campus, including an orientation to programs and activities, academic advising, registration, career path planning, and financial aid assistance.

Leeward CC Wai'anae also offers a pre-college program for adult learners. The purpose of this program is to encourage adults who have never been to college to apply and ultimately register for classes. The program consists of a series of workshops, trainings, and orientations that assist students through the process of applying for college, applying for financial aid, taking the COMPASS placement test, and registering for classes. The program also provides access to basic skills remediation in reading and math through the Ready, Set, Grow! Program and online success skill workshops offered through StudentLingo.

Distance Education

The mission of DE at Leeward CC is to provide open access to online learning that connects learner and community needs with educational resources, appropriate technologies, and a variety of instructional pedagogies. A fundamental requirement for DE is that the quality and standards of its courses and programs are comparable to other instructional programs. Credit courses and programs offered through DE result in student learning outcomes appropriate to the degree or certificate granted, and course requirements are of equal rigor and breadth to those required of on-campus classes and programs.

DE courses are delivered electronically via cable, satellite, ISDN, or phone line. Instructors utilize various methods of communication to conduct online courses, methods such as web technologies, social networking, threaded discussions, email, web conferencing, audio, and video.

Faculty are responsible for maintaining in their DE courses the same instructional standards that apply to all instructional programs of the college.

Leeward CC offers a number of programs completely online, including the following:

- Associate in Arts
- Associate in Arts in Teaching
- Academic Subject Certificate in Accounting
- Academic Subject Certificate in Management
- Academic Subject Certificate in Writing (Business Track)
- Certificate of Completion in Small Business Accounting
- Certificate of Achievement in Accounting
- Associate in Science in Accounting
- Certificate of Completion in Administrative Support (Hospitality, Legal, or Medical)
- Certificate of Competence in Management Foundations
- Certificate of Competence in Retail Foundations
- Certificate of Completion in Business Essentials
- Certificate of Completion in Management Essentials

In addition to its online instructional program offerings, Leeward CC provides an array of online support services to its students. Students have access to a wide range of online services including admissions, new student orientation, academic advising, career path planning, financial aid, and textbook purchasing and rental. Students can also access online academic support services including tutoring, technology support, online library databases, and student success handouts.

Leeward CC Wai'anae and DE provide students with the opportunity to access the courses and programs needed to fulfill their educational goals.

Certification of Continued Institutional Compliance with Eligibility Requirements

Leeward Community College (Leeward CC) certifies that it is in compliance with the Eligibility Requirements for Accreditation by the Accrediting Commission of Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

1. Authority

The University of Hawai'i community colleges (UHCCs) are authorized by Act 39 of the 1964 Hawai'i State Legislature. Leeward CC was founded in 1968 and authorized by the University of Hawai'i Board of Regents (UH BOR) to operate as an educational institution and to grant degrees. Leeward CC is accredited by the ACCJC/WASC ([I-15](#)).

2. Mission

Leeward CC's mission statement is approved by the UH BOR and is consistent with University of Hawai'i (UH) system and UHCC system strategic plans. The mission is reviewed and updated at regular intervals and is published in the *College Catalog*. The current mission statement was approved by the UH BOR on May 17, 2012 ([I-16](#), [I-17](#)) and reads as follows:

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

3. Governing Board

The UH BOR has a constitutional mandate that grants it "exclusive jurisdiction over the internal organization and management of the University." 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. The board is composed of 15 members ([I-18](#)) and by law is required to "represent geographic subdivisions of the state" ([I-19](#)). All UH personnel are required to follow UH Executive Policy E5.214, Conflicts of Interest ([I-20](#)).

4. Chief Executive Officer

The chief executive officer of the college is the chancellor, who is appointed by the UH BOR. The chancellor provides leadership in planning and setting priorities for the college, managing resources, and ensuring implementation of statutes, regulations, and policies. Chancellor Manuel J. Cabral was appointed chancellor in June 2008 after serving as Leeward CC math faculty since 1978, division chair of the Math and Sciences division since 1986, and interim chancellor since March 2007.

5. Administrative Capacity

Leeward CC has an administrative structure established to meet the institution's purpose, size, and complexity. Currently, the college has eight executive/managerial positions. The UH BOR sets minimum qualifications for administrative officers. All administrative positions are described with their respective units in the "Organization of Leeward Community College" section of the Institutional Self Evaluation Report's introduction.

6. Operational Status

Leeward CC operates year round with fall and spring semesters and summer sessions. Courses are designed to meet the varying needs of students. In the fall of 2011, Leeward CC enrolled 7,895 students, an increase of 34.1 percent since 2007 (I-21). The college has emphasized the awarding of degrees and certificates as part of its strategic plan. In 2010-2011, the college awarded 623 degrees and certificates (I-22). A current schedule of courses for the fall of 2012 can be found on the college's website (I-23).

7. Degrees

The *Leeward CC College Catalog 2011-2012* lists 52 programs of study that lead to a degree or certificate (I-24). Data on degrees and certificates awarded by program can be found on the Institutional Research (IR) Data webpage of the college's intranet (I-22). The largest program awarding degrees is the Associate in Arts (AA), and the second largest program is the Associate in Arts in Teaching (AAT). Leeward CC also provides non-credit certificates for students to acquire skills for job placement directly into the workforce.

8. Educational Programs

The college's primary degree programs, the AA, the Associate in Science (AS), and the Associate in Applied Science (AAT), are two-year, collegiate-level programs in recognized fields of study. Degree and certificate programs meet standards set by the UH BOR and are listed in the *College Catalog* (I-24).

9. Academic Credit

The college uses the Carnegie Unit in awarding academic credit, as defined in UH Executive Policy E 5.228, Credit Hour. For a course of approximately 15 weeks, one unit of academic credit is awarded for one hour of direct faculty instruction per week or for the equivalent amount of work over a different period of time. Laboratory activities require three hours per week for one unit of academic credit. The college's process for awarding academic credit is based on time invested and content mastered regardless of whether the course is offered on campus or through distance education (DE). Information relative to accepting academic credits from other institutions is published in the *College Catalog* (I-24).

10. Student Learning and Achievement

Student learning outcomes (SLOs) for programs are published in the Degree and Programs section of the *College Catalog*. SLOs for courses are listed in official core outlines and in instructors' course syllabi. Longitudinal student achievement data is provided through the college's Office of Planning, Policy, and Assessment (OPPA) as evidence of how well the college fulfills its mission (I-25).

11. General Education

Courses in general education (GE) for the AA degree satisfy lower-division GE requirements of baccalaureate institutions. Of the 60 credits required for the AA degree, 31 credits are GE courses. SLOs for the AA degree, referred to as GE outcomes, are listed in the *College Catalog 2011-2012* (pages 24-25). The AS and AAS degrees focus on vocational and technical skills intended to prepare students for the workplace. The GE components in these degrees are not intended to satisfy baccalaureate GE requirements. GE credits required for completion of the AS and AAS degrees range from 25 to 35 percent of the total credits needed for graduation. Nonetheless, each area—Humanities/Fine Arts, Natural Sciences, and Social Sciences—is addressed in AA, AS, and AAS degrees.

12. Academic Freedom

Academic freedom for faculty is protected in Article IX of the *Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (I-26)*. The *College Catalog* states that "the University of Hawai'i Leeward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable" (p. 182).

13. Faculty

Leeward CC in the spring of 2012 employed 188 full-time faculty. All faculty meet minimum requirements established by the UHCC system. Faculty duties are described in the annually updated promotion and tenure guidelines and in the faculty contract, *Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (I-26)*.

14. Student Services

Leeward CC has a comprehensive program of student services. Within the Student Services unit, the college employs 35 full-time equivalent (FTE) faculty and staff in areas of advising, counseling, job placement, career planning, financial aid, student activities, health care, and admissions and records.

15. Admissions

The admission policies of the college support the open access policy of the UHCC system. A special early admissions program for high school students with outstanding academic records accommodates students on a space-available basis. Enrollment of non-resident and international students is limited by UH BOR Policies, Section 5.11, Admissions.

16. Information and Learning Resources

Within the Academic Services unit, the college employs 43.50 FTE faculty and staff providing services in areas of tutoring, testing, library, technology, and media. Both the library and the Learning Resources Center are equipped with computer and audiovisual resources and physical resources to support student-learning activities, such as access to online and web-based resources and individual or small-group study sessions and tutoring. The college also provides a range of support services for students with disabilities through its Kāko'o 'Ike program. The Educational Media Center provides support in DE and instructional technology. The Information Technology Group operates and maintains the College Computing Labs and the Help Desk.

17. Financial Resources

Leeward CC had in 2010-2011 a stable funding base of \$15.6 million in general funds and \$10.5 million in tuition funds. Other available funds totaled \$6.1 million for a total funding base of \$32.2 million. The college's strategic plan provides a framework of goals, objectives, and prioritized action plans to address the college's mission. The college has in place a process for systematic assessment of SLOs in its courses, programs, and support areas. In an attempt to better integrate evaluation, planning, and decision making, the college has in place its Annual Program Review (APR) process, which focuses on the analysis of evidence and data provided by the program reviews of student learning and unit effectiveness from all units within the college and serves as the basis for a college wide planning list that is used for the college's biennium budget proposal.

18. Financial Accountability

An independent certified public accounting firm annually audits UH's financial statements. Internal control procedures are outlined in the *University of Hawai'i Administrative Procedures Manual*. The auditing procedures provide objective third-party review of internal controls and procedures. The results and recommendations of the audit are then presented to the UH BOR. Other major campus audits include the required Federal Compliance Audit or A-133, the Vocational Education Act Audit, the Financial Aid Audit, various legislative audits, and unscheduled and unannounced audits performed by the UH Office of the Internal Auditor.

19. Institutional Planning and Evaluation

The major planning documents of the college are the UH system strategic plan, the UHCC system strategic plan, the UH strategic plan for information technology, the Leeward CC strategic plan, and the Leeward CC long range development plan. The college regularly evaluates its programs through comprehensive program and annual reviews including the UH system-coordinated Annual Report of Program Data (I-27). The implementation of the APR process allows the college to engage in a cycle of evaluation, planning, decision making, budgeting, implementation, and re-evaluation, as described on the college's planning website (I-28).

20. Public Information

Leeward CC publishes current and accurate information about itself and its programs through the *College Catalog*, program brochures, admissions forms, the college website, and other print and online materials. These publications include information about the college's mission; course, degree and program offerings; admission requirements; transfer information; financial aid information; policies affecting students; and all other required information. On the college's website, current and prospective students are provided with information about the ACCJC/WASC and contact information for filing complaints with this accrediting body.

21. Relations with the Accrediting Commission

The UH BOR assures that Leeward CC adheres to the eligibility requirements, Accreditation Standards, and policies of the ACCJC. The UH BOR certifies that the college will disclose to the ACCJC required information necessary to carry out the Commission's accrediting responsibilities.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

Leeward CC assesses its distance education (DE) courses for assurance of quality and accountability with a focus on achievement of student learning outcomes (SLOs). All instructors teaching a course through DE are encouraged to attend training in online delivery and current DE methodologies offered through the Educational Media Center. Evaluation processes are in place to ensure quality and effectiveness of online courses. All online courses offered through the college are delivered via Lulima (SAKAI), a secure course management system of the University of Hawai'i (UH) system. In accordance with the Higher Education Opportunities Act of 2008, Lulima allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the UH system.

Policy on Institutional Compliance with Title IV

Leeward CC has been audited for compliance with Title IV. These extramural funds are generally received by the college from the federal government to administer programs such as financial aid and Upward Bound. Additionally, every fiscal year, the UH system receives an audit on all extramural funds. If there is a budget item that is questionable, the auditing agency notes that item under the Summary of Findings and Questioned Cost Section. In that section, the questioned cost and campus source are noted. The UH system then submits a Corrective Action Plan that addresses the questioned costs as listed in the audits.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accrediting Status

Leeward CC's marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in college publications. These materials include promotional materials for student recruitment and the publicizing of campus events in the community. Documentation represents Leeward CC appropriately and includes required information on the college's current accredited status by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

Policy on Institutional Degrees and Credits

Leeward CC assures all programs are sufficient in content, breadth, and length through the Curriculum Committee approval process described in Standard II.A.2.a. A variety of programs of various lengths of study are offered to meet the needs of students pursuing educational goals at the college. All programs have published SLOs developed by the faculty within the program. Program-level SLOs are assessed as part of ongoing assessment processes at the college. All programs are reviewed and approved by the University of Hawai'i Board of Regents (UH BOR).

Policy on Integrity and Ethics

Leeward CC ensures integrity in its practices by establishing policies and procedures that institutionalize a review process and incorporate broad campus dialogue. Information provided to the ACCJC is reviewed for accuracy, and all reports are current and complete. All public information is written for students and the community and provides comprehensive information about Leeward CC's programs and services.

The college has policies regarding academic honesty, conflict of interest, and grievance procedures. Practices are also institutionalized for appropriate hiring processes. Policies are regularly reviewed and posted on the college's website.

Contractual Relationships with Non-Regionally Accredited Organizations

Leeward CC does not participate in any contractual relationship with a non-regionally accredited organization.



Responses to Recommendations

**Responses to Recommendations from the 2006 Recent Educational Quality and
Institutional Effectiveness Review**

Progress on the Self-Identified Issues in the 2006 Institutional Self Study Report

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Leeward CC has used the self evaluation process to closely examine the educational quality of its programs and services and its institutional effectiveness in supporting student success. Significant to this process has been the college's concerted efforts to fully respond to the recommendations made by the external evaluation team that visited the college between October 23-26, 2006, and that presented its observations and analyses to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) in a confidential evaluation report ([I-29](#)).

In January 2007, the ACCJC took action to reaffirm the college's accreditation status. In a letter dated January 31, 2007, the ACCJC President Dr. Barbara A. Beno commended the college for having made significant progress since its last comprehensive review but underscored the importance of fully responding to the evaluation team's five recommendations ([I-15](#)). The team's findings focused on having the college 1) maintain and evaluate its assessment, planning, and program review processes; 2) complete the identification of student learning outcomes (SLOs) for all courses and programs and initiate or continue the process of assessing SLOs; 3) implement a student leadership program; 4) implement a disabilities access plan; and 5) implement and evaluate the administrative reorganization approved by the University of Hawai'i Board of Regents (UH BOR) in 2006.

The college submitted a Midterm Report to the ACCJC on October 15, 2009 ([I-30](#)), which included a detailed update on the college's progress made in meeting the five recommendations. The college also identified plans of action that needed to be completed before its next review. In January 2010, the ACCJC took action to accept the college's Midterm Report and noted that the college had provided evidence to adequately respond to the recommendations ([I-31](#)). For the next three years, Leeward CC continued to make these five recommendations its top priority and used these recommendations as areas for sustainable continuous quality improvement.

In this section of the Institutional Self Evaluation Report, the college responds to how it has fully met the five recommendations. Each response contains the recommendation itself; a summary of actions taken by the college during the past six years (specifically, the college at its most recent comprehensive review in 2006, at its Midterm Report in 2009, and at its next comprehensive review in 2012); a detailed narrative explaining specific actions taken by the college; and a concluding statement regarding the college's efforts to fully meet the recommendation.

Recommendation #1: Improving Institutional Effectiveness

The team recommends that the college maintain the newly approved Leeward Community College Assessment, Program Review and Planning Process, standardize the terminology used in the process, and evaluate the effectiveness of the process after several cycles of full implementation. The evaluation should also include an assessment of the effectiveness of resource allocations in achieving their desired outcome. (Standards I.B.2., I.B.6., III.D.1.c., III.D.2.g., III.D.3., IV.A.2., IV.A.2.a., IV.A.3.)

Summary for Response to Recommendation #1

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Maintain assessment, program review, and planning processes.	<p>A new assessment, program review, and planning framework, called the Annual Program Review (APR), was developed</p> <p>One APR cycle was completed for all instructional divisions and for the AA degree</p> <p>APRs needed for the AS and AAS degrees, OCEWD, and all student, academic, and administrative support services</p>	<p>Modifications made to the APR process and template</p> <p>APRs implemented for three years</p> <p>Existence of dialogue about APR results</p>	<p>Additional modifications made to the APR process and template</p> <p>A common rubric created to prioritize resource allocation decisions</p> <p>Ongoing and systematic APRs throughout the college's programs and services</p> <p>Presence of ongoing, robust, and pervasive dialogue about APR results</p> <p>APR results used to improve program and institutional effectiveness</p>
Standardize the terminology used in the assessment, program review, and planning processes.	<p>Terminology not standardized for the assessment, program review, and planning processes</p> <p>No glossary of terms</p> <p>Policy on Program Review in need of revision</p> <p>No college policy on assessment</p>	<p>Modifications made to the terminology used in the APR process and to the APR template</p> <p>Glossary of terms drafted but in need of campus feedback</p> <p>Policy on Program Review being revised</p>	<p>Revised glossary of terms finalized and made available to the campus</p> <p>Policy on Annual Program Review approved</p> <p>Policy on Assessment approved</p>
Evaluate the effectiveness of these processes after several cycles, including resource allocation.	<p>Additional APR cycles needed</p>	<p>Campus Council tasked with evaluating the effectiveness of the APR and resource allocation processes</p> <p>Community College Inventory done in 2009</p>	<p>Community College Inventory done in 2011</p> <p>Campus Council survey done in 2011</p> <p>Employee satisfaction survey done in 2011</p> <p>2011-2012 College Effectiveness Report provided an analysis of these survey results</p> <p>2011-2012 College Effectiveness Report evaluated the effectiveness of resource allocation</p>

Narrative Response for Recommendation #1

Maintaining Assessment, Program Review, and Planning Processes

At the time of the college's most recent comprehensive review in 2006, the college had recently developed an assessment, program review, and planning framework. This framework linked the results of program review to institutional planning and resource allocation. At that time, only one cycle of program review had been completed using this new framework for instructional divisions and for the AA degree. A completed cycle was needed for the AS and AAS degrees, OCEWD, and all student support, academic support, and administrative support services.

In 2006, the college proposed a second phase to its assessment, program review, and planning processes, which would add an Executive Planning Council (EPC) and five standing committees on space allocation and use, staffing, information technology, external issues, and equipment (Diagrams 39 and 40).

Diagram 39, 2006 Annual Review Process

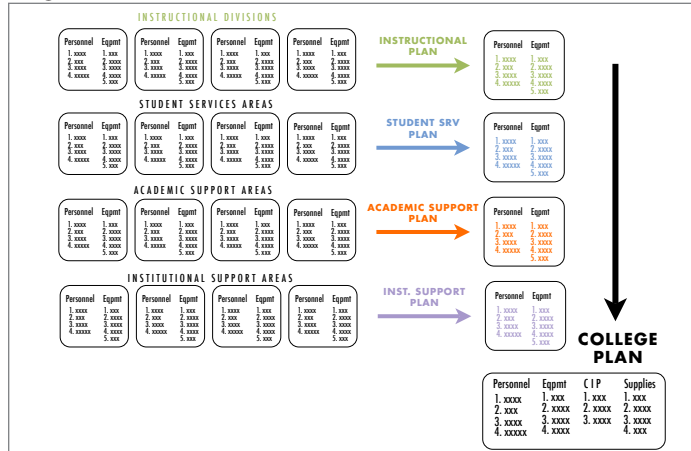
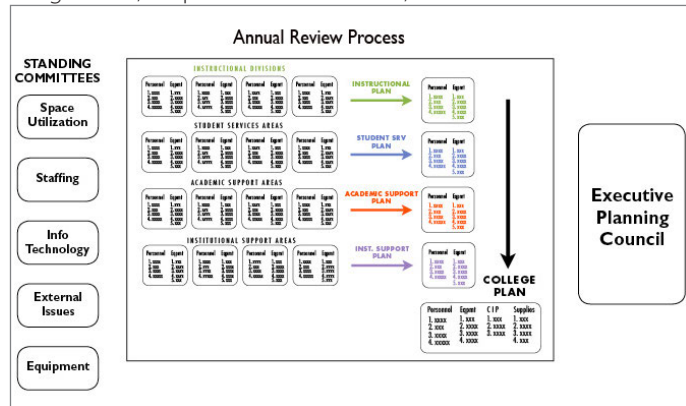
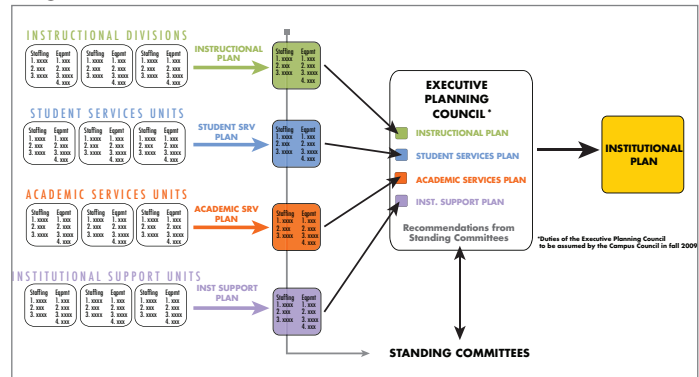


Diagram 40, Proposed Second Phase, 2006



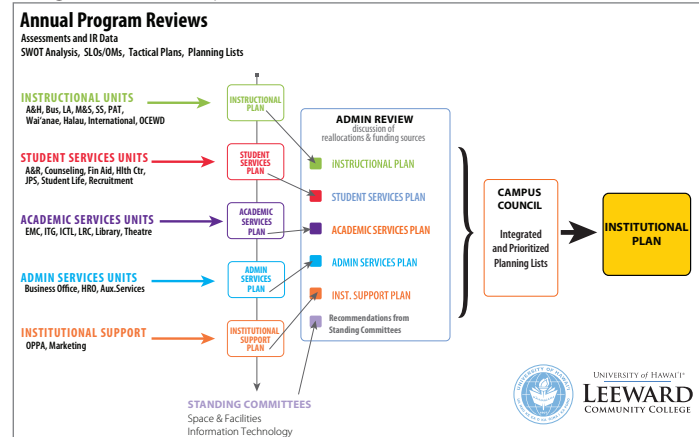
When the second phase was executed in 2007, the placement of the standing committees and the EPC shifted and all area plans were reviewed by the EPC. Appropriate planning lists from each area passed through the standing committees, who provided recommendations to the EPC. The Program Review and Annual Review processes merged into the Annual Program Review (APR) process (Diagram 41).

Diagram 41, 2007 Process



When the college submitted its Midterm Report to the ACCJC in 2009, modifications had been made to the APR process and to the APR template with the goal of continual improvement. At that time, dialogue about the results of program review existed but needed to be more widespread and focused on the identification and analyses of data.

Diagram 42, 2009-present



Since 2009, additional modifications were made to the APR process. The responsibilities of the EPC were given to the Campus Council, five standing committees were reduced to two committees, and an administrative review was added (Diagram 42). The APR template was also modified. For example, the APR template was revised to show clearer alignment of budget requests to the college's strategic plan. Also, a common rubric was created by an APR working group to provide systematic criteria for prioritizing decisions regarding resource allocation.

The Planning Process diagram below and the accompanying table clearly explain the modifications made to the college’s assessment, program review, and planning processes over the past six years, with the goal of continuous commitment to improving student learning and institutional effectiveness.

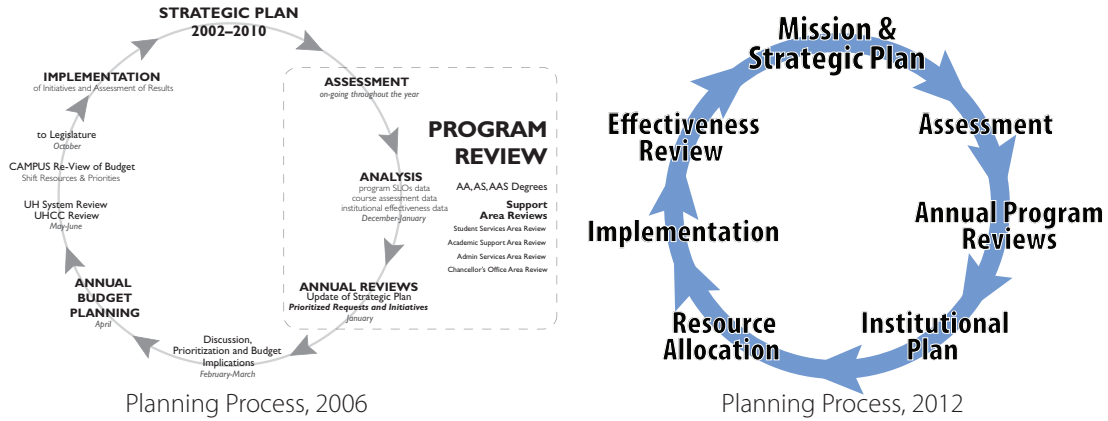


Diagram 43, Planning Process

2006-2011	2012-Present	Explanation of Modifications
Strategic Plan	Mission and Strategic Plan	The college’s mission guides its strategic plan and is implicit in the planning process. The word “mission” was added to the diagram to create a stronger emphasis on the mission, which was particularly important due to the revision of the college’s mission in 2011-2012.
Assessment	Assessment	---
Analysis Annual Reviews	Annual Program Reviews	Analysis is integrated into the APR segment of the planning process. In 2007, the Annual Review and Program Review were merged into the Annual Program Review (APR).
Discussion & Prioritization	Institutional Plan	The APR process integrates discussion and prioritization on multiple levels. An institutional plan responds to all program reviews and planning lists. The program review and planning processes are substantiated by assessments, institutional and program data, and analyses. All planning and budget requests are considered for funding using uniform criteria, which include an analysis of supporting data and each item’s alignment to the strategic plan. The requests are reviewed and ranked by campus administrators, campus standing committees, and the Campus Council. Procedures are in place to ensure that institutional planning and resource allocation decisions are thoroughly discussed and considered, supported by appropriate data, and are aligned with the college’s mission and strategic plan.
Budget Planning Budget System Review	Resource Allocation	Once all requests are adequately vetted, items are prioritized and used for dual purposes: to formulate legislative budget requests and to refer to as future funds become available or reallocations occur.
Implementation	Implementation	---
---	Effectiveness Review	As the college’s planning process evolved, an effectiveness review was the missing piece that tied everything together. By adding this segment, the planning cycle is complete.

Currently, APRs are ongoing and systematic for all instructional divisions; for the AA, AS, and AAS degrees; for OCEWD; for Leeward CC Wai‘anae; for international programs; and for Native Hawaiian programs. In addition to APRs from the four instructional divisions that comprise the AA degree, the UH system’s Annual Report of Program Data is used to evaluate the AA degree.

APRs are also ongoing and systematic for Student Services, Academic Services, Administrative Services, and Institutional Support. Their prioritized plans are also combined into the college’s institutional plan. The Theatre is now included in the APR for Academic Services. The OPPA and Marketing are included in the APR for Institutional Support.

At present, ongoing, robust, and pervasive dialogue about APR results is evident throughout the college. Also evident is the college’s use of longitudinal student achievement data and analyses in the APR process. APR results are included in discussions of program effectiveness and institutional effectiveness and in conversations about the improvement of student learning and achievement.

The college has used the ACCJC’s Rubric for Evaluating Institutional Effectiveness as a tool to ensure that the college maintains its APR process at the Sustainable Continuous Quality Improvement level for Parts I and II (program review and planning) and at the Proficiency level for assessment for Part III (SLOs). Most notable is that the college has engaged in ongoing review and adaptation of its assessment, program review, and planning processes in order to improve institutional effectiveness.

For a more in-depth discussion of how the college has responded to Recommendation #1 in terms of the APR process, see Standards [I.B.](#), [II.A.](#), [III.D.](#), and [IV.A.](#) of this report.

Standardizing Terminology

In 2006, the college had not standardized the terminology for the assessment, program review, and planning processes, nor did it have a glossary of terms for these processes. In addition, the college’s Policy on Program Review needed to be revised.

By 2009, modifications had been made to the assessment, program review, and planning processes and to the APR template. Most notably, the terms “program review” and “annual review” were merged into the collective term “Annual Program Review” (APR). A glossary of terms for the APR process was drafted but needed campus feedback. The OPPA and the Faculty Senate’s standing committee on program review, institutional research, and assessment were revising the existing Policy on Program Review.

In December 2011, a revised glossary of terms for the APR process was finalized ([I-32](#)) and is included as an attachment to the APR template and to the Policy on Annual Program Review, L5.202, which makes clear the linkages between assessment, program review, planning, and resource allocation ([I-33](#)). The college’s new Policy on Assessment, L5.210 ([I-34](#)), makes clear the linkage between assessment results and the APR. Both policies were approved by the Faculty Senate, the Campus Council, and the chancellor in the spring of 2012 and became effective as of March 2, 2012.

Evaluating the Effectiveness of the APR Process and Resource Allocation

The evaluation team recommended in 2006 that the college evaluate the effectiveness of its APR process after several cycles. As a result, the Campus Council, not the Executive Planning Council, was tasked with the responsibility of evaluating the effectiveness of the APR process. This evaluation needed to address how allocations for human, physical, technology, and financial resources achieved their desired outcomes. The Campus Council's charter and bylaws were amended to reflect this change in responsibilities ([I-35](#)).

In 2009, targeted campus leaders participated in the Community College Inventory, a survey intended to evaluate institutional effectiveness, which included questions about the APR process and about resource allocation. The college participated in a second Community College Inventory in 2011, and comparative analyses from the 2009 and 2011 survey results were used to evaluate the APR process ([I-36](#)).

In the fall of 2011, a subcommittee of the Campus Council conducted a campus wide survey to evaluate the APR process, and analyses of these survey results were included in the OPPA's 2011-2012 College Effectiveness Report ([I-37](#)).

The Self Evaluation Steering Committee conducted an employee satisfaction survey in 2011, which included questions about the APR process, and these survey results were analyzed in the College Effectiveness Report as well.

The College Effectiveness Report also evaluated the effectiveness of resource allocation by indicating how budget requests are aligned with the college's strategic outcomes and analyzing how budget requests and resource allocations are tied to planning lists and the institutional plan. In addition, the college continues to research methodologies for assessing how well resource allocations achieve their desired outcomes.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that the college systematically evaluates its APR process and resource allocation at the Sustainable Continuous Quality Improvement level for Parts I and II. The college has also used the Rubric as a tool to ensure that it evaluates its assessment processes at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #1 in terms of its evaluation of the APR process and resource allocation, see Standards [I.B.](#), [III.D.](#), and [IV.A](#) of this report.

Conclusion to Recommendation #1

Leeward CC has fully met this recommendation. The college maintains its APR process, which relies on standardized terminology. The APR process and the allocation of resources are regularly evaluated for effectiveness, and results of this evaluation are used to improve student learning and institutional effectiveness.

Recommendation #2: Instructional Programs

The team recommends that the college, having completed student learning outcomes for all its courses and for most of the programs offered by the college, complete student learning outcomes for the remaining programs (some certificate programs and the academic support programs), and initiate or continue the process of assessing the outcomes and applying the results of that assessment to the continuous improvement of the instruction and services provided to its students. (Standard II.A.1.a., II.A.1.c., II.A.2.a., II.B.4., and II.C.2.)

Summary for Response to Recommendation #2

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Complete SLOs for remaining programs (some certificate programs) and academic support programs.	<p>SLOs identified for courses</p> <p>Additional SLOs needed for some degrees</p> <p>Additional SLOs needed for certificates</p> <p>Additional SLOs needed for Student Services, Academic Services, and Administrative Services</p> <p>Additional SLOs needed for OCWED's non-credit courses and programs</p> <p>Six general education outcomes existed for the AA degree</p>	<p>SLOs identified for courses</p> <p>SLOs identified for degrees</p> <p>SLOs identified for certificates</p> <p>Some SLOs and outcomes measures identified for Student Services, Academic Services, and Administrative Services</p> <p>Some SLOs identified for OCWED's non-credit courses and programs</p> <p>Discussions underway about revising the general education outcomes for the AA degree</p>	<p>99.8 percent of all active courses have defined SLOs</p> <p>98 percent of all degrees and certificates have defined SLOs</p> <p>86 percent of all Student Services, Academic Services, and Administrative Services have defined SLOs</p> <p>General education outcomes revised, resulting in seven outcomes, each with accompanying academic skill standards</p>

summary table continued on next page

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Initiate or continue assessing SLOs.	<p>Authentic assessment at the course and program level for CTE and the AA degree</p> <p>Authentic assessment needed for all courses, degrees, certificates, Student Services, Academic Services, and Administrative Services</p> <p>SLO reporting forms existed as Word files</p> <p>Assessment reports existed as Excel files</p> <p>No policy on assessment</p>	<p>Authentic and more widespread assessment of courses, degrees, certificates, Student Services, Academic Services, and Administrative Services</p> <p>SLO reporting forms modified for mapping</p> <p>Assessment reports continued as Excel files</p> <p>Faculty Senate discussed whether to include assessment in the revised policy on curriculum review and revision</p>	<p>SLOs for degrees and certificates are assessed at the course level</p> <p>Mapping of SLOs for courses, degrees, and certificates done in Tk20</p> <p>91.5 percent of all active courses have ongoing assessment</p> <p>98 percent of all active degrees and certificates have ongoing assessment</p> <p>86 percent of all SLOs for Student Services, Academic Services, and Administrative Services have ongoing assessment</p> <p>Comprehensive assessment reports published and updated</p> <p>“Policy on Assessment” approved</p>
Apply assessment results to continually improve instruction and services.	<p>Assessment results used at the discipline and program level and among support areas</p> <p>More dialogue about assessment results needed</p>	<p>Assessment results continued to be used at the discipline and program level and among support areas</p> <p>Dialogue about assessment results in the identification of gaps and improvement to instruction and services</p>	<p>Ongoing and pervasive dialogue about the assessment results at the discipline and program level and among support areas</p> <p>Assessment results used to make improvements</p> <p>Assessment results discussed in the APR template and used for budget requests</p>

Narrative Response for Recommendation #2

Completing SLOs for Remaining Programs and Services

At the time of the college's comprehensive review in 2006, SLOs were identified for active courses. Additional SLOs needed to be identified for some degrees, OCEWD's non-credit courses and programs, and for Student Services, Academic Services, and Administrative Services. Once identified, these SLOs needed to be published in the college catalog. The college also determined that SLOs were needed for all certificate programs regardless of the number of credits required.

When the college submitted its Midterm Report to the ACCJC in 2009, SLOs were continuing to be identified for active courses. SLOs were identified for all degrees and were published in the college catalog. SLOs were being identified for all certificates regardless of the number of credits required. Additionally, SLOs and outcomes measures were being identified for Student Services, Academic Services, Administrative Services, and OCWED's non-credit courses and programs. Campus wide dialogue was underway about revising the general education outcomes for the AA degree.

Currently, 99.8 percent of all active courses have defined SLOs (401 out of 402 courses); 98 percent of all degrees and certificates have defined SLOs (67 out of 68 programs); and 86 percent of all Student Services, Academic Services, Administrative Services have defined SLOs or outcome measures (25 out of 29 services). The general education outcomes were revised in 2011, resulting in seven outcomes, each with accompanying academic skill standards ([I-38](#)).

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that it identifies SLOs for its courses, degrees, certificates, and services at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of identifying SLOs, see Standards [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Initiating or Continuing the Assessment of SLOs

In 2006, authentic assessment existed at the course level and at the program level for career and technical education (CTE) programs and for the AA degree. Authentic assessment needed to occur more pervasively for all courses, degrees, and certificates, as well as for Student Services, Academic Services, and Administrative Services. SLO reporting forms existed as Word documents. Assessment reports existed as Excel spreadsheets, but they were not comprehensive nor were they published on a regular basis. The college did not have a policy on assessment.

In 2009, authentic assessment of courses, degrees, certificates, and support services was more widespread, which was attributed in part to the efforts of a pilot assessment team and the creation of a curriculum grid and a program assessment plan. SLO reporting forms were modified with the goal of continual improvement. In particular, modifications were made to show mapping of SLOs for courses, degrees, certificates, and support services, as well as for the college's three institutional learning outcomes ([I-39](#)). Assessment reports continued to be prepared as Excel spreadsheets. Also at this time, the Faculty Senate was discussing whether to include assessment in the revised policy on curriculum review and revision.

Currently, SLOs for degrees and certificates are continually and systematically assessed through course-level assessment. Assessment of SLOs and outcome measures exists for Student Services, Academic Services, and Administrative Services. Mapping of SLOs for courses, degrees, and certificates, as well as for institutional learning outcomes, is done using the software Tk20 ([I-40](#)).

At the end of the 2012 spring semester, 91.5 percent of all active courses had ongoing assessment (368 out of 402 courses); 98 percent of all active degrees and certificates had ongoing assessment (67 out of 68 programs); and 86 percent of all student learning and support services had ongoing assessment (25 out of 29 activities) ([I-41](#)).

Comprehensive assessment reports are now updated by the OPPA on a regular basis and are made available on the college's intranet ([I-42](#)). The Faculty Senate decided not to include the assessment process in its revised "Curriculum Review and Revision Policy," but a student notification statement about assessment was included as required information on all course syllabi ([I-43](#)). The Policy on Assessment, L5.210, was approved by the Faculty Senate, the Campus Council, and the chancellor in the spring of 2012 and became effectiveness on March 2, 2012 ([I-34](#)). This policy made clear the objectives, requirements, and responsibilities of assessment.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that authentic assessment is in place for courses, degrees, certificates, and support services at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of authentic assessment of SLOs, see Standards [I.B.](#), [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Applying Assessment Results for Improvement

In 2006, assessment results were used at the discipline and program levels and among support areas to improve instruction and services. Dialogue about assessment results needed to occur more pervasively to identify gaps and make improvements to instruction and services.

In 2009, assessment results continued to be used at the discipline and program levels and among support areas to improve instruction and services. Dialogue about assessment results continued to occur, resulting in the identification of gaps and improvements to instruction and services.

Currently, dialogue about assessment results is ongoing and pervasive at the discipline and program levels and among support areas, at which time gaps are identified. Dialogue about assessment results also occurs at the institutional level through the APR process. Assessment results are used to make improvements to student learning and achievement, which are specifically discussed in the APR template and are used to made budget requests.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that assessment results are used at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of how assessment results are used for improvement, see Standards [I.B.](#), [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Conclusion to Recommendation #2

Leeward CC has fully met this recommendation. SLOs are identified for courses, degrees, and certificates. SLOs and outcome measures are also identified for Student Services, Academic Services, and Administrative Services. SLOs are continually assessed, and assessment results are used to improve student learning and institutional effectiveness.

Recommendation #3: Student Leadership

The team recommends that the college implement a program for developing student leadership participation in the campus decision-making processes. (II.B.3.b., III.C.1.c., IV.A.2., IV.A.2.a., IV.A.3.)

NOTE: The Evaluation Report listed Standard III.C.1.c. for this recommendation, but there was no reference to student leadership participation nor was there an accompanying recommendation in the section of the evaluation report pertaining to Standard III.C.

Summary for Response to Recommendation #3

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Implement a student leadership program.	<p>Half-time position allocated for student government and for student activities</p> <p>No active student government</p>	<p>Two half-time positions allocated in 2007-2008, one for student government and one for student activities</p> <p>One full-time position allocated in 2008-2009 for both student government and for student activities</p> <p>Successful campaign to raise awareness about student government</p> <p>Ongoing student involvement maintained through many means</p> <p>An online election was held for student government</p>	<p>Full-time position devoted to student government and to student activities continues to exist</p> <p>Active student involvement continues to exist</p> <p>Leadership retreats held for student government members</p> <p>Trainings held for student government members</p>
Ensure that student leaders participate in campus decision-making processes.	No participation by student leaders in any campus decision-making processes	Student government members served on campus committees	Each student government member is required to serve on at least one committee

Narrative Response to Recommendation #3

Implementing a Student Leadership Program

At the time of the college's comprehensive review in 2006, only a half-time faculty (counselor) position was allocated for student government and for student activities, and there was no active student government on campus. In 2007-2008, two half-time faculty positions were allocated, one for student government and one for student activities. In 2008-2009, one full-time faculty position, the student life/student government coordinator, was allocated. This individual carried out a successful campaign to raise awareness about student activities and student government.

During this time, an online election was held for the Associated Students of UH-Leeward CC (ASUH-Leeward CC) Student Government.

The student government has consistently had a full senate of nine senators. Every year, the student government retains approximately 75 percent of the students who do not graduate or transfer to another institution. Regular retreats are held for student government members to develop team building and leadership skills and to maintain a strong foundation for new members. Moreover, a variety of trainings are held for student government members, including sessions on conflict management, diversity, communication, and the LGBTI Safe Zone.

In addition, the student government hosts events such as Remembering 9/11, Constitution Day, Mental Health Awareness, Breast Cancer Awareness, and Domestic Violence Awareness. The student government has also created a number of student support groups that fall under the Student Services' Team C.A.R.E., which includes a military support group, a substance abuse support group, and a domestic violence support group. To ensure that the student government is advocating for student needs, it has built several communication mechanisms for students to maintain contact, including Facebook, an email listserv, texting, a suggestion box, informational tables, and regular office hours (I-44).

Ensuring Student Leadership Participation in Decision-Making Processes

In 2006, student leaders did not participate in any campus decision-making processes. By the time the college submitted its Midterm Report in 2009, student government members served on some campus committees.

Currently, members of the student government sit on many campus committees and participate in decision-making processes. Student leaders have also served on the UHCC strategic plan committee. Below is a chart indicating student leadership participation on committees for 2011-2012:

Committee	Description of Participation	Voting Rights	Number of Representatives
Academic Grievance	Meets as needed.	No	1
Board of Student Communications	Meets once a month for campus communication and for the student publication Ka Mana'o.	Yes	2
Campus Council	Meets three times a semester. Generally, the president is in attendance.	Yes	1* (President)
Campus Council Subcommittee on Institutional Effectiveness	Meets on an as-needed basis.	Yes	1* (President)
Caucus (UH System)	Meets once a month on a Saturday.	Yes	3** (President, Vice President, and 1 Alternate)
Commencement	Meets once a month to plan commencement.	Yes	1
Facilities	Meets once a month to discuss campus construction and other new projects.	Yes	1

Faculty Senate	Meets every three weeks. Also attends monthly Curriculum Committee meetings.	No	1* (President)
Health	Coordinates the Great American Smoke Out.	---	4
Information Technology Standing Committee	Meets as needed.	Yes	1
Ka Mole o Nā Pua Festival	Meets during the spring to plan the event.	Yes	2
Learning Commons Advisory Board	Meets once a month.	Yes	1
Marketing/Public Relations	Coordinates flyers and student-run tables on campus and updates Facebook (studentgov).	--	3
Student Conduct	Meets as needed regarding judicial concerns (for example, stealing).	To be determined	2
Student Success	Meets once a month.	Yes	1
Sustainability	Meets once a month in the fall and every other week in the spring.	Yes	2

For a more in-depth discussion of how the college has responded to Recommendation #3 in terms of student leadership participation in decision-making processes, see Standards [II.B.](#) and [IV.A.](#) of this report.

Conclusion to Recommendation #3

Leeward CC has fully met this recommendation. Student leaders actively participate in decision-making processes at the college and system levels.

Recommendation #4: Accessibility

The team recommends that the college develop and implement a plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities. (Standard III.B.1.b.)

Summary for Response to Recommendation #4

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Develop and implement a disabilities plan for campus facilities	The college relied on the UHCC disability access transition plan	UHCC disabilities access transition plan reviewed Leeward CC disabilities access plan developed	Disabilities access plan regularly reviewed and updated

Narrative Response to Recommendation #4

Developing and Implementing a Disabilities Plan

Using the UHCC's Disability Access Transition Plan ([I-45](#) and [I-46](#)), the college's vice chancellor for administrative services convened a working group in the spring of 2008 to develop a comprehensive disability access plan for the college. Membership consisted of representation from the Office of the Vice Chancellor for Administrative Services, Student Services, and Operations and Maintenance. The college's plan included all completed and current access-related projects ([I-47](#)). Future projects were also identified with an acknowledgement that such projects were dependent upon the state legislature's capital improvement program fund and/or repair and maintenance fund.

The college continues to improve accessibility to the Pearl City campus facilities for persons with disabilities through the framework of repair, maintenance, renovation, and major construction projects. Current projects that comply with the Americans with Disabilities Act of 1990 (ADA) include elevator upgrades, restroom renovations, and ADA-compliant assisted door openings.

In addition, the college utilizes resources to comply with the ADA. The college is able to consult with a representative from the disability and communication access board, which operates under the auspices of the State of Hawai'i Department of Health ([I-48](#)). This board was created to assist state agencies in complying with the ADA through the development and implementation of uniform policies. The college has an equal employment opportunity/affirmative action coordinator to ensure that ADA-related complaints are dealt with accordingly and in a timely fashion. Students with disabilities have access to instruction and academic services through the Kāko'o 'Ike (KI) program ([I-49](#)). Lastly, an administrator is designated as the college's ADA 504 coordinator to address specific student ADA-related issues ([I-50](#)).

For additional discussion of how the college has responded to Recommendation #4 in terms of disability access, see [Standard III.B.1.b.](#) of this report.

Conclusion to Recommendation #4

Leeward CC has fully met this recommendation. The college has in place an access plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities.

Recommendation #5: Administrative Reorganization

The team recommends that the college fully implement the Leeward Administrative Reorganization which was approved by the Board of Regents in October of 2006 and, after several years of full operation, evaluate its effectiveness in addressing the college's problems with administrative instability. (Standard IV.B.2.)

Summary for Response to Recommendation #5

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Fully implement the Leeward Administrative Reorganization.	The UH BOR approved the college's administrative reorganization in 2006 Eight administrative positions existed	A permanent chancellor appointed in June 2008 Two vice chancellors were permanent appointments Two interim dean positions and an interim director position filled Two interim dean positions to be filled	The chancellor and two vice chancellors continue in service Four dean positions have been filled on a permanent basis One interim director position was appointed upon the previous interim director's retirement
Assess the effectiveness of the Leeward Administrative Reorganization after several years.	Administrative reorganization in its first year	Effectiveness of the administrative reorganization to be assessed by the length of stay for each administrative position and by the administration's overall effectiveness in achieving strategic goals	Seven of the eight administrative positions are permanent Half of the administrators have been in their present position for five or more years 2011-2012 College Effectiveness Report indicates that the college is meeting or exceeding a majority of strategic goals

Narrative Response for Recommendation #5

Fully Implement the Leeward Administrative Reorganization

In 2006, the UH BOR approved the reorganization of the college's administration, providing defined roles and responsibilities. The college's newly structured administration consisted of eight positions: chancellor; vice chancellor for academic affairs; vice chancellor for administrative affairs; director of planning, policy, and assessment; dean of arts and sciences; dean of career and technical education; dean of student services; and dean of academic services.

A permanent chancellor was appointed to the college in June 2008. By the time the college submitted its Midterm Report in 2009, the two vice chancellor positions were filled with permanent appointments. Two interim dean positions and an interim director position were filled, and two interim dean positions were scheduled to be filled.

Currently, the administrative team is stable with only one interim position. The chancellor has been in place for five years, and the two vice chancellors have been appointed for six and seven years, respectively. All of the dean positions are filled with permanent appointments, with years of service varying from three months to seven years for an average of three years (I-51). The interim director of planning, policy, and assessment retired in 2011, and a new interim appointment was made in 2012. The director position will be advertised for a permanent appointment during the 2012-2013 academic year.

Assess the Effectiveness of the Leeward Administrative Reorganization

The evaluation team recommended that the college assess its administrative reorganization after several years of operation. Specifically, the team recommended that the college evaluate its effectiveness in addressing administrative instability. At the time that the college submitted its Midterm Report in 2009, the college determined that the effectiveness of the college's administrative reorganization would be assessed by the length of stay in each administrative position. In addition, the college determined that it would assess the overall effectiveness of administration in achieving strategic goals.

Currently, the administrative team demonstrates stability with seven of eight administrative positions filled with permanent appointments. Half of the administrators have been in their position for five years or more (I-52). The remaining interim position will be advertised for permanent appointment during the 2012-2013 academic year. The 2011-2012 College Effectiveness Report demonstrates that the college is meeting or exceeding its measurable strategic goals (I-37).

For additional discussion of how the college has responded to Recommendation #5 in terms of administrative organization, see [Standard IV.B.2.](#) of this report.

Conclusion to Recommendation #5

Leeward CC has fully met this recommendation. The administrative reorganization has been operational since 2006, and all administrative positions are filled. Seven out of eight administrative positions are filled with permanent appointments. The college has demonstrated effectiveness with the stability in administrative appointments and by meeting or exceeding its measurable strategic goals.

Progress on the Self-Identified Issues in the 2006 Institutional Self Study Report

The Leeward CC's Midterm Report that was submitted to the ACCJC in 2009 contained a progress update on the self-identified planning agenda items that appeared in the college's 2006 Self Study Report. Also included in the Midterm Report was a planning agenda crosswalk that contained unduplicated items. Items dealing with similar issues were grouped and numbered, and numerous items dealing with the college's assessment, program review, and planning processes were grouped together and listed as Planning Agenda 39, which is addressed in the college's responses to Recommendations #1 and #2.

Throughout this Institutional Self Evaluation Report, the college's progress on planning agenda items are included in the institutional analyses of relevant Accreditation Standard sub-sections. Below is a list of those planning agenda items:

Standard Sub-Section	Subject of the 2006 Planning Agenda Item	Planning Agenda Item
I.A.2.	Inclusive dialogue in the mission review process	1
I.A.3.	Regular review of the college's mission	1
I.B.1.	Full- and part-time faculty involvement in dialogue	2
I.B.3.	Policy and timeline for the APR process	3
I.B.5.	Communication of quality assurance	4
II.A.1.b.	Assessment results to make improvements	6
II.A.2.a.	Written policy on course SLO assessment	7
II.A.2.c.	Revision of the policy on program review	10
II.A.2.e.	Assessment of the APR process and APR results	12
II.A.2.f.	Role of the director of planning, policy, and assessment	13
II.A.2.h.	Use of SLO assessment data in the award of credit	14
II.A.2.i.	Curriculum grid for division AA competencies	15
II.A.2.i.	Achievement of SLOs for programs	16
II.A.3.b.	Computer literacy skills	17
II.A.6.c.	Redesign of the college's website	20
III.A.1.c.	Assessment of SLOs in faculty evaluation	28
III.A.4.a.	Important information on the college's website	29
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Progress on the remaining 15 self-identified planning agenda items is discussed below.

Planning Agenda 5

The college will develop a systematic method to provide better data on graduates and transfer students, in terms of employment and the college programs into which they transfer. (II.A.1.a.)

Progress: The feedback obtained from this systematic method complements assessment data on the achievement of SLOs and gives the college a better gauge of needed improvements. The UH Institutional Research Cadre is continuing to improve the Graduate/Leaver survey. Also, the system-supported data reporting system, COGNOS, is being fully implemented.

Planning Agenda 8

The responsibilities of the assessment team will be permanently assigned to an administrative office in order to ensure that policies continue to be followed. (II.A.2.b.)

Progress: As stated in the college's policy on assessment, "The Office of Planning, Policy, and Assessment is responsible for working with divisions and units to support the development of student learning outcomes, outcome measures, and measurement tools; overseeing assessment activities and progress; arranging assessment training; tracking assessment progress; and problem-solving as needed." In addition, the college provides release time for a campus assessment coordinator.

Planning Agenda 9

The College will also enforce or revise the policy of annual advisory board meetings. (II.A.2.b.)

Progress: The career and technical advisory board plays a central role in the college's Annual Program Review (APR) process. Currently, all career and technical advisory committees meet at least once a year.

Planning Agenda 11

The college will make available to all students a quick survey assessment of learning style, either as part of new student orientation/counseling, or as a voluntary service for students. In addition, an annual workshop on learning styles will be offered, perhaps as part of new faculty orientation. (II.A.2.d.)

Progress: As indicated in the 2009 Midterm Report, this planning agenda item was completed by the Learning Resource Center, which provides a handout on the assessment of learning styles.

Planning Agenda 18

The college will continue to follow its process and schedule for its program and course SLOs assessments. (II.A.3.b.)

Progress: Ongoing assessments ensure quality assurance and enable students to be productive individuals and lifelong learners. The college has continued its schedule for program and course SLO assessments. Current charts of assessment progress can be found on the OPPA website.

Planning Agenda 19

The college will develop a mechanism to track external licensure, certification, and/or employment after graduation. (II.A.5.)

Progress: The college has established Job Prep Services to assist students in obtaining employment after graduation. The ability to collect data on whether students obtain licensure, certification, or employment after graduation is in process.

Planning Agenda 21

In order to reach those students who do not have a computer or a copy of the College Catalog, the College will inform students about the Student Conduct Code by handing out copies to them at orientation. (II.A.7.b.)

Progress: A copy of the student code of conduct is distributed to students at the New Student Orientation.

Planning Agenda 22

The College, through its Creative Services Office, will ensure that the catalog is produced and made available in a timely manner. (II.B.2.a.)

Progress: With the addition of an administrative, professional, and technical (APT) position in the OPPA, responsibilities for the catalog are now allocated in a way that facilitates the production of the catalog in a timely manner.

Planning Agenda 23

Academic Divisions and Student Service Division will collaborate to address concerns raised in the Annual Review process regarding counseling and advising. (II.B.3.c.)

Progress: The need for collaboration between academic divisions and Student Services was discussed and, as a result, program counselor positions were created in 2010, which was a significant change in the organization of the Counseling unit. Current indications are positive.

Planning Agenda 24

The College will continue to work with its sister campuses in evaluating COMPASS and make changes for improvement. (II.B.3.e.)

Progress: The college works with the other UH community colleges (UHCCs) through the UHCC Placement Advisory Working Group and a system wide meeting of COMPASS representatives to review policies and make changes.

Planning Agenda 25

The Library will hold discussions with the institution's administration on developing a College information literacy vision statement. (II.C.1.b.)

Progress: The head librarian has had discussions with the chancellor and other administrators on developing an institutional information literacy vision statement.

Planning Agenda 26

Academic Support Units, as part of their Annual Review, will continue to assess staffing needs to support student learning. (II.C.1.c.)

Progress: Academic Support units continue to assess staffing needs through the APR process and are successfully implementing changes to support student learning.

Planning Agenda 27

The KI program will (1) Evaluate the new scanning/digitizing process to determine how effective it is and how extensively it can be used; (2) Establish procedures for requesting and providing this new service; (3) Consider whether, in the light of the new service, the RFB&D subscription can be reduced for 2006-07. (II.C.1.e.)

Progress: The KI program has addressed this planning agenda item regarding the need for technology through the APR process.

Planning Agenda 37

- *The College and the Office of the Vice President of Community Colleges (OVPCC) will work with the Board of Regents (BOR) to establish regular review of BOR policies and procedures. (IV.B.1.e.)*
- *The College and the OVPCC will work with the BOR to develop an appropriate program for BOR development and new member orientation. (IV.B.1.f.)*
- *The College and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance. (IV.B.1.g.)*
- *The College and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process. (IV.B.1.i.)*
- *The College and the OVPCC will work with the UH System concerning the UH System Devolution Initiative so that it reflects planning agenda items identified through the self study process as well as administrative review. (IV.B.3.a.)*

- *The College and the OVPCC will develop methods for evaluating the UHCC System Office. (IV.B.3.b.)*
- *The College and the OVPCC will review and revise the Chancellor position description to reflect the dual reporting to the President and VPCC. (IV.B.3.e.)*
- *The College and the OVPCC will review and revise written policies and procedures to reflect the 2005 Reorganization (IV.B.3.f.)*
- *The College and the OVPCC will continue to develop, make public, and regularly review structures, policies, and procedures for improvement. (IV.B.3.g)*
- *The College and the OVPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level. (IV.B.3.c.)*
- *Establish regular review of BOR policies and procedures. (IV.B.1.e.)*
- *Develop an appropriate program for BOR development and new member orientation. (IV.B.1.f.)*
- *Develop and implement a clearly defined process for evaluation and assessment of BOR performance. (IV.B.1.g.)*
- *Assist the BOR in becoming more involved and informed with the accreditation process. (IV.B.1.i.)*
- *Develop methods for evaluating the UHCC System Office. (IV.B.3.b.)*
- *The OVPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level. (IV.B.3.c.)*

Progress: As indicated in the 2009 Midterm Report, information between the college and the OVPCC and the UH BOR are shared via shared governance organizations, such as the Council of Chancellors and the All Campus Council of Faculty Senate Chairs.

Planning Agenda 39

- *Upon completion of each year's Program Review and Annual Review processes, the College will assess the extent to which these processes are successful in implementing and achieving the College's goals of improving student learning and institutional improvement. This assessment will support changes needed to better address these goals. (I.A.1.)*
- *The new Program Review and Annual Review processes will be monitored to insure that the mission is central to all decision making. Changes needed in these processes will ensure that activities to improve student learning and assessment of that learning are appropriately budgeted. (I.A.4.)*
- *The College will assess the effectiveness of the Program and Annual Review processes in improving student learning and institutional processes. (I.B.1.)*
- *The College's Program and Annual Review processes will be assessed to determine their effectiveness in improving student learning and institutional processes. (I.B.1.)*
- *The College will evaluate its Program and Annual Review processes in determining appropriate goals and objectives and make changes as needed. (I.B.2.)*
- *The College will evaluate its Program and Annual Review processes to determine their effect in supporting the achievement of its stated goals and make changes as needed. (I.B.3.)*

- *The Annual Review process will be assessed and changes for improvement made as needed. (I.B.4.)*
- *As with previous prioritizing process, the Annual Review process will be assessed and changes for improvement made as needed. (I.B.4.)*
- *The College will evaluate the effectiveness of its Program and Annual Review processes and make changes for improvement. (I.B.6.)*
- *No changes are needed to address this standard. The College will evaluate the effectiveness of its Program and Annual Review processes in improving programs and services and make changes for improvement. (I.B.7.)*
- *The College will evaluate the effectiveness of its Program and Annual Review processes and the professional development needs of faculty and staff in improving programs and services and make changes for improvement. (I.B.7.)*
- *The campus' Executive Planning Committee and the Assessment Team will evaluate the Annual Review process used this academic year to determine to what extent assessment was used to make decisions. These groups will also assess the degree to which data is being housed in a manner that makes decision making transparent. (II.A.1.c.)*
- *As part of its assessment of the Program and Annual Review processes, the College will evaluate the effect of the Policy on Program Reviews on improvement of student learning. The College will also enforce or revise the policy of annual advisory board meetings. Because Program Review focuses on the assessment and improvement of student learning outcomes, this plan will improve student learning. (II.A.2.b.)*
- *The College will assess its Program and Annual Review processes to determine their effectiveness in supporting student learning needs through Student Services. (II.B.1.)*
- *The Program and Annual Review processes will be evaluated to determine their effectiveness in enhancing student understanding of diversity. (II.B.3.d.)*
- *The Program and Annual Review processes will be evaluated for their effectiveness in contributing to the achievement of student learning outcomes in Student Services. (II.B.4.)*
- *Upon completion of each year's Program Review and Annual Review processes, the College will assess the extent to which these processes are successful in implementing changes in Academic Support Units to improve student learning. (II.C.1.a.)*
- *The College's Program and Annual Review processes will be assessed for their effectiveness in determining improvements needed in learning support services. (II.C.2.)*
- *The College will assess the Program and Annual Review processes to ensure that they appropriately address staffing needs. (III.A.2.)*

Progress: As indicated in the 2009 Midterm Report, these planning agenda items are addressed in the college's responses to Recommendations #1 and #2.



Abstract of the Self Evaluation Report

Abstract of the Self Evaluation Report for Educational Quality and Institutional Effectiveness

Leeward Community College (Leeward CC) has made significant improvements since its most recent Quality Assurance and Institutional Effectiveness Review in 2006. The college has experienced substantial enrollment growth while expanding its quality programs and services in alignment with its mission. Some of the innovative new educational programs include an Associate in Science in Natural Science, an Associate in Science in Health Information and Technology, an Associate in Arts in Hawaiian Studies and a number of new short-term certificates to meet the needs of the college's diverse student population. Students are now required to attend the New Student Orientation (NSO) and attend an initial counseling and advising session to ensure that the college can identify and provide needed services. Students can also take advantage of Leeward CC's expansive wireless infrastructure, checkout laptops from the library, attend classes in technology-rich classrooms, and receive a wide range of services online.

Beyond educational programs and services, Leeward CC has made many facility improvements and has plans to complete a renovated learning commons and classroom studio lab in the fall of 2012. A new Education building broke ground on April 18, 2012, and will be open by the fall of 2013, and the campus is finalizing plans to purchase a new building for the Leeward CC Wai'anae campus.

The campus continues to thrive and progress towards its vision of being a learning-centered institution committed to student achievement.

Standard I: Institutional Mission and Effectiveness

I.A. Mission

Leeward CC has recently revised its mission to more clearly define its commitment to student learning and to supporting students in their achievement of educational goals. This revised mission statement was approved by the University of Hawai'i Board of Regents (UH BOR) in May 2012 and reinforces the six principles from the mission statement approved in September 2006. These principles are access, teaching and learning, workforce development, personal development, community development, and diversity.

As a community college serving the largest region of the state of Hawai'i, Leeward CC is dedicated to providing open access to all students and especially to Native Hawaiians. With open access, students have the opportunity to pursue a variety of educational programs including associate degrees and certificate programs in general education and liberal arts, career and technical education, and non-credit continuing education. The college also offers remedial and developmental courses in math, English, and English as a Second Language. The college is committed to providing support services to meet the needs of its students and to enhance the learning environment for all members within its community.

Leeward CC's commitment to Native Hawaiians is emphasized by UH's mission and Leeward CC's mission. The college serves the largest number of Native Hawaiian students of any of the UH community colleges (UHCCs) and operates a satellite campus on the Wai'ananae coast where a large percentage of the Native Hawaiian population reside.

All programs and services offered at Leeward CC are aligned with its mission and strategic plan. The diverse program offerings provide opportunities for students to transfer to a UH baccalaureate program or develop skills for entry into the workforce. These programs are often offered through distance education (DE) to meet the needs of the students within a large service area. New programs and services are planned in the context of the college's planning process, which begins with a review of the mission and strategic plan. The planning process ensures that the mission remains at the center of all institutional planning and decision making.

I.B. Improving Institutional Effectiveness

Leeward CC uses its planning process as a mechanism for ensuring institutional effectiveness. Central to the planning process is a reliance on dialogue and open communication at all levels of the college. This dialogue is captured in the Annual Program Review (APR) process, which incorporates assessment data, analysis of strengths and weaknesses, review of student learning outcomes (SLOs) and outcome measures, evaluation of programs and units, and compilation of prioritized resource needs.

The college embarked on a Student Success Initiative in 2010. This initiative was conceived by a cross-disciplinary group that attended the International First Year Experience Conference on Maui in June 2010. The group called for a college wide effort to address concerns impacting student learning and achievement. The vice chancellor of academic affairs responded by creating the Student Success Committee (SSC) in August 2010. The SSC represents instructional and non-instructional faculty, student and academic support services, and administration and has more than 45 members in total. The committee's work is presented at convocation at least once a year, and a number of new strategies have been implemented due to the support of this committee.

The work of Leeward CC is measured by its achievement of the goals of the college's strategic plan and the SSC. Thus far, substantial progress has been made towards campus goals, and some goals may need to be redefined. The college created the 2011-2012 College Effectiveness Report to provide a formal means of analyzing institutional effectiveness. Further evaluation of institutional effectiveness is achieved through the assessment of SLOs and outcome measures. Every division and unit participates in the assessment process, and the college has provided institutional support for assessment with the creation of the Office of Planning, Policy, and Assessment. The college is also implementing a robust, assessment reporting software called *Tk20 Campuswide*, which provides online reporting functionality for assessment results and additional capabilities for collecting assessment data.

Leeward CC also continually evaluates the planning process to ensure its effectiveness in meeting the planning and resource allocation needs of the college. Current plans include the creation of an ad hoc committee to review the planning process and make recommendations for improvements. This ad hoc committee will continue the campus efforts to involve the broader campus community in dialogue about institutional effectiveness.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

Leeward CC offers four liberal arts associate degrees, eight career and technical education (CTE) associate degrees, and 39 CTE certificate programs. The diverse program offerings are driven by the college's mission and its focus on providing "access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities" and "the trained workforce needed in the State. . . by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement."

The intended student population resides on the Leeward coast and in Central O'ahu. This large region includes a diverse population with a wide range of educational needs ranging from remedial/developmental educational programs to high-demand, skilled occupational programs. Leeward CC strives to hire a diverse faculty and staff to support a highly ethnically diverse student population. Programs and services are delivered through campus programs as well as through DE. The college also operates a satellite campus in Wai'anae to provide programs and services directly to an area with a high percentage of Native Hawaiian students, a targeted student population.

The college continually looks for innovative ways to enhance student learning through data-driven assessment and analysis. Recently, the Math discipline implemented the math emporium model for all math classes, including developmental through college-level math. Using the results of data from a pilot program, the math faculty determined students were more successful in an "emporium" classroom, and the program was scaled up to include all math classes. As part of the SSC, other faculty are experimenting with innovative teaching strategies to improve student completion rates and student learning.

SLOs have become pervasive throughout the college as assessment has become integrated with the campus planning process and the APR templates. Dialogue on assessment is occurring at all levels and in all areas of the college, including instructional and support areas. The planning process encourages dialogue and the use of data in order for divisions and units to justify their resource requests.

II.B. Student Support Services

Leeward CC assures the quality of its student support services through the campus planning process. This process begins with a review of the mission and strategic plan. All of the student services units participate in assessment of SLOs and outcome measures. These assessments are combined with an evaluation of the Student Services unit to ensure that services provided are effective and meet the needs of students.

Student services are delivered at the Pearl City campus, at the Leeward CC Wai'anae campus, and via the internet. Students can apply for admission, register for classes, participate in NSO, and receive advising support online.

Student Services has also identified a number of new programs to enhance student support of Leeward CC students. Mandatory NSO has proven to be effective at increasing student persistence. The Maka'ala program, an early intervention program, allows instructors to identify students needing additional support early in the semester. A counselor contacts these students to ascertain what additional support services may be needed.

II.C. Library and Learning Support Services

Library and learning support services are integrated into the campus planning process and ensure their services align with the college's mission and strategic plan. The library and learning support services also participate in assessment of SLOs and outcome measures, and results are included in the APR templates as part of the evaluation process. Services are analyzed and evaluated for effectiveness, and improvements are implemented as needed.

A recent change in the delivery of services is the renovation of the Library building into a learning commons. The learning commons will combine the library, Learning Resource Center, Writing Center, Kāko'o 'Ike, and the Test Center. Academic support services are also available online, including Help Desk support, library resources, and tutoring support.

Standard III: Resources

III.A. Human Resources

Leeward CC hires personnel who are qualified to provide or support the college's student learning programs and services and improve its institutional effectiveness. Leeward CC is part of the UH system and follows system wide policies and procedures for hiring and evaluating personnel. The focus on student learning has permeated the college at all levels and in all divisions, units, and areas. Faculty and staff participate in the development and assessment of SLOs and outcomes measures to evaluate division and unit effectiveness in meeting student needs.

The college maintains policies and procedures to ensure a diverse faculty and staff and to protect the rights of all personnel. Faculty, staff, and administration are provided appropriate professional development opportunities to meet their needs, and regular evaluation of professional development ensures its effectiveness. The college planning process integrates human resource planning and assesses its effectiveness.

III.B. Physical Resources

Leeward CC has two physical locations to support the large region it serves. The main campus is in Pearl City and was built more than 40 years ago. Leeward CC also maintains a campus in Wai'anae to serve students on the Leeward coast. The college has received funds to repair and

maintain aging facilities at the Pearl City campus, and a number of renovation projects have been completed or are currently in process. Issues related to ensuring campus facilities are accessible to students, staff, and community members have been addressed since the most recent Quality Assurance and Institutional Effectiveness Review in 2006.

Physical resources are integrated into the college's planning and evaluation process, and needed improvements follow the proper protocol and prioritization process. Long-term planning is also addressed in the planning process and one further planned for in the long range development plan that is currently being updated.

III.C. Technology Resources

Advancements in technology continue to drive the campus into innovative directions. The college mission and student learning are at the forefront of technology decisions as technology is integrated into the planning process. The college has created and maintained a technology fund to ensure resources are available to meet the technology needs of the campus. In addition to providing technology, the college ensures appropriate training in the use of technology is also available to students, faculty, and staff.

Technology is used as a tool to enhance and support the college's educational programs and services. The institutional planning process ensures campus involvement in directing future technology directions and providing feedback on the effectiveness of current technology hardware, software, and systems.

III.D. Financial Resources

Financially, Leeward CC is in a strong and stable position. Despite recent economic difficulties, the college has benefited from increasing enrollments and tuition rates. These increases have also been offset by reduced payroll costs negotiated with the unions and applied to all faculty, staff, and administrators. Payroll costs are expected to increase, but the college continues to have stable cash reserves to pay for the expected rise in costs. The college obtains funds from a variety of sources and assures proper distribution of funds in accordance with institutional policies and federal and state laws.

Financial resource planning is integrated into the planning process, and appropriate processes are in place to meet long-range and short-range financial needs. The planning process incorporates feedback from the campus community, and regular communication and dissemination of financial information is provided throughout the college. As part of the planning process, the financial resource management system is evaluated and adjusted for improvements as needed.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Leeward CC is committed to creating an environment of innovation and excellence. Faculty, staff, administrators, and students are encouraged to look for ways to improve the college and its processes. The college demonstrates its commitment with a number of awards given for teaching and service excellence.

The college also supports a shared governance model and has institutionalized dialogue through all levels of the campus. Campus governance groups participate actively in campus decisions and provide broad representation of all positions for faculty and staff. Since the last comprehensive review, Leeward CC has made significant improvements in the area of student government. The college now has an active student government that also participates in campus governance processes and provides critical dialogue on campus issues. Governance groups provide direction

and feedback on student learning and work together to improve the policies and processes of the college. Additionally, governance groups and administration are regularly evaluated and use the results of these evaluations to make improvements.

IV.B. Board and Administrative Organization

Leeward CC is part of the UH system, which includes three baccalaureate universities and six community colleges. All of the ten colleges are governed by a single governing board. Roles of the system and each college are clearly defined, and the system continues to work towards creating a seamless experience for all UH students.

At Leeward CC, the chancellor fulfills the role of president and provides leadership for the college in all areas. Under the current chancellor's leadership, the college has developed a collegial atmosphere. The chancellor has maintained an institutional planning process and supported improvements to the process through an evaluation of its effectiveness.

The chancellor is active in communicating with the broader community, and his leadership has helped the college effectively navigate union contract negotiations and a period of enrollment growth.

Evidence for Introduction

- I-1 **Administrative Review 2005-2006**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26994/AnnualRevAD-MIN_FINAL2005-2006.pdf
- I-2 **Notification of Approved Reorganization, February 5, 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26995/ocewd-oppa_reorg_narrative_02-05-09.pdf
- I-3 **2010 State of Hawai'i Data Book, Department of Business, Economic Development, and Tourism**
<http://hawaii.gov/dbedt/info/economic/databook/db2010>
- I-4 **Residence Tables by Census Designated Places for the State of Hawai'i**
http://hawaii.gov/dbedt/info/census/Census_2010/SF1/index.html
- I-5 **Accreditation Work Day Feedback**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26989/Accreditation%20Work%20Day%202011-18-11.pdf>
- I-6 **"Find the Egg" Contest**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26991/Find%20the%20Egg.pdf>
- I-7 **Chancellor's Email Message, February 9, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27008/UHMail-2012_Self_Study_Update_and_Timeline.pdf
- I-8 **Perfect Accreditation Team (PAT) Presentations**
a - Fall Convocation
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27009/PAT.mp4>
b - Spring Convocation
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27010/PAT_Part_2.mp4
c - Draft 2 Review (Campus Bulletin)
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27014/PAT_Part_3.mp4
- I-9 **Accreditation 2012 Update Group, Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/accreditation2012>
- I-10 **Campus Bulletin Postings on the Self Evaluation Process**
a - January 29, 2012, "Scuse me, while I kiss this guy. . ."
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27011/UHMail-Bulletin_Week_of_January29_2012.pdf
b - March 18, 2012, "Third Time's a Charm"
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27012/UHMail-Bulletin_Week_of_March18_2012.pdf
c - April 8, 2012, "How Well Did We Do?"
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27013/UHMail-Bulletin_Week_of_April8_2012.pdf

- I-11 **WILD Accreditation Clicker Game and Results**
a - Clicker Presentation:
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27089/WILD_Clickers.pdf
- b -Session Data:**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27090/Accred_Clickers.pdf
- I-12 **2011 Leeward CC Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27098/52_LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- I-13 **Open Forum Feedback**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26990/Open_Forum_Feedback_12-1-11.pdf
- I-14 **Leeward CC Self Evaluation Task Matrix, August 30, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26988/Self_Evaluation_Task_Matrix_8_30_11-1.pdf
- I-15 **Letter from Dr. Barbara A. Beno, January 31, 2007**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26981/ACCJC_Jan31_07Ltr.pdf
- I-16 **Leeward CC Mission Statement, Approved May 2012**
<http://www.leeward.hawaii.edu/mission>
- I-17 **Agenda from UH BOR Meeting, May 17, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27091/BOR_agenday_5-17-2012regular.pdf
- I-18 **UH BOR Members**
<http://www.hawaii.edu/admin/regents/index.php>
- I-19 **UH BOR Policies and Bylaws**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- I-20 **UH Executive Policy E5.214, Conflicts of Interest**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27092/e5214.pdf>
- I-21 **Fall 10-Year Historical Headcount**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27016/Fall_Enr_SSH_2001-2011.pdf
- I-22 **Degrees and Certificates Awarded, 2009-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26567/DegCertAwardAY2009-2011.pdf>
- I-23 **Class Availability, Fall 2012**
<http://www.sis.hawaii.edu/uhdad/avail.classes?i=LEE&t=201310>
- I-24 ***Leeward CC College Catalog 2011-2012***
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27093/Cat2011_2012Web_iPad.pdf
- I-25 **Office of Planning, Policy, and Assessment, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/oppa>

- I-26 **Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i**
<http://www.uhpa.org/uha-bor-contract>
- I-27 **UHCC Annual Report of Program Data website**
<http://www.hawaii.edu/offices/cc/arpd/>
- I-28 **Planning Process (Intranet, Login Needed)**
<http://intranet.leeward.hawaii.edu/group/planning-process>
- I-29 **2006 ACCJC Evaluation Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26982/Leeward_Team_Report_2006.pdf
- I-30 **2009 Midterm Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26996/Midterm2009_Final.pdf
- I-31 **Letter from Dr. Barbara A. Beno, January 29, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26997/ACCJC_Approve_Midterm_1-29-2010.pdf
- I-32 **Glossary of APR Terms**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26979/APR_Glossary_of_Terms_2011_12_12.pdf
- I-33 **Policy on Annual Program Review, L5.202**
<http://www.leeward.hawaii.edu/files/L5.202PolicyonAnnualProgramReview.pdf>
- I-34 **Policy on Assessment, L5.210**
<http://www.leeward.hawaii.edu/files/L5.210PolicyonAssessment.pdf>
- I-35 **Campus Council Constitution and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27064/CCRevised-ConstitutionBylaws_04_20_09.pdf
- I-36 **Community College Inventory Results, 2009 and 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27095/Community_College_Inventory_Results_Apr2011.pdf
- I-37 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26992/IE_Report_v6.pdf
- I-38 **General Education Outcomes**
<http://www.leeward.hawaii.edu/general-ed-outcomes>
- I-39 **Institutional Learning Outcomes**
<http://www.leeward.hawaii.edu/ILO>
- I-40 **Tk20 Login for Leeward CC (Login Needed)**
<https://leeward.tk20.com/campustoolshighered/start.do>
- I-41 **Course Assessment Status Report, Leeward CC Intranet (Login Needed)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27067/SLO_Assessment_Progress_May2010-May2012.pdf
- I-42 **Forms, Reports, and Documents, OPPIA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/431>

- I-43 **Policy on Curriculum Review and Revision, L5.201**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27069/L5.201_Policy_on_CurriculumReview_andRevision.pdf

- I-44 **ASUH-Leeward CC Student Government Website**
<http://emedia.leeward.hawaii.edu/studentlife/sg/student-government>

- I-45 **UHCC Transition Plan Information on the ADA Self-Evaluation of Facilities**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27105/DCAB_Transition_Plan_Memo.pdf

- I-46 **UHCC Assess Survey of Pre-77 Buildings and Leased Buildings**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27106/UHCC_Disability_Access_Survey.pdf

- I-47 **Leeward CC Disability Access Plan, 2009 Project Status**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27107/LEE_Access_Transition_Plan_2009.pdf

- I-48 **Disability and Communication Access Board**
<http://hawaii.gov/health/dcab/home/index.htm>

- I-49 **Kāko'o 'Ike**
<http://www.leeward.hawaii.edu/ki>

- I-50 **Policy on Nondiscrimination and Affirmative Action**
<http://www.leeward.hawaii.edu/policies-students-nondiscr-aa>

- I-51 **Administrative Tenure Update, May 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26993/Admin_Update_May2012.pdf

- I-52 **Community College League of California, CEO Retention and Tenure Study**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27110/CEOStudy_v5.pdf

Standard I: Institutional Mission and Effectiveness

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



I.A. Mission

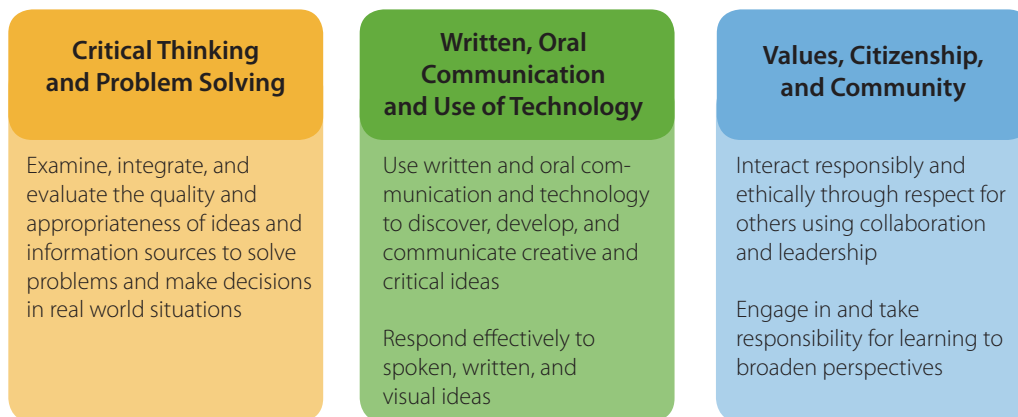
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Leeward Community College (Leeward CC) is dedicated to offering associate degrees and certificate programs in general education and liberal arts, career and technical education, and non-credit continuing education. Leeward CC also offers remedial and developmental courses in math, English, and English as a Second Language. The college is committed to providing support services to meet the needs of its students and to enhance the learning environment for all members within its community through open access and affordability. This commitment is clearly articulated in the college’s board-approved mission statement, which is comprised of six principles: access, learning and teaching, work force development, personal development, community development, and diversity ([IA-1, page 5](#)).

Educational Purposes and Commitment to Achieving Student Learning

The college’s educational purposes are laid out in its mission statement. Specifically, Leeward CC provides students with access to a range of “quality educational programs” ([IA-1](#)). To ensure that these programs are appropriate to an institution of higher learning, the college’s mission underscores the achievement of student learning and articulation and transfer within the University of Hawai‘i (UH) system. In its mission statement, the college also emphasizes the role that its geographical location in the Pacific Rim plays in terms of workforce development as well as its responsibility to the “cultural and intellectual life of the community” ([IA-1, page 5](#)).

To further define Leeward CC’s educational purposes and its commitment to student learning, the college has three institutional learning outcomes (ILOs) that support its mission statement:



These ILOs were approved by the Faculty Senate on April 29, 2009, and they have been used as part of a pilot project on SLO assessment since the fall of 2008 (see [Standard II.A.1.c.](#) for additional discussion). A diagram illustrating the relationship between ILOs and the college mission was created to ensure proper alignment ([IA-2](#)).

Student learning outcomes (SLOs) and authentic assessments are in place for courses, certificates, programs, degrees, and support services. These assessments are ongoing and systematic. Results of assessment are published and discussed among campus constituents to identify gaps and improve student learning. For in-depth discussions on how the college has implemented SLOs at the Proficiency level according to the ACCJC’s Rubric for Evaluating Institutional Effectiveness—Part III, see [Standards I.B.](#) and [II.A.](#)

The college's motto, "To Help People Learn," is evidenced in innovative new programs, continuous review of curriculum practices, the student success initiative, the renovation and design of a learning commons, and other enhancements to facilities and infrastructure. A "readiness to depart from tradition" remains at the core of Leeward CC's mission and continues to guide the college in the coming decades.

Intended Student Population

The college's mission statement identifies its intended student population. In Hawai'i, and specifically in the Leeward region, there is a deliberate emphasis to support the educational attainment of Native Hawaiians, and this emphasis is reflected in UH's mission and Leeward CC's mission. As stated in UH's mission and purpose:

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture. ([IA-3](#))

At Leeward CC, Native Hawaiian students constitute 26.1 percent of the student population, and over four years this percentage has increased 133 percent (fall of 2006 to fall of 2010). The college also has in its attendance the highest number of Native Hawaiians at any of the UH community colleges. The college is committed to improving educational attainment for Native Hawaiians as well as to sharing and perpetuating Hawaiian culture. To further confirm the need for a focus on Native Hawaiians, fall enrollments of Native Hawaiian students have risen annually from 891 in 2006 to 2,075 in 2010. In addition, fall enrollment (unduplicated headcount) at Leeward CC Wai'anae, the college's satellite campus that serves the predominantly Native Hawaiian communities on the Wai'anae coast, increased from 110 Native Hawaiian students in 2006 to 336 Native Hawaiians in 2010. (See the [Introduction, Student Enrollment Data](#) for Leeward CC, for specific data references.)

Geographically, the college's primary service areas include the Leeward coast and the Central region of the island of O'ahu, which comprise the largest agricultural region on the island of O'ahu. In order to reach students who live far distances from the main campus in Pearl City, the college uses two methods to provide greater access and educational opportunities: its satellite campus, Leeward CC Wai'anae, and distance education (DE).

The Leeward CC Wai'anae campus has been in operation for 30 years. Substantial resources and a commitment to "grow the campus" have been evident over the past six years. The Associate in Arts degree and the Associate in Arts in Teaching degree can be obtained at this satellite campus, with 72.4 percent of its current students majoring in Liberal Arts and 9.5 percent majoring in teaching. The remaining 18.1 percent of its students are earning certificates in vocational areas such as accounting, automotive, business technology, culinary arts, digital media, and substance abuse counseling ([IA-4](#)). The purchase of a 37,000 square foot building as the new location of the Wai'anae campus will provide a multitude of opportunities to expand current course and program offerings.

Leeward CC Wai'anae has taken deliberate steps to address the values and priorities of the Hawaiian culture through its curriculum and programs ([IA-5](#)). The Student Engagement Club infuses Hawaiian values into the school community. Each semester, four to five class sections of Hawaiian Studies are offered. Some of these classes integrate community resources and Hawaiian values, issues, and concerns. For example, the Polynesian voyaging program is a vocational

program that revolves around maritime trades such as boat building, maintenance, and repair and was designed to attract Wai‘anae youth, especially young men who are already involved in canoe paddling. The faculty and staff at the Wai‘anae campus have made it their priority to adopt the Hawaiian cultural values of hō‘ihi (respect), pa‘ahana (diligence and hard work), mālama (caring), kuleana (responsibility), lōkahi (unity), and laulima (cooperation).

Distance education is another means by which the college broadens access for students to enter quality educational programs. Currently, 30 percent of all students at Leeward CC take at least one class (3 credits) through DE each semester. In the fall of 2011, 1,632 students took at least 6 credits through DE. Of those students, 52.9 percent were from underserved areas on O‘ahu (Hale‘iwa, Wahiawa, Waiāluā, ‘Ewa Beach, Waipahu, Kapolei, Wai‘anae, Schofield Barracks, and Pearl Harbor). Below is a profile of the college’s DE students by geographical location for the fall of 2011:

Continental U.S.	13
O‘ahu	665
O‘ahu-- Underserved	863
Neighbor Islands	91
TOTAL	1,632

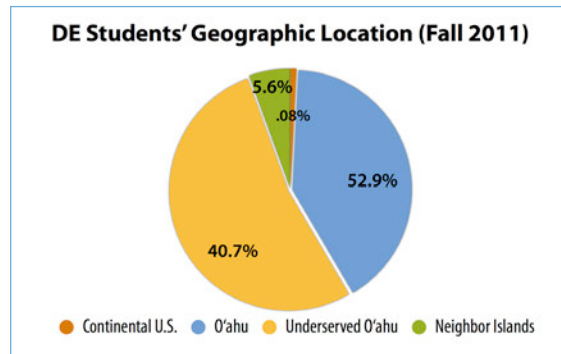


Table and Chart 44, DE Students' Geographic Location, Fall 2011

Consequently, the college has significantly increased the number of DE classes and programs offered, resulting in a 95.6 percent increase between 2007 and 2012 (IA-6).

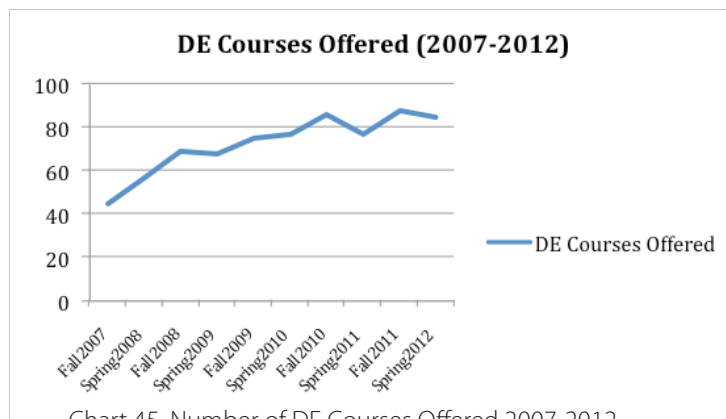
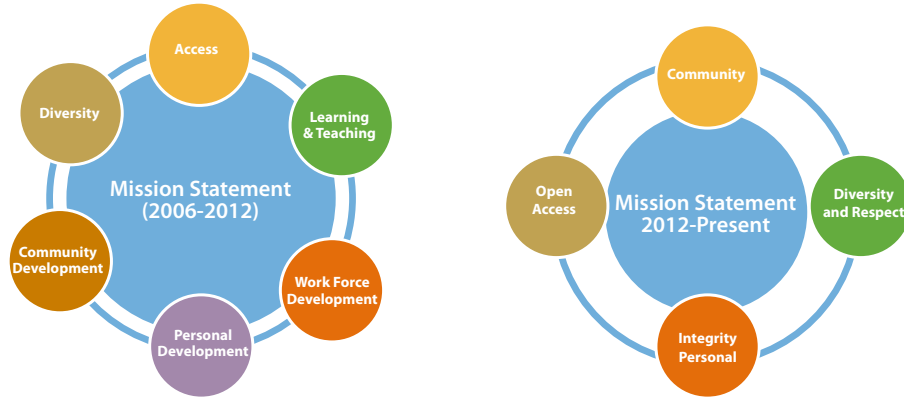


Chart 45, Number of DE Courses Offered 2007-2012

The college also has expanded its online program offerings. At present, there are 13 degrees/certificates offered entirely online. Ten other degree/certificate programs offer all except one course through online delivery. Another eight programs offer more than 50 percent of their requirements online (IA-7).

Statements of Mission

During Leeward CC's comprehensive self-evaluation period (2006-2012), the college functioned under the mission statement that was approved by the University of Hawai'i Board of Regents (UH BOR) in September 2006 (IA-1, page 5). During the 2011-2012 academic year, the college revised its mission statement and through this process also drafted a vision statement and four core value statements, which focus on community, diversity and respect, integrity, and open access (IA-8). These statements were approved by the UH BOR on May 17, 2012 (IA-9) and became effective as of June 1, 2012 (IA-10).



Each mission statement is consistent in its definition of the college's educational purposes, commitment to achieving student learning, and intended student population. Moreover, the newly approved vision, mission, and core value statements focus on the same core concepts as those in the previous mission statement, as illustrated in the following table.

Vision, Mission Statement, and Core Values (UH BOR Approved May 2012)	Mission Statement (by Principles) (UH BOR Approved September 2006)
<p>Vision</p> <p>Leeward Community College is a learning-centered institution committed to student achievement.</p>	<p>. . . To structure our programs in such a way that they reflect not only academic rigor but also student development, learning outcomes and student goals. (Principle—Learning and Teaching)</p>
<p>Mission Statement</p> <p>We work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. Leeward Community College has a special commitment to advancing the educational goals of Native Hawaiians.</p>	<p>To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs, with the goal of seamless system articulation and transfer, where appropriate. . . . (Principle—Learning and Teaching)</p> <p>To provide the trained workforce needed in the state, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement. (Principle—Work Force Development)</p>

Vision, Mission Statement, and Core Values (UH BOR Approved May 2012)	Mission Statement (by Principles) (UH BOR Approved September 2006)
<p>Core Value—Community</p> <p>We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.</p>	<p>To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others. (Principle—Community Development)</p>
<p>Core Value—Diversity and Respect</p> <p>We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives.</p>	<p>To build upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts, students' learning experiences will prepare them for the global workplace, with particular emphasis on Asia and the Pacific Rim. (Principle—Diversity)</p>
<p>Core Value—Integrity</p> <p>We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.</p>	<p>To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities. (Principle—Personal Development)</p>
<p>Core Value—Open Access</p> <p>We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and DE modes of delivery.</p>	<p>To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities. (Principle—Access)</p>

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

Leeward CC offers a wide range of student learning programs and services that are aligned with the college's mission statement, which have guided the development of a number of new programs and provided support for the continuation of the strong liberal arts curriculum already well developed.

Student Learning Programs and Services and the College's Mission

The principle of Access and the core value of Open Access are demonstrated in the wide-range of degrees and certificates in credit and non-credit programs. Currently, the college offers over 64 degrees and certificates in credit programs and a diverse program offering on the non-credit side. In addition, the college has increased DE courses and support services. In 2010-2011, the college offered 94 online courses, which is a 32 percent increase in the number of online courses offered since 2007-2008. The number of sections of online courses in 2010-2011 was 347

compared with 219 for 2007-2008, which is a 58.5 percent increase in the number of sections offered online. Comparing online sections with traditional face-to-face sections, the college offered 35 percent of all class sections online (IA-11, IA-12). With the growth of DE, the college recognized that students could complete a large portion of their degree requirements through DE and consequently requested and received a substantive change approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2009 (IA-13). In addition, various constituencies on campus, such as the DE Committee and the ad hoc Mission Review Committee assigned to revise the college's mission statement, have engaged in dialogue about how this delivery mode addresses the college's mission.

The programs and services aligned with the principles of Learning and Teaching, Workforce Development, and Personal Development and the 2012 vision and mission statements include student-learning programs in general education, career and technical education, remedial and developmental education, and non-credit instruction. Programs of study include the Associate in Arts (AA) degree, the Associate in Arts in Hawaiian Studies (AA-HS) degree, the Associate in Arts in Teaching (AAT) degree, the Associate in Science (AS) degree, the Associate in Science in Health Information Technology (AS-HIT) degree, the Associate in Science in Natural Science (AS-NS) degree, the Associate in Applied Sciences (AAS) degree, academic subject certificates, certificates of achievement, certificates of completion, and certificates of competence. Some of these programs provide transfer to baccalaureate institutions and teacher training, while others provide workforce and personal development. Of the programs listed above, the most newly approved ones are the AA-HS and the AS-HIT degrees, which were approved as provisional degrees by the UH BOR on May 17, 2012 (IA-9, IA-10).

The campus has a vibrant student life that provides many opportunities for students to participate in activities that build on the principle of Community Development and the core value of Community. One example is the support of the Student Activities Board (SAB). The SAB enhances the college's mission by providing student activities on the campus (IA-14). The SAB provides approximately four to five events a month including educational events, entertainment, student talent showcases, and community building events. These events engage students with various interests and provide them with a connection to the college.

Finally, the principle of Diversity and the core value of Diversity and Respect are reinforced in many ways, including the college's Study Abroad programs (IA-15) and the wide range of student life activities described above. The AA-HS will provide students with the opportunity to increase their knowledge of Hawaiian language, history, and culture. According to the SLOs for this program, students who complete the AA-HS will be able to describe Native Hawaiian linguistic, cultural, historical, and political concepts; explain Native Hawaiian concepts as expressed in the broader areas of science, humanities, art, or social sciences; and use writing to discover, develop, communicate, and reflect on issues relevant to the Native Hawaiian community (IA-16).

At Leeward CC Wai'anae, community partnerships are established with the Ka Lama Education Academy, the Wai'anae Health Academy, and MA'O Farms to train Wai'anae coast residents in the fields of education, health, and sustainable agriculture (IA-17). These programs are culturally relevant to the populations served by the Leeward CC Wai'anae campus. In addition, Hālau 'Ike O Pu'uloa on the Pearl City campus sponsors the Distinguished Cultural Speaker Series, maintains a Native Hawaiian reference library, and sponsors the *Ka 'Umeke Kā'eo, the Native Hawaiian Writing Achievement Awards*. The college's Native Hawaiian and Polynesian Introduced Plant Collection, Ho'oulu Project's Hālau Garden, and Shade House Plant Propagative Facility all support community awareness of Native Hawaiian plants, their cultivation, and cultural significance (IA-18, IA-19, IA-20, IA-21, IA-22).

In addition to Leeward CC's many instructional programs, the college has established a diverse range of student support and learning support services that are aligned with the college's mission. Student support services are coordinated by the Office of the Dean of Student Services and learning support services are coordinated by the Office of the Dean of Academic Services (IA-23). These services support student success through all stages of learning and achievement.

Institutional Effectiveness and the College's Mission

Leeward CC published the 2011-2012 College Effectiveness Report (IA-24) to give an account on how effectively the college has met the college's mission and the strategic outcomes and performance measures in the *Leeward CC Strategic Plan, 2008-2015* (IA-25). The College Effectiveness Report also gives an account of how effectively the college has addressed the needs of its students, particularly in terms of its emphasis to support the educational attainment of Native Hawaiian students.

As an example from the Report, one of the performance measures for the college's strategic plan is to increase by six to nine percent per year the number of Native Hawaiian students who successfully progress and graduate or transfer to a baccalaureate institution while maintaining the percentage of transfers who achieve a first-year grade point average of 2.0 or higher at the transfer institution.

Native Hawaiians	2006	2007	2008	2009	2010	2011
AA	71	65	59	66	83	126
AAS	5	4	2	3	9	8
AS	4	6	3	6	5	14
Total Associate Degrees Awarded	80	75	64	75	97	148
Percent Difference		-6.3%	-14.7%	17.2%	29.3%	52.6%
CA	2		6	4	10	16
Total Degrees & CAs	82	75	70	79	107	164
Percent Difference		-8.5%	-6.7%	12.9%	35.4%	53.3%

Chart 46, Degrees and Certificates Awarded to Native Hawaiian Students 2006-2011

The data in the Report indicate that this strategic outcome was accomplished. While 2007 and 2008 show large declines in the numbers of Native Hawaiians earning Associate degrees (AA, AAS, AS) or Certificates of Achievement (CA), the next three years, 2009 through 2011, show exceedingly large increases.

The numbers of Native Hawaiians transferring to one of UH's baccalaureate institutions have also been increasing. The following table shows by academic year the number of Native Hawaiian students who were previously enrolled at Leeward CC and then transferred to the Mānoa, West O'ahu, or Hilo campuses. In addition, there appears to be an upward trend in the percentage of Native Hawaiian students earning a grade point average of 2.0 or higher.

Academic Year (AY)	Number Native Hawaiian Students Previously Based at Leeward CC	Percent Increase/Decrease from AY to AY	GPA >= 2.0 in First AY	Percent with GPA >= 2.0
2006	55		40	72.7%
2007	54	-1.8%	48	88.9%

2008	45	-16.7%	28	62.2%
2009	59	31.1%	46	78.0%
2010	87	47.5%	72	82.8%
2011	90	3.4%	N/A	N/A

Chart 47, Native Hawaiian Students Transfer Success, 2006-2011

Self Evaluation

The college is performing at expectations in this standard.

The college meets its commitment to student learning through a variety of measures. The college’s location, resources, and role in providing higher education access to Leeward and Central O’ahu are well matched to its target populations. The college meets the needs of a wide variety of students through traditional and DE delivery modes. Programs are available to those who are seeking liberal arts degrees for the purpose of transferring to bachelor degree-granting institutions and to those who are seeking shorter-term certificates and non-credit training for workforce development. Programs are available to support students that comprise the largest demographic group: Native Hawaiians. In addition, significant resources have been allocated to improve service and educational opportunities to the large Native Hawaiian population of the Wai’anae coast.

Actionable Improvement Plans

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

On September 21, 2006, the UH BOR approved an amendment to the college’s mission statement ([IA-26](#)). This amendment, which consisted of the addition of the statement, “The college is committed to the achievement of student learning,” was based on the college’s efforts to comply with the Accreditation Standards and make more explicit its commitment to improving student learning.

This 2006 UH BOR-approved mission statement is regularly published in the *College Catalog*, the Leeward CC website, the *Leeward CC Strategic Plan 2008-2015* document, and the Faculty and Staff Guidebook ([IA-1](#), page 5; [IA-8](#); [IA-25](#); [IA-27](#)).

On May 17, 2012, Chancellor Manuel Cabral presented a revised version of the college’s mission statement, along with a vision statement and four core value statements, to the UH BOR for approval at its regular board meeting. In the fall of 2012, the Office of Planning, Policy, and Assessment (OPPA) will need to facilitate the publication and communication of the revised mission statement to the campus community and the public.

In 2006, **Planning Agenda 1** identified the need to establish and follow guidelines based on inclusive dialogue in future revisions of the college’s mission. These guidelines were codified in the college’s Policy on Institutional Mission, L4.100, which was approved by the chancellor and went into effect on February 16, 2010 ([IA-28](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Actionable Improvement Plans

The OPPA will facilitate the publication and communication of the revised mission statement to the campus community and the public by fall of 2012.

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

Descriptive Summary

Leeward CC reviews its mission statement on a regular basis and revises it as necessary using its governance and decision-making processes.

The college created the Policy on Institutional Mission, L4.100, during the 2009-2010 academic year ([IA-28](#)). Drafts of this policy were distributed to the Faculty Senate, the Campus Council, and the Associated Students of University of Hawai'i-Leeward CC (ASUH-Leeward CC) Student Government in April 2009, and broad-based feedback was received from these governing groups and incorporated into the final policy document. After receiving approval by the Faculty Senate (September 30, 2009), the ASUH-Leeward CC Student Government (October 26, 2009), and the Campus Council (November 30, 2009), the college adopted this policy in February 2010.

The Policy on Institutional Mission states:

Leeward Community College policy is to review and revise, as needed, the mission statement each six years in conjunction with the creation of the new strategic plan.

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

In March 2011, the chancellor charged the Faculty Senate, the Campus Council, the ASUH-Leeward CC Student Government, and the Na 'Ewa Council to review the 2006 UH BOR-approved mission statement ([IA-29](#)). The purpose of this review by the college's governing bodies was to ensure that the college's mission statement resonated with all faculty, staff, and students and that it more clearly reflected the vision and goals of the college.

An ad hoc committee, the Mission Review Committee, was formed in the fall of 2011 to accomplish this task and met biweekly ([IA-30 through IA-38](#)). After reviewing mission statements from other UH campuses, as well as other community colleges, the committee wrote seven drafts of a revised mission statement, along with a vision statement and several core value statements ([IA-39 through IA-43](#)). This committee also reviewed the Accreditation Standards to ensure that the revised statements reflected the Commission's best practices.

When the Mission Review Committee first met, it concluded that the 2006 UH BOR mission statement was too detailed and lengthy, with some of sections being too prescriptive. In addition, this committee concluded that the college's mission statement should be more clearly aligned with UH system's strategic plan.

In November and December of 2011, each revised draft of the mission statement was presented for feedback to the college's four governing groups (Faculty Senate, Campus Council, ASUH-Leeward CC Student Government, and Nā 'Ewa Council). In February of 2012, a proposed draft was presented for feedback to the entire faculty and staff at an open forum as well as to ASUH-Leeward CC Student Government ([IA-44 through IA-48](#)). This type of inclusive dialogue was undertaken in order to seek broad input and consideration from all campus constituents.

The final draft of the vision, mission, and core value statements was approved by the Faculty Senate (February 22, 2012), the ASUH-Leeward CC Student Government (February 23, 2012), the Campus Council (March 5, 2012), as well as the Nā 'Ewa Council (March 24, 2012), before receiving approval by the chancellor (April 13, 2012) and the UH BOR (May 17, 2012) ([IA-49, IA-50](#)).

In 2006, **Planning Agenda 1** also identified that the college would establish a regular review schedule of the college's mission to ensure emphasis on achievement of student learning. This schedule were codified in the college's Policy on Institutional Mission, L4.100, which was approved by the chancellor and went into effect on February 16, 2010 ([IA-28](#)).

Self Evaluation

The college is performing at expectations in this standard.

The college's process for periodic review is currently being implemented for the first time and, at this point, appears to be effective. This process is inclusive of campus governance groups that represent a cross-section of the campus population – faculty, staff, and students.

Actionable Improvement Plans

None.

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

Descriptive Summary

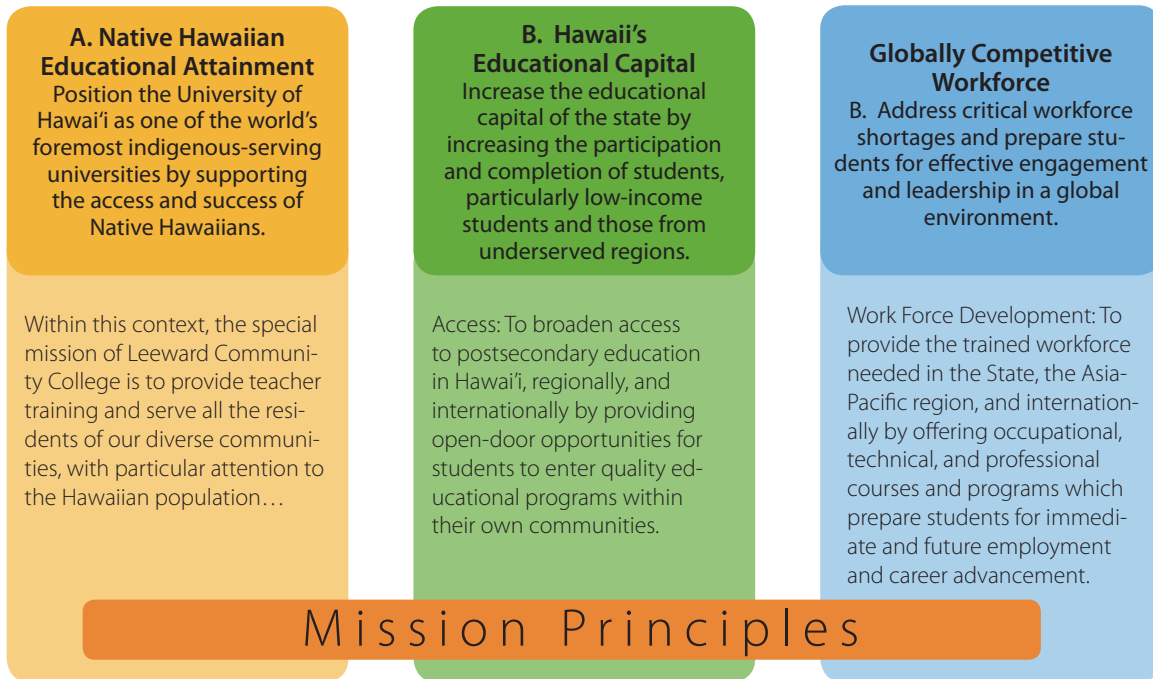
Leeward CC's mission statement provides a broad framework from which integrated planning and decision-making processes are derived. During the past six years, the college has worked diligently to link its mission statement to program review and planning processes.

Linkage between the College's Strategic Plan and Its Mission

The college's mission is linked to the college's primary planning document, the *Leeward CC Strategic Plan 2008-2015* ([IA-25](#)). Below is a matrix indicating how the Plan's six strategic outcomes are tied to the mission statement's six principles and special mission as well as a diagram that specifically links the strategic plan to the several aspects of the college's mission statement.

Mission Alignment to Strategic Plan

Strategic Plan Outcomes



Strategic Plan / Strategic Outcomes	Mission Statement / Principles
<p>Native Hawaiian Educational Attainment</p> <p>To position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.</p>	<p>Special Mission</p> <p>Access</p> <p>Learning and Teaching</p> <p>Community Development</p> <p>Diversity</p>
<p>Educational Capital</p> <p>To increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.</p>	<p>Access</p> <p>Learning and Teaching</p> <p>Community Development</p> <p>Diversity</p>
<p>Economic Contribution</p> <p>To contribute to the state's economy and provide a solid return on its investment in higher education through research and training.</p>	<p>Community Development</p>
<p>Globally Competitive Workforce</p> <p>To address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.</p>	<p>Work Force Development</p>
<p>Resources and Stewardship</p> <p>To acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources, for a sustainable future.</p>	<p>Access</p> <p>Community Development</p>

Diagram and Table 48, Linkage between Strategic Plan and Mission

As a community college, Leeward CC has had a mission of increasing access to postsecondary education since its inception. The University of Hawai'i Community Colleges (UHCC) and Leeward CC strategic plans both focus on increasing the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

Workforce development is a principle in the Leeward CC mission that aligns closely with the UHCC and Leeward CC strategic plans. Both strategic plans directly address the issue of workforce shortages and the need to prepare students for highly skilled jobs.

The Leeward CC mission also identifies the need to pay particular attention to the Native Hawaiian population. This special commitment to the Native Hawaiians was institutionalized in the UHCC and Leeward CC strategic plans. The above graphic demonstrates the alignment of the mission statement with the strategic plan.

Clearly, the strategic plan and its goals are aligned to the mission statement to ensure the college is moving toward the attainment of its goals and meeting its mission.

Linkage between the College’s Annual Program Review Process and Its Mission

The Annual Program Review (APR) process, which is described in detail in [Standard I.B.3.](#) through [I.B.7.](#), uses the college’s mission and strategic plan to guide planning and decision-making processes, which result in funding requests. The APR template contains a section entitled “Tactical Implementation of Strategic Plan” in which faculty and staff of a particular division or unit connect the strategic plan to proposed tactics and action outcomes. Below is an excerpt from this completed section for Leeward CC Wai’anae.

Leeward CC Wai’anae, Annual Program Review, 2011-2012

<p>Action Outcome, College Strategy (Connect to Strategic Plan)</p>	<p>Increase number of educational options that meet the needs of the community. (A.B1.c)</p> <p>Increase number of educational options that meet the needs of the Native Hawaiian community. (A.A1.c)</p>	<p>Increase college’s presence within Native Hawaiian community. (A.A1.b)</p> <p>Increase number of educational options that meet the needs of the Native Hawaiian community. (A.A1.c)</p> <p>Develop recruitment strategies that target Native Hawaiian students in order to increase enrollment. (A.A1.a)</p>
<p>What tactic will be or has been implemented to achieve the Action Outcome?</p>	<p>The number of classes and variety of classes at LCCW has been increased. We are operating at maximum capacity and cannot continue to expand our course offerings at this time.</p>	<p>Develop and implement a certificate program in Polynesian voyaging, navigation, and traditional Hawaiian science. Link Native Hawaiian male mentoring program to curriculum.</p>
<p>How will we know if the tactic is working?</p>	<p>Enrollment, number of classes, and student data for Fall 2010 has been compared to previous years.</p>	<p>Increase enrollment, retention, success, persistence, and graduation rates of Native Hawaiian males.</p>

Was the tactic implemented as planned?	Yes. We offered 57 class sections in Fall 2010, up from 47 in Fall 2009, and 41 in Fall 2008 (including ten Wai‘anae Health Academy classes).	Not yet. Program development and implementation would be contingent on the return of the E Ala voyaging canoe to Wai‘anae, and the development of outdoor classroom sites adjacent to the hale housing the E Ala.
Is the tactic working?	Yes. Total headcount increased from 406 in Fall 2009 to 482 in Fall 2010. Our headcount of Native Hawaiian students increased from 207 in Fall 2009 to 336 in Fall 2010.	N/A
What are you going to do next to achieve or continue to achieve the desired Action Outcome?	We intend to continue to offer more courses in subsequent semesters when we have expanded our campus. At that point we will target business, sciences, and Hawaiian studies, as well as digital media and art and additional math and English as necessary. In addition, we will greatly expand our workforce development programs to include credit and non-credit offerings in alternative energy, sustainable agriculture, and health-care.	Coordinator is currently working with local representatives to provide land to house E Ala. Once E Ala is permanently housed math, science and Hawaiian studies instructors will work collaboratively with constituents to develop curriculum.
Resources required (provide \$ estimate for each item)	N/A	N/A

Additional examples of how faculty and staff connect the strategic plan to proposed tactics and action outcomes can be found in the Annual Program Review folder of DocuShare, the college’s online document management system ([IA-51](#)).

The mission statement is also addressed in the summary section of the APR template. In this summary, a division or unit needs to indicate how its goals are aligned with the college’s mission. The mission statement is also provided at the end of the APR template. Below is a response from Leeward CC Wai‘anae ([IA-4](#)).

The work performed at Leeward CC Wai‘anae is fully aligned with the college mission, most specifically in the areas of access, teaching and learning, workforce development, and community development. We view our work as an opportunity to work with others in partnership to raise the social and economic indicators of the Wai‘anae community through greater access to higher education.

We are in the process of adopting a mission and vision for LCCW that are based on our shared values, along with specific goals (inputs) and measurable student outcomes.

Mission

The mission of Leeward CC Wai‘anae is to provide residents of the Wai‘anae coast access to a high quality college experience in a supportive and respectful environment within their own community.

Vision

Our vision is to improve socioeconomic conditions for the Wai‘anae coast community. This will be realized through increased college enrollment, success, and graduation of Wai‘anae coast residents, leading to greater family economic stability, creating positive influences, and developing agents of change for their community.

As the planning process continues, resource allocation decisions are made based on how well the request aligns with the strategic plan through the use of a rubric of criteria to evaluate each request. This rubric, entitled the Planning List and Budget Request Prioritization Criteria, has “Strategic Plan Alignment” as one its six categories ([IA-52](#)).

In spring of 2012, the OPPA distributed the 2011-2012 College Effectiveness Report, which provides an update on the college’s progress toward the Leeward CC strategic goals and provides a review of institutional effectiveness in the college’s mission ([IA-24](#)).

Campus Perception

Results of the 2011 Leeward CC Employee Satisfaction Survey conducted in April 2011 indicates that 78.7 percent of the campus community agreed/strongly agreed that the mission statement guides the planning and decision-making processes for the college ([IA-53](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college demonstrates how the mission is a driving source for planning and decision-making by the alignment of the mission statement to the strategic plan and the institutional planning process. All planning and resource allocation decisions are made within the context of the college mission and the strategic goals.

The college’s mission statement was revised in the spring of 2012 and will need to be fully integrated as a guiding factor in the 2012-2013 planning process. In addition, the OPPA will need to align the revised mission statement with the Leeward CC strategic plan.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, Parts I and II (Program Review and Planning), the college is performing at the Sustainable Continuous Quality Improvement level regarding the clear linkage of its mission to institutional planning and decision making and the review of institutional effectiveness in mission through the college’s governance processes.

Actionable Improvement Plans

The OPPA will facilitate the integration of the revised mission statement into the 2012-2013 planning process and align it with the strategic plan by fall of 2012.

Standard I.A. Evidence

- IA-1 **Leeward CC College Catalog 2011-2012**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27017/1_Leeward CC Catalog 2011 2012.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27017/1_Leeward_CC_Catalog_2011_2012.pdf)
- IA-2 **Relationship between ILOs and the College Mission**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26813/2_ILOs to Mission Alignment.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26813/2_ILOs_to_Mission_Alignment.pdf)
- IA-3 **UH System Mission**
<http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html#mission>
- IA-4 **Leeward CC Wai'anae Performance Data 2011**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27087/5_Leeward CC Wai'anae Performance Data 2011.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27087/5_Leeward_CC_Wai'anae_Performance_Data_2011.pdf)
- IA-5 **Leeward CC Wai'anae**
<http://www.leeward.hawaii.edu/leewardccw>
- IA-6 **DE Data Report, May 2012, Version 5**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26951/6_DE Data 2012 v5.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26951/6_DE_Data_2012_v5.pdf)
- IA-7 **Online Degrees and Certificate Programs**
<http://www.leeward.hawaii.edu/DE-programs>
- IA-8 **Leeward CC Mission Statement, Approved May 2012**
<http://www.leeward.hawaii.edu/mission>
- IA-9 **UH BOR Agenda, May 17, 2012**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26984/UHBOR Agenda 20120517.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26984/UHBOR_Agenda_20120517.pdf)
- IA-10 **Chancellor Cabral's Email Regarding BOR Approvals, May 17, 2012**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26985/Chancellor s Email BOR Approvals 17May2012.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26985/Chancellor_s_Email_BOR_Approvals_17May2012.pdf)
- IA-11 **Report Comparing Performance of DE and Non-DE Classes, 2008-2011**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27020/11_Report Comparing Performance DE & Non-DE Classes AY 2008-2011 v2 2011 10 14.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27020/11_Report_Comparing_Performance_DE_&_Non-DE_Classes_AY_2008-2011_v2_2011_10_14.pdf)
- IA-12 **Report Comparing Performance of DE and Non-DE Classes, 2009-2010**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27022/12_Report Comparing Performance DE & Non-DE Classes AY 2009 2010 v2 2011 03 23.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27022/12_Report_Comparing_Performance_DE_&_Non-DE_Classes_AY_2009_2010_v2_2011_03_23.pdf)
- IA-13 **Leeward CC Substantive Change Proposal, 2009**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27021/12_Substantive Change Proposal 2009 02 13.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27021/12_Substantive_Change_Proposal_2009_02_13.pdf)
- IA-14 **Student Activities Board (SAB)**
<http://emedia.leeward.hawaii.edu/studentlife/sa/student-activities-board>

- IA-15 **Study Abroad at Leeward CC**
<http://www.leeward.hawaii.edu/studyabroad>
- IA-16 **Associate in Arts in Hawaiian Studies (AA-HS) Core Program Outline**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26986/AAHS_Core_Program_Outline.pdf
- IA-17 **Leeward CC Wai'anae Partners**
<http://www.leeward.hawaii.edu/leewardccw-partners>
- IA-18 **Native Hawaiian Students at Leeward CC**
www.leeward.hawaii.edu/native-hawaiian
- IA-19 **Hālau 'Ike O Pu'uloa**
<http://www.leeward.hawaii.edu/Halau>
- IA-20 **Distinguished Cultural Speakers Series**
<http://www.leeward.hawaii.edu/Halau-speakers>
- IA-21 **Ka'Umeke Kā'eo**
<http://www.leeward.hawaii.edu/kaumeke>
- IA-22 **Ho'oulu Project**
<http://emedia.leeward.hawaii.edu/hooulu/Home.html>
- IA-23 **Administration Contact Information**
<http://www.leeward.hawaii.edu/administration>
- IA-24 **College Effectiveness Report, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27023/24_College_Effectiveness_Report_v6.pdf
- IA-25 **Leeward CC Strategic Plan**
<http://www.leeward.hawaii.edu/oppa-strategic-plan>
- IA-26 **UH BOR Minutes, September 21-22, 2006**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27024/26_UH_BOR_Minutes_2006_09_21_22.pdf
- IA-27 **"Aloha and Welcome to Leeward Community College":
Faculty and Staff Guidebook, 2008**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27025/27_FYIFinal_Feb6_2008.pdf
- IA-28 **Policy on Institutional Mission, L4.100**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27026/28_Policy_on_Institutional_Mission_L4.100.pdf
- IA-29 **Chancellor Charge to Campus Council, Faculty Senate, and Student Government,
March 14, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26759/29_Mission_Statement_Charge.pdf
- IA-30 **Mission Review Committee Meeting Minutes, September 13, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26894/Mission_Review_Comm_Minutes_9-13-11.pdf

- IA-31 **Mission Review Committee Meeting Minutes, September 27, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26895/Mission_Review_Comm_Minutes_9-27-11.pdf
- IA-32 **Mission Review Committee Meeting Minutes, October 11, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26896/Mission_Review_Comm_Minutes_10-11-11.pdf
- IA-33 **Mission Review Committee Meeting Minutes, October 25, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26897/Mission_Review_Comm_Minutes_10-25-11.pdf
- IA-34 **Mission Review Committee Meeting Minutes, November 8, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26898/Mission_Review_Comm_Minutes_11-8-11.pdf
- IA-35 **Mission Review Committee Meeting Minutes, November 22, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26899/Mission_Review_Comm_Minutes_11-22-11.pdf
- IA-36 **Mission Review Committee Meeting Minutes, January 26, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26891/Mission_Review_Comm_Minutes_1-26-12.pdf
- IA-37 **Mission Review Committee Meeting Minutes, February 14, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26892/Mission_Review_Comm_Minutes_2-14-12.pdf
- IA-38 **Mission Review Committee Meeting Minutes, February 21, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26893/Mission_Review_Comm_Minutes_2-21-12.pdf
- IA-39 **Mission Statement Draft 3**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26887/Mission_Draft_3.pdf
- IA-40 **Mission Statement Draft 5**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26888/Mission_Draft_5.pdf
- IA-41 **Mission Statement Draft 6**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26889/Mission_Draft_6.pdf
- IA-42 **Revisions to Mission Statement Draft 6**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26900/Mission_Revisions_to_Draft_6.pdf
- IA-43 **Mission Statement Draft 7 (Final)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26901/Mission_Stmt_Final.pdf
- IA-44 **Mission Statement Open Forum PowerPoint Presentation, February 7, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26890/Mission_Open_Forum_PPT.pdf
- IA-45 **Mission Statement Open Forum (Note Taker: Keamo)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26902/Open_20Forum_Notes_Keamo.pdf

- IA-46 **Mission Statement Open Forum (Note Taker: Anderson)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26903/Open_Forum_Notes_Anderson.pdf
- IA-47 **Mission Statement Open Forum (Note Taker: Imper)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26904/Open_Forum_Notes_Imper.pdf
- IA-48 **Mission Statement Open Forum (Note Taker: Nakadomari)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26905/Open_Forum_Notes_Nakadomari.pdf
- IA-49 **Chancellor's Email Regarding Final Mission Statement, April 13, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27027/49_Chancellor_s_Email_Final_Mission_Statement.pdf
- IA-50 **Chancellor's Email Attachment (Final Mission Statement)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27028/50_Final_Mission_Statement_2012_04_12.pdf
- IA-51 **Annual Program Reviews, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>
- IA-52 **APR Planning List and Budget Request Prioritization Criteria**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27029/52_APR_Criteria_Rubric.pdf
- IA-53 **2011 Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27030/53_Leeward_Campus_Employee_Satisfaction_Survey_2011_05_26.pdf

I.B. Improving Institutional Effectiveness

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

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

Descriptive Summary

At Leeward CC, institutional dialogue is encouraged and supported at all levels. Structured discussions are held among different constituency groups, and faculty and staff engage in ongoing, meaningful dialogue about improved student learning and achievement and improved institutional effectiveness. These discussions are broadened through the college's program review, planning, and assessment processes.

Structure of Dialogue

Faculty and staff engage in discussions at scheduled meetings and campus events. Regular meetings are held by different constituency groups, including administration, the Nā 'Ewa Council, the Administrative Support Group, the Administrative Professional and Technical Group, the Operations and Maintenance Group, and the Lecturers Group. In addition, participatory governance groups, including the Faculty Senate, the Campus Council, and ASUH-Leeward CC Student Government, play a key role in ensuring that campus discussions are occurring among all representative units. Each of these governing bodies has regularly scheduled meetings throughout the semester. Minutes from the meetings of Faculty Senate and Campus Council are posted online ([IB-1](#), [IB-2](#), [IB-3](#)), and the minutes from the weekly meetings of student government are posted on the bulletin board at the Campus Center and will be available online in the fall of 2012.

Instructional divisions and support area units also play a key role in institutional dialogue on assessment, program review, and planning. Each division or area is responsible for completing an APR document, which requires faculty and staff to come together to analyze quantitative and qualitative institutional data provided by the OPPA and the UH system, as well as the results of course- and program-level assessments. Some divisions and units conduct a collaborative prioritization meeting to create a planning list ([IB-4](#), [IB-5](#)). A common practice for division chairs and unit heads of support areas is to distribute copies of the APR template first to discipline and program coordinators, who in turn work on the review process with their constituents, and then the division chair or unit head consolidates the information into one report. To ensure that broad-based participation occurs, there is a question in the APR template asking for a list of names of those who participated in the completion of the APR ([IB-6](#)).

During the APR process, faculty and staff come together to discuss what other campus areas might need from their division or area and how they might collaborate. The APR template includes a section entitled “Communication between Areas/Divisions/ Programs,” which requires an area to exchange ideas with others, use and analyze institutional research data, and consider resource allocations. Below is an excerpt from this completed section for the Native Hawaiian Programs, which demonstrates how this area has worked closely with the Student Success Committee and the Achieving the Dream Core Team, as well as in neighboring communities with MA’O Organic Farms, Kamehameha Schools, and the State Office of Hawaiian Affairs ([IB-7](#)).

Native Hawaiian Programs, Annual Program Review, 2011-2012

Category	Concerning Student Learning and Achievement	Concerning External Factors
What needs or initiatives have been identified and by which area/division/ program?	Vice Chancellor’s Student Success Committee (SSC) Achieving the Dream Core Team (AtD)	MA’O Organic Farms Kamehameha Schools Office of Hawaiian Affairs
How did you respond to or collaborate with that area/ division/ program?	NHSSC was appointed to SSC and ATD Core Teams to advocate for NH student success initiatives.	Discussions with program’s community partners focus on how we can serve our target population (Native Hawaiian students) and leverage resources. Topics that were discussed include student enrollment and success, grant applications, evaluation methods, strategic plans, and funding sources.
What outcomes were achieved? (Include data)	Annual Report of Program Data (pgs. 20 - 22)	Annual Report of Program Data (pgs. 20 - 22)
What continued interaction will there be?	NHSSC will continue to represent Leeward’s Native Hawaiian Programs at SSC and AtD initiatives.	Hālau faculty and staff will continue to collaborate with community partners to develop key strategies to recruit and serve Native Hawaiian students.
Resources required (provide \$ estimate for each item)	NEW: Native Hawaiian Center for Excellence Building, Cultural Learning, S.T.E.M. Facilities, & Mural Project (\$25.5 million); NEW: (1.0 FTE) NH Male Mentoring Counselor (\$60,000); NEW: (1.0 FTE) Outreach & College Transition Programs	NEW: Financial Aid Officer (\$40,000); NEW: Outreach & College Transition Programs (\$40,000)

Additional examples of how faculty and staff engage in meaningful dialogue during the program review process can be found in the Annual Program Review folder of DocuShare, the college's online document management system ([IB-8](#)).

Meaningful, productive dialogue occurs when campus leaders meet in the summer for the division chair/administration leadership retreat. A retreat was held on July 8, 2011, to review the current planning process and establish a shared focus for the 2011-2012 APR process using the college's mission statement and strategic plan. When participants were asked to evaluate the retreat, many said that discussions were productive and engaging. They commented that there was open, honest communication among all campus leaders. Participants appreciated the opportunity to sit and talk with people whom they might not have had the chance to talk with otherwise ([IB-9](#)).

Institutional dialogue on improving student learning and achievement has been significantly furthered through the Student Success Committee (SSC) ([IB-10](#)). This committee was created by the vice chancellor for academic affairs in August 2010 at the suggestion of a cross-disciplinary group that attended the International First Year Experience Conference on Maui in June 2010. The group called for a college wide effort to address concerns impacting student learning and achievement. The group noted that the college had responded to the challenge of increasing student success through a number of initiatives that were met with varying degrees of success, including DE, technology, professional development, learning communities, program counselors, and emporium classrooms. What emerged from the discussion was the idea that all of these programs would be more effective if they were better coordinated as a comprehensive strategy for student success. To achieve this, the group proposed that the college establish the SSC. The proposal was strongly endorsed at a division chair/administration leadership retreat. The vice chancellor for academic affairs was asked to form the committee and develop a formal charge for the group.

The SSC represents instructional and non-instructional faculty, student and academic support services, and administration and has more than 45 members in total. An intranet page and frequent faculty/staff listserv messages help inform the entire college of the committee's efforts on a regular basis ([IB-10](#)). The committee's work is presented at convocation at least once a year. See [Standard I.B.2., Student Success Committee](#), for more detailed discussion on the efforts of the SSC.

When major initiatives are taking place on campus, the college utilizes open forums for broad-based discussions. Open forums are held to gather input from the faculty, staff, and students. Open forums have been held on the development of the *Leeward CC Strategic Plan 2008-2015* ([IB-11](#), [IB-12](#), [IB-13](#)), the design of the learning commons, and the revision of the mission statement (see [Standard I.A.3.](#)). Open forums are widely publicized and provide an opportunity for people to offer feedback on the topic or issue.

For issues of concern to all campus constituents, the college holds a convocation (general meeting) for all faculty and staff at the start of the semester to discuss critical issues. The convocation held in the spring of 2012 was designed to solicit broad campus input on areas covered in the Institutional Self Evaluation Report that the college was perceived to be "thriving" or "struggling." Structured roundtable discussions focused on 13 topics, each with references to the Accreditation Standards and the ACCJC's Rubric for Evaluating Institutional Effectiveness. In this way, the Rubric was used as a tool to assess the college's own quality.

Below is a list of discussion topics, facilitator prompts (with language taken from ACCJC's *Guide to Evaluating Institutions* and the Rubric's "Characteristics of Institutional Effectiveness"), and corresponding references to the Standards and the Rubric (IB-14).

Roundtable Discussion Topics and Facilitator Prompts	Accreditation Standard and the ACCJC's Rubric
<p>Institutional Planning Processes Does the college have planning processes that incorporate evaluation of programs and services (i.e., Annual Program Review), improvement planning, implementation, and re-evaluation? Are these processes ongoing and systematic? Is data analyzed, interpreted, and used for evaluation and planning? Improved student learning and achievement? Institutional effectiveness?</p>	Standard I.B.3. and the Rubric
<p>Participation in the Planning Processes What mechanisms exist for participation in the college's evaluation and planning processes? Do these mechanisms allow for broad-based involvement? Robust dialogue? How does the budgeting of resources follow evaluation and planning? Does evaluation and planning lead to improvements?</p>	Standard I.B., III.D.1.d., and the Rubric
<p>Budget Planning Process Do people know how budget decisions are made? Are the processes for financial planning and budget recorded and made known to the campus community?</p>	Standard I.B, III.D.1.d., and the Rubric
<p>Course Assessment How and by whom are SLOs for courses assessed? How are the results used for improvement?</p>	Standard II.A.1.c. and the Rubric
<p>Program Assessment (Career and Technical Education) How and by whom are SLOs for programs courses assessed? How are the results used for improvement?</p>	Standard II.A.1.c. and the Rubric
<p>Associate in Arts (AA) Degree Assessment (General Education) How and by whom are SLOs (general education) for the AA degree program assessed? How are the results used for improvement?</p>	Standard II.A.1.c. and the Rubric
<p>Distance Education – Instructional Programs How does the college ensure the quality of its instructional courses and programs offered through DE (for example, course design, peer evaluation, curriculum review, and so forth)?</p>	Standard II.A.2. and the Rubric
<p>Assessment of Support Areas What mechanisms does the college use to gather evidence about the effectiveness of programs and services? How effectively do evaluation processes and results contribute to improvement in programs and services?</p>	Standards I.B.7., II.B.4., II.C.2., and the Rubric
<p>Distance Education – Student Support Services How does the college ensure that its student support services for distance education are of high quality and comparable with the college's face-to-face offerings?</p>	Standard II.B. and the Rubric
<p>Distance Education – Learning Support Services How does the college ensure that Learning Support Services for Distance Education are of high quality and comparable with the college's face-to-face offerings? (Learning Support Services include the Library, Learning Resource Center, Educational Media Center, KI Office, Test Center, Computer Labs, etc.)</p>	Standard II.C. and the Rubric
<p>Distance Education – Resources How are the needs for financial, technology, and human resources required for teaching DE learning programs identified, integrated in the planning process, and accessed?</p>	Standards I.B., III.A., III.C., III.D., and the Rubric
<p>Campus Communication Is there effective communication at the college that is clear, understood, widely available, and current?</p>	Standard IV.A.2.a. and the Rubric
<p>Governance and Decision-Making Processes Do institutional planning efforts provide opportunity for appropriate participation? How do individuals and groups at the college use the governance process to enhance student learning and institutional effectiveness?</p>	Standards I.B. and IV.A.2.a. and the Rubric

Summarized results of these roundtable discussions are incorporated into the main body of this Institutional Self Evaluation Report.

Of those who attended this convocation, 87 percent agreed/strongly agreed that the roundtable discussions were worthwhile (IB-15). Among the comments received were the following:

- Good things happen when faculty interact.
- Love the opportunity for faculty to talk ‘college improvement.’
- It was helpful to communicate with other faculty and staff—to ask questions, realize what I need to know, what needs to be improved.
- I was able to meet more colleagues and interact with them in an open, productive way.
- This is the best convocation ever. Let’s do discussion sessions in the future.
- Every convocation should provide opportunities for campus dialogue, brainstorming, and information sharing between colleagues and offices.
- Do more discussion groups. Could become an ongoing activity for the self-assessment process for WASC.

Because the roundtable discussion format worked so well to encourage purposeful conversations, the college plans to use a similar format for subsequent convocations.

Dialogue about Improving Student Learning and Achievement

Dialogue about student learning and achievement is ongoing and widespread. The present process of course student learning outcome (SLO) assessment came about through years of broad-based dialogue on campus. In 2008, the campus initiated a pilot project on SLO assessment. The two-year project was designed to allow the college to meet proposed assessment deadlines, jump start a catch-up phase for assessment activities, and provide time for further campus discussions. An assessment team composed of a chair and several assessment coordinators was developed and trained to assist colleagues with the design and assessment of SLOs. The assessment team met for two years on a regular basis to review SLOs and the proposed assessment plans (IB-16, IB-17). The team members would bring their respective division assessment plans to the meetings to solicit feedback from the other members. Feedback would then be given back to the proposer of an assessment plan. Through this process, the issue of ongoing assessment became a topic of discussion within disciplines and support area units across the campus. These conversations led to the Faculty Senate discussing the creation of an ad hoc committee on assessment with the intention of formalizing course SLO assessment (IB-18). In 2009, the college formalized an infrastructure for assessment by creating the OPPA. Over the summer of 2010, however, further discussion resulted in the idea that division chairs become responsible for SLO assessment as they work with division assessment representatives and the OPPA. While it might have taken a couple years to devise, this process—which resulted from dialogue among key campus constituencies—has resulted in nearly all course offerings having at least initial SLO assessment taking place.

Ongoing discussions are aided by a constant process of data collection and analysis, which is available to all in the college through the OPPA (IB-19). SLOs are developed and evaluated by affected disciplines and also via the Curriculum Committee, the Faculty Senate, and administration as part of a formal five-year curriculum review and revision process (IB-20). This process allows for a larger dialogue to provide input into changes that may be needed to improve student learning. For additional discussion on how there is widespread institutional dialogue about the results of assessment and how those results are used to improve student learning, see [Standard II.A.1.c](#).

Dialogue about the results of assessment and the identification of gaps are evident at the college. Discussions take place at the discipline level to develop, implement, and analyze course-level assessment of SLOs. The Leeward CC SLO assessment form contains a section in Phase 1 entitled “Plan of Action” in which faculty members in a particular discipline or program come together to identify gaps and propose changes to improve student learning for the course or program SLOs assessed. In Phase 2 of the form, faculty are asked to describe the results of changes that were made as a result of assessment ([IB-21](#)).

As an example of discipline-level dialogue regarding course assessment, the English 100 course facilitator compiles and distributes course assessment data to English 100 faculty and lecturers. During writing discipline meetings, instructors analyze and interpret assessment data as well as discuss the strengths and challenges of the assessment process, such as the design of the assessment tool, the usefulness of the rubric, and factors impacting results ([IB-22](#)). In the spring of 2012, a subcommittee of English 100 faculty and lecturers met to examine assessment data and determine an assessment plan for the 2012-2013 academic year, which includes a timeline to assess remaining course SLOs and descriptions of intended assessment tools. In addition, the writing discipline coordinator collected English 100 instructors’ best practices relating to already-assessed SLOs to encourage continual dialogue ([IB-23](#)). These critical conversations also incorporate discussion of English 100 course assessment data in relation to the assessment of the AA degree.

The campus assessment coordinator and the OPPA staff meet regularly with the division chairs and division assessment representatives ([IB-24](#), [IB-25](#), [IB-26](#)). The focus of these meetings is to help faculty complete the assessment cycle and encourage more meaningful discussions about using assessment results to improve student learning. Division chairs and administrators discuss organizational needs to support assessment practices at regular meetings ([IB-27](#), [IB-28](#)).

Dialogue about the results of program review is evident within programs as part of discussions of program effectiveness. The APR template contains a section entitled “Student Learning and Achievement” in which faculty and staff of a particular instructional division describe the major actions taken as a result of course and program assessments, what has been learned from these assessments, and what plans have been made for improvement. When plans are proposed, the division needs to explain how the change will be assessed or measured. Changes are often made to curriculum, teaching methodologies, and professional development plans. Below is an excerpt from this completed section for the Social Sciences Division’s Certificate of Completion program in Substance Abuse Counseling, which is comprised of Human Services (HSER) courses ([IB-29](#)).

Program SLO Assessed	HSER/SUBS Program # 4 SLO Program courses that were assessed for relevant assignments to support success in this SLO were HSER 140, 245, 294 and 295.	HSER/SUBS Program # 8 SLO Program courses that were assessed for relevant assignments to support success in this SLO were HSER 140 and 245.
What was learned from the assessment?	Each of the courses had assignments to support meeting the SLO. This SLO is especially addressed in the two Capstone courses, HSER 294 and 295 Practicum. See the course assessment material above for additional data that describes how the learners are meeting the SLO. Learner scores ranged from an average of 90-97% in the Oral Exam which demonstrates proficiency in meeting the SLO.	In HSER 140, Individual Counseling, and HSER 245 Group Counseling courses, there were assignments that prepared learners for meeting this SLO. Proficiency is especially assessed in HSER 140 assignment. 90% of learners are able to demonstrate ability at an A or B level and 20% fell into the C level of proficiency. In an assignment that helped to meet this SLO in HSER 245, the 90% of the learners demonstrated a high proficiency with As or Bs. 10% had Cs.
What changes were made or actions taken for improvement?	Additional examples of excellent learner assignments for both the Oral and Written in HSER 294 and 295 were provided to learners and the functions were addressed early in the HSER 294 course. In the other counseling courses, I have made a concerted to link the 12 Core to what they are learning about the stages of counseling.	Offered additional videos which demonstrate the skills for which learners are being assessed and demonstrate the skills in in-class role-plays.
What future changes are planned?	Assess whether learners in the Capstone courses HSER 294 and 295 have made any additional strides. See the above course assessment to review high average abilities in meeting this SLO.	Continue to monitor the course SLOs and determine if the learners have improved in their abilities over time.

For additional examples of how faculty and staff engage in meaningful dialogue about the results of program review as part of their discussion of program effectiveness, refer to the Annual Program Review folder in DocuShare ([IB-8](#)).

During 2011-2012, there has been ongoing dialogue among faculty in the four instructional divisions that comprise the AA degree (Arts and Humanities, Language Arts, Math and Sciences, and Social Sciences) regarding the results of this program assessment. See [Standard II.A.1.c](#) for additional discussion on the kind of dialogue that has occurred through this venue.

In addition to discussions about student learning within the college, career and technical education programs hold annual meetings with their advisory boards to continue the discussion with the business community and campus partners. In these meetings, program learning outcomes are discussed, reviewed, and approved by the advisory boards. Discussions about student learning and the skills that may be lacking often lead to modifications of the program learning outcomes in order to ensure the programs are meeting the needs of the community. For example, the APR template contains a section entitled “External Factors” in which divisions and units describe what input on student learning and achievement has been provided by advisory boards, the community, employers, and transfer institutions. Below is an excerpt from this completed section for the Professional Arts and Technology Division ([IB-30](#)).

Professional Arts and Technology Division, Annual Program Review, 2011-2012

<p>TV Production Advisory Board Meeting (11/11/10)</p>	<p>Input on future needs – Generally impossible to predict five years in advance. 3D may “be a flash in the pan” unless it is market-driven. If it is market-driven, then adoption may be very rapid, or “It could go the way of quadraphonic sound.” But, no question that both the TV and Film industry is committed to HD and will remain so. “HDTV is an irreversible trend and should be completed as quickly as possible.”</p> <p>Recommendation was to continue to concentrate on visual storytelling, budgeting, audio, ‘the business of the business’, critical thinking, pre-visualization, invite more guest lecturers and a more formal internship program, both with help from the State Film Office, integration of special effects and green screen / virtual sets into all areas. Consensus was that the committee was very pleased to hear that we are including two script writing courses into the modified curriculum (rather than the one that now exists), and that the bottom line for all is “CONTENT, CONTENT, CONTENT” (creation). “We need more writers.”</p> <p>Discussion of Leeward students completing TV Production (including possible third year) and then transferring to UHWO to complete a baccalaureate degree. It appears that UHWO will house some iteration of the Academy of Creative Media, but details are unclear at this time.</p> <p>Distributed matrix of existing programs with cross-walk chart to newly revised courses and curriculum. Also discussed increasing capacity from 20 to 30 students by incrementally offering double sections as rapidly and frequently as possible pending budget and lab equipment availability. Will begin offering double sections this spring as a trail to see if it fills.</p>
<p>Culinary Arts Advisory Board Meeting (10/13/11)</p>	<p>Program advisory committee members support the curriculum and various types of experiences and activities the program provides students. The committee also strongly supported the development of the Restaurant Beverage Knowledge certificate.</p>

Automotive Advisory Board Meeting (5/17/11)	The self evaluation for maintaining NATEF certification was completed and the new certificate of completion proposal discussed. The committee fully supports in-service technicians having an opportunity to upgrade the knowledge and technical skills.
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For additional examples of how faculty and staff in career and technical education programs engage in meaningful discussions with members of their advisory boards as part of a discussion of program effectiveness, refer to the Annual Program Review folder in DocuShare ([IB-8](#)).

The college has sustained dialogue about the continuous improvement of student learning through DE mode and how it compares with student learning in traditional programs. In 2009, as part of the college’s Substantive Change Proposal to the ACCJC, the college’s institutional effectiveness officer conducted a study to determine the effectiveness of DE instruction compared with traditional classroom instruction. This study found no significant differences. However, in reviewing data in 2011, some differences were found ([IB-31](#)). The college is working through its DE Committee and DE coordinator for DE training to address these issues.

Impact of Dialogue on Institutional Effectiveness

The assessment and APR processes not only focuses on course and program effectiveness but also on institutional effectiveness. Accordingly, dialogue about the results of assessment and program review is evident as part of discussions of institutional effectiveness. The APR template contains a section entitled “Plans for Improvement: External Factors” in which faculty and staff of a particular division or unit provide a list of activities, initiatives, and changes that they would like to implement to improve institutional effectiveness, which includes community connections. Below is an excerpt from this completed section for the Business Division ([IB-32](#)).

Business Division, Annual Program Review, 2011-2012

Improvement Sought <i>What will be achieved?</i>	Proposed Change <i>Item or Activity</i>	How it will be measured? <i>How will you know if it worked?</i>	<i>Will new funds be needed?</i> <i>(Yes or No)</i>
Increase awareness in the community of how Leeward can help provide better prepared employees for business jobs in Hawai‘i.	Increased marketing in the community of our programs.	Increase in enrollment and number of majors in Business Technology Division courses.	Yes
Increase awareness in the community of how Leeward can help provide better prepared employees for business jobs in Hawai‘i.	Maintain strong relationship between job developer and community businesses.	There will be an increase in the number of employers contacting the Leeward CC Job Placement Office. There will be an increase in students hired by employers upon completion of their programs.	No

Increase enrollment at Leeward and community awareness of our programs.	Create websites for the division and the disciplines.	Positive responses to our Web page and increased enrollments in our programs.	Yes
Continue programs in Wai‘anae serving the Native Hawaiian population.	Hire part-time grant writer to find funding sources for new and continuing programs.	Increased enrollments and completion rates for Native Hawaiian students.	Yes
Beautification of campus and improved presentation of our campus to the community.	New signage, update building names, and improved lighting for the campus at night.	Positive responses from the community on our updated look.	Yes

For additional examples of how faculty and staff engage in meaningful dialogue about the results of program review as part of their discussion of institutional effectiveness, refer to the Annual Program Review folder in DocuShare ([IB-8](#)).

The impact of ongoing, robust dialogue is also evident in the SSC. This committee set four goals that align with Leeward CC’s and the UH system’s strategic plans, and each goal is given to one of the subcommittees to address. The SSC meets as a large group once a month on the fourth Monday and each of the subcommittees meets once a month (usually on the second Monday). These regularly scheduled meetings provide checkpoints for progress towards the four goals and also encourage regular discussions on specific strategies to employ in meeting the goals.

Since the inception of the SSC in the fall of 2010, a number of initiatives have been implemented. The Graduation and Transfer Subcommittee had action strategies for a wide-range of goals, including streamlining the AA degree requirements and developing a marketing strategy for Leeward CC students on the benefits of completing their degree. The AA degree has been revised to align with the UH Mānoa requirements and provide students with a clear transfer pathway. The Gateway Course Subcommittee has focused on distributing data to instructors on student success in their own courses. In addition to the distribution of data, the subcommittee has developed a program to support faculty professional development for those who teach gatekeeper courses titled the Keymasters program, which was adapted from a similar program initiated at Kapi‘olani Community College. The Course Success Subcommittee has developed a professional development program for new instructors. One part of this program includes training on teaching strategies used by “successful teachers” on campus where “successful teachers” were defined as having a student success rate of 75 percent or more in their class.

The Developmental Education Subcommittee has continued working on enhancing student success in developmental classes. The math discipline has completed a course redesign of all developmental math courses using the emporium model as a delivery method. Early results have been overwhelmingly positive. There is more discussion on the math emporium model in [Standard II.A.1.b](#). Developmental education writing faculty members have implemented learning communities and the use of peer mentors in developmental classes. In addition, plans to redesign developmental reading and writing courses using accelerated learning models were implemented in the spring of 2012.

Data regarding progress toward the four specific goals of the SSC are reviewed each semester by the deans, who are chairs of their respective subcommittees, and presented on a semester basis to the campus at large via convocation presentations as well as through the college's intranet. Specific data about course success rates, retention and persistence rates, disaggregated by Native Hawaiian and other status, along with rates of progress toward degrees and certificates support the goals and fundamental purpose of this committee. SSC allocations are driven by data related to student performance measures identified in the charge to the committee by the vice chancellor. SSC data, including reports, minutes of meetings, and agendas can be found on the Leeward intranet (IB-10). At one of the roundtable discussions at convocation in the spring of 2012, however, some participants felt that there was a college wide need to provide more training on the interpretation and use of data (IB-14).

In 2006, **Planning Agenda 2** was identified to involve both full-time and part-time faculty in the dialogue and assessment of student learning in courses and programs. Lecturers are included in discussions about student learning for the courses they teach. Additionally, a Lecturers' Group was created in 2007 to address issues concerning part-time faculty.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

There have been and continue to be numerous opportunities to participate in dialogue about improvement of student learning and achievement and institutional effectiveness at Leeward CC. Dialogue is carried on formally through the assessment and APR processes, within the SSC, and through broad-based formal participation of governance groups and other interested constituencies on campus. This continuous dialogue addresses assessment of outcomes at the course, program, and institutional levels. The campus discussion is continuing as faculty and staff develop a stronger understanding of the purpose of assessment.

Discussions are taking place concerning instruction pertaining to teaching and learning strategies to improve student learning and student success. Data and research studies are widely available to make decisions that impact student learning and institutional effectiveness. While data is widely available to faculty and staff, more efforts are needed to have data used more pervasively throughout the college. Leeward CC as a whole is still developing an understanding of the meaning of data and how it can be used to evaluate student learning for the purpose of improvement. The OPPA is working to enhance the access and use of data by all levels of the college community and to move the discussion towards using data in a meaningful way.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college has made significant progress since 2006 in making institutional dialogue a visible priority and is performing at the Sustainable Continuous Quality Improvement level for Parts I and II and at the Proficiency level for Part III. Dialogue about the results of program review is part of discussions of program and institutional effectiveness. These discussions are ongoing, robust, and pervasive. In addition, there is widespread dialogue at the college about the results of assessment and the identification of gaps.

Nonetheless, the college recognizes that in order to remain at the Sustainable Continuous Quality Improvement level for Parts I and II, data and analyses need to be used more extensively by faculty and staff. This effort will also encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

Actionable Improvement Plans

The OPPA will coordinate professional development opportunities for faculty and staff to learn how to interpret data and use data to make decisions through an inquiry-based process by spring of 2014.

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

Descriptive Summary

Leeward CC has goals set forth in the *Leeward CC Strategic Plan Update, July 2011* ([IB-33](#)). These goals were developed within the framework of the UH system's strategic plan ([IB-34](#)). The UH system strategic plan was created to provide a comprehensive strategic plan with common system goals for all campuses to align their goals within. The goals in the Leeward CC strategic plan provide some direction for the institution; however, the campus has developed shorter term goals with the SSC, introduced in [Standard I.B.1., Impact of Dialogue](#).

Leeward CC Strategic Plan

In the fall of 2007, the chancellor created the Leeward Strategic Plan Update 2008-2015 Committee. The committee met numerous times during the 2007-2008 academic year ([IB-33](#), page 7). In addition, there were several opportunities for campus wide discussion, including convocation on January 8, 2008, two campus open forums on March 11 and 12, 2008 ([IB-11](#), [IB-12](#)), and two Joint Campus Council/Faculty Senate strategic plan update meetings on February 27, 2008, and March 19, 2008 ([IB-13](#)).

In the fall of 2008, a broad-based committee was formed at the Leeward CC campus with workgroups whose goals were to develop specific goals and strategies for the Leeward CC strategic plan that were aligned with the UH system strategic plan. Campus wide meetings were held to allow for input on the elements of the strategic plan and to allow for the development of college wide strategies to address the goals of the plan. A strategic plan update was distributed in August 2008 as a resource for planning and provided the opportunity for divisions and units to develop tactics to address the specific Leeward CC strategies. Several drafts of the plan were created (August 2008 and April 2009) with the result being the plan currently in use (July 2011 update) ([IB-33](#)).

As a result of this campus wide effort, *Leeward CC's Strategic Plan Update 2008-2015* consists of five strategic outcomes that are aligned to the UH system goals. Within each goal, there are performance measures. Each performance measure has specific Leeward CC strategies designed to accomplish the goal.

For example, Goal A1 with its performance measures and Leeward CC strategies is outlined below. The UHCC system provided the outcome (Native Hawaiian Educational Attainment) and the goal to increase Native Hawaiian enrollment by 3 percent per year. Leeward CC identified the strategies to pursue to meet the UHCC system goal.

A. Native Hawaiian Educational Attainment - Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Performance Measures

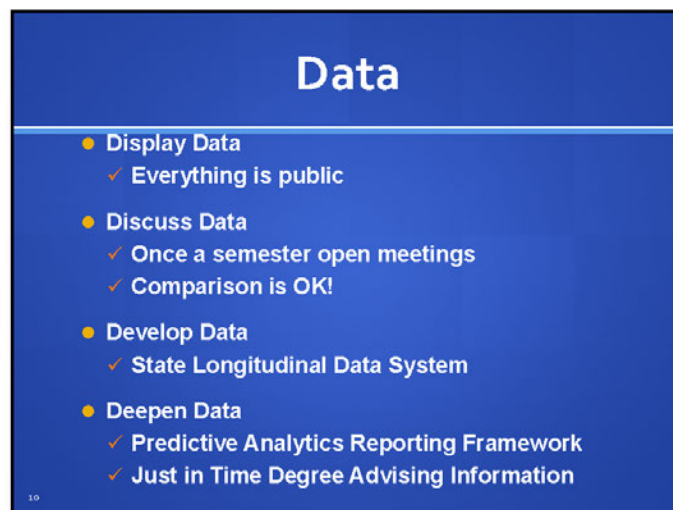
A1. Increase Native Hawaiian enrollment by 3 percent per year (1,129 students by 2015) particularly in regions that are underserved. [1.1]

Leeward CC Strategies

- a. Develop recruitment strategies that target Native Hawaiian students in order to increase enrollment. (A.A1.a)
- b. Increase college's presence within Native Hawaiian community. (A.A1.b)
- c. Increase number of educational options that meet the needs of the Native Hawaiian community. (A.A1.c)

As described above, Leeward CC's strategic plan identifies Native Hawaiian educational attainment as one of five outcomes. The plan specifically identifies significant increases in college enrollment, financial aid awards, successful completion of developmental education, persistence in college-level courses, and graduation as the focus areas to improve educational attainment.

Each semester, the vice president of community colleges presents the college's progress in achieving its strategic goals at a campus wide meeting, and then he distributes his presentation to all UH community colleges (IB-35, IB-36). The college's progress is determined by institutional research data collected at the system level. As examples of data presented, Leeward CC's fall of 2011 enrollment is 31.0 percent in excess of its strategic plan goal. For the degree and certificate achievement goal, Leeward CC is currently exceeding its goal by 8.4 percent with 51 more degrees and certificates awarded than projected. According to the vice president, data is displayed, discussed, developed, and deepened, as explained in the following PowerPoint slide:



Student Success Committee

The goals for the SSC directly align with the Leeward CC and UHCC system strategic plans and outcomes. These goals are mid-term goals, and Leeward CC has a plan to achieve them by 2015. The SSC's overall goal is to increase student success in all academic programs.

Student Success Committee Goals

Increase the number of graduates and transfers in all areas by 25 percent

Eliminate gatekeeper courses

Improve student success rates by 10 percent in all courses with success rates less than 70 percent

Decrease time spent in remedial/developmental courses to one year or less

Leeward CC Strategic Plan Outcomes

Native Hawaiian Educational Attainment

Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting access and success of Native Hawaiians.

Hawai'i's Educational Capital

Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from under-served regions.

Each goal is represented by a subcommittee, which is chaired by one of the deans. The four deans meet regularly to set agendas and plan activities, and regular reports are made of each subcommittee's efforts at the monthly committee meeting. Priorities are established in periodic assessment of efforts, and an annual budget promotes areas of work targeted to each of the four main goals. These goals have been widely communicated to the campus at convocation, through regular email updates, and by postings to the committee's intranet webpage ([IB-10](#)).

Results were recently distributed to the campus via email on progress made toward achieving the four committee goals ([IB-37](#)). Large posters of key charts are being printed to display in the Administration building and at the fall of 2012 convocation.

A sample of some of the presented data is included in the charts on the following page.

Goal: Increase the number of graduates and transfer in all areas by 25 percent

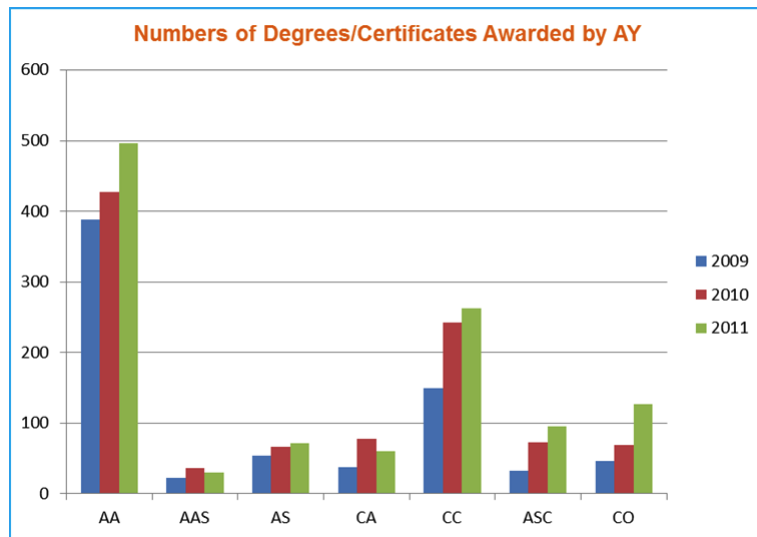


Chart 49, Number of Degrees/Certificates Awarded by AY

Most degree programs have seen an increase in the number of graduates, though there has been a drop in the Associate in Applied Science degrees and the certificates of achievement. Several programs have modified their Associate in Applied Science degrees to the Associate in Science degree to better represent the transfer aspect of the degree. This has impacted the number of AAS degrees being earned. The certificate of achievements experienced a large increase in 2010, which then dropped off in 2011. Further research is needed to understand this drop.

Goal: Eliminate gatekeeper courses

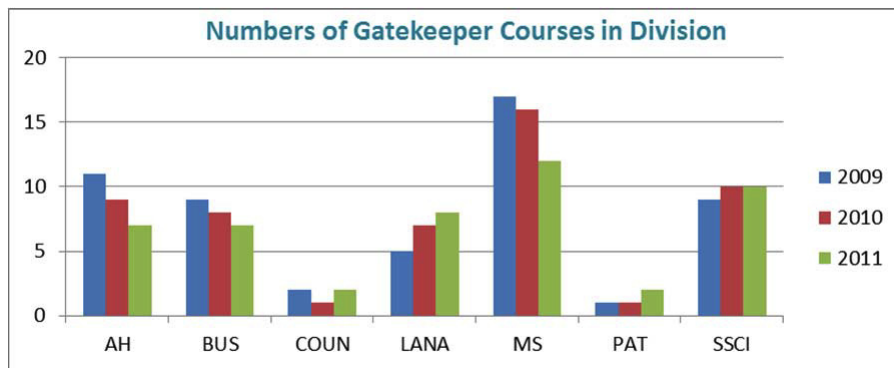


Chart 50, Number of Gatekeeper Courses in Divisions

All divisions have gatekeeper courses. Gatekeeper courses are defined as having an enrollment of ½ of one percent of the total headcount and a success rate below 70 percent. The total number of gatekeeper courses did not change from 2010 to 2011; however, some long-time gatekeeper courses did move off the list.

In the spring of 2012, the OPPA distributed the 2011-2012 College Effectiveness Report ([IB-38](#)) to further demonstrate how well the campus is achieving its goals. This report provides an update on the college’s progress toward the Leeward CC strategic goals and also describes how many of the items in the institutional plan have been funded.

Campus Perception

Results of the 2011 Leeward CC Employee Satisfaction Survey conducted in April 2011 indicate that a majority of staff and faculty understand the goals of the college and work collaboratively toward meeting those goals within their own department ([IB-39](#)). Examples are as follows: “I feel well informed about the major goals, initiatives, and priorities of the college” (69.8 percent agree or strongly agree) and “The activities of my department relate to major goals, initiatives, and/or priorities of the college” (89.3 percent agree or strongly agree).

In addition, results of the Campus Council survey of the APR process conducted in May 2011 indicate that a majority of staff and faculty feel that “Leeward CC has a strategic plan that clearly and succinctly states its goals for future development” (67.8 percent), and “goals of the strategic plan are clearly embodied in the plans (plans for improvement, tactical plans, prioritized budget lists) developed by units and divisions of the college” (55.8 percent) ([IB-40](#)).

Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college’s response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college sets measurable goals that are understood by the majority of faculty and staff. The college reviews its goals and outcomes each year with a visit from the vice president of the community colleges and through presentations at convocation. In the APR process the tactics are linked to the strategic goals and the items in the planning lists must be linked to those goals as well.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Part II (Planning) and at the Proficiency level for Part III (SLOs) regarding the college’s ability to set, articulate, and work towards its educational goals and objectives, with educational effectiveness and widespread dialogue as demonstrable priorities.

Actionable Improvement Plans

None.

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

Descriptive Summary

Leeward CC has a well-established cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation for assessing all areas of operation and for supporting decisions made regarding educational quality and institutional effectiveness. Qualitative and quantitative data and analysis are used in the planning processes to improve institutional effectiveness. In specific, data and analysis used are longitudinal so that the college can assess its progress toward achieving its mission over time.

Cycle of Evaluation and Integrated Planning

Each year, the cycle of institutional evaluation and planning at the college begins with a revisit of the mission and strategic plan. For example, a leadership retreat was held July 8, 2011, to begin this process (IB-9). At the retreat, the attendees identified a shared focus for the 2011-2012 APR process using the college’s mission statement and strategic plan.

Diagram 51, The Planning Cycle



SLO assessment at the course and program levels is an ongoing process. SLO assessment data and comprehensive assessment reports are used to complete the APR template. Sections in the instructional APR template include prompts for a division APR summary (summative analysis of SLO assessment data); student learning and achievement, which includes SLO assessment data and annual review of program data; curriculum; faculty and staff; support issues; external factors; division SWOT analysis; tactical implementation of strategic plan; division summary; and planning lists.

In addition to SLO assessment data, institutional research data is used to complete the APR template, including student achievement data, such as disaggregated data comparing DE and face-to-face classes, and demographic information (IB-41). The college uses several APR templates (Instructional, OCEWD, and Support). Each APR template is designed to provide a broad evaluation of divisions, areas, and programs (IB-42). Each division, area, and program develops the template with input from its constituents. Through the process of completing the templates, the divisions, areas, and programs are required to review a wide-range of data and evaluate its effectiveness.

The APR consists of a bottom-up review that leads to institutional planning, priorities, and resource allocation. The APR is a transparent and collegial process, resulting in an institutional plan that guides decision making and budgeting processes. In the APRs, quantitative measures are used to evaluate outcomes that are considered institutional outcomes, like graduation and transfer rates.

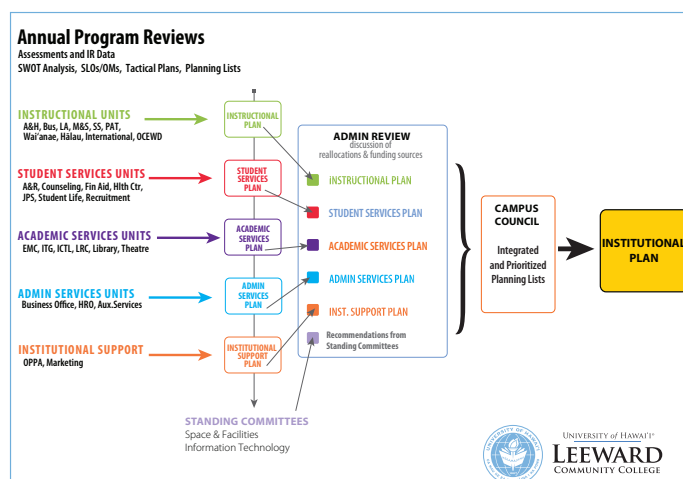
Results of assessment are used in decision making to align institution-wide practices to support and improve student learning. At the end of the APR template, divisions, areas, and programs must create a planning list and indicate priority items for resource allocations. The table below provides several examples in 2011-2012 of items on the APR planning lists that resulted directly from assessment data analyses ([IB-43](#)).

Linkage between Planning Lists and Assessment Data Analyses in 2011-2012 APR Reports

Division	Planning List Items	Assessment Data Analyses
Business	Priority Item 3: Full-time accounting instructor	The justification for the request stated that ‘quality teaching and sharing of division and college duties including educational planning and assessment of classes and programs.’
Business	Priority Item 4: Turnitin license	The assessment results for the BTEC writing-intensive courses led to item 4 on the overall division priority list as Turnitin license to reduce plagiarism.
Business	Priority Items 6 and 7: Software updates	Assessment of BUS 101 resulted in the “apparent need of adopting MS Office 2010 as the industry standard, and the investigation of use of online resources like Google Docs.”
Language Arts	Resource allocation not indicated, thus not ascribed as a priority item.	Assessments of ENG 209, 211, and 225 all resulted in the apparent need for ‘Instructors to consider changes needed in instruction to address grammar and mechanics.’
Language Arts	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of Speech 251 resulted in the apparent need for more dialogue between instructors teaching the course to maintain consistency in assignment criteria.
Math and Sciences	Priority Item 20: Half-time APT Observatory Manager	Assessment of ASTRO 110 determined the need for the Leeward Observatory facility to be available to students for hands on learning.
Math and Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of BOT 130 highlighted the need for more student assistance. “Student assistance is quite effective because they often have more time than the instructor for one on one, and they are more aware of the challenges.”

Math and Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of HORT 110 led to the instructor changing methods by, “breaking down the complex assignment into smaller pieces and have assignments on each part which are either done in class or as homework with grade points attached.”
Math and Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of Math 140 led to the instructor “looking at new textbook and computer online programs that may help students.”
Social Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of ANTH 150 resulted in the apparent need to request an additional prerequisite be established for this course.
Social Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of ANTH 215 and 215L resulted in the apparent need to acquire additional course materials, such as fossil and bone material for hands on learning.
Social Sciences	Resource allocation not indicated, thus not ascribed as a priority item.	Assessment of GEOG 101L resulted in the instructor choosing to “devote more time to completing assignments in class to help students make connections between concepts and results from calculations.”

In 2011, a set of criteria for the APR prioritization was developed by the APR working committee. This committee was created after the leadership retreat in July 2011 to develop the criteria and provide suggestions for improving the APR process. The criteria are intended to be used in the development of a planning list as well as in the prioritization process to combine planning lists.



As noted in the graphic above, there is a process to consolidate the planning lists from multiple divisions and units into a combined plan. For example, the Instructional unit heads (division chairs and unit heads) come together to discuss and prioritize each of their planning lists into a single Instructional Plan. The support areas which include Student Services, Academic Services, and Administrative Services, complete their planning lists after reviewing and responding to the Instructional Plans.

At this point, the various prioritized lists from Instruction, Student Services, Academic Services, and Administrative Services are provided to two standing committees. Since 2009, the college has a space and facilities standing committee and an information technology standing committee. These committees are advisory and expected to provide a recommendation to the chancellor based on their review of the prioritized lists.

The administrative team, using the recommendations from the standing committees, reviews all of the plans and prioritizes them into a draft institutional plan for the college. Prioritization is based on common criteria: alignment with strategic goals and outcomes, scope of impact, evidence of measurable outcomes, and impact on health and safety.

This institutional plan is presented to Campus Council for review, discussion, and re-prioritizing if needed. The Campus Council approves a final institutional plan as a recommendation to the chancellor.

Resource Allocation

Each year the operating budget is reviewed by the vice chancellor of administrative services. This vice chancellor prepares a proposed budget for the upcoming year based on planned increases in revenues and changes in expenditures. If this vice chancellor identifies available funds, the institutional plan is used to guide decision making on updating the budget.

In addition to informing the operating budget, the institutional plan is used to develop the biennium budget request. In odd numbered years, the planning list includes requests that are submitted to the UHCC system, which compiles a community colleges list of requests. That list, in turn, is submitted to the UH System Biennium Budget Advisory Committee, which makes its recommendations to the UH president in August. A formal budget request then goes to the UH BOR in mid-September. The combined requests for the system finally make it to the Hawai'i State Legislature in the next odd-numbered year, the year the Legislature begins its deliberations about the upcoming biennial budget.

Division chairs and unit heads also utilize their respective planning lists to determine expenditures in the coming year. Each division and unit is provided with an annual operating budget to spend on ongoing expenses. The instructional divisions also have an additional budget provided from summer school offerings. These allocations are determined by the vice chancellor of academic affairs as a profit-sharing plan to split summer school tuition and fee revenues with the instructional divisions. Since implementing this plan, the instructional divisions have offered more summer school classes that are in high demand and reduced low-enrolled summer school classes.

In 2006, **Planning Agenda 3** identified the need to create a policy and timeline for the APR process. The Policy on Annual Program Review was approved in 2011 ([IB-44](#)). Formal institutional plans have been published every two years to document the prioritized lists and whether funding was received ([IB-45](#)).

Evaluation through Campus Perception

The college has collected data on how well faculty and staff understand and embrace the idea of ongoing assessment and planning and the use of data as a tool for assessment and evaluation of progress toward meeting its goals.

For example, the Leeward CC Employee Satisfaction Survey results indicate that “In pursuit of the mission, the college has developed a strong culture of evidence” (52.9 percent agree, 13.7 percent strongly agree) and “Institutional planning and program evaluation are based on research and data” (62.1 percent agree, 13.3 percent strongly agree) ([IB-39](#)).

The Campus Council survey of the APR process, conducted in May 2011, indicates that 60 percent of respondents agreed that the results of student and institutional assessments are used routinely to inform decision makers regarding strategic priorities for the campus (IB-40). Further examination of the Campus Council survey indicates that a majority of respondents feel that the APR templates by divisions and units enable them to “identify our priorities for student success” (56.3 percent) and “to identify our priorities for budgeting” (64.5 percent). While a slight majority (51 percent) agreed that “results of student and institutional assessments are used routinely to inform decision makers regarding resource allocation for the campus,” only 47.9 percent agreed that “resources (financial, space, and so forth) are consistently allocated and re-allocated to address priorities identified through the planning process.”

During the roundtable discussions at convocation in the spring of 2012, faculty and staff expressed their opinions about the college’s planning processes and evaluated whether the college was “thriving” or “struggling” in this area (IB-14). People spoke freely with the intent of identifying gaps and taking steps to make improvements. Participants said that there is a lack of information on the final institutional plan and how it is determined. Some want clearer procedures for how requests are processed. There is also a lack of understanding of how “big picture” plans are conceived and processed.

Self Evaluation

The college is performing at expectations for this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated an ongoing and systematic cycle of evaluation, integrated planning, and resource allocation has been implemented. Ongoing re-evaluation of the planning process has resulted in several changes. The template for the APR cycle has been modified annually to address issues of complexity and duplication. In addition, the original planning process called for an Executive Planning Council (EPC) and five standing committees. In 2009, the EPC responsibilities were assigned to the Campus Council, and the number of standing committees was reduced to two.

In 2011, an APR working committee developed prioritization criteria to be used in developing the planning lists and resource requests. The criteria for the prioritization process did not work as effectively as was hoped. The OPPA has begun reviewing criteria from other colleges, and revised criteria will be developed for the next planning cycle.

The college has demonstrated through a variety of survey results that faculty and staff mostly understand and participate in the ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation. Institutional data is available, presented in a manner by which it is reasonably easy to analyze and interpret, and is used regularly for planning purposes.

The Campus Council survey of the APR process results and the roundtable discussions at convocation indicate faculty and staff are not as well informed about how resources are actually allocated in relation to the planning process and therefore indicate the need for better communication by Campus Council and administration as to the end results of the planning process as it relates to budgeting.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Parts I and II and at the Proficiency level for Part III based on the following characteristics of institutional effectiveness in program review, planning, and SLOs:

- The college has a well-established program review framework that includes SLO assessment data, institutional planning, and resource allocation. Program review processes are ongoing and systematic. These processes are used to assess and improve student learning and achievement.
- The college has a well-established cycle of evaluation, integrated planning, implementation, and re-evaluation to assess all areas of operation, including human, physical, technology, and financial resources. Planning processes are documented, ongoing, and systematic. These processes are used to evaluate how effectively the college achieves its mission and education goals. Decision making includes dialogue about the results of assessment and program review and is purposely directed toward aligning college wide practices to improve student learning. Institutional effectiveness is a demonstrable priority in all planning processes.
- Quantitative and qualitative data and analyses are used in assessment and program review processes to improve program and institutional effectiveness. To the best extent possible, data and analyses are distributed and used throughout the college.

Actionable Improvement Plans

The Campus Council will work with administration to better communicate to the campus community the planning process and the resulting institutional plan on an annual basis.

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

Descriptive Summary

Broad-based Input

The structure of the APR provides for broad-based participation in assessment, planning, and resource allocation. The process begins with the distribution of the APR templates to each division, area, and program to complete. Each division, area, or program solicits input from its members on each of the sections of the template. As the template is completed, a planning list is generated. Some divisions and units have a collaborative discussion and prioritization meeting while others utilize anonymous voting for the prioritizing of the planning list.

A common practice for division chairs and unit heads of support areas is to distribute copies of the templates to the faculty and staff that are directly involved with those programs and support areas. This process allows for direct input from the program coordinators, associated faculty, and unit members. Each division chair and unit head will then prepare a consolidated APR report based on the collected information. Each APR document lists the names of faculty and staff who participated in the completion of the APR template.

Planning documents are submitted to the OPPA, which coordinates the APR process. The APR drafts are posted in DocuShare, the campus document management system, so that the planning documents are available to all divisions, areas, programs, and administrators to read as well as the campus community at large.

Allocates Necessary Resources

As discussed in [Standard I.B.3.](#), Resource Allocation, the institutional plan is the basis for

resource allocation decisions. The institutional plan determines how available resources will be allocated in the upcoming operating budget.

At the college, appropriate resources to support and improve student learning continue to be allocated and fine tuned. For example, in 2011-2012, the vice chancellor for administrative services identified \$689,130 in available funds and re-allocated \$630,917 from the institutional plan. This re-allocation resulted in 16 items from the institutional plan being funded. Specific divisions and units also use the institutional plan when funding within their respective budgets is available. Additionally, the 2011-2012 College Effectiveness Report ([IB-38](#)) provides supporting documentation for whether specific items on the institutional plan were funded.

External funding has been awarded through Perkins, Achieving the Dream, and other sources based on program data and requests formulated in APRs. Such funds have been used to purchase equipment, expand program offerings, experiment with alternative procedures, and to provide professional development. Since the broad implementation of systemic assessment and data documentation, campus and program accomplishments are more appropriately and directly related to the college mission and goals.

Improvement in Institutional Effectiveness

The college has shown institutional effectiveness in its attainment of strategic goals. As detailed in the 2011-2012 College Effectiveness Report ([IB-38](#)), several of the long-term strategic goals have already been exceeded. Enrollment targets, financial aid awards, and the number of graduates and transfers have exceeded expectations. Other goals, such as the reduction of time spent in developmental interventions, still require attention.

Two of the topics for the roundtable discussions at convocation in the spring of 2012 focused on broad-based participation in the planning processes and constituents' understanding of the budgeting processes ([IB-14](#)). The following is a summary of the discussion based on facilitators' notes:

For participation in the planning processes, participants feel there is a need for more communication and transparency regarding the college's planning processes and what happens beyond the division or unit level for the APR. They would appreciate more communication from their division chair and/or unit head. Most participants understand there is a planning process, but their role is limited. Some feel that not everyone is participating in the planning processes.

For the budgeting processes, participants feel there is a need for more communication and transparency regarding the budgeting process and how decisions are made. There is participation in the process, but there is a lack of information on how funds are actually allocated and spent. End of year reports are informative. Some faculty and staff have the perception that decisions for planning and budgeting are made by administration without a thorough understanding of micro-level needs. Better communication of decision-making processes could alleviate negative perceptions.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The evidence for the breadth and depth of participation can be seen in the planning documents themselves, especially the final planning lists and the institutional plan that is developed from the planning lists which can be found in DocuShare.

Moreover, course- and program-level assessments are linked to division, area, and program plans for tactical implementations, which are related to resource and budget requests.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Parts I and II (Program Review and Planning) based on the fact that the college's evaluation and planning processes reflect participation of a broad constituent base. The college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

See [Standards I.B.3.](#) and [III.D.1.d.](#)

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

Descriptive Summary

Assessment takes place at Leeward CC through numerous methods to ensure the college is meeting its mission and goals. Student achievement is assessed by tracking data elements, which should reflect realistic achievement and learning. These data elements are reported to constituencies, which include the UHCC system, the Hawai'i State Legislature, and the campus community ([IB-46](#)). The college also produces a variety of reports to assess institutional effectiveness and the progress toward short-term goals.

Assessing the Mission

In reviewing the mission, three of six principles are measured with ongoing reports, and the progress of Native Hawaiian students is tracked as the college has a special commitment to their success.

Access

All seven community colleges in the UH system use COMPASS, a computerized testing system, to place students in courses. Annually, each college reports placement test distributions to the UHCC System Office of Academic Planning, Assessment and Policy Analysis (APAPA), which tracks placement system wide ([IB-47](#)).

Placement data, as well as student performance data, are also reviewed and analyzed by a system wide Placement Advisory Council that meets regularly to deal with placement testing policy and procedure issues. The council consists of administrators, faculty, counselors, and institutional research analysts. Placement, enrollment, and student achievement data are posted on the Leeward CC intranet ([IB-46](#)).

Aggregate placement and student achievement data are available to high school administrators who want to see how well their students are doing at the college. Such data have also been used by Leeward CC counselors when they visit high schools to make presentations to students involving preparation for college study.

Learning and Teaching

Assessment is a key component to determining overall institutional effectiveness, and the expectation at Leeward CC is that assessment is to be done for all SLOs for courses,

programs, certificates, degrees, academic areas, and support areas. Along with instructional courses and programs undergoing systematic on-going assessment, the college recognizes the importance of non-instructional areas such as Student Services, Academic Services, and Administrative Services, which have identified and begun assessing SLOs and administrative outcome measures.

Workforce Development

Each year Leeward CC conducts a Graduate/Leaver survey. Students who have graduated or left the college in the previous year are contacted to find out if they are currently employed, if they are currently employed at a job for which they received education or training at the college, if they have transferred to another non-UH institution, and how they would rate their education at the college. The information from this survey is transmitted to the Office of the Vice President of Community Colleges (OVPC), where it is collated and summarized for inclusion in UH's *Measuring Our Progress*, an annual progress report on system benchmarks and performance indicators ([IB-48](#)).

Native Hawaiian Students

The mission statement emphasizes particular attention will be paid to the Native Hawaiian students at Leeward CC. This commitment has been reinforced by the UH system and UHCC system strategic plans. Leeward CC has participated in the Achieving the Dream project for five years. Over the course of that time, the college has implemented a variety of interventions with varying success. The Achieving the Dream Cohort Performance report is posted on the Leeward intranet ([IB-46](#)), and annual reports of progress are available.

A chart of completion rates for all students, Native Hawaiian students, and non-Hawaiian students indicates Native Hawaiian students' completion rates still lag compared to non-Hawaiian students' completion rates.

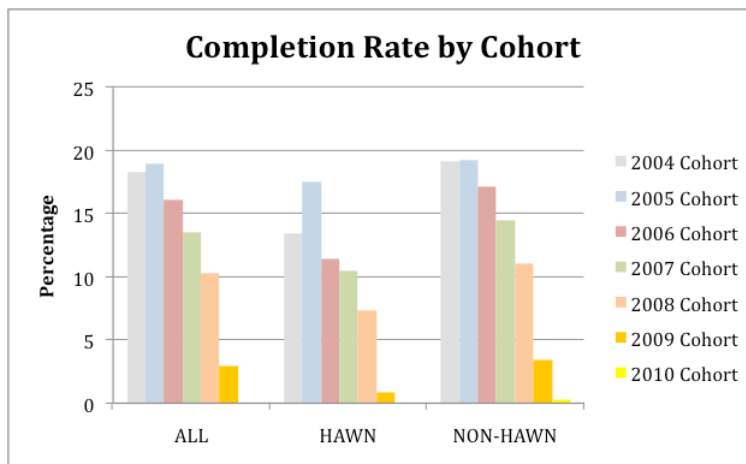


Chart 52, Completion rate by Cohort

The transfer rate of Native Hawaiian students seems to be showing some closing of the gap with more recent cohorts.

Assessing Student Learning

Comprehensive assessment reports are completed by the OPPA and updated on the college's intranet on a regular basis. The two key reports that exist are the SLO Assessment Status Report and the Assessment Progress Report ([IB-49](#), [IB-50](#)).

As of May 1, 2012, the overall percentage of courses assessed is 91.3 percent. The following table contains the percentage of courses assessed or were actively undergoing assessment for the six instructional divisions:

Instructional Division	Overall Percentage of Courses Assessed
Arts and Humanities	99.1%
Business	92.5%
Language Arts	90.9%
Math and Science	76.0%
Social Sciences	100%
Professional Arts and Technology	100%

Table 53, Percentage of Courses Assessed by Division

The overall percentage of courses assessed for Counseling is 100 percent.

In terms of assessing SLOs at the course level, there are two caveats to consider. According to the *SLO Assessment Status Report 2012 05 01*, although the college assessed 91.3 percent of all courses overall, some of the courses assessed were only in Phase 1a or were assessed two years earlier. Secondly, in any given course, only some—not all—of the SLOs have been or are being assessed.

The *SLO Assessment Progress Report May 2010-May 2012* provides information on the percentage of courses by instructional division conducting assessment over the past 24 months:

	May 2010	Oct 2010	June 2011	Oct 2011	Jan 2012	May 2012
Arts and Humanities	48%	53%	72%	95%	99%	99%
Business	69%	85%	88%	88%	88%	93%
Language Arts	60%	59%	82%	86%	88%	91%
Math and Science	42%	49%	60%	69A%	70%	76%
Social Sciences	52%	58%	82%	87%	100%	100%
Professional Arts & Tech	49%	53%	89%	93%	100%	100%

Table 54, Percentage of Courses Assessed, 2010-2012

In the past, completed assessment forms were uploaded into various document collection sites. Although assessment reports are generated monthly, these reports are limited to the proportion of courses performing assessment and the proportion of courses at each phase in the assessment cycle.

In 2010-2011, the college purchased and developed a project plan for Tk20 CampusWide, a comprehensive online assessment planning, data management, and reporting system ([IB-51](#), [IB-52](#)). Pre-implementation included identifying priorities, deploying a server, identifying an implementation committee and early implementers, and importing a complete SLO dataset. During the institutional planning phase, the college collected and uploaded institutional and program assessment data, SLOs, and assessment plan documents. This phase was delayed due to significant software upgrades by Tk20. In 2011-2012, the college trained six teams of early implementers to complete templates for curriculum maps and configure those maps in Tk20. In September 2012, there will be several Tk20 training sessions for program coordinators, division chairs, and division assessment representatives that focus on entering course assessment plans and course and program mapping within Tk20. One of the main purposes of Tk20 is to encourage

more pervasive, robust dialogue about student learning. For additional discussion on Tk20, see [Standard II.A.1.c., Course and Program Alignment](#).

Assessment results are also used to communicate matters of quality to students enrolled in particular courses, thus meeting the following Proficiency level statement in the ACCJC's Rubric for Evaluating Institutional Effectiveness (Part III): "Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled." As an example, the history faculty surveyed students enrolled in History 151 at the end of the spring semester in 2012 to measure student perceptions of their understanding of course SLOs ([IB-53](#)). This highly enrolled course had been identified as a gatekeeper course because its enrollment consists of 0.5 to 1.0 percent of the total student population and its success rate is below 70 percent. The survey directions to the students read as follows:

Your History 151 (World History I) course contains six learning outcomes that you are expected to understand by the end of the term. By this point in the semester, how close are you to meeting these outcomes?

Although the history faculty recognize that this assessment tool needs to be refined, the results indicate that students in both face-to-face and DE History 151 classes found the following SLO most difficult to understand: "Evaluate the historical roots of current events" ([IB-54](#)). Having identified this gap, faculty are now discussing how they might improve student learning.

Assessing Student Success

The SSC has four goals that have focused the campus' attention on more immediate results. In March 2012, a progress report ([IB-37](#)) was distributed to the vice chancellor of academic affairs, the UH BOR Community College Subcommittee, and the campus community. The report indicates that some early progress has been made.

In the area of developmental education, significant work has been done to reduce the amount of time students spend in developmental math with a redesign of the curriculum. In addition to the curriculum redesign, all math classes are now offered in an emporium model. This model allows for students to accelerate through math classes when appropriate.

Every student in Math 82 as of the fall of 2011 is in some sense taking an accelerated course, since the four-semester legacy sequence was replaced by three courses that can be completed in two semesters even with a low initial placement. The difference in the two programs is represented in the chart below:

	Legacy	Redesigned
Semester 1	MATH 1B	MATH 9 and MATH 18 (Students can complete MATH 9 in 5 weeks, and then have the ability to complete MATH 18 in the same semester.)
Semester 2	MATH 22	MATH 82
Semester 3	MATH 73	n/a
Semester 4	MATH 83	n/a

In the fall of 2011, at least 21 of the 549 students enrolled in MATH 18 were reported by instructors as having completed both MATH 18 and MATH 82. There were 36 of 761 students enrolled in MATH 82 to complete the course content early enough to be eligible to enroll in the part of term MATH 103 course. Of the 36 registered students, six students passed MATH 103 with a C or better.

Another area that is showing early success is the impact of programs focused on new students. The implementation of program counseling in career and technical education areas, mandatory New Student Orientation for all new-to-Leeward students, mandatory initial academic advising, and a broadened early alert system dubbed Maka‘ala, all have provided significantly different experiences for students starting their collegiate careers in the past two years.

The college uses longitudinal student achievement data to assess how well it fulfills its mission, as required by the Higher Education Opportunity Act of 2008. More students seem to be earning credits at a greater rate, with the Earned Credit Ratio (ECR) for first-time students approaching that of the mean ECR for all students on both campuses. In simple percentages, there has been an increase in the rate at which students are earning credits (presumably those that lead to degrees).

Earned Credit Ratios	Fall 2009	Fall 2010	Fall 2011
All students	75.5	77.0	78.6
First-Time Students	69.8	72.7	76.0
First-Time, Degree-Seeking	69.2	72.0	75.1

Table 55, Earned Credit Ratios, 2009-2011

Looking at overall course successful completion rates, the data indicates that all students are doing better in passing courses over the past three years, and that first-time students in particular are doing better than previously, with the mean success rates now approximately equal to that of all students three years ago.

Assessing Institutional Effectiveness

Leeward CC has developed a College Effectiveness Report for 2011-2012 ([IB-38](#)) to report on progress toward Leeward CC strategic goals and funding of the institutional plan items. This report indicates that the college has been effective in meeting its long-term goals.

Every two years, Leeward CC conducts the Community College Survey of Student Engagement (CCSSE). Its results have been particularly useful to Student Services at the college and is used to improve advising and financial aid services. The results, especially the general benchmarks, have been incorporated in annual reports by the OVPCC, which are used to report back to the colleges and the UH BOR on UHCC system progress. The college participated in CCSSE in spring of 2008 and spring of 2010. This national survey provides the college, in particular the student support services units, with data on student satisfaction with services and their educational experience, and student engagement in their classes and extracurricular activities, with the campus staff and faculty, and with their peers both in and out of their classes ([IB-55](#)).

CCSSE data for college indicated that average scores for the five benchmarks had increased by an average 8.9 percent from spring of 2008 (48.8 percent) to spring of 2010 (53.1 percent).

The Wai‘anae campus also participates in the CCSSE and has had its results disaggregated in spring of 2008 and spring of 2010. CCSSE data for the Wai‘anae campus indicates that average scores for the five benchmarks had increased by an average of 16.1 percent from spring of 2008 (54.8 percent) to spring of 2010 (63.7 percent). Also of note is that the Wai‘anae campus has the highest CCSSE scores of all of the UH community colleges.

The college also participates in the Annual Report of Program Data (ARPD), which is a UHCC system generated template to report on basic demand, efficiency, and effectiveness data for all of the CTE programs as well as developmental education programs, the Associate in Arts program, and support areas such as Academic Services, Student Services, and Administrative Services (IB-56). The data elements have been commonly defined by the colleges. Deans, program coordinators, and faculty at the college analyze the data to assess the health of programs, develop action plans for the coming year, and lay out resource implications. Program “health” is assessed according to standard benchmarks, which have been defined and set by the colleges.

The analyses, plans, and resource implications drafted by administrators, program heads, and faculty at the college are subsequently reviewed by the OVPCC and summarized, then reported to the UH BOR and the Federal Office of Vocational and Adult Education to inform the BOR and the Department of Education about program performance and satisfy the requirements of Perkins funding. Completed ARPDs have been posted on the internet for the last two years. Previous years are available through the Leeward intranet. The ARPDs become part of the APRs for the college.

Division chairs, area heads, and faculty doing the APRs use student achievement and learning outcome data from various sources, but they also become producers of information in the APRs. The information gathered is transmitted to administrators at the college and to the UH system office. Then, through the review and biennial budgeting process, the information becomes part of presentations made to the UH BOR and the Hawai‘i State Legislature.

Other Reports

Additionally, numerous and various reports are created ad hoc for presentation to various constituencies—to get legislative action, UH BOR approval, or grant funding. For example, at a recent UH BOR hearing, data on Leeward CC students who eventually graduated from UH with STEM-related degrees was used to get approval for an AS degree program in Natural Science (IB-57). The same data was later used to plan for demand areas in the Math and Sciences division at the college. The dean of arts and sciences also intends to use the data in applying for future National Science Foundation and Tribal Colleges and Universities Program grant proposals.

The Campus Council survey of the APR process (IB-40) conducted in May 2011 revealed some doubt about the use of assessments by decision makers. Questions 7, 8, 9, and 10 ask specifically about the use of data. There is agreement among 51 percent to 60 percent of the respondents (averaging 55 percent) that decision makers routinely use assessments to decide on strategic priorities, resource allocation, faculty/staff development, and improvements in programs and services for students. However, 15 percent to 23 percent of the respondents (averaging 19 percent) disagree and 22 to 28 percent (averaging 26 percent) are unsure.

In 2006, **Planning Agenda 4** identified the need “to ensure that communication of quality assurance is occurring between the institution and its students, faculty, staff, and public constituencies. The Director of Planning, Policy, and Assessment will develop a mechanism to make public evidence on the quality and integrity of the college’s programs.” The OPPA has a website with a wide range of institutional data posted (IB-58). The interim director is communicating on a regular basis with the campus community through email updates. The 2011-2012 College Effectiveness Report is also posted on the campus intranet (IB-38).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college adequately reports and assesses data elements such as retention of students from term to term, student progression to the next course/next level of course, student program (major) completion, student graduation rates, and student transfer rates to baccalaureate institutions. This reporting is required by the UH system and Leeward CC has successfully reported this data for many years. The processes, expectations, and reporting of assessment of SLOs and outcome measures are still undergoing changes and are becoming institutionalized.

The college, however, can more effectively communicate assessment to external constituents. The college does report on assessment completion, but the results of assessments are not reported to constituents other than through the APR process. Tk20 will allow for more informative reporting and institutional dialogue on assessment. Much of the college's assessments efforts thus far have been on implementing processes and creating an institutional norm of assessment practices. Tk20 will provide the infrastructure for more robust assessments and assessment data analysis and generate customized reports, such as unit dashboards, to help identify gaps.

Lastly, the college needs to separately collect assessment data for classes offered through DE and compare that data with those collected for traditional classes. Currently, DE assessments are collected and summarized with traditional classes.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Part II (Planning) and at the Proficiency level for Part III (SLOs) regarding the college's ability to communicate matters of quality assurance to all its constituencies, including comprehensive assessment reports and the students' ability to demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Looking to the future, full implementation of Tk20 will encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

Actionable Improvement Plans

Tk20 will be fully implemented and utilized by fall 2014. Once fully utilized, the college will focus on reporting and using assessment results for program and institutional improvements.

The OPPA will include disaggregated data on SLO assessment and student achievement for DE students and compare that data with those collected for traditional students by spring of 2013 and then on an annual basis.

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

Descriptive Summary

The college has a well-established planning process that occurs on an annual basis and is illustrated in the Leeward CC Planning Process diagram (see [Standard I.B.3.](#)). This systematic process results in resource allocations, which are driven by the mission and strategic plan, substantiated by data, and vetted by administration, the Campus Council, and standing committees. The college regularly reviews the planning process to determine its effectiveness and identify areas of improvement.

Mission and Strategic Plan

This evaluation process starts with the mission statement. In 2011, the campus began the process of reviewing the mission. The mission statement is to be reviewed at least once every six years as per the Policy on Institutional Mission, L4.100 ([IB-59](#)); however, the campus also undertook the review to ensure the mission aligned with the Leeward CC strategic plan which was implemented after the mission statement was approved in 2006 ([IB-60](#)). The mission statement review was completed in March 2012, and the UH BOR approved the revised mission statement in May 2012 ([IB-61](#)).

The Leeward CC strategic plan is a long-term document that is aligned with the UH and UHCC system plans. The campus reviews specific strategies on a regular basis, and the strategic plan was last updated in July 2011 ([IB-33](#)).

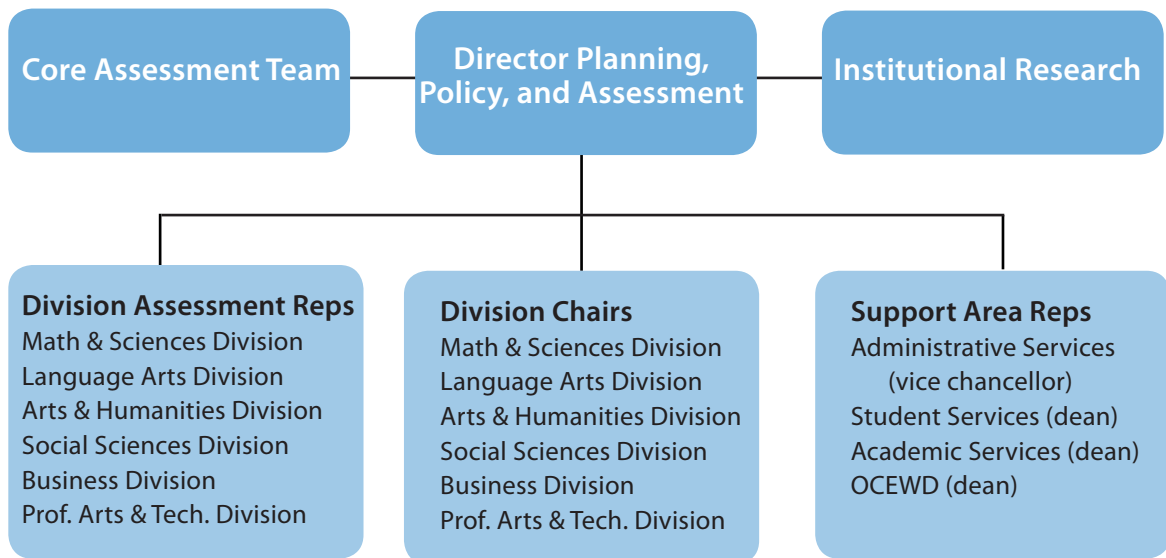
Assessment

The college continues to focus on improving the assessment of SLOs at the course and program levels. In 2006, a course assessment coordinator and a program assessment coordinator were appointed to develop procedures for collecting course and program assessments from the instructional divisions and support areas. After submitting the Annual Report to the ACCJC in 2008, however, it became evident that the college needed to accelerate the assessment of SLOs at the course level based on an established six-year timeline. In the summer of 2008, the college sponsored a SLO Design and Assessment Workshop led by Julie Slark, then assistant vice chancellor of educational services at Rancho Santiago Community College District. This workshop was attended by the college's director of planning, policy, and assessment, the institutional effectiveness officer, division chairs, and assessment team coordinators ([IB-62](#)).

As a result of the information learned at this workshop, an assessment team was designed to allow the college to meet proposed assessment deadlines, jump start a catch-up phase for assessment activities, and provide time for further campus discussions. This team, composed of a chair and several assessment coordinators, accomplished much during its two-year pilot project (2008-2010). The assessment team met for two years on a regular basis to review SLOs and proposed assessment plans. Team members would bring their respective division assessment plans to the meetings for discussion, and then feedback would be given to the proposer of an assessment plan. Through this process, the issue of ongoing assessment became a topic of discussion within disciplines and support area units across the campus. In 2009, the college created the OPPA, which consists of six positions, including a director, an institutional effectiveness officer, two institutional researchers, a policy analyst, and a grants coordinator. The director of OPPA provides assessment-related leadership and oversees all campus assessment efforts.

At the end of the pilot project in the spring of 2010, the college concluded that the assessment team's review of proposed assessment methods was time consuming and was delaying assessment efforts. Furthermore, course modifications submitted to the Curriculum Committee triggered a complete curriculum review, which further delayed the assessment process because curriculum approval takes a year. (IB-63, IB-64).

As a result, in 2010-2011, the college organized a core assessment team, which consists of the campus assessment coordinator, the institutional effectiveness officer, the Tk20 unit administrator, the Tk20 training coordinator, and the chair of the Faculty Senate's Program Review, Institutional Research, and Assessment Committee. Division chairs and support area representatives oversee the assessment process within their division or area to ensure that ongoing assessment occurs for all courses, programs, certificates, and degrees (IB-49). For example, the division chairs created a plan to assess at least two SLOs for all active courses in each division, a plan that was reinforced by a five-year assessment timeline (2010-2014). Division assessment representatives are responsible for working with faculty to carry out assessment efforts. Below is an organizational chart of those involved with assessment efforts on campus:



As an example of the division chairs' commitment to assessment, they attended the Using Assessment to Improve and Account for Student Learning Conference on February 27-29, 2012, at Newport Beach, California (IB-65). Upon their return, they shared a listing of best practices in assessment with division assessment representatives. The current structure of the assessment team on campus has made continued progress on ensuring assessment is ongoing, and there are no plans for additional changes at this time.

The OPPIA, with input from the division chairs and division assessment representatives, continues to evaluate program assessments with particular attention to the Associate in Arts (AA) degree. The chair of the Faculty Senate's Program Review, Institutional Research, and Assessment Committee completed a program assessment of the AA degree in 2011-2012. A broad-based ad hoc assessment committee and Faculty Senate reviewed the program assessment. The conclusion was to repeat the AA degree assessment in 2012-2013 after meeting with the Arts and Sciences divisions to discuss initial results. For a more in-depth discussion of the AA degree assessment, see [Standard II.A.1.c., Assessment of the AA Degree](#).

Currently, the director of OPPA and the campus assessment coordinator are participating in the 2012-2013 WASC Assessment Leadership Academy, which provides advanced training on assessment-related leadership (IB-66). The college's project consists of three parts:

1. Provide training and workshops to help divisions and support areas further develop their assessment practices.
2. Provide assessment training and workshops to help divisions and support areas better use assessment results to improve student learning.
3. Work with program coordinators and division chairs to develop more authentic program assessments and to use more diverse assessment methods.

The overall goal of these trainings and workshops is to promote and engage all campus constituencies in a culture of assessment.

The evolution of the college's assessment efforts demonstrates how Leeward CC has matured as an institution in terms of its level of SLO implementation based on the ACCJC's Rubric for Evaluating Institutional Effectiveness, Part III.

Annual Program Review

The APR process has been evaluated informally since its inception. Over the past six years a number of modifications have been made to streamline the program review process. The template for the APR cycle has been modified annually to address issues of complexity and duplication. In addition, the original planning process called for an Executive Planning Council (EPC) and five standing committees. In 2009, the EPC responsibilities were assigned to the Campus Council, and the number of standing committees was reduced to two.

In summer 2011, the administration recognized a need for a leadership planning retreat to address campus concerns about a lack of vision. This meeting provided an opportunity for a focus to be set by the campus leadership for the planning process with attention to the mission and strategic plan. This planning meeting will be institutionalized into the planning process in the future.

After the leadership planning retreat, an APR working committee was created to design prioritization criteria to be used in developing the planning lists and resource requests. The criteria for the prioritization process did not work as effectively as was hoped. The OPPA has begun reviewing criteria from other colleges, and revised criteria will be developed for the next planning cycle.

The APR working committee also developed in 2011-2012 a new timeline for the APR process. This new timeline had all instructional and support areas begin their APR templates at the same time instead of having the support areas wait for the instructional units to complete their templates. The change was recommended because the support areas are usually struggling to complete their reviews in a timely manner due to a shorter time frame. In addition, the support areas often lack the time to review each other's planning documents. With the new timeline, the support areas have more time to review the instructional planning documents as well as other support area planning documents.

During September 2011, the college consulted with Dr. Terri Manning, Director at the Center for Applied Research. Dr. Manning was hired to work with the support areas on developing outcomes assessment plans, and additional discussions were held on the effectiveness of the current planning process. Dr. Manning suggested following a model of utilizing an institutional effectiveness committee with appropriate subcommittees. She also suggested separating program

reviews, which typically have a three to five year cycle, from the annual review process. The interim director of planning, policy, and assessment has discussed these ideas with the administrative team and the division chairs. During 2012-2013, the interim director will convene a broad-based ad hoc committee to review the planning process and make recommendations for a redesigned process for the 2013-2014 academic year.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of the APR process. They said that there is a need to simplify and better explain the program review process. The college’s current process seems to be cumbersome and time consuming. There were recommendations to create an APR document that is more reflective of the overall goals for the division/unit and for the college, thus creating a more effective review ([IB-14](#)).

Institutional Plan

The institutional plan is the result of the APR prioritization process. Once a draft institutional plan is created, it is presented to the Campus Council for final review and approval. In April 2012, the interim director presented the draft institutional plan in a step-by-step format allowing for dialogue on the various parts of the plan ([IB-67](#)). Some recommendations for changes were made, and discussions ensued regarding the priorities. After a final vote was taken, the initial institutional plan was approved. The interim director will be looking for ways to make the discussion of the institutional plan more interactive in the future.

Resource Allocation and Implementation

Resource allocations are determined primarily by the institutional plan. The vice chancellor of administrative services uses the institutional plan to inform funding decisions when additional funding is available in the operating budget and to make requests to the UH system for new general funds, Capital Improvement Program funds, and Repair and Maintenance funds. Currently this process is completed within the vice chancellor’s office in conjunction with the vice chancellor of academic affairs and the chancellor. The final funding decisions, however, can be more widely communicated to the campus community.

Evaluation and Review

The evaluation process is continuous. The college has used the Commission’s Rubric for Evaluating Institutional Effectiveness as a formative assessment tool to evaluate its program review, planning, and assessment processes. Faculty and staff have used the characteristics of institutional effectiveness for the different levels of implementation provided in the Rubric to determine how well the college is doing and to identify areas of improvement. In addition, faculty and staff have used the ACCJC’s College Status Report on Student Learning Outcomes Implementation to help them determine the college’s implementation level and overall status.

During the spring of 2012, the college consulted with Dr. Robert Pacheco, dean of institutional planning, research, and grants at MiraCosta College, to help faculty and staff implement a formal rubric analysis of the ACCJC’s Rubric for Evaluating Institutional Effectiveness. This analysis included a self assessment portion and an action plan portion. Below are the categories for each portion of the analysis based on characteristics of proficiency identified in the Commission’s Rubric for Evaluating Institutional Effectiveness.

Rubric Self Assessment				
Elements of Proficiency	How is the college doing?	How do you know? (What evidence do we have to support our assessment?)	What do we need to do to improve? (What gaps do we need to close?)	What actions or steps do we plan to take to close these gaps? (Action items)
Elements of Sustainable Continuous Quality Improvement	(Fully met, met, and partially met?)			

Rubric Action Plans					
Elements of Proficiency	Action items (Copied from the Self Assessment)	How will we know if we have completed the actions?	What is the timeline for completing these actions?	Who will lead our efforts to complete the actions?	What resources do we need?
Elements of Sustainable Continuous Quality Improvement					

As a result, completed templates for program review, planning, and SLOs were instrumental in guiding the formation of the actionable improvement plans for the college's Institutional Self Evaluation Report and in completing the ACCJC's College Status Report on SLO Implementation.

The 2011-2012 College Effectiveness Report ([IB-38](#)) is a step to formalizing the evaluation process and communicating findings to the campus and outside constituents. The report provides progress on strategic goals and indicates if resource allocations from previous planning efforts have resulted in improvements to the college's student learning programs and services. The report also contains the results from several campus wide surveys and the recommendations that resulted from them.

Institutional policies are reviewed routinely to assess their validity and accuracy. When reviewing the effectiveness of the Policy on Program Review, which was issued in 2005, it became clear that it was too broad and the terminology no longer reflects current use. As a result, the OPPA developed more specific and directive policies to communicate campus standards and procedures ([IB-68](#)).

In addition, the college has created a DE Report to review the effectiveness of DE learning programs and related student and learning support services and use that evidence to make improvements ([IB-69](#)).

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Assessment efforts at the college are ongoing and systematically reviewed and modified to evaluate their effectiveness. The APR process provides a mechanism for divisions, programs, and units to analyze their efforts and make recommendations for improvement. Resources have been allo-

cated based on the institutional plan, which results from the compilation of all campus planning lists. The College Effectiveness Report provides assurance that the college is meeting its strategic goals and resource allocation decisions are a result of the planning process. While the college has formalized how it reviews and modifies its planning and resource allocation processes, the college intends to continue improving the effectiveness of these evaluation mechanisms.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Parts I and II and the Proficiency level for Part III regarding the college's ability to evaluate and refine the effectiveness of its assessment, program review, planning, and resource allocation processes in supporting and improving student learning and achievement and in improving institutional effectiveness. Nonetheless, the college recognizes that in order progress to the Sustainable Continuous Quality Improvement level for Part III, the college needs to more rigorously and systematically evaluate and fine tune its organizational structures to support student learning.

Actionable Improvement Plans

The OPPA will coordinate assessment-related training and workshops to further develop practices and the use of results to improve student learning by spring of 2014.

The OPPA will review models for institutional effectiveness and make recommendations for a redesigned comprehensive planning process for the college by spring of 2013.

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

Descriptive Summary

As described in [Standard I.B.6.](#), the college has implemented an ongoing planning process. Its effectiveness is determined through a review of progress made over time. The responsibility for an overall evaluation of the planning process was assigned to Campus Council.

In May 2011, Campus Council conducted a survey of the APR process ([IB-40](#)) to assess the effectiveness of the planning process. After administering the survey, the Campus Council reviewed the results at their November 7, 2011, meeting ([IB-70](#)).

The Campus Council received responses from about 30.5 percent of faculty and staff (120 respondents). Looking at questions specific to the APR templates and process, 65 percent of respondents can see how the APR templates help divisions and units establish budget priorities (question 20). It is less clear if the use of the APR template makes the process manageable for the divisions and units (question 18) with just half of respondents agreeing with the statement.

Excerpted from the 2011-2012 College Effectiveness Report ([IB-38](#)), the survey also revealed some weaknesses and resulted in the following recommendations:

- Review the APR templates and identify ways that the templates can make the review process more manageable.
- Review the APR templates and identify ways that the templates can enable units to better identify priorities for student success.
- Provide divisions with a process for increased engagement.

- Increase communication throughout the process and provide feedback on the planning list results.
- Constant communication is needed from discipline level, division level, administrative level, Campus Council, and institutional plan.
- Make clear connections between student and institutional assessments and decision making about resource allocation, faculty and staff development, and improvements in programs and services for students. This can be achieved through better communication by administration and campus leadership to faculty, staff, and students.
- Improve communication throughout each process to ensure that the campus sees the connection between the planning process, the annual program review process, and the allocation of resources.

Most of the recommendations had to do with clarifying and streamlining the APR process and better communication between administration and faculty and staff about the evaluation and outcomes of institutional planning and resource allocation.

The campus is also involved in a separate program review analysis called the ARPD that informs the UHCC system on the “program health” of all programs at Leeward CC. The programs reported on for the system include all CTE programs, the AA degree program, developmental education initiatives, and support areas such as Academic Services, Student Services, and Administrative Services. All of the program reviews are expected to be reviewed by UHCC academic affairs administrators (AAA). In their review process, the AAA may make recommendations for improvements in the ARPD data measurements or templates. The AAA also looks for trends and patterns in the reported data that may inform campus decisions on program improvements. A program may be discontinued if the program health remains low for an extended period of time.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The APR process is reviewed and evaluated annually. The survey conducted by the Campus Council in 2011 provided several recommendations for improvement in the process. The ARPD process is also reviewed and evaluated annually with the templates being updated as needed to provide more meaningful information to decision-makers.

While the college has taken significant steps to assess its evaluation mechanisms, the college intends to continue improving the effectiveness of its systematic review.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Sustainable Continuous Quality Improvement level for Parts I and II and at the Proficiency level for Part III regarding the college’s ability to assess the effectiveness of its evaluation mechanisms in improving instructional programs, student support services, and library and other learning support services. Nonetheless, the college recognizes that in order progress to the Sustainable Continuous Quality Improvement level for Part III, the college needs to more rigorously and systematically evaluate and fine tune its organizational structures to support student learning. Leeward CC strives to make the improvement of student learning a visible priority in all practices and structures across the college.

Actionable Improvement Plans

See [Standard I.B.6](#).

Standard I.B. Evidence

- IB-1 Faculty Senate Meeting Minutes**
<http://emedia.leeward.hawaii.edu/senate/minutes.html>
- IB-2 Campus Council Meeting Minutes, Leeward CC Website**
<http://www.leeward.hawaii.edu/campuscouncil-minutes>
- IB-3 Campus Council Meeting Minutes, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/411>
- IB-4 Business Division Meeting Minutes with Planning List, November 22, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26948/BusDivMinutes%2011-22-11.pdf>
- IB-5 Business Division Approved Planning List, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26950/Business_Division_2011-2012%20Priority%20List.pdf
- IB-6 APR Template, Divisions, 2011-2012 (Page 21)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27032/6_LCC_APR_Template_Div_2010-2011.pdf
- IB-7 APR Template, Native Hawaiian Programs, 2011-2012 (Pages 17-19)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27033/7_APR_NH_Programs_2011-2012.pdf
- IB-8 Annual Program Reviews, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>
- IB-9 Leadership Retreat Summary Notes, July 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26765/LCCRetreat-SummaryNotes.pdf>
- IB-10 Student Success Committee, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/student-success-committee>
- IB-11 Strategic Plan Forum Session Notes, March 11, 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26831/Strategic%20Plan%20Forum%20Session%201%20Notes%202008%2003%2011%20r2.pdf>
- IB-12 Strategic Plan Forum Session Notes, March 12, 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26832/Strategic%20Plan%20Forum%20Session%202%20Notes%202008%2003%2012.pdf>
- IB-13 Strategic Plan Forum Session Notes, March 19, 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26833/Strategic%20Plan%20Forum%20Session%203%20Notes%202008%2003%2019.pdf>
- IB-14 Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26973/Convocation_Roundtable_Summaries_Spring_2012.pdf
- IB-15 Convocation Evaluation Summary, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27034/15_Spring_2012_Convocation_Eval_Summary.pdf

- IB-16 **Assessment Team Meeting Minutes, August 31, 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27035/16_Assessment_Team_Agenda_2009_08_31.pdf
- IB-17 **Assessment Team Meeting Minutes, September 16, 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27037/17_Assessment_Team_Agenda_2009_09_16.pdf
- IB-18 **Faculty Senate Meeting Minutes, May 12, 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26860/FS-051210minutes.pdf>
- IB-19 **OPPA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/assessment>
- IB-20 **Policy on Curriculum Revision and Review, L5.201**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27038/20_Policy_on_Curriculum_Review_and_Revision_L5.201.pdf
- IB-21 **SLO Assessment Form (Revised December 12, 2011)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27039/21_SLO_Assessment_Form_2011_12_12.pdf
- IB-22 **English 100 Assessment Meeting Notes, March 20, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27040/22_ENG_100_Assessment_Meeting_Notes_2012_03_20.pdf
- IB-23 **English 100 Best Practices Responses**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27041/23_ENG_100_Best_Practices_Responses.pdf
- IB-24 **Assessment Meeting Agenda, February 6, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27043/24_Assessment_Meeting_Agenda_2012_02_06.pdf
- IB-25 **Assessment Meeting Minutes, February 6, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27044/25_Assessment_Meeting_Minutes_2012_02_06.pdf
- IB-26 **Assessment Meeting Follow-Up, February 6, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27045/26_Assessment_Meeting_Follow_Up_2012_02_06.pdf
- IB-27 **Assessment Meeting Agenda, March 19, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27046/27_Assessment_Meeting_Agenda_2012_03_19.pdf
- IB-28 **Assessment Meeting Minutes, March 19, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27042/24_Assessment_Meeting_Minutes_2012_03_19.pdf
- IB-29 **APR Template, Social Sciences, 2011-2012 (Pages 13-14)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27047/29_APR_Soc_Sciences_2010-2011.pdf
- IB-30 **APR Template, Professional Arts and Technology, 2011-2012 (Pages 20-21)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27048/30_APR_PAT_2011-2012.pdf

- IB-31 **Performance DE and Non-DE 2010-2011 Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27049/31_Report_Comparing_Performance_DE_&_Non-DE_Classes_AY_2008-2011_v2_2011_10_14.pdf
- IB-32 **APR Template, Business, 2011-2012 (Pages 33-34)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27050/32_APR_Business_2011-2012.pdf
- IB-33 **Leeward CC Strategic Plan Update, July 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26595/SP_Update_July2011.pdf
- IB-34 ***UH System Strategic Plan: Entering the University's Second Century, 2002–2010***
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27051/34_UHCC_Strategic_Plan.pdf
- IB-35 **VPCC John Morton's Presentation, Spring 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27052/35_Morton_Visit_Spring_2011.pdf
- IB-36 **VPCC John Morton's Presentation, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27053/36_Morton_Visit_Spring_2012.pdf
- IB-37 **Student Success Committee Interim Report of Progress, March 15, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27054/37_SSC_Interim_Report_of_Progress_March_2012.pdf
- IB-38 **College Effectiveness Report, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27055/38_College_Effectiveness_Report_v5.pdf
- IB-39 **2011 Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27056/39_Leeward_Campus_Employee_Satisfaction_Survey_2011_05_26.pdf
- IB-40 **Campus Council Survey on the Annual Program Review Effectiveness**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26878/Survey%20Results%20APR%20Process%20Aug%202011.pdf>
- IB-41 **Report Comparing Performance—DE and Non-DE Classes AY 2008-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27057/41_Report_Comparing_Performance_DE_&_Non-DE_Classes_AY_2008-2011_v2_2011_10_14.pdf
- IB-42 **Templates and Rubric, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/506>
- IB-43 **Linkage between SLO Assessment Data and Planning Lists**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27264/SLO_Assessment_Data_Linkage_Planning_Lists.pdf
- IB-44 **Policy on Annual Program Review, L5.202**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27058/43_L5.202_Policy_on_Annual_Program_Review.pdf
- IB-45 **Institutional Plans, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2724>

- IB-46 **IR Data, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/436>
- IB-47 **UHCC System, Institutional Research and Analysis Office**
<https://www.hawaii.edu/institutionalresearch/home.action>
- IB-48 **UH *Measuring Our Progress***
<http://www.hawaii.edu/ovppp/mop/>
- IB-49 **SLO Assessment Status Report 2012 05 01**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27059/48_SLO_Assessment_Status_Report_2012_05_01.pdf
- IB-50 **SLO Assessment Progress Report May 2010-May 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27060/49_SLO_Assessment_Progress_May2010_May2012.pdf
- IB-51 **Tk20 Login for Leeward CC (Login Needed)**
<https://leeward.tk20.com/campustoolshighered/start.do>
- IB-52 **Tk20 Project Plan for Leeward CC**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26956/Tk20_Leeward%20Project%20Plan041511-2.pdf
- IB-53 **History 151 and History 152 SLO Assessment Plan, Spring2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26964/Hist151&152_SLO%20Assessment_Spring2012.pdf
- IB-54 **History 151 SLO Assessment Results, Spring2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26965/HIST151_SLO_Assess_S12_Results.pdf
- IB-55 **“CCSSE Scores Improve”**
<http://www.leeward.hawaii.edu/news-CCSSE>
- IB-56 **UHCC Annual Report of Program Data (ARPD) Website**
<http://www.hawaii.edu/offices/cc/arpd/>
- IB-57 **STEM**
<http://www.leeward.hawaii.edu/STEM>
- IB-58 **OPPA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/oppa>
- IB-59 **Policy on Institutional Mission, L4.100**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26909/L4.100_PolicyonInstitutionalMission.pdf
- IB-60 **Chancellor’s Mission Statement Charge**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27062/59_Mission_Statement_Charge.pdf
- IB-61 **Leeward CC Mission Statement, Approved May 2012**
<http://www.leeward.hawaii.edu/mission>
- IB-62 **Assessment Pilot Project (2008-2010), Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/432>

- IB-63 **DPPA's Report to the Faculty Senate,
"FYI: Pilot Project—SLO Assessment," September 9, 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26784/FYI-Pilot%20Project--SLO%20Assessment%209-9-2008.pdf>
- IB-64 **DPPA's Report to the Faculty Senate,
"Report on Pilot Project—SLO Assessment," August 10, 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26783/ReportPilot-ProjectSLOAssessment%208-23-2010.pdf>
- IB-65 **Using Assessment to Improve and Account for Student Learning Conference,
February 27-29, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27063/64_Using_Assessment_Conference.pdf
- IB-66 **WASC Assessment Leadership Academy**
<http://www.wascsenior.org/leadershipacademy>
- IB-67 **Institutional Plan PowerPoint Presentation, April 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27065/66_Institutional_Plan_Presentation.pdf
- IB-68 **Leeward CC Policies**
<http://www.leeward.hawaii.edu/policies>
- IB-69 **DE Data Report, May 11, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27068/68_DE_Data_Report_2012_05_11.pdf
- IB-70 **Campus Council Meeting Minutes, November 7, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26761/CC%20Minutes%2011-07-2011-approved.pdf>

Standard II: Student Learning Programs and Services

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



The Blessing of the new Learning Commons

II.A. Instructional Programs

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

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

Descriptive Summary

All instructional programs offered by Leeward Community College (Leeward CC) are developed so that they can be available through different delivery methods, including being offered at the Pearl City campus, the Wai‘anae campus, or through distance education (DE).

Educational Goals

Leeward CC is the first community college in Hawai‘i that was developed as a liberal arts college as it did not have a connection to a pre-existing technical school. The emphasis on liberal arts has continued and in 2010-2011, there were 80 percent Associate in Arts (AA) degrees granted of the total degrees awarded. Of those AA degrees, ten percent were awarded as AA in Teaching (AAT) degrees. In addition, of all students graduating or transferring at the end of 2010-2011, approximately 25 percent transferred to a University of Hawai‘i (UH) baccalaureate university and 75 percent attained a degree.

Student learning outcomes (SLOs) and authentic assessments are in place for courses, certificates, programs, and degrees. These assessments are ongoing and systematic and used for the improvement of student learning. For an in-depth discussion on how the college has implemented SLOs at the Proficiency level according to the ACCJC’s Rubric for Evaluating Institutional Effectiveness—Part III, see [Standard II.A.1.c](#).

Alignment with Mission

The approval process for all courses, programs, and certificates follows specific guidelines as administered through the college’s Policy on Curriculum Review and Revision, L5.201 ([IIA-1](#)). This curricular process includes a requirement that all courses and programs align with the college’s mission. When a course is proposed, modified, or reviewed, the proposer must answer a question about the “curricular function” as it relates to the college’s mission and the achievement of relevant degree and certificate program requirements. When a program or certificate goes through this curricular process, the proposer must answer a question explaining the relationship of the program learning outcomes (PLOs) to the college’s mission.

An example of program alignment to the mission can be found with the AAT degree. The example below is from Curriculum Central, the UH online system for curriculum review.

Field 1: Are the program outcomes appropriate functions of the college and university? (Relationship to university and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.?)

The college's current strategy (College Mission Statement, 2006-2007 Catalog and the most recent, 2008 - 2009) recognizes the difficulty that public schools in its Leeward and Central service area have experienced with the recruitment and retention of teachers, and it provides the proposed AAT degree as part of its commitment to address that challenge. From the outset, the college will structure the program with a career ladder concept in mind. This approach will help the AAT program to access existing, successful program feeders into the pipeline of teaching recruits.

Additional examples can be found in Appendix IIA-A (Programs Aligned with Mission) ([IIA-2 through IIA-6](#)).

The Annual Program Review (APR) process, as administered through the college's Policy on Annual Program Review, L5-202 ([IIA-7](#)), provides another mechanism to ensure that all courses, programs, and certificates align with the college's mission. Each year, all units and areas complete an APR template, which includes a question about how the work performed by faculty or staff in that unit or area is aligned with the college's mission. An excerpt from the completed Leeward CC Wai'anae APR template is shown below.

Leeward CC Wai'anae Summary, Question 1: Provide a brief analysis of Leeward CC Wai'anae based on: Alignment with college mission; Evidence of quality; Evidence of student learning; Resource sufficiency; Recommendations for improving outcomes

The work performed at Leeward CC Wai'anae is fully aligned with the college mission, most specifically in the areas of access, teaching and learning, workforce development, and community development. We view our work as an opportunity to work with others in partnership to raise the social and economic indicators of the Wai'anae community through greater access to higher education. Evidence of the quality of our work comes from the general and sometimes significant increases we have seen in enrollment, retention, and persistence of our students. Evidence of student learning also comes from the increases in student success in most classes. We are exploring several initiatives to improve student success and persistence outcomes, including a first year male mentoring program, contextually-based, learner-centered instruction, and on-site childcare facilities.

For an in-depth discussion on how the college's curriculum review and revision process works toward upholding the integrity of the college's programs, see Standard [II.A.2.a](#) and Standard [II.A.2.c](#). For an in-depth discussion on how the APR process works toward upholding the integrity of the college's programs, see Standards [II.A.2.e-f](#). For additional discussion on how programs are assessed for currency, teaching and learning strategies, and student learning outcomes, see Standards [II.A.1.c](#) and [II.A.2.c-f](#).

Emerging Fields of Study

A key principle in the college's mission is preparing students for careers in high-demand and emerging fields. To this end, the college has developed specific credit and non-credit programs. An example of a new program developed to meet Workforce Development needs is the Certificate of Professional Development in Process Technology which consists of 13 non-credit courses. This certificate utilizes a recognized process technology curriculum and was first offered through the Office of Continuing Education and Workforce Development (OCEWD) in December 2008. This certificate provides petroleum-refining and power-generation industries in Hawai'i with needed trained technicians in Process Technology. Students that complete this certificate are eligible to take a certification exam. Another newly approved program in an emerging field is the AS in Health Information Technology (AS-HIT) degree, which will be offered to students in the fall of 2012. Through this program, students will be able to expand their records and information management skills in medical coding and medical records, including electronic records. Additional examples can be found in Appendix IIA-B (Programs in High-Demand and Emerging Fields) ([IIA-8 through IIA-11](#)).

The college has recently focused more attention on four specific goals with the creation of the Student Success Committee (SSC). The creation of this committee and its goals is discussed in [Standard I.B.1](#). One of the goals of the SSC is to increase the number of graduates and transfers in all programs by 25 percent. This is also a UH system goal. When compared to the baseline year of 2010, the college is already making progress in the number of degrees and certificates awarded. For the number of students transferring, Leeward CC has already met the 25 percent increase goal ([IIA-12](#)).

As emphases on graduation and transfer rates have increased, the college has made changes to the AA degree to facilitate degree achievement. These changes in the AA degree requirements are predicted to lead to higher graduation rates for students earning the AA degree. In 2011, the AA degree was revised in an effort to better align Leeward CC's degree requirements with the degree requirements at UH Mānoa to help students who planned to transfer and complete a baccalaureate degree ([IIA-13](#)). Since this change was approved, 39 students earned an AA degree that would otherwise not have met the requirements under the previous AA degree. This translates into an 8.7 percent increase in AA degrees awarded with the new degree requirements.

A number of new initiatives have been adopted on campus to increase the graduation and transfer rates in Career and Technical Education (CTE) programs including the addition of program counselors within divisions to provide stronger support to students. A focus on increasing graduation and transfer rates in all programs has led to increased visibility and training on the use of STAR for Students ([IIA-14](#)) and the adoption of the mandatory New Student Orientation (NSO). Some increases have been demonstrated in CTE graduation rates, though the college is looking for additional increases in completion rates in the coming years ([IIA-15](#)).

Distance Education

Instructional programs offered through DE must also address and meet the mission of the college and uphold its integrity. DE courses and programs support three of the four core principles in the college's mission: Access, Work Force Development, and Personal Development. Offering a broad range of DE courses for students who will be entering an increasingly technological workforce environment supports the college's mission to provide a trained workforce needed in the State, region, and internationally, by allowing students to remain in their geographical areas while taking post-secondary courses as they receive training or retraining for the workforce. DE courses also support the college's mission to provide opportunities for occupational upgrading by providing students with opportunities to use technology in an academic and work-related

environment beyond their personal experiences with technology for social networking or entertainment. A complete listing of programs that can be completed entirely online can be found in the evidence list ([IIA-16](#)).

Specific courses and programs are offered via DE to address workforce development. It is clear from enrollment that there is a demand for online sections of particular courses and in some cases entire programs. The AAT program, for example, offers all of its required courses in both face-to-face and online delivery formats. Teacher training is a high-need area in the local community, particularly on the Wai‘anae coast, where course offerings at the Leeward CC Wai‘anae campus are limited by distance and classroom space concerns. In addition, some courses are offered via DE to address transfer needs of students such as English 200, Composition II, which is required for all students transferring to or attending UH West O‘ahu, one of the UH baccalaureate institutions.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

While the college is able to demonstrate that face-to-face and DE instructional courses and programs address and meet the mission of the college and uphold its integrity, there could be more evidence of this connection with a deeper analysis of disaggregated data on student achievement and SLO assessment results for DE students.

Actionable Improvement Plans

See [Standard I.B.5](#).

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

Descriptive Summary

The students at Leeward CC come from diverse backgrounds and have a variety of needs that must be addressed.

Diverse Population

Fall Headcount All Students, Full-time and Part-time				
Race/Ethnicity	2010		2011	
	Headcount	Percentage	Headcount	Percentage
American Indian or Alaska Native	11	15	0.3%	0.4%
Asian	1,827	1,460	42.3%	40.3%
Black or African American	95	87	2.2%	2.4%
Hispanic/Latino of Any Race	87	88	2.0%	2.4%
Native Hawaiian	1,163	912	26.9%	25.2%
Other Pacific Islander	99	126	2.3%	3.5%
White	419	463	9.7%	12.8%
Two or More Races	580	424	13.4%	11.7%
Unknown/Other	35	51	0.8%	1.4%
Total	4,316	3,626	100.0%	100.0%

Table 56, Fall Enrollment by Race/Ethnicity

The majority of the student body identify themselves as Asian with a large percentage identified as Hawaiian and Pacific Islander. The Native Hawaiian and part Hawaiian ethnicity has seen the largest percentage growth in recent years and constituted 26.1 percent of the student population in the fall of 2010. To address this student population, the college created the Hālau ‘Ike O Pu‘uloa Native Hawaiian Student Support Program ([IIA-17](#)). This program is an academically rigorous and culturally relevant pu‘uhonua (place of refuge) that houses academic and student support programs. The college has also added a program counselor to specifically support Native Hawaiian students. A second Native Hawaiian program counseling position is currently the top instructional priority for the college ([IIA-18](#)). In addition, the college will be offering the AA in Hawaiian Studies (AA-HS) beginning in the fall of 2012 ([IIA-19](#), [IIA-20](#)).

Other significant characteristics of the student body are that it includes approximately 60 percent women, 58 percent of students are attending school part time, and the average age of students is 25, with 32 percent in the 25 and over age range (non-traditional students). Students entering the college also show a lack of basic skills with more than 60 percent of students entering higher education being placed in basic/developmental level English and/or math courses.

The Wai‘anae campus data, as a subset of the Leeward CC data, indicates that 73 percent of students attending that campus are female and the average age is 27, with 44 percent being over

the age of 25. The majority of students at the Wai‘anae campus identify themselves as Native Hawaiian or part Hawaiian (68 percent). Academic preparation is a significant and serious issue, as over 90 percent of new students are placed in developmental math, over 50 percent in developmental reading, and over 65 percent in developmental writing.

The college seeks to meet the varied educational needs of its diverse student body through programs consistent with students’ educational preparation, diversity, and demographic and economic backgrounds. Many of the college’s programs are designed to address specific student needs, such as the programs listed in Appendix IIA-C (Programs to Address Specific Student Needs) ([IIA-21 through IIA-30](#)).

To help identify and meet student learning needs, the college uses demographic and other statistical information collected by the University of Hawai‘i Office of Institutional Research (UH IRO) and published as Management and Planning Support Reports, which are included in the Leeward CC Fact Sheets 2006-2011 published on the college’s Office of Planning, Policy and Assessment (OPPA) website ([IIA-31](#)). These reports include course registration data, degrees and certificates earned, enrollment projections, and graduation and retention rates. The data is often disaggregated by demographics.

This data is available to the campus-at-large and distributed as part of the APR process where it can be referenced and analyzed in the APR template to address student learning needs. Two examples are provided in Appendix IIA-D (Data and Analyses in the APR Template) ([IIA-6](#), [IIA-32](#)).

Educational Preparation

In the fall of 2011, the placement of students showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math.

Adult Basic Reading	6.6%
Developmental Reading	36.5%
Total Reading	43.1%
Adult Basic Writing	17.5%
Developmental Writing	44.7%
Total Writing	62.2%
Adult Basic Math	4.2%
Developmental Math	75.1%
Total Math	79.3%

Table 57, Placement in Developmental Courses

To address the level of under-preparedness of students, a number of innovative interventions have been implemented in the developmental math and Language Arts classes. More discussion on the newly deployed math emporium model can be found in [Standard II.A.1.b](#). The Language Arts division has experimented with several models for accelerating course completion for students in developmental education classes. The models range from compressing four developmental education classes into a single 6-credit course to combining students in the developmental education composition course with the college-level composition course.

On the support side, Student Services has employed a number of methods for providing intrusive support to students. Some examples of new initiatives include mandatory NSO and initial advising for all students new to the college; fundamental instruction in the use of STAR for Students as a degree planning tool for students; intrusive counseling for students with demonstrated need for additional support; and alternative delivery methods to address students who are not readily available for in-person advising and counseling during regular work hours.

Student Engagement

In 2008 and 2010, the college participated in the Community College Survey of Student Engagement (CCSSE) to ascertain additional information about the needs of Leeward CC students. In 2010, one of the areas of highest student engagement was the frequency of peer and other tutoring ([IIA-33](#)). The college has provided additional resources for peer tutoring in developmental education and to support STEM and gatekeeper courses. Programs including the AAT and the Hālau 'Ike O Pu'uloa have also implemented peer tutoring to provide support to their students.

Areas of lowest student engagement included the use of skills labs and computer labs. One change adopted by the college that may address these issues includes renovating the library building into a learning commons complex. The renovated facility will provide open access to computers as well as easy access to tutoring services in the same location. The campus also recently renovated a space to house the math emporium classes. With this newly renovated space, students' attendance will be required to practice skills and take math course assessments.

The Wai'anae campus also participated in the 2008 and 2010 CCSSE and received its data disaggregated from the main campus. In 2010, Wai'anae received significantly higher scores than the Pearl City campus in all five benchmarks. In addition, between 2008 and 2010, the Wai'anae campus saw a 16 percent increase in its CCSSE benchmark scores. This significant increase is a recognition of the improvements made at the Wai'anae campus in the past six years.

One of the areas of highest student engagement at the Wai'anae campus is the frequency of use of computer labs. Significant improvements have been made since 2006 in access to technology with the purchase of 50 Dell laptop computers, 16 Mac laptops, and 15 additional desktops. With wireless access, students can use the laptops anywhere in the building. As a result, the study areas are often overflowing. Two of the areas of lowest engagement were the frequency of use of student organizations and use of peer tutoring. Since the CCSSE was administered in the spring of 2010, the Wai'anae campus has dedicated staff to improve engagement in student activities and increase participation in student organizations and has hired additional math and writing tutors.

Distance Education

For DE students, individual instructors may have students complete an online-learning preparedness survey (self-inventory, orientation, assessment) and/or eCAFE course evaluation questions concerning sufficient equipment and technical skills ([IIA-34](#), [IIA-35](#)).

In efforts to continue identifying additional student learning needs during the semester, the Educational Media Center (EMC) hosts iLearn and a social networking site where online students post their questions and concerns in addition to finding out about campus workshops, and so forth. ([IIA-34](#)).

At the end of each semester, students enrolled in DE courses are sent an online DE student satisfaction survey by the DE coordinator using the SurveyShare software. Results from the survey show that on the average over 75 percent of DE students are female and over the age of 20, and

nearly 70 percent have taken more than one DE course. Over 80 percent of the students agreed that the evaluation of their performance included a variety of methods other than tests and quizzes; that there were opportunities to interact with other online students; and that the learning activities helped them reach the stated goals of the course. The DE student satisfaction survey is the primary means by which the college attempts to identify needs specific to online students ([IIA-36 through IIA-42](#)).

To further meet student learning needs, some courses, such as English 200, include real-time online workshops (via online meeting software such as Blackboard Collaborate) with various campus resources, such as reference librarians, writing consultants, counselors, and Job Prep Services staff. In addition, the college's website hosts a dedicated Distance Education Student Support webpage, which most online instructors link to their online courses. This page includes a centralized list that includes links to services most relevant to online students; for example, Lulima support services, the library, the Learning Resource Center, and the Smarthinking tutoring services. ([IIA-43](#)).

Currently DE course assessment is conducted within that of face-to-face sections of a particular course, and disaggregated DE-specific student achievement rates have not yet been compiled. In order to examine whether DE students (versus students in face-to-face sections) are meeting SLOs, the college is devising a method to disaggregate DE data for analysis.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #2: Instructional Programs](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

While the college is meeting the needs of its students of varied educational backgrounds, challenges remain with regard to a lack of research and analyses of the DE students' learning needs and achievement. Course and program assessments need to be disaggregated for DE students to determine if the delivery method is consistent in supporting student learning when compared to traditional classes. In addition, there is a lack of student achievement data disaggregated for DE students. Additionally, there is no institutionalized process for students to evaluate their online learning preparedness.

Course assessment is widely implemented; however, comprehensive reporting of outcome achievement is still limited for traditional and online courses.

Actionable Improvement Plans

See [Standard I.B.5](#).

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

Descriptive Summary

At Leeward CC, instructors consult with their division chair and discipline faculty to determine which delivery systems and modes of instruction are appropriate for their courses. These procedures are clearly delineated in the *2009-2015 Agreement between the University of Hawai'i Professional Assembly and the University of Hawai'i Board of Regents* ([IIA-44](#), Article IV.B.3., page 4).

Faculty members at the college have taken the initiative to continually improve instructional courses and programs by examining delivery methodology. One of the more ambitious improvements has been the complete redesign of the delivery method for math courses based on assessment results and poor student success rates. The entire developmental math sequence was redesigned using the emporium model from the National Center for Academic Transformation (NCAT) and fully implemented in the fall of 2011. This redesign required funding from a variety of sources including the college, system grants, and external grants. In the fall of 2010, the college received a grant from the NCAT as part of its Changing the Equation program focused on redesigning remedial/developmental math courses.

The emporium model was implemented after initial efforts to make course and program changes had little effect on reducing time in remedial and developmental math classes. To improve instruction in the classroom, math faculty attended several workshops, including the Teachers Teaching with Technology conference in January 2009 and the Pacific Island Mathematical Association for Two Year Colleges conference in March and October 2009. Additionally, several remedial and developmental classes used an online study skills survey and quizzes in the spring of 2009. The instructors used the math study skills booklet, which was included with the Math 22, Math 73 and Math 83 courses. The survey helped the student review their current study habits and provided instructors with information on their attitudes and practices.

After reviewing SLO assessments and student success rates, the decision to pilot the emporium model was made and spearheaded by math faculty. Initial student success data led to the widespread deployment of the emporium model to all math classes: remedial, developmental, and college-level ([IIA-45](#)). Student success rates shown in the table below demonstrate improvements as the model is fine-tuned and deployed to more classes.

	Legacy MATH 22	Emporium MATH 18 (replaces MATH 22)	Legacy MATH 73 & 83	Emporium MATH 82 (replaces MATH 73/83)
Spring 2010	59.1%	56.8%	43.4%	42.9%
Fall 2010	62.2%	59.5%	55.9%	70.5%
Spring 2011	48.1%	68.6%	46.7%	61.1%

Table 58, Student Success Rates, Math Emporium Model

Through curriculum review and revision, the college ensures that delivery of instruction fits the objectives and content of its courses. When a course is proposed, modified, or reviewed, the proposer must indicate the methods of instruction used. An example can be found in Appendix IIA-E (Methods of Instruction) ([IIA-46](#), [IIA-47](#)).

This review and revision process includes specific questions about DE courses. If a course is

offered in a DE format, the proposer responds to several DE-specific questions. One of the questions asks if specific technology will be integrated into the course and how the use of that technology will be appropriate to the nature and objectives of the course. Another question asks about the methods used to ensure timely and effective student-to-faculty and student-to-student interaction and about the technology skills needed by students to succeed in the course. Two examples can be found in Appendix IIA-F (DE-Specific Questions on the Core Course Outline) ([IIA-48](#), [IIA-49](#)).

In 2011, the DE Committee in collaboration with the EMC began to develop a strategic plan specifically to address DE issues at Leeward CC. This plan was vetted with the campus community and approved by Faculty Senate on May 9, 2012 ([IIA-50](#)). As part of this plan, a number of specific tactics have been identified including the need for student surveys to ensure the DE delivery mode is meeting the needs of our students.

Many of the issues addressed in the DE strategic plan were brought up during the roundtable discussions at convocation in the spring of 2012 in which faculty and staff expressed their opinions about the quality of instructional programs offered through DE ([IIA-51](#)). The following is a summary of the discussion based on facilitators' notes:

For this topic, participants felt the college ensured the quality of its instructional courses and programs offered through DE by providing quality training and support mainly through the EMC. There are peer and student evaluations in place, although they should undergo continuous revision and improvement. Teaching Squares was thought to be an effective program that allows DE instructors to share and see each other's courses. Faculty thought that the Technology Boot Camp and summer training were good. There are model classes that others can view. Participants appreciated the one-on-one support received from the EMC. Participants offered a number of suggestions to improve the college's DE courses:

- Professors should teach face to face until they reach high quality, and then they should transition to courses in DE.
- Create and enforce polices for developing and teaching DE courses.
- Have competency tests of students enrolling in DE courses.
- Have courses for students to develop computer skills as well as open/rolling enrollment.
- Hire instructors with online teaching experience.
- Create a process to ensure the development of quality courses.
- Increase opportunities for faculty and staff to share and discuss DE.
- Develop DE guidelines for instructors to follow (for example, no broken links, respond within 48 hours on week days).

The newly UH BOR-approved AA-HS degree is another example of how the college considered the current and future needs of its students when designing modes of instruction. To assess potential interest to earn the AA-HS degree among Leeward CC students, the Hawaiian studies (HWST) and Hawaiian language faculty administered a survey to all students enrolled in Hawaiian studies, Pacific studies, and Hawaiian language courses at both the Pearl City and the Wai'anae campuses. In the survey, students were asked to rate their response to the following statements: "I would like to increase my knowledge of Hawaiian language, history, and/or culture" and "I would like to earn an AA in HWST at Leeward CC if it were available." The survey brought in 377 responses which, when summarized, projected positive potential enrollment

for this proposed degree. Responses to the first question indicated that 79 percent of respondents either agreed or strongly agreed that they wanted to increase their knowledge of Hawaiian language, history, and/or culture. Responses to the second question revealed that the majority of respondents (215) would choose to earn an AA in Hawaiian Studies if it were available at Leeward CC ([IIA-19](#)).

Campus Perception

In the 2011 Employee Satisfaction Survey, faculty were asked about their use of multiple modes of instruction. A total of 79 percent of respondents indicated they use three or more delivery modes within a single class period. For online instructors, 89.5 percent indicated they use three or more delivery modes within a single class period ([IIA-52](#)).

In the Community College Inventory survey conducted in 2009 and 2011, the following items have shown improvement ([IIA-53](#)). The highest possible score is 4.0.

CCI Survey Item	2009	2011
Faculty design curriculum and teaching strategies to ensure alignment with required student learning outcomes.	2.5	2.9
Faculty members implement diverse approaches to learning that address and challenge the variety of learning styles among their students.	2.3	2.9
Students frequently engage in other active and collaborative learning experiences (for example, learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).	2.2	2.4

The college identified **Planning Agenda 6** in 2006 to continue to collect and analyze data on student achievement of SLOs and to make changes to ensure that its delivery systems and modes of instruction are appropriate and effective. As a response, additional questions regarding the appropriateness of modes of instruction were added to the Curriculum section of the APR template for instructional reviews. The questions read as follows:

Discuss any innovations in teaching methodologies implemented in the division. How are faculty tracking the effects of new pedagogical methods? Summarize types of delivery systems and modes of instruction that are used in the division (based on core outline in Curriculum Central, the UH online system for curriculum review), and discuss their appropriateness in relation to student achievement of SLO.

Appendix IIA-G (Innovations in Teaching Methodologies) provides examples of how the college's six instructional divisions responded to these questions in the 2011-2012 APR template ([IIA-54 through IIA-59](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college evaluates delivery methods for their effectiveness in meeting student learning needs. The curriculum review and revision process is the primary means for determining effectiveness of delivery methods meeting the objectives and content of the course.

Evaluation of online course delivery is not systematic at this time. Instructors are encouraged

to request peer evaluations of their online classes, but it is not required. In addition, there is no process in place to evaluate online courses against DE guidelines. These guidelines are provided as recommended best practices.

Actionable Improvement Plans

The Faculty Senate and the DE Committee will review the current process for evaluation of online and face-to-face courses and make recommendations to the vice chancellor of academic affairs to ensure comparable student learning in both delivery modes by the spring of 2013.

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

Descriptive Summary

The college has identified SLOs for all courses, programs, certificates, and degrees. The student learning outcomes for general education, which comprise the learning outcomes for the AA degree program, are discussed in detail in [Standards II.A.3.a-c](#). The college is also reviewing SLOs for non-credit programs through the OCEWD.

SLOs Identified and Assessed

To ensure that all SLOs are clear, appropriate, and measurable, the OPPA maintains an assessment section on the Leeward intranet that includes helpful information on SLOs and the assessment process and also stores commonly used documents. One such document is the Student Learning Outcomes Rubric, which was designed to assist faculty to create or modify outcomes ([IIA-60](#)). The OPPA also developed SLO assessment steps to guide faculty through the assessment process ([IIA-61](#)).

All SLOs for courses, programs, certificates, and degrees are vetted by the Curriculum Committee, approved, and then published to students and the public in the *College Catalog* ([IIA-24](#)). SLOs are also available in Curriculum Central ([IIA-62](#)), the UH online system for curriculum review. Furthermore, all course syllabi include approved SLOs, which are the same regardless of delivery method used. Syllabi are made available to students at all division offices and at the library. The college recognizes that SLO creation and assessment is an ongoing process, and therefore is engaged in continually re-visiting SLOs to ensure quality. Examples of SLOs in Curriculum Central can be found in Appendix IIA-H (SLOs in Curriculum Central) ([IIA-63](#), [IIA-64](#)) or in Curriculum Central.

Faculty in each of the six instructional divisions (Arts and Humanities, Business, Language Arts, Mathematics and Natural Sciences, Social Sciences, and Professional Arts and Technology) and OCEWD are responsible for the creation of SLOs for their courses, programs, and certificates. Faculty may review SLOs of similar courses at two- and four-year institutions, review national and professional standards, and seek assistance from advisory committees to help determine SLOs that reflect the discipline's current trends and that are aligned with the college's institutional learning outcomes (ILOs).

For CTE programs and OCEWD's workforce development programs, college advisory committees meet once or twice a year and assist in the development of SLOs at the program level.

Advisory committees exist for Accounting, Automotive Technology, Biotech, Business Technology, Digital Media, Culinary Arts, Information and Computer Science, Management, Process Technology, Substance Abuse Counseling, and Television Production. A listing of current board members is available in the *College Catalog* (IIA-24). Meeting minutes for advisory committee meetings reside within each program.

Authentic assessments are ongoing, systematic, and used for improvement of student learning. The process to assess student achievement of SLOs at the course level has three distinct phases: Phase 1A, Phase 1B, and Phase 2. The general timeframe for completing Phase 1A and Phase 1B is during the first semester, and the completion of Phase 2 usually occurs in the subsequent semester during which an improvement is implemented. As assessment efforts are completed, faculty and staff fill out different sections of the Leeward CC SLO assessment form, which is then reviewed in each division or area by the division chair or support unit head and submitted to the OPPA (IIA-63).

To prepare for the submission of the ACCJC's *College Status Report on Student Learning Outcomes Implementation* that is due in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for courses, programs, and ILOs as of the end of the spring semester for 2012 (May 11, 2012):

1. Courses
 - a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 402
 - b. Number of college courses with defined Student Learning Outcomes: 401
Percentage of total: 99.8%
 - c. Number of college courses with ongoing assessment of learning outcomes: 368
Percentage of total: 91.5%
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 68
 - b. Number of college programs with defined Student Learning Outcomes: 67
Percentage of total: 98%
 - c. Number of college programs with ongoing assessment of learning outcomes: 67
Percentage of total: 98%
3. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: 3
Number of institutional learning outcomes with ongoing assessment: 3

Dialogue about the Results of Assessment

Student achievement of learning outcomes is assessed and analyzed through an assessment process and the APR. The college's Policy on Assessment, L5.210 (IIA-64) and the Policy on Annual Program Review, L5.202 (IIA-7) communicate requirements and procedures to the campus community. For an in-depth discussion about how the college engages in institutional dialogue about the results of course-level assessment, see Standard I.B.1. and I.B.5.

Through the APR process, student learning outcomes are specifically linked to program review, a characteristic of the Sustainable Continuous Quality Improvement level for Part III of the

ACCJC's Rubric for Evaluating Institutional Effectiveness. At the program level, assessment results are included in the APR template and analyzed for future changes and possible resource allocation requests. One example of program level assessment is shown below for the Accounting program. The complete Business Division APR template can be found in DocuShare ([IIA-55](#)).

Business Division, Annual Program Review, 2011-2012

Program SLO Assessed	<p>ACC: SLO#1 Perform basic accounting tasks and maintain accurate accounting systems including the preparation of financial statements</p> <p>ACC: SLO#3. Access, analyze, and interpret information to make judgments and to solve business problems.</p>
What was learned from the assessment?	<p>These program SLOs were assessed in conjunction with the course assessments of ACC 124 and ACC 201. Basic, foundation level knowledge for the program is learned in either of these two courses. See the above course assessments for more details.</p> <p>Most students knew most of the normal balances of accounts and could relate them to the financial statements; however, they were not aware of subsidiary ledgers and special journals.</p>
What changes were made or actions taken for improvement?	<p>Some instructors introduced appendix material into the course in order to cover all concepts as listed in the course outlines to meet the SLOs.</p> <p>We also changed our textbook and the homework management program. The new program also has a module that analyzes the student's knowledge and presents data based on the student's need.</p>
What future changes are planned?	<p>Continue using the Maka'ala (Early Alert system).</p> <p>Once our equipment arrives and is prepared, we will supply the classroom with the laptops, and ask for assistance from content tutors.</p> <p>Continue to monitor the completion rates for ACC 124 and ACC 201.</p>

For additional discussion on how there is widespread institutional dialogue about the results of assessment and how those results are used to improve student learning, see [Standard I.B.1](#). For additional discussion on how decision-making processes include dialogue about the results of assessment, also see [Standard I.B.1, Dialogue about Improved Student Learning and Achievement](#), and [Standard I.B.3, Cycle of Evaluation and Integrated Planning](#).

Allocation of Resources

Assessment results are a component of the college's APRs. Assessments indicate to program coordinators and division chairs the attainment of student learning and therefore the instructional needs of the program. Program reviews in turn are used to plan for improvements. Specifically, item 1 under Student Learning and Achievement of the APR incorporates both course and program SLO assessments done by each program or support area by requiring an analysis of the student achievement of SLOs as a result of that assessment. The resulting analysis and subsequent

plan of action of changes needed to improve learning is also included in this discussion. If the proposed action has a budgetary impact, then the budget request is considered for inclusion in the annual budget planning. Currently, DE courses are assessed and subsequent plans of action and budget requirements are included in the APR process in the same manner as face-to-face courses. For a more in-depth discussion of how assessment results are a component of the college's overall planning cycle, see [Standard I.B.3.](#) and [I.B.4.](#)

Course and Program Alignment

In January 2009, the director of the office of planning, policy, and assessment (DPPA), the accreditation liaison officer (ALO), and a group of faculty attended the WASC Retreat on Student Learning ([IIA-65](#)). Faculty attended from the general education areas (writing, oral communication, quantitative reasoning, and technology and information literacy), the assessment team, and the CTE programs. The goals were 1) to expand the work that was being done by the assessment team; 2) to create an implementation plan for developing general education assessment via the course assessments that are in process or are being developed; and 3) to work on the curriculum grid. As a result, the DPPA worked with faculty on a program assessment plan (PAP) draft to be used by all degree and certificate programs for program assessment.

The original PAP draft was written with an AS/AAS program focus because of the clear alignments that already exist between these course and program outcomes. In fact, because of this alignment, the existing course and program assessment processes resulted in a duplication of efforts in reporting results of course and program assessments. This duplication is eliminated with the PAP process. Two AS programs (ICS and Accounting) piloted the PAP during summer 2009 to align courses with PLOs and ILOs, schedule program courses for ongoing assessment on the next timeline (2010-2014), and provide feedback on the process. The PAP process was to be introduced to all CTE programs in the fall of 2009 ([IIA-66](#), [IIA-67](#)).

To establish a PAP for the AA degree program, the college worked to simplify an existing curriculum grid indicating which AA courses address which general education outcomes. Twenty-one courses were identified as those most commonly taken by the college's AA graduates. With the existing AA program assessment process, though, course assessments did not always speak to program assessments, and the college did not have a formalized process for identifying appropriate artifacts for AA cross-curricular program (general education) assessments. The AA degree PAP was drafted during the summer 2009 and was supposed to be piloted during the fall of 2009 ([IIA-68](#)). Due to the complexity of the AA degree program and the fact that the AA degree program is cross-disciplinary, it was never implemented.

In January 2010, the DPPA, the ALO, and a group of faculty attended the WASC Retreat on Student Learning and Assessment, Level II ([IIA-69](#)). The goals at this workshop were to expand the PAP to include the cross-disciplinary AA degree program and to develop a stronger understanding of the relationship between the AA degree and general education outcomes. As a result of this workshop, new overarching statements were developed and approved as general education outcomes. These outcomes have become the PLOs for the AA degree.

The college's initial curriculum grid was integrated into the PAP to facilitate the mapping process, and then subsumed by Tk20 CampusWide, a comprehensive online assessment, data management, and reporting system for academic and non-academic areas ([IIA-70](#)). In 2011-2012, six teams of early implementers from accounting, teaching, writing, information and computer science, as well as Student Services and the non-credit OCEWD, were trained to enter course assessment plans and map outcomes at the course, program, and institutional levels within the Tk20 online environment. Currently, the college is in the process of fully implementing and

utilizing Tk20. For additional discussion on the use of Tk20 to generate comprehensive assessment reports on a regular basis and to encourage more pervasive, robust dialogue about student learning, see [Standard I.B.5., Assessing Student Learning](#).

Assessment of the AA Degree

Currently, the Faculty Senate's Program Review, Institutional Research, and Assessment Committee, in collaboration with the OPPA, is handling the assessment of the AA degree program. The process involved identifying the top 20 courses that most students completed during their education, mapping those courses to the college's seven general education learning outcomes, and analyzing student achievement of SLOs for those courses between 2005 and 2010.

The analytical framework for this program review aligned general education learning outcomes with degree requirements. Course SLOs were then analyzed to determine whether 70 percent or more of the students met those course SLOs, and those SLOs were then mapped to their respective general education learning outcomes. Analysis of whether or not a general education learning outcome was met was based on a majority of "met" course-level results ([IIA-71](#)).

Although the findings indicated that some general education learning outcomes have been met, much of the course data used was based on the assessment of only one or two SLOs. The overall finding was that the college needs to improve its assessment processes so that future conclusions can be stronger and, more importantly, communicated with faculty. Other recommendations included broadening the breadth of the AA assessment to include indirect measures of student learning and exploring other assessment strategies.

In response to these findings, the Faculty Senate's Program Review, Institutional Research, and Assessment Committee, along with the dean of arts and science and the chair of the Faculty Senate, held meetings with each of the instructional divisions that comprise the AA degree (namely, Arts and Humanities, Language Arts, Math and Sciences, and Social Sciences). Each division was represented by its division chair and discipline coordinators. At each meeting, an AA assessment report was presented along with assessment findings and strategies ([IIA-72](#), [IIA-73](#)).

Assessment of Non-Credit Courses and Programs

The mission statement of the OCEWD aligns with the college mission and ILOs. SLOs have been developed for each core workforce development course offered by OCEWD including most personal enrichment workshops. SLOs are listed on the OCEWD website as a part of each course description ([IIA-29](#)). SLOs for short-term, temporary or contract trainings have yet to be developed.

All instructional offerings at OCEWD have indirect assessment in the form of instructor and participant evaluation forms. Evaluation responses are entered into an Access database by OCEWD staff, summarized, and then reviewed and signed by each originating program coordinator. This is followed by review and signature by the senior workforce coordinator. This process typically occurs within two weeks of a class concluding to allow for intervention to address weaknesses when appropriate.

Direct assessment occurs for the vast majority of OCEWD courses which are workforce development trainings ending in either State licenses or national certifications. Students are assessed in the form of standardized exams and/or demonstration of specific competencies governed by state and national regulations or boards. Nurse aide training, for example, requires students to demonstrate health and patient care skills in order to receive course certification by OCEWD and nurse aide certification by the state of Hawai'i. This approach to student assessment has been adopted by other units within OCEWD, for example, Business & Computers, resulting in a de-

tailed list of competencies related to broader SLOs. OCEWD maintains strong ties to industry through its advisory boards, most notably, health and industry and safety boards. Board members of industry and safety teach the majority of the courses and provide invaluable feedback to the coordinator regarding course content and student progression. OCEWD maintains a registration and student database separate from the college's Banner system. Student completion data is recorded in the database after each class. The coordinators' frequent and regular monitoring of student completion rates has led to successful interventions such as open labs and review courses in preparation for State and national examinations.

The short-term, contract-style of OCEWD's trainings poses unique challenges for conducting the formal and lengthy SLO assessments similar to the instructional divisions; however, OCEWD is continuing to expand its use of direct and indirect assessments in all of its program offerings.

Assessment of Support Areas

While the college continues the process of program/course assessments, support areas (Student Services, Academic Services, and Administrative Services) have also been participating in assessment. As part of the college's pilot project on SLO assessment and APR processes, 18 support area units have identified and are assessing SLOs. In these college processes, assessment results are analyzed, changes are proposed and implemented, and results of changes are used to improve services provided to students.

Student Services

Broad-based SLOs and methods for their assessment were developed for use by each Student Services unit. Assessment methods include use of the Scheduling, Appointments, and Reporting System (SARS), CCSSE surveys, graduate/leaver surveys, unit student satisfaction surveys, achievement of instructional SLOs, tracking of UAP students, and data from a comprehensive First Year Experience program.

Student Services collectively developed a new division mission statement, five broad-based SLOs, and methods for their assessment. The units have a better understanding of the APR process and are using it to identify areas that need to be measured for their effectiveness. For additional discussion on assessment of student services, see [Standard II.B.4](#).

Academic Services

System-wide Academic Support SLOs were developed for the library, tutoring, testing, the EMC, and the computer services units as part of the data required for the UHCC Academic Support Services Program Review in December 2008. They also used in the college's support area APR process.

Each of the Academic Services units developed at least one SLO at the campus level, and the SLOs may be the same as the system wide SLOs. Additional units with SLOs on campus include KI Disabilities Office, Innovation Center for Teaching and Learning, and the Theatre. Assessments of the SLOs have been ongoing; however, the units are looking at using other outcome measures as part of a more comprehensive assessment plan. For additional discussion on assessment of academic services, see [Standard II.C.2](#).

Administrative Services

Administrative Services units developed SLOs for each area: Business Office, Facilities Use, Human Resources, Operations and Maintenance, and Security. Assessments are currently ongoing. As with Academic Services, the units attended training on outcome assessment and will be looking at creating a more comprehensive assessment plan. For additional discussion on assessment of administrative services, see [Standard III](#).

In September 2011, a number of support area units participated in training on using outcome measures in place of or in addition to SLOs in order to assess unit effectiveness. SLO assessment is in the beginning stages and will add another layer to the evaluation of support area units.

Campus Perception

The college conducted an Employee Satisfaction Survey in the spring of 2011 ([IIA-52](#)). The following statements provide some feedback on faculty participation and use of SLO assessment.

Of the 204 survey participants, 94.4 percent agreed or strongly agreed to the following statement: “I participate in the development of SLOs for my discipline courses and programs.” In addition, 95.4 percent agreed or strongly agreed with the statement, “I participate in ongoing dialogue with my discipline about improving student learning.” These results suggest that faculty participate in the development of SLOs and have ongoing dialogue with their peers.

When looking at using assessment results, survey participants positively responded: 96.7 percent agreed or strongly agreed with the statement, “I use the assessment results of my course SLOs to make decisions about how to improve the course delivery.” Also, 94 percent agreed or strongly agreed with the statement, “I use assessment results to make improvements in my program outcomes.”

In the Community College Inventory survey conducted in 2009 and 2011, the following statements were surveyed ([IIA-53](#)). The highest possible score is 4.0. Faculty participation seems to be increasing in the design of appropriate assessments for courses and programs. This survey does indicate a lack of movement for designing assessments for general education outcomes and common criteria or rubrics are used less frequently than instructor-specific criteria or rubrics.

CCI Survey Item	2009	2011
Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in all credit courses.	2.7	2.9
Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in the program/major area.	2.8	3.0
Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in core abilities/general education.	2.8	2.8
Faculty members have developed common criteria or rubrics that are used in ascertaining and documenting each student’s level of attainment of required learning outcomes.	2.4	2.5

During the roundtable discussions at convocation in the spring of 2012, faculty and staff expressed their opinions about the college's assessment processes and evaluated whether the college was "thriving" or "struggling" in this area ([IIA-51](#)). People spoke freely with the intent of identifying gaps and taking steps to make improvements. The following is a summary of the discussion based on facilitators' notes:

For the topic of course-level assessment, participants felt that there was a need to review the quality of course assessments. They said that lot of data is collected but it is unclear what improvements are occurring. Some participants would like feedback on their submitted assessments. There was also a need for more communication on current assessment processes and procedures. There was a suggestion to provide models and templates. In addition, support is needed in those disciplines that rely heavily on adjunct lecturers.

For the topic of program assessment in CTE, participants felt that the college was "thriving." There was some concern, however, about how to collect data on students once they leave or graduate. There was also a recommendation to use a capstone course for program assessment.

For the topic of the AA degree assessment (general education), participants had a lack of understanding of what the AA program outcomes are and whether the general education outcomes were assessed. There was a need for clarification of the relationship between ILOs, general education outcomes, and course SLOs. There was also some concern about adding another assessment process.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #2: Instructional Programs](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college continues to revise its processes for ensuring ongoing course and program assessment and to measure student achievement of SLOs for programs, certificates, and degrees.

The college has effectively identified and vetted all SLOs for courses, programs, certificates, and degrees. The college has established a systematic approach via Curriculum Central and provided funding for an assessment coordinator and division assessment representatives to ensure that all aspects of instruction and support areas have clear, measurable, and appropriate SLOs from which to assess student learning.

Divisions and programs are using assessment results to inform decision making about needed improvements to support student learning and it is in turn supported by the college's budget planning requests; however, there is some need to focus attention on the DE courses and programs.

The assessment process is being revised as the campus moves to Tk20 to allow for the alignment

of SLOs for courses, programs, certificates, and degrees. Much of the college's assessments efforts thus far have been on implementing processes and creating an institutional norm of assessment practices. Tk20 will help streamline processes and generate customized reports to better analyze assessment results. These reports, such as unit dashboards, can be run to determine which outcomes have been assessed. With better information, divisions and units should be able to identify and close gaps and encourage more pervasive and robust dialogue about student learning. Tk20 will also allow for assessment results to be disaggregated for face-to-face and DE classes.

Efforts will continue regarding the assessment of the AA degree. The Faculty Senate's Program Review, Institutional Research, and Assessment Committee will begin work on creating indirect measures of the AA degree program and also explore other assessment strategies.

OCEWD could benefit by formalizing an assessment plan that includes review and assessment strategies and a timeline for posting results. Such a plan would be developed using the current certifications and competencies, as well as the assistance of current advisory boards. OPPA needs to work with OCEWD in developing and customizing this plan.

Regarding support areas, there has been ongoing assessment focused primarily on assessment of SLOs; however, some units are lacking robust assessment tools. Recent training on outcome assessment should enhance the ability of support areas to evaluate their effectiveness.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for courses, programs, certificates, degrees, and support services. Furthermore, course SLOs are aligned with degree SLOs. Full implementation of Tk20 will encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

Nonetheless, the college recognizes that in order progress to the Sustainable Continuous Quality Improvement level for Part III, the college needs to more rigorously and systematically evaluate and fine tune its organizational structures to support student learning. This effort will also encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

Actionable Improvement Plans

See [Standard I.B.5](#) for the actionable improvement plan about Tk20.

The OPPA will coordinate the design of indirect measures of assessment—specifically, exit surveys and focus groups—to gather more in depth assessment data for the AA degree by the spring of 2013.

The dean of career and technical education will coordinate the development of a comprehensive assessment, review, and evaluation plan for OCEWD by the fall of 2013. This plan will include publishing SLOs and assessment results for all courses and programs in a location that can be accessed by the campus.

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

Descriptive Summary

Leeward CC offers many types of instructional courses and programs. These courses and programs are designed to address the needs of our students while maintaining a high-level of quality.

Course offerings and programs are determined as part of the curriculum review and revision process and the APR process, which are more fully described in [Standard II.A.1.a](#). Additional information on the quality of instructional courses and programs is provided in [Standards II.A.2.c-d](#). Courses and programs are also evaluated on a systemic basis and improvements are made when necessary. Further discussion on evaluation and improvement of courses and programs can be found in [Standards II.A.2.e-f](#).

The *College Catalog* provides a complete listing of courses, programs, and certificates currently offered. Programs of study and course descriptions are provided. The catalog includes both college-level as well as remedial and developmental courses ([IIA-24](#)).

A list of courses offered through DE is found in the UH System Distance Learning website ([IIA-74](#)). A list of Leeward DE courses offered in the spring of 2012 is shown in the evidence collection ([IIA-75](#)). In addition, the college has a listing of Leeward CC programs that can be earned entirely or mostly online ([IIA-16](#)).

Leeward CC also provides students access to non-credit continuing education courses and programs. See the OCWED's Catalog for a complete listing of currently available courses and programs ([IIA-76](#)).

Study abroad programs at Leeward CC are developed and run through the Office of International Programs in cooperation with faculty in the divisions teaching the content area offered abroad ([IIA-30](#)). In order to assure the quality and rigor of the courses offered by host institutions, the study abroad coordinator works closely with the instructors at Leeward CC to determine that the necessary content is offered and the course outlines and textbooks used abroad are evaluated for Leeward CC course consistency. The institutions that host students for study abroad are carefully selected initially through a site visit by the study abroad coordinator. Sites are chosen based on their ability to deliver Leeward CC course content at the site, services offered to students, affordability and location. In addition, either a Leeward CC faculty member accompanies the group during a program, or a site visit with classroom observations is conducted during the program development process.

To monitor and improve study abroad programs, student evaluations are conducted for every program, including assessment not only of courses taken abroad, but of the overall program including services offered during the application process and prior to departure, as well as the housing and program coordinator abroad.

Short-term English training and American culture programs of one to three weeks are offered through the Office of International Programs for groups from abroad ([IIA-77](#)). Leeward CC hosts approximately three to five groups per year from two-year colleges in Japan. Quality of short-term English training and American Culture programs are assured through the use of SLOs

developed in collaboration with the sending institution. Because students receive credit in Japan for the short-term study, the instructors from the partner institution are consulted to develop the requested course content. Instructors are hired that hold an M.A. in Teaching English as a Second Language. Furthermore, the program provides numerous cultural visits as part of each experience and conducts student course and program evaluations in order to continuously improve the programs.

In addition, the ELI offers English language training for international students who need academic English preparation for college-level coursework and study. The ELI courses are offered through the Language Arts division, and course assessment is conducted and reported through the APR process. A student survey is conducted for each student exiting the ELI and the data is used to analyze and improve services the ELI offers. The persistence and completion rate of the ELI students is also analyzed as well as the success rate of students exiting the ELI and entering the degree program until graduation and/or transfer.

The Community College Inventory survey conducted in 2009 and 2011 included several items related to diverse program offerings and delivery modes. The highest score possible is 4.0. As shown below, responses have remained stable or increased from 2009 to 2011. Faculty members indicate the campus has partially implemented the items listed. Partnerships with employers and community-based organizations have increased, and the developmental education and ESL courses are partially aligned with competencies needed for success in entry-level college classes (IIA-53).

CCI Survey Item	2009	2011
The college has built partnerships with employers and community-based organizations leading to hands-on experiential learning experiences for students.	2.4	2.6
Students typically participate in opportunities for experiential learning (e.g., service learning, internships, cooperative learning).	2.4	2.4
Students frequently engage in other active and collaborative learning experiences (e.g., learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).	2.2	2.4
Frequent student interaction with peers, faculty, and academic/student support staff is purposefully incorporated into the design of learning experiences and course requirements.	2.4	2.4
Course requirements are purposefully designed to promote out-of classroom learning experiences for students (e.g., group projects, faculty conferences, related community service, etc.).	2.2	2.2
Exit competencies for developmental education and ESL courses are fully aligned with competencies required for success in entry-level college courses.	2.4	2.5
Faculty who teach developmental courses do so voluntarily and have undergone training in appropriate teaching strategies.	2.3	2.4
The college has created learning communities that link developmental courses to courses in other disciplines.	2.1	2.3

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college's Policy on Curriculum Review and Revision, L5.201, was revised in 2010 ([IIA-1](#)); it has structures and processes in place to ensure that all courses and programs are high quality, current, and appropriate to an institution of higher education. The policy states that all courses and programs are reviewed to "to assure continued academic rigor and integrity, and appropriateness of curriculum content, instructional methods, course activities, and student learning outcomes." Courses and programs are reviewed on a five-year cycle.

In order for a course or program to be created, modified, or deleted, it must be approved by the division, division chair, Curriculum Committee, Faculty Senate, instructional dean, and the vice chancellor of academic affairs. The Curriculum Committee, a standing committee of the Faculty Senate, serves as a voice for the faculty on all matters relating to curriculum. This committee also supports and assists faculty members in the review or development of existing or new approaches to instruction and cross-discipline articulation ([IIA-78](#), [IIA-79](#)).

There are six steps in the college's curriculum approval process.

Step 1: Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with peers and advisory boards. Once a curriculum change is identified, the faculty proposer enters the new or modified curriculum proposal into Curriculum Central.

Step 2: The proposal is reviewed and approved by all faculty within the division. Once approved, the division chair submits the proposal for review by the Curriculum Committee.

Step 3: The Curriculum Committee assigns the proposal to a subcommittee for a thorough review. If needed, suggested changes are made to the proposer to consider and update as necessary. Once the proposal is updated, it is voted on by the full Curriculum Committee membership.

Step 4: Once the Curriculum Committee approves a proposal, it is reviewed by the Faculty Senate. At this time, additional changes may be requested or the proposal is approved.

Step 5: Proposals approved by the Faculty Senate are forwarded to the appropriate instructional dean for review and approval.

Step 6: The final review and approval is performed by the vice chancellor of academic affairs. When the final approval is received, the new or revised curriculum change is published in the next catalog.

At any step in the process, the proposal can be denied and returned to the proposer for further updates and changes. See [Appendix IIA-J \(Curriculum Review and Approval Process\)](#) for a complete listing of the steps ([IIA-47](#), [IIA-69 through IIA-83](#)).

Faculty initiate the proposal process and play a critical role in designing the course or program curriculum, determining appropriate delivery modes, and creating SLOs as well as participating in the curriculum review process which should occur every five years. Faculty members review

courses and programs in a process that includes consultation with discipline peers. Faculty members within each discipline meet to agree on the SLOs for each course and may review outcomes from other schools for similar courses or use comparisons to industry or national standards, especially for CTE programs. SLOs and authentic assessments are in place for courses, certificates, programs, and degrees. These assessments are ongoing and systematic and used for the improvement of student learning. For an in-depth discussion on how the college has implemented SLOs at the Proficiency level according to the ACCJC's Rubric for Evaluating Institutional Effectiveness—Part III, see [Standard II.A.1.c](#).

Courses that are delivered in a DE format follow the same curriculum review and revision procedure as courses delivered face-to-face, and in most cases, courses are delivered in both delivery modes. All faculty members interested in teaching in a DE format are encouraged to attend training for Laulima, the UH secure course management system. Additional training classes are offered through the EMC on effective online instructional design and online facilitation. See [Standard III.A.5](#) for more detailed information on professional development opportunities for faculty teaching through DE.

Leeward CC Wai'anae offers courses that are approved by the process noted above. All courses and programs meet the requirements of the Policy on Curriculum Review and Revision, L5.201 ([IIA-1](#)).

In addition to traditional credit programs, the campus has created programs to meet the needs of international students needing academic preparation and/or Hawai'i students seeking an international educational experience in a foreign country.

The ELI provides academic preparation in English for international students. The ELI courses are offered through the Language Arts division. Although they are non-credit, the courses were developed by faculty, approved through the Curriculum Committee process for new course approval, and the courses are assessed through the APR process for achievement of SLOs.

Study abroad programs provide Leeward CC course content in an international setting ([IIA-30](#)). Courses to be offered are developed through the Office of International Programs and are selected through faculty involvement and interest in working to develop an abroad experience for students. The host institution abroad is selected for location and ability to provide course delivery consistent with Leeward CC SLOs for the selected course as the first criteria. As far as course assessment, the division offering the course assesses the actual course content and SLOs in the APR process. The other components of the program, such as services, location, and housing are evaluated through site visits by faculty and through student evaluations conducted at the end of the programs.

Campus Perception

Faculty understand their role in the development of quality courses and programs as evidenced by the results of the Employee Satisfaction Survey ([IIA-52](#)) conducted in the spring of 2011. Survey results indicate 83.6 percent of faculty who took the survey agreed or strongly agreed with the statement, "I know how to participate in the process for adding a new course or new program to our curriculum." It also indicates that faculty members understand the curriculum review process and are comfortable using the online system.

In 2006, the college identified **Planning Agenda 7** to revise the Policy on Curriculum Review and Revision, L5.201 ([IIA-1](#)) and to incorporate course SLO assessment; the policy was revised and approved in 2010. At that time, the DPPA consulted with the Faculty Senate Chair, and it was recommended that a separate Policy on Assessment be created to eliminate confusion

between the curriculum review process and the assessment process. The Policy on Assessment, L5.210, was approved by the Faculty Senate and the Campus Council and became effective as of March 2, 2012 ([IIA-64](#)).

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #2: Instructional Programs](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

The Policy on Curriculum Review and Revision, L5.201, is clear, and campus procedures are followed. Faculty acknowledge their central role in the development of new curriculum, and they have actively participated in the development of SLOs for all courses and programs.

Actionable Improvement Plans

None.

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

Descriptive Summary

As noted in [Standard II.A.1.c.](#), the college relies on faculty expertise to identify measurable SLOs for all courses, programs, certificates, and degrees. In [Standard II.A.1.c.](#), it was also noted that the college developed a PAP. As part of the PAP, courses were mapped to PLOs and faculty indicated the expected level of student performance in each course as it related to the program learning outcome. These levels included Introductory (I), where the student is introduced to the outcome; Practicing (P), where the student is expected to practice the outcome during the semester; and Mastery (M), where the student is expected to demonstrate mastery of the outcome. The PAP process was to be introduced to all CTE programs and piloted with the AA degree program in the fall of 2009.

Competency levels for CTE programs are in line with national standards of professional organizations and determined with the assistance of college advisory boards. Faculty from CTE programs also rely on advisory boards for input on SLOs. Advisory committees are actively involved in curriculum development and provide feedback to the programs about course and program content and competency level.

Culinary Arts and Automotive Technology programs each have an outside accrediting agency. These agencies play a role in establishing the SLOs and competency levels. In addition, each of the CTE programs has an advisory committee. Each advisory committee includes industry professionals, Leeward CC administration, program faculty, and other interested parties. A list of the advisory committees and their membership is in the *College Catalog* (IIA-24). To determine course and program competency levels, faculty initially make a determination that is reviewed by advisory committees and the Curriculum Committee. The competency level is addressed in field number 25 in Curriculum Central. The role of advisory boards in CTE programs is further discussed in [Standard II.A.1](#).

Additional campus advisory committees play a role in developing curriculum. The campus has established a DE Committee that provides recommendations to the vice chancellor of academic affairs (IIA-84, IIA-85). This committee is comprised of faculty from various instructional areas as well as support areas and is designed to provide additional input on issues related to DE. The DE Committee has provided support and vision for offering quality DE courses through the development of DE guidelines, creation of a DE peer evaluation form, and the dissemination of information on eCAFE for student evaluations.

The Faculty Senate has a General Education Foundation Standing Committee that evaluates courses for inclusion in the General Education Foundation category (IIA-86). A course that is approved as a General Education Foundation is included in the General Education Foundations category in the Core Curriculum for the AA degree and meets the hallmarks required for transfer to UH Mānoa.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it relies on national standards, faculty expertise, and advisory committees to identify measurable SLOs for courses and programs. While faculty are involved in developing outcomes, the documentation of competency levels is not extensive. There is a requirement to justify the course level in Curriculum Central, which is then reviewed and approved by Curriculum Committee and Faculty Senate.

Actionable Improvement Plans

None.

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

Descriptive Summary

Leeward CC's Policy on Curriculum Review and Revision, L5.201, requires that every course is reviewed at least once every five years. According to the policy, each discipline is required to review its own courses, "ensuring accuracy of core outlines and their academic rigor, integrity and currency; and continued articulation of courses in the UHCC system, should that be the case" (IIA-1). Faculty in the appropriate discipline undertake this review, at which time they are required to address specific questions on breadth, depth, rigor, and sequencing. These questions appear in Curriculum Central in field 12 (which addresses breadth and depth), field 25 (which addresses rigor), and field 38 (which addresses sequencing) (IIA-62).

To ensure each course has breadth and depth, proposers respond to two evidential questions using several sources such as discussions with peers and comparing course content to other institutions or peer-reviewed textbooks (IIA-87).

To ensure that each course addresses rigor, guidelines require that proposers compare course content with theories and practices in current, peer-reviewed textbooks and with similar courses at other institutions based on published syllabi (IIA-88).

To ensure that courses are sequenced appropriately, guidelines require, in the absence of prerequisites, the proposer to provide evidence that the skills learned earlier in the course are reinforced and enhanced by later activities (IIA-89).

To ensure that courses are completed in a timely manner as part of a program, the curriculum review process asks proposers of programs to respond to field 3, which requires a listing of all courses and credits within the program (IIA-90).

To ensure that programs demonstrate a synthesis of learning, proposers answer program field 2, which lists the SLOs of the program being modified or proposed (IIA-91).

After proposers have provided supporting evidence that their courses or programs demonstrate breadth, depth, rigor, sequencing, time to completion, and learning outcomes, the Curriculum Committee reviews the courses or programs as part of their monthly meetings. During these meetings, members discuss the evidence provided by the proposer to evaluate whether courses or programs represent high-quality and appropriate instruction as determined by the curriculum review guidelines. If revisions are required, the proposals are sent back to proposers who make modifications and then the course or program is approved. Approved proposals are then sent to the Faculty Senate, who reviews and discusses the proposals for further approval.

In 2006, the college identified **Planning Agenda 10** to revise the Policy on Program Review to specifically require analysis of appropriate breadth, depth, rigor, and sequencing as part of the program review process. As of the 2009 Midterm Report, a question was added to the APR template regarding this matter (IIA-92).

In the APR process, divisions and programs are required to address questions on course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (Annual Program Review-Curriculum-#5). To do this, individual instructors examine and analyze their course assessments and programs in the context of the core outline approved in Curriculum Central and determine whether changes to the course or program will impact the quality of

instruction or time to completion. The aggregate of these changes are then gathered and analyzed by division or support area personnel to determine budgetary needs or program changes. Examples are provided in Appendix IIA-K (Breadth et al in Annual Program Review) ([IIA-54 through IIA-59](#)).

DE courses follow the same curriculum review procedures as face-to-face courses, but require additional evidence to demonstrate that rigor and breadth of the course is maintained through electronic delivery. Curriculum Central field 34c asks proposers to ensure rigor and breadth of DE courses by following the Leeward CC DE Guidelines as established by the DE Committee.

The DE Committee (comprised of online faculty), the EMC, and the online faculty they train and represent, have initiated a dialogue with the administration to address the need for appropriate planning, creation, maintenance, and assessment of a DE “program” and policies to ensure the delivery of quality online instruction. An appropriate and consistent process needs to be created for the selection of courses and programs to be offered online; the training, support, and professional development of online faculty; and the providing of ample and effective student support tools and services for online students.

Self Evaluation

The college is performing at expectations in this standard.

The college has established a clear, systematic review of all courses and programs through the curriculum review and program review processes to ensure breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

The college is effective in evaluating quality of instruction of both courses and programs through clear curriculum review guidelines and the inclusion of examples for each characteristic. The discussion of appropriate evidence of each course and program via the Curriculum Committee and Faculty Senate review process and the incorporation and synthesis of quality instruction into the APR process further enhances the quality of instruction.

Actionable Improvement Plans

None.

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

Descriptive Summary

Faculty members are asked to indicate the teaching and evaluation methods used in each class as part of the curriculum approval and review process. For the course core outline in Curriculum Central, field 21 addresses the teaching methodologies used to teach the course and field 22 addresses evaluation methods ([IIA-62](#)).

Leeward CC’s face-to-face courses incorporate a full range of teaching methodologies, including lectures, small and whole group discussions, hands-on activities including labs, field trips, and hybrid delivery (part face-to-face, part online). DE courses are offered online and in broadcast modes, both cable television and Hawai’i Interactive Television Service (HITS), which is internal to the UH system.

A variety of considerations determine delivery mode. For developmental students, more interactive approaches that encourage student involvement are generally preferred. Technology-centric courses are often offered online. Many courses in sciences, arts, and music as well as some CTE programs require physical facilities on campus.

Various course offerings provide a variety of instructional methods including hands-on kinesthetic learning in CTE, science labs, the math emporium model, and distance learning via internet and cable courses. In addition, some instructors have enhanced their face-to-face instruction using educational software.

Courses are offered both online and face-to-face to allow students to select modes more effective for their learning styles. In addition, certain courses, such as developmental English, for which face-to-face delivery more effectively meets students' learning needs and styles, have to demonstrate methodologies matched to various learning styles before they are offered online.

Campus Perception

From the Leeward CC Employee Satisfaction Survey administered in the spring of 2011 ([IIA-52](#)), 78 percent of faculty indicated that they use three or more modes of delivery or instructional strategies in a single 50-minute or 75-minute class. For online classes, the response was that 89 percent of instructors used three or more modes of delivery in their online course.

Faculty in all disciplines engage in ongoing formal and informal dialogue about how they teach, how to help their students learn, and how best to evaluate student performance. Informal conversations, peer observations, and staff development programs such as Teaching Squares all provide opportunities for sharing innovative activities and diverse teaching approaches. Students' end-of-semester course evaluations also provide opportunities for faculty reflection and self-improvement.

While the student population is diverse, there are some common features. Many students respond to social/collaborative activities, including Native Hawaiians and other Pacific Islanders who come from group-oriented cultures that emphasize consensus. A large proportion of "millennials"—those who were born between 1981 and 2000 and who will come of age in the new millennium—are visual learners; Leeward CC's expansion of smart classrooms facilitates instructor use of video and other media that engage them. Kinesthetic learners benefit from making a physical connection with material, including the use of computer-mediated instruction.

The college encourages its faculty and staff to learn more about learning needs and pedagogical approaches. To that end, the college offers numerous workshops, seminars, and professional development opportunities to equip and encourage faculty to develop a variety of teaching methodologies that address different student learning needs and styles. See [Standard III.A.5.a.](#) for more discussion on professional development activities for faculty.

Each division and discipline has working groups that can also address teaching methodologies to ensure instructors use a variety of instructional strategies. Divisions and disciplines meet regularly to discuss teaching issues, including methodological ones. Attendance at local and national conferences promotes pedagogical currency and encourages instructional innovation. Recent increases in funding for professional development (particularly in developmental education) have greatly expanded faculty horizons. These opportunities are voluntary but are strongly encouraged. Faculty members are required to discuss their individual professional development in their contract renewal, tenure, and promotion documents.

OCEWD faculty members also attend national conferences and meet to discuss learning strategies. For example, OCEWD recently created a computer lab designed to offer computer classes in a flex-paced format modeling some of the Washington I-BEST practices. This model was developed to meet the special needs of adult learners and those needing additional assistance. In March 2012, OCEWD offered a series of computer classes for the visually impaired. These courses were developed with much consultation with students in this population and their support agencies. Most OCEWD courses are designed and offered with labs for hands-on demonstration of skills and techniques. Most OCEWD students are kinesthetic learners and perform well in these environments. Examples of hands-on classes include the nurse aide lab, process technology program, computer classes, commercial driver's license program, and other industrial courses. On multiple occasions, OCEWD has purchased special equipment and instructional tools to accommodate students' unique learning styles.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Disaggregated (face-to-face versus DE) success rates have been disseminated to discipline/course coordinators and need to be analyzed for potential learning-style related issues. Also, the college does not currently have a systemic method of disaggregating SLO assessment for online versus face-to-face courses.

Actionable Improvement Plans

See Standards [I.B.5.](#) and [II.A.1.b.](#)

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

Descriptive Summary

Leeward CC evaluates all courses and programs through an ongoing systematic review process of learning outcomes, currency, and future needs and plans. Leeward CC operates under the direction given by UHCC Policy 5.202 ([IIA-93](#)) and its Policy on Annual Program Review, L5.202 ([IIA-7](#)), which is more specific to the needs, participants, and procedures at the college.

According to the UHCC's Policy 5.202, all colleges "shall develop program review policies and processes that comply with" eight general principles, including the requirement for a "comprehensive review at least once every five years" for all programs ([IIA-93](#)). These program reviews "shall result in improvement plans that are linked to the college strategic plan"; and the program reviews and improvement plans "shall be used in decisions regarding resource allocation at the college and system level."

See [Standard II.A.1.c.](#) for a complete discussion of the assessment process at Leeward CC. The curriculum review process is discussed in [Standard II.A.2.a.](#)

Courses and programs are assessed for quality and improvement as part of the college's ongoing assessment process. In 2012, the college approved a separate policy to provide guidance on the

procedure and timeframe for assessment of courses, programs, and academic and support areas. This policy was developed after the DPPA consulted with the Faculty Senate chair. It was recommended that a separate policy on assessment be created, and the Policy on Assessment, L5.210, was approved by the Faculty Senate and Campus Council and became effective on March 2, 2012 ([IIA-64](#)). For further discussion on SLOs and course- and program-level assessment, see [Standard II.A.1.c](#).

Course and program assessments are included in the APR process in order to provide a comprehensive evaluation of program performance and to assist with identifying needed areas of improvement. DE course assessments are not currently disaggregated; however, beginning in the spring of 2012 all DE courses assessments will be submitted separately through the ongoing assessment process.

In 2006, the college identified **Planning Agenda 12**, which stated that the Executive Planning Committee and the assessment team would evaluate the year's process to assess the quality and usefulness of the process and the data collected. The Executive Planning Committee duties were assigned to the Campus Council in 2009. The Campus Council administered a survey on the effectiveness of the APR process in May 2011.

The survey results indicate that a majority of the respondents feel "results of student and institutional assessments are used routinely to inform decision makers regarding improvements in programs and services for students of this college" (56.8 percent) ([IA-94](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college is continuing to expand its evaluation processes, and a more robust evaluation process is being developed for 2012-2013. Course and program assessments need to be disaggregated for DE students to determine if the delivery method is consistent in supporting student learning when compared to traditional classes. In addition, there is a lack of broad student achievement data disaggregated for DE students.

Actionable Improvement Plans

See [Standards I.B.5](#). and [II.A.1.b](#).

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

Descriptive Summary

The college engages in ongoing, systematic evaluation at the system level, campus level, and the curriculum level. The campus level process is directly integrated into the campus planning process; however, the system level and curriculum level evaluations are also critical to ensuring currency and achievement of SLOs.

Campus-Level Evaluation

For the campus level evaluation, [Standard I.B.6](#). explains in detail how the campus planning process ensures systematic evaluation of all courses, certificates, and programs and integrates that evaluation into the planning process. Leeward CC's Policy on Annual Program Review, L5.202, provides the framework for the college's evaluation of programs by requiring an annual program review. Each instructional division generates a timeline for all courses offered in the division so that courses are assessed in rotation with learning outcomes for each course assessed every five years. This information is incorporated in the APR. In addition to assessment, the APR incorporates a wide-range of prompts on student learning, curriculum, staffing, and resource needs.

Once the campus has completed a cycle of program review, the resulting institutional plan is shared with the campus at Campus Council. In addition, there is a process to review institutional effectiveness of the process that is completed by the OPPA.

System-Level Evaluation

The college also participates in a systematic evaluation process of all courses and programs through UH Executive Policy E5.202. This policy requires assessment information to be collected by instructional divisions and programs and reported as part of the system program review process (also known as Annual Report of Program Data). That information is used to inform decisions of resource allocations. Accordingly, program reviews incorporate and are substantiated by assessment data.

Leeward CC evaluates all courses and programs through an ongoing systematic review process of learning outcomes, currency, and future needs and plans. According to UH Executive Policy E5.202, all colleges "shall develop program review policies and processes that comply with" eight general principles, including the requirement for a "comprehensive review at least once every five years" for all programs ([IIA-95](#)). These program reviews "shall result in improvement plans that are linked to the college strategic plan"; and the program reviews and improvement plans "shall be used in decisions regarding resource allocation at the college and system level."

Curriculum-Level Evaluation

Leeward CC's Policy on Curriculum Review and Revision, L5.201, ([IIA-1](#)) and Policy on Annual Program Review, L5.202, ([IIA-7](#)) reflect UHCC's Executive Policy 5.202 ([IIA-95](#)) by ensuring that the school's curriculum is reviewed on a five-year cycle to maintain academic rigor, integrity, and currency and that assessment results inform and guide the college towards reaching its strategic goals.

In 2006, the college identified **Planning Agenda 13** to clarify the role of the director of planning, policy, and assessment, including the director's role in collecting data on course and program assessments and improvements made and making them available to all faculty, staff, and administrators, with summaries/interpretations provided. As of the 2009 Midterm Report, this progress was ongoing. The DPPA's role has been clarified and collection of course and program assessments occurs within the OPPA. With the implementation of Tk20, this planning agenda item will be completely addressed.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college does not use departmental course and/or program exams. Some CTE programs may administer industry certification exams or may prepare students to take an industry certification exam.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college ensures that academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and which is accepted by the ACCJC. Course outlines, corresponding syllabi, and class schedules provide evidence that an appropriate amount of work is assigned in order to conform to the Carnegie Unit, as required by the Higher Education Opportunity Act of 2008. UH Executive Policy E5.228, which was issued in August 2011, provides the UH system with the following definition of a credit hour:

- A. Is associated with an amount of work represented in intended learning outcomes and verified by evidence of student achievement.
- B. Reasonably approximates but is not less than
 - i. One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time. OR
 - ii. At least an equivalent amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work and other work that earns academic credit ([IIA-97](#)).

This policy also directs the UHCCs and UH baccalaureate institutions to develop a process to assure reliability and accuracy of assigning credit hours across activities earning academic credit.

Each instructor is responsible for assessing the students' success in meeting the SLOs in the approved course outline. Evaluation methods (exams, papers, group work, for example) utilized by faculty are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of SLOs is embedded in each course. All course syllabi in Curriculum Central contain SLOs in fields 18 and 19 ([IIA-62](#)). The Leeward CC OPPA intranet site contains a set of pages related to SLOs and assessment that address basic definitions and processes ([IIA-96](#)).

The OPPA website provides a plethora of reports related to course completion, graduation, job placement and other pertinent data for the use of faculty and staff for the preparation of the APR (IIA-96). While there is data available, additional support in analyzing the information would be beneficial for the preparers of the APR.

Individual course syllabi are based on the course syllabi generator in Curriculum Central (IIA-62). SLOs are included in all course syllabi. Course outlines are reviewed and updated, as necessary, on a five-year cycle. The Curriculum Committee is responsible for approving new course outlines and modifications to existing ones. The Policy on Curriculum Review and Revision, L5.201, (IIA-1) describes a review process and cycle to determine rigor and conformity with SLOs.

Grades are determined on an A-F scale. In some cases, there may be Credit-by-Exam. Effective in the spring of 2009, specific developmental education courses have replaced the grade of F to no assigned (N) grade. For more information on grade options available on the college's website (IIA-98) and the *College Catalog* (IIA-24). Curriculum Central field 22 requires methods of evaluation to be delineated for each course proposed (IIA-99). Field 17 requires an explanation of the professional preparation required to teach each specific course (IIA-100).

Associate degrees (AA, AS, AAS) require at least 60 credits. The AA and AS degrees require course credits that are at the 100 level or above. The number of required credits varies for Certificates of Achievement, Completion, and Competence as well as the Academic Subject Certificate. The *College Catalog* indicates the number of credits required for each certificate and provides a general overview of the 60-credit hour minimum, with each program description delineating the credits required (IIA-24).

The Credit/No Credit (CR/NC) grading option is not available for required courses in a certificate program. Students may opt for CR/NC in AA degree elective courses only or in AS and AAS degree elective courses outside their major field of study. No more than 12 credits may be taken CR/NC in any degree program. See pages 110-111 of the *2011-2012 College Catalog* for limitations on credit and grades (IIA-24).

In 2006, the college identified **Planning Agenda 14** to use the data from SLO assessment to consider how student achievement of course SLOs relates to the awarding of credit. The college has been working earnest to address this issue. In August 2011, the UH system issued Executive Policy E5228, Credit Hour, which defines credit hour and directs units to develop a process to assure the reliability and accuracy of assignment of credit hours across activities earning academic credit.

Self Evaluation

The college is performing at expectations in this standard.

Through use of the UH system's Curriculum Central process all courses proposed and those reviewed most recently are required to address the creation of SLOs for all courses, the degree to which course credits are based on hours of instruction and expected student activity, and the degree to which the successful completion of each course may be considered for transfer within and beyond the UHCC. There is a cycle of course review, complete with SLOs developed for most courses at this point. However, there is no direct link stated or found in evidence between the achievement of SLOs and the awarding of course credit.

Actionable Improvement Plans

None.

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

Descriptive Summary

The Curriculum Committee website provides a Curriculum Central Program Proposal Guide to guide the proposer in determining program outcomes and effectiveness measures. For a number of programs, advisory committees make recommendations about program outcomes and effectiveness measures.

In Curriculum Central, field 7 for program description asks for effectiveness measures that will be used to determine program quality such as number of graduates yearly, placement of graduates, special accreditation, student satisfaction, career and employer satisfaction, and so forth.

Degrees and certificates are awarded based on a student's ability to complete the courses required for a degree or certificate ([IIA-101](#)). All degrees and certificates issued require a GPA of at least 2.0.

All degree applications are reviewed by a counselor first, then reviewed again by a team of counselors for quality assurance, and reviewed a third time by the transcript evaluator before degrees or certificates are posted to the student transcript.

In 2006, the college identified **Planning Agenda 15** to design a grid similar to the Curriculum Grid for the AA competencies in each division. The college is now poised to begin entering and aligning course, program, and institutional program outcomes in Tk20. Currently, the Faculty Senate's Program Review, Institutional Research, and Assessment Committee handles the assessment of the AA degree program. The current assessment process for the AA degree is discussed in [Standard II.A.1.c](#).

The college also identified **Planning Agenda 16** to develop a plan to assess the extent to which graduates achieve program SLOs. This issue should be addressed with the implementation of Tk20.

Self Evaluation

The college is performing at expectations in this standard.

Programs have stated learning outcomes (see [Standard II.A.1.c](#)) and all students applying for certificates and degrees are required to provide substantiation that they have met those requirements. The curriculum grid previously devised provides validation that degrees and certificates are awarded on the achievement of SLOs, and Tk20, the software purchased by the college to align course, program, and institution SLOs, will continue the curriculum mapping process.

Actionable Improvement Plans

None.

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

General education has comprehensive learning outcomes for the students who complete it, including the following:

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

Descriptive Summary

The rationale for general education requirements is found in the *College Catalog 2011-2012*. It states, “General education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply the knowledge, skills, and talents to make judicious decisions and analyze and solve human problems within a multicultural community. General education is the part of education which encompasses the common knowledge, skills and attitudes needed by each individual to be effective as a person, a family member, a worker and a citizen” ([IIA-24](#), page 24).

The college’s general education outcomes include critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication. Each of these general education outcomes has between six and ten academic skill standards.

	General Education Outcome
Critical Thinking	Make critical judgments and apply critical reasoning to address challenges and solve problems.
Technology and Information Literacy	Make informed choices about uses of technology and information literacy for specific purposes.
Oral Communication	Gather information appropriately and communicate clearly both orally and in writing.
Quantitative Reasoning	Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.
Written Communication	Use writing to discover, develop, and communicate ideas appropriately.
Arts, Humanities, and Sciences	Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.
Cultural Diversity and Civics	Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.

The course assessment process ensures that each course in the general education curriculum addresses at least one of these academic skill areas. For an in-depth discussion of how the college assesses its general education outcomes through the AA degree, see [Standard II.A.1.c](#).

The structure of the AA degree is explained in the catalog on pages 26-29. General education core requirements (31 credits) are divided into two categories: foundations and diversification. Foundations courses are intended to give students the skills and perspectives that are fundamental to undertaking higher education. Foundations courses include written communication, symbolic reasoning, and global and multicultural perspectives. The diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. The diversification categories include arts, humanities and literature; social sciences and natural sciences. In order to graduate, students also must fulfill Focus requirements which identify important additional skills and discourses necessary for living and working in diverse communities. The first focus requirement is Hawaiian, Asian, and Pacific Issues (HAP). Students must complete one HAP course. The second focus requirement is writing intensive (WI). Students must complete two WI courses. The third focus requirement is a course in oral communication to assure that students receive training in oral delivery.

As per UH Executive Policy E5.209 UH System Student Transfer and Inter-campus Articulation, “A UH Associate in Arts (AA) degree is accepted as fulfilling lower division general education core (basic/area or foundations/diversification) requirements at all UH baccalaureate degree-granting institutions.” In addition, the policy states, “Academic courses that are comparable in nature, content, and level offered by the receiving campus are transferable” ([IIA-102](#)).

The AAT degree is comprised of 43 credits of general education core requirements. The remaining 19 credits of the AAT degree focus upon core and elective education course requirements. Detailed information pertaining to the AAT degree can be found in the catalog on pages 30-31.

All AS and Associate in Applied Science (AAS) degrees require a component of general education based upon the rationale described above. Each program determines program requirements that include at least 12 credits of general education requirements that typically include 3 credits of arts/literature/humanities, 3 credits of natural science, 3 credits of social science, and 3 credits of oral communication. Courses that meet general education requirements for these degrees and specific degree requirements for CTE programs are listed in the catalog ([IIA-24](#)).

The college recently approved a new Associate in Science in Natural Sciences (AS-NS) degree that is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa ([IIA-103](#)).

A student must have the minimum general education credit requirements in order to be awarded an AA, AAT, AS, AS-NS, or AAS degree. AA graduates must have 12 credits in Foundations, 19 credits in Diversification, and three Focus courses. SLOs must be established and measured on a regular basis for each course included in the core. These SLOs must demonstrate how the course meets competencies described in the ILOs and/or the general education outcomes ([IIA-24](#)). SLOs for courses are also enumerated in the core outline for the course, which is located in Curriculum Central. In addition, foundations and diversification courses are subject to review by the foundations and diversifications boards, respectively. New courses as well as those that have already been designated as fulfilling a Foundation or Diversification requirement must demonstrate how they meet the hallmarks established for the FW, FS, FG, DA, DL, DH, DS, DB, DP or DY designation.

At its September 22, 2010, meeting, the Leeward CC Faculty Senate unanimously approved a motion to add a seventh category to the Leeward CC general education learning outcomes. This category is titled, “cultural diversity and civics.” Six academic skill standards for this new category

ry were also approved. The overarching statement for this outcome area is, “Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national and global issues. A revised title for the sixth outcome was also endorsed. It now reads, “arts, humanities and sciences.” Overarching statements for each of the original outcome areas were also established and approved. These changes are reflected in the current catalog.

Currently, the assessment of the AA degree program is being handled by the Faculty Senate’s Program Review, Institutional Research, and Assessment Committee. The current assessment process for the AA degree is discussed in [Standard II.A.1.c](#).

Self Evaluation

The college is performing at expectations in this standard.

Leeward CC regularly assesses student achievement of general education outcomes as part of the SLO assessment. The Leeward CC SLO assessment form has a section dedicated to the general education learning outcomes; faculty who are participating in assessment of SLOs must also indicate the general education outcomes that are being assessed at the same time. This alignment is currently contained only within the form, and it is planned to use these alignments to create a curriculum map within Tk20.

The college determines which courses will be designated as general education through its general education foundations board ([IIA-86](#)) and diversification board ([IIA-104](#)). Both of these boards are a subset of the Faculty Senate. Each board maintains a process for granting and reviewing designations of courses by using hallmarks established by the UH system.

Actionable Improvement Plans

None.

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

Descriptive Summary

As mentioned in [II.A.3.a.](#), all degree programs at Leeward CC have a general education component that students must complete to earn their degree. This fact demonstrates the commitment of the college to developing productive and life-long learners. Completion of general education courses allows the student to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community, and social responsibility. Six of the seven general education outcomes address [Standard II.A.3.b](#). They are as follows:

- **Critical thinking skills** enable students to make judgments and apply critical reasoning to address challenges and solve problems.
- **Oral communication skills** enable students to gather information appropriately and communicate clearly both orally and in writing.

- **Quantitative reasoning skills** enable students to use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.
- **Technology and information literacy skills** enable students to make informed choices about uses of technology and information literacy for specific purposes.
- **Written communication skills** enable students to use writing to discover, develop, and communicate ideas appropriately.
- **Exposure to arts, humanities, and sciences** enables students to understand the content and methodology of these major content areas.

The college engages in a systematic evaluation of SLOs established for every course in the curriculum. This process ensures that a high quality education is being provided to students and that students are learning. Assessment of SLOs requires that the data gathered be evaluated and used as a basis for change when indicated. Course and program assessments are integrated into the overall program review documents that are submitted by each instructional division and support area annually. These program review documents are instrumental in making campus wide decisions pertaining to resource allocation as well as ensuring a high quality of education and to enable students to be productive individuals and lifelong learners.

The college offers a wide-range of general education courses through DE. The use of DE as a delivery mode is discussed in the college catalog ([IIA-24](#)).

In 2006, the college identified **Planning Agenda 17** to clarify how students will acquire computer literacy in every degree program and how it will be assessed. Students are not currently required to take a computer literacy course; however, they will acquire computer literacy skills through the wide range of courses that require a word processing assignment. Course assessments are ongoing in these classes.

Self Evaluation

The college is performing at expectations in this standard. The college's general education outcomes provide students with the capacity to be productive individuals and life-long learners.

Actionable Improvement Plans

None.

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

Descriptive Summary

One of three Leeward CC ILOs is “values, citizenship, and community.” This outcome states, “Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills” (IIA-24). Leeward CC’s mission statement also includes the principles of community development and diversity (IIA-24, page 5). These principles directly address the recognition of Leeward CC’s role in providing students with the opportunity to develop into effective community members with an appreciation for a diverse population.

Leeward CC provides a variety of educational experiences to promote global competency in order to prepare our students for life and work in the 21st century as global citizens. General education courses initiate the first steps of global competency through the global multicultural perspective courses required for the AA degree. In addition, foreign language courses offered provide a more focused learning experience that provides deeper understanding of a single culture through language acquisition.

General education courses in the following disciplines can be used to satisfy general education outcomes:

- Philosophy, Political Science, and Education (ethical principles)
- Psychology, Sociology Communication, and Speech (civility and interpersonal skills)
- Anthropology, Asian Studies, Drama, East Asian Language and Literature, Hawaiian Studies, and Humanities (cultural diversity)
- Arts, Music, Dance, Drama, Literature, and History (historical and aesthetic sensitivity)
- American Studies, Political Science, Interdisciplinary Sciences, and Women’s Studies (civic, political, and social responsibilities)

Through the course and program assessment process the SLOs are aligned with the ILOs, which include values, citizenship, and community. This in turn assesses whether students are becoming ethical and global citizens.

Through relationships with partner entities abroad, the Office of International Programs brings short-term groups of students from Japan to Leeward CC which provides direct interaction opportunities for our students with their counterparts from another country and culture (IIA-30). These short-term programs are designed to include maximum interaction for students from both institutions and learning experiences about each other’s cultures. Through partnerships with host institutions for study abroad programs, Leeward CC offers students the opportunity to live and study in another culture. As students gain experiences along the continuum of global competency, from coursework at home to study abroad, they become increasingly more successful with intercultural interactions and more culturally sensitive.

Self Evaluation

The college is performing at expectations in this standard.

Leeward CC believes in the dignity and potential of each individual and his or her ability to learn. Through efforts in general education curriculum development and productive relationships with national and international counterparts, the college provides students with learning experiences that support recognition of what it means to be an ethical human being and a global citizen.

Actionable Improvement Plans

None.

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

Descriptive Summary

The Chancellor for Community Colleges Memo (CCCM) #6004 (Revised February 1, 2002) pertaining to “Academic Credentials: Degrees and Certificates” is the document used to define the college’s degrees and certificates ([IIA-101](#)). Leeward CC requires of all its degrees and programs (AA, AS, AAS, and AS-NS) a component of general education that is interdisciplinary by nature and published in the current *College Catalog*.

Within arts and sciences, there are two degrees: the 60-credit AA degree and a 62-credit AAT. There are also academic subject certificates (ASC) in the following: Accounting, Business, Business Technology, Community Food Security, Creative Media, Digital Art, Hawaiian Studies, Information and Computer Science, Management, Music, Philippine Studies, Plant Bioscience Technology, and Writing ([IIA-24](#)).

In response to UH Mānoa, Kapi‘olani CC, and Honolulu CC adopting a new general education core and categorization of requirements, Leeward CC’s Faculty Senate formed the Leeward CC AA Core Revision Committee (AA-CRC) to study whether a revision of the existing AA core was warranted. Each division appointed two members, with three coming separately from the Faculty Senate, in addition to the Leeward CC AA-CRC Chair. By January 2005, a presentation of the progress of the committee was made to the campus at convocation, and a campus forum was conducted in February. In April 2005, the AA-CRC made their recommendation to the Faculty Senate. Faculty Senate voted to approve their recommendations for change on October 12, 2005, with the implementation date of the fall of 2006 ([IIA-105](#)).

This new general education core required a Foundations Board, which reviewed (and would continue to periodically review) courses for adherence to established hallmarks and ensure smooth articulation to UH Mānoa. Within the Foundations Board the sub-categories are symbolic reasoning, written communication, and global/multicultural. By March 2007, 97 percent of the faculty voted to approve the Foundations Board as a Faculty Senate standing committee and in April 2007 Leeward CC was accepted as a member of the multi-campus foundations group. A Hawaiian, Asian, Pacific (HAP) focus board was formed to review and approve courses for the HAP Focus requirement.

Since 2006, the 60-credit AA degree was composed of three major parts: 43 credits of general education core requirements, 17 credits of electives, with 9 credits of the total being Leeward CC graduation requirements or focus requirements.

In January 2009, the Foundations Board chair sent a survey to ask how the new core curriculum was functioning on campus. It was distributed to approximately 200 faculty, through the divisions and a total of seven replies were received. In February, the Foundations Board sent another copy of the survey via email to all faculty and a total of nine replies were received, two of which were primarily in the form of requests for clarification.

In March 2009, the Foundations Board chair sent a questionnaire to administrators, students, and faculty inquiring about the functioning of the new core curriculum. Since the email inquiry sent to administrators was interpreted as asking if there were any concerns expressed about the new AA general education core, the chair received no response as it appeared that the new core was serving the students very smoothly. Based on the data gathered from these surveys, there are no common concerns or problems that require immediate attention.

According to a report by the Foundations Board to the Faculty Senate dated May 13, 2009, of the 271 students polled, 220 students expressed a desire to complete or already obtained an AA degree. Out of those 271 students, 130 (48.0 percent) said they knew about the curriculum and of those who knew about the curriculum, 124 students rated how easy it was to understand the curriculum without any help. On the scale from 1 to 5, with 1 being very easy and 5 being very difficult, the average result was 2.35 ([IIA-106](#)).

On September 22, 2010, the Faculty Senate formed the ad hoc AA-CCRC to study if the Leeward CC AA degree should be modified to better support the transition of Leeward CC students to UH Mānoa and to increase the low graduation rate. The Faculty Senate approved new AA degree requirements on April 20, 2011 ([IIA-108](#)). The chancellor submitted the approved AA degree requirements to the Office of the Executive Vice President for Academic Affairs/Provost on May 11, 2011, with the fall of 2011 effective date ([IIA-13](#)).

The revised AA degree is comprised of 12 credits of foundations courses and 19 credits of diversification courses. Graduation requirements include one HAP course, two WI courses, and one oral communication course. There are 26 elective credits.

The 62-credit AAT is comprised of 13 credits of education core classes, 6 credits of education electives, and 43 credits of Leeward CC's general education core. In September 2005, the UH BOR approved the provisional establishment of the AAT program, and in May 2008, it was granted permanent status.

The college recently approved a new AS-NS degree that is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa. The UH BOR approved the provisional establishment of the AS-NS program on November 30, 2011 ([IIA-109](#)).

Self Evaluation

The college is performing at expectations in this standard.

Leeward CC offers AA, AAT, and AS-NS degrees in addition to its CTE degree programs. Each program leads to a degree and includes a focused study in at least one area of inquiry or in an established interdisciplinary core.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college currently offers six categories of credit-based vocational and occupational certificates and degrees in nine program areas. OCEWD offers non-credit certificates within five program areas. More information about the requirements of these certificates and degrees can be found in the *College Catalog*. These credit and non-credit degrees and certificates are taught by faculty who are experts in their fields and who prepare students for today's competitive job market.

All nine credit programs offer cooperative education, externship, internship, or practicum courses that integrate academic preparation and career interests with actual work experience. The programs that offer this work experience include Accounting, Automotive Technology, Business Technology, Culinary Arts, Digital Media, Information and Computer Science, Management, Substance Abuse Counseling, and Television Production. Employers are represented from both the private and public sectors of the community.

The college's nine CTE credit programs schedule between one to two advisory committee meetings per year to develop SLOs, assess technical and professional competencies, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, provide current labor market demand, and discuss emerging industry needs. Minutes of advisory committee meetings are available within each program.

For non-credit programs offered through OCEWD, one to four advisory committee meetings are scheduled each year to assess technical and professional competencies, provide current labor market demand, and discuss emerging industry needs.

Two credit programs are nationally accredited as follows:

- Automotive Technology – Accredited by the National Automotive Technician Education Foundation
- Culinary Arts – Accredited by the American Culinary Federation

The following table is the most recent Perkins Performance on Core Indicators for 4P1 – Student Placement (2010-2011). The UHCC Performance Standard that was set for 4P1 was 56.00. As indicated below, seven of the nine CTE programs met this standard for student placement, with the Culinary Arts and Digital Media programs falling below the standard.

Program	Numerator	Denominator	Actual Performance Standard
Accounting	36	57	63.16
Automotive Technology	27	35	77.14
Business Technology	26	35	74.29
Culinary Arts	7	21	33.33
Digital Media	9	25	36.00
Information Computer Science	8	13	61.54
Management	12	15	80.00
Substance Abuse Counseling	12	17	70.59
Television Production	3	5	60.00
College	151	237	63.71

Table 59, Student Placement, CTE ProgramsI

In the above table, the numerator is based on concentrators in the year reported (prior Perkins year) who stopped program participation and who were placed or retained in employment, military service, or an apprenticeship program within the quarter following program completion. The denominator is based on concentrators in the year reported (previous Perkins year) who stopped program participation.

CTE students who complete their certificates and degrees are prepared for external licensure and certification. The following table reflects those CTE programs and their respective external licensure or certification.

Program	Credit or Non Credit	External Licensure or Certification
Accounting	credit	<ul style="list-style-type: none"> There are related professional certifications for workers/users (not programs) in the accounting industry. Examples are IRS Enrolled Agent, American Institute of Professional Bookkeepers, Certified Bookkeeper, American Payroll Association, and Certified Payroll Professional.
Automotive Mechanics Technology	credit	<ul style="list-style-type: none"> Students enrolled in the Automotive Student Service Educational Training (ASSET) program, sponsored by the Ford Motor Company and Hawai'i Ford and Lincoln/Mercury dealers, are required to successfully complete all dealer-based courses and achieve Automotive Service Excellence (ASE) certification.
Certified Professional Coder (Hospital)	non-credit	<ul style="list-style-type: none"> American Academy of Professional Coders (AAPC) certification as a Certified Professional Coder – Hospital (CPC – H)
Commercial Motor Vehicle Operation	non-credit	<ul style="list-style-type: none"> Class A and B Commercial Driver License (CDL)
Culinary Arts	credit	<ul style="list-style-type: none"> National Restaurant Association ServSafe Certification National Restaurant Association Manage First Program – Human resources Management and Supervision Certification National Restaurant Association Manage First Program – Customer Service Certification
Digital Media Production	credit	<ul style="list-style-type: none"> National Association of Communication Systems Engineers (NACSE) certification as a Web Technician Certification with Adobe Certified Associate (ACA)

Food Safety and Sanitation	non-credit	<ul style="list-style-type: none"> • Servsafe Food Protection Manager Certification
Forklift Certification	non-credit	<ul style="list-style-type: none"> • Hawai'i Occupational Safety and Health (HIOSH) in conjunction with the Hawai'i Occupational Safety and Health Administration (OSHA)
Green Building and Energy Management	non-credit	<ul style="list-style-type: none"> • LEED Green Associate (GA) Exam Preparation
Home Energy Survey Professional	non-credit	<ul style="list-style-type: none"> • RESNET Home Energy Survey Professional
Information Computer Science	credit	<ul style="list-style-type: none"> • National Association of Communication Systems Engineers (NACSE) certification as an Associate Network Specialist and Senior Network Specialist
Management	credit	<ul style="list-style-type: none"> • The Certificate of Competence in Management Foundations, the Certificate of Competence in Retail Foundations, and the Certificate of Completion in Business Essentials are endorsed by the Western Association of Food Chains (WAFC). Upon completion of the three certificates, students also receive a Retail Management Certificate issued by the WAFC. • The Certificate of Achievement in Retail Management is also endorsed by the WAFC. Upon completion of the aforementioned three certificates, students also receive the Certificate of Achievement in Retail Management and the Retail Management Certificate issued by the WAFC.
Medical Administrative Specialist	non-credit	<ul style="list-style-type: none"> • Certified Medical Administrative Specialist (CMAS) certification exam administered by the American Medical Technologists (AMT)
Medical Assistant	non-credit	<ul style="list-style-type: none"> • Registered Medical Assistant (RMA) national certification exam offered through the American Medical Technologist (AMT) certifying agency
Medical Reimbursement Specialist	non-credit	<ul style="list-style-type: none"> • National certification Certified Medical Reimbursement Specialist (CMRS) with American Medical Billing Association (AMBA)
Motorcycle Safety Education	non-credit	<ul style="list-style-type: none"> • Basic Rider Course (BRC) Hawai'i Edition, approved for use by the Hawai'i Department of Transportation (HDOT) for Motorcycle Rider Education. Upon successful completion of the course, qualified students are issued a licensing waiver.
Nurse Aide Program and ARC Exam	non-credit	<ul style="list-style-type: none"> • The State of Hawai'i Nurse Assistant Competency Evaluation Exam to become a Certified Nurse Aide (CNA) • American Red Cross (ARC) Competency Evaluation
Phlebotomy Technician	non-credit	<ul style="list-style-type: none"> • The Registered Phlebotomy Technician (RPT) certification exam offered by the American Medical Technologists certifying agency
Process Technology	non-credit	<ul style="list-style-type: none"> • Certified Process Operator national exam offered through the Center for the Advancement of Process Technology (CAPT)
Security Guard Certification and Preparation	non-credit	<ul style="list-style-type: none"> • National Certification from International Foundation for Protection Officers (IFPO)
Substance Abuse Counseling	credit	<ul style="list-style-type: none"> • The International Certification Reciprocity Consortium (ICRC) certifies learners. Graduates of the Substance Abuse Counseling program, upon securing the necessary experiential hours and upon having passed the written exam, can be certified by ICRC and the State Department of Health Alcohol and Drug Abuse Division (ADAD).

Self Evaluation

The college is performing at expectations in this standard.

The CTE credit and non-credit programs outlined above are well aligned with the expectations of employers and address the needs of the community that the college serves.

The faculty and counselors in all CTE programs, especially the Culinary Arts and Digital Media programs, are currently researching why students who have stopped program participation are not placed or retained in employment. Additionally, all programs are constantly working with their advisory committees to improve student placements. As such, the college will continue its concerted efforts to develop mechanisms to track external licensure, certification, and/or employment after graduation.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college provides clear and accurate information about programs of study and transfer policies, along with the purpose, content, course requirements, and expected SLOs of degrees and certificates in several ways. This information is provided in the *College Catalog* ([IIA-24](#)), program advising sheets, counselor meetings, program brochures, the college website, and the online STAR degree planning web application ([IIA-110](#)).

The catalog includes a complete listing of all degrees and certificates, course descriptions, program requirements, prerequisites/co-requisites, SLOs, and transfer policies. Current and previous versions of the *College Catalog* are available for viewing or downloading on the Leeward CC website or a hard copy may be purchased for a nominal fee at the campus Copy Center ([IIA-111](#)).

The *College Catalog* is carefully monitored and edited by the OPPA in order to provide clear and accurate information about programs of study and transfer policies. The information is updated with data from Curriculum Central ([IIA-62](#)).

Leeward CC now requires mandatory advising for first-time students to ensure they receive degree and certificate program information from their counselors at least once before they may register for classes. Counselors meet with current students and use program advising sheets, which are generated from catalog information, to help students plan their academic path or to see student progress toward fulfilling degree, certificate, and transfer requirements. Counselors also use the UH System Course Transfer Database to help students find information regarding the transfer of credit courses into various UH and non-UH campuses. The Scheduling and Reporting System (SARS) data codes are used to categorize the major purpose of each meeting a student has with any counselor.

Additionally, as one of four goals identified by counselors for improvement of services to students, all academic advising appointments beginning in the fall of 2011 place an increased emphasis on the use of STAR, an online degree planner. Information in STAR is updated with data from Curriculum Central on a regular basis. Counselors were furnished with iPads to allow students to log onto STAR to learn how to use the technology for self-advising when possible. Information on STAR is also included on the college website ([IIA-112](#)). Protocols for initial advising appointments, now required subsequent to participation in NSO, call for all counselors to instruct students in the use of STAR. This strategy was inaugurated to allow counselors more time to work with students most in need of professional guidance in course selection and applicability to degree and certificate completion.

Program brochures and the college website also provide all required information. All program brochures and website content is coordinated by creative services to insure consistency with the *College Catalog* and accuracy of information. The marketing officer and program coordinators check information for program brochures and web content to provide a “double-check” proofing for accuracy.

DE students are provided the same information on programs of study, transfer policies and purpose, content, course requirements, and expected SLOs of degrees and certificates. The information is accessed via online resources, such as the college website and STAR and through interaction with counselors, provided during face-to-face meetings or via online through email, text messages, or online chat.

Faculty members are required to provide students with course syllabi during the first week of the semester. They also provide their division with a copy for placement in division files. To help them prepare their course syllabi, they may view official core course outlines by accessing Curriculum Central ([IIA-62](#)). Syllabi are also located in the campus library.

According to the college’s Policy on Curriculum Review and Revision, L5.201 ([IIA-1](#)), all course syllabi must include standardized items, including the goals and purposes of a course. Each course syllabus is required to contain the same SLOs as the approved core course outline for that course regardless of the course’s delivery method. In addition to the hard copy of the course syllabus, faculty members also go over the information in class. According to the policy, if a syllabus does not reflect the required standardized information, the division chair and discipline will work with that particular faculty to correct discrepancies within the current semester.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The *College Catalog* is updated annually and regularly reviewed for effectiveness. SLOs are included in the catalog. The SLOs are retrieved from Curriculum Central to ensure only approved SLOs are disseminated to students.

Each semester divisions are asked to audit course syllabi to insure only approved course outline content is included on instructors’ course syllabi, including official SLOs.

Counselors continue to use STAR to inform students about appropriate courses and programs in all academic advising sessions.

Through the self evaluation process, it became apparent that the DE coordinator should be providing a listing of degrees and certificates available entirely via distance education, along with a listing of degrees and certificates where a substantial portion (50 percent or more) can be attained via DE for inclusion in the catalog and college website. This information was placed [online](#) in the spring of 2012 and will appear in the 2012-2013 *College Catalog*.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III based on the fact that current and prospective students receive clear and accurate information about SLOs for courses, programs, certificates, and degrees. In addition, students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Actionable Improvement Plans

See Standard [I.A.2](#).

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

Descriptive Summary

The college has clearly stated transfer of credit policies and procedures for students entering from and leaving to other institutions. This information is communicated to students through the *College Catalog*. UH Executive Policy E5.209 is the basis for the College Transfer Policy ([IIA-102](#)). The catalog is available online at the Leeward CC website. Hard copies are also available for students to purchase.

College credit transfer policies are also available to students from the Office of Admissions and Records, counselors, the Leeward CC website, and through transfer workshops that are held through-out the semester ([IIA-113](#), [IIA-114](#)). Students are notified of the workshops through email, on campus digital signage system, the college website, flyers, counselors, and announcements in classes that relate to a particular major. The college also lists all courses articulated to meet UH Mānoa general education requirements on the website ([IIA-115](#)). Students are also able to access online the general education foundations board information on courses ([IIA-86](#)).

Students are able to utilize credits from other accredited institutions to meet certificate and/or degree requirements. Students can have their official transcripts sent for evaluation and can also complete an evaluation request. The transcript evaluator evaluates the courses a student took as it may apply to their degree. The transcript evaluator reviews the course descriptions, and if necessary, the course syllabus, to determine whether a course is equivalent. If there is a question on whether or not a course is transferrable, the request is sent to the appropriate division to make a determination. Residency requirements are also taken into consideration when determining the number of credits that are accepted. Once an evaluation is completed, students are provided with a document called the Transcript Evaluation Guidelines that explains the general guidelines for the evaluation. The vice chancellor of academic affairs is responsible for final approval.

Any student who completes an AA degree meets all general education requirements for any baccalaureate program at UH Mānoa, UH West O‘ahu, UH Hilo, Hawai‘i Pacific University, and Brigham Young University. The campus also has articulation agreements in place for Leeward CC’s Accounting and Business Technology programs with both UH West O‘ahu and Hawai‘i Pacific University. There is also an articulation agreement for the AS in TV Production with Hawai‘i Pacific University. The AAT degree has articulation agreements with baccalaureate programs at UH Mānoa, UH West O‘ahu, Chaminade University in Honolulu, and Western Governors University. The college also has an articulation agreement with the University of Phoenix for all baccalaureate programs. These agreements were developed in response to student needs and are reviewed as part of the APR process.

Self Evaluation

The college is performing at expectations in this standard.

The college continues to investigate the need for new articulation agreements. Current articulation agreements are updated to reflect changes in curriculum requirements and to encompass new programs. There is also renewed effort to ensure that courses transfer appropriately within the UH system.

Actionable Improvement Plans

None.

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

Descriptive Summary

Leeward CC follows the UH BOR Policies, Section 5-1, Instructional Programs, when established programs are terminated or program requirements are significantly changed ([IIA-116](#)). If programs are eliminated or requirements change, academic commitments to students already enrolled in the program will be fulfilled. Students currently enrolled would be allowed to complete their coursework and finish their degree with very little disruption. However, no new students will be admitted into the program.

Leeward CC’s policy for program discontinuance is clearly stated in the UH BOR’s policies and bylaws. The college will adhere to this policy if programs are eliminated or if requirements are changed.

Self Evaluation

The college is performing at expectations in this standard.

Program elimination is rare, though Leeward CC has eliminated programs in the past by following the requirements of the UH BOR policies.

Actionable Improvement Plans

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

In its efforts to represent itself clearly, accurately, and consistently—and to fulfill the goals set forth in its last self-evaluation—in 2010 the college redesigned and updated its website, which is its central repository and communication portal of information for prospective students and the public as well as current students ([IIA-117](#)).

All pages provide a colorful, student-friendly tool bar with direct links to the college's programs of study, counseling, and financial aid pages, as well as the academic calendar, and a "connect to Leeward" page featuring the college's social-networking sites, including Facebook, Flickr, Twitter, YouTube, and Pinterest ([IIA-118](#)).

In addition to providing information on its website, the college continues to print information for students. A printed version of the catalog is available for purchase at the campus Copy Center. Also available are booklets explaining NSO and outlining step-by-step registration procedures, a welcome booklet for all newly accepted students; a spiral-bound student planner, which in 2009-2010 won second place nationally at the annual National Council for Marketing and Public Relations Conference ([IIA-119](#)); and the Leeward CC Wai'anae newsletter ([IIA-120](#)).

The college's Creative Services office strives for consistency and clarity in communication by providing centralized support for all of the college's communication, graphic design, and marketing services. Its webpage hosts an online campus communication system with submission forms for announcements, including press releases to media, postings to the college's social-media sites, and features on the campus digital signage system ([IIA-121](#)).

As specified in the Creative Services policies statement published in the Communication and Publication Project Policy, all of the college's informational and promotional materials (that is, all external communications, whether printed, broadcast, or electronic) must be reviewed and approved by the marketing director prior to publication. To enable timely review and approval of communication materials, the marketing director maintains a submissions deadline of one week prior to press or production time.

Marketing and recruitment materials for international programs provide comprehensive, detailed and accurate information to prospective students about all aspects of studying at Leeward CC, including clearly stated application requirements and procedures, visa information, costs, services provided, degrees offered and transfer options.

The *College Catalog* is also reviewed and updated continuously according to recommendations of campus committees and representatives responsible for individual sections. Corresponding information on the college's website is updated accordingly for consistency and transparency.

In 2006, the college identified **Planning Agenda 20** to commit appropriate resources and personnel to redesign the college's website. Although no additional resources were allocated, the website was redesigned in 2010. Focus groups and surveys were conducted with students in 2008 to identify ways to improve clarity, layout, and design of the catalog and the college's website.

Self Evaluation

The college is performing at expectations in this standard.

The college continues to review its publications for effectiveness in presenting clear information to students. Respective faculty and staff need to continue to maintain and update the college publications and website, regularly review and evaluate print and online resources to ensure their currency, consistency, and efficacy, and make updates when needed.

Actionable Improvement Plans

None.

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

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

Descriptive Summary

At Leeward CC, academic freedom and responsibility are outlined in the UHCC Policy 5.211 Statement on Professional Ethics ([IIA-122](#)), which adopts the statement on professional ethics of the American Association of University Professors (AAUP) ([IIA-123](#)).

In addition, Article IX of the *2009-2015 Agreement between the University of Hawai'i Professional Assembly and the University of Hawai'i Board of Regents* provides safeguards for academic freedom. All documents are published in print and accessible online ([IIA-44](#), Article IX. A, page 17).

With regard to student academic freedom, the AAUP statement referenced above ensures that faculty protect the academic freedom of students and the free pursuit of learning. Also, the academic rights and freedoms of students are published in the *College Catalog*.

Article IV of the UHPA faculty contract states the responsibility of faculty is to present differing points of view, and to “. . . provide factual or other scholarly sources for such conclusions” ([IIA-44](#), Article IV. A, page 4). Additionally, the Leeward CC faculty evaluation process seeks to ensure that the standard is upheld through peer and student reviews.

UHCC Policy 5.211 Statement on Professional Ethics adopts the statement on professional ethics of the AAUP and requires that “. . . professors devote their energies to developing and improving their scholarly competence” ([IIA-122](#)).

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

Student Regulations are included in the *College Catalog 2011-2012* ([IIA-24](#)). This section contains a discussion of academic dishonesty and its repercussions. The entire Student Conduct Code for the UH system can be found online ([IIA-125](#)).

In addition, faculty members provide information about academic dishonesty as it relates to course expectations as part of their syllabi and/or program handbooks ([IIA-126](#)).

The Student Conduct Code has been distributed to students participating in mandatory NSO for the past three years on a complementary portable flash drive. An abbreviated version is included in the student planner that is distributed free to all students. The Student Conduct Code and the accompanying procedures are also posted on the college's website ([IIA-127](#)).

Students register by using a student ID number and/or UH username and password, both of which are considered private. Students are told to keep their UH passwords secure. In accordance with the Higher Education Opportunities Act of 2008, online courses offered by the college use Lulima (SAKAI), the UH system's course management system, which requires secure login using a student's UH-issued username and password ([IIA-128](#)). In addition, some tools in Lulima have the option of requiring an honor pledge that states that the student attests that he or she is submitting his or her own work ([IIA-129](#)).

Self Evaluation

The college is performing at expectations in this standard.

The policies regarding academic honesty and consequence for dishonesty are clearly stated. A procedure has been established for new students to ensure the policies are readily accessible and available to all students. In 2010, new students had to attend a mandatory NSO and also meet with a counselor prior to registration. Starting in the fall of 2011, the NSO was provided live and online. After completing these requirements, a student receives a flash drive with the Student Conduct Code pre-loaded.

The college needs to consider better methods of verifying student identity and develop and implement a mechanism to ensure that a student who registers for a DE course is the same student who participates and completes the course.

For DE courses, faculty should be encouraged to adopt best practices for instruction and assessment that promote academic honesty. Faculty adoption of such strategies would require institutional commitment to providing faculty support, including professional development for instructors and an academic integrity liaison.

Actionable Improvement Plans

None.

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

Descriptive Summary

As part of a state public university system, Leeward CC does not seek to instill specific beliefs or worldviews on its employees or its students. The Leeward CC mission statement found in the *College Catalog* clearly delineates the school's focus and areas of emphasis. Student codes of conduct are included in the catalog as well. The entire Student Conduct Code for the University of Hawai'i system can be found online ([IIA-125](#)). Leeward CC also includes a link to the Leeward Student Conduct Code on its website ([IIA-127](#)).

Faculty are expected to adhere to the Drug-free Workplace Policy ([IIA-130](#)), the Workplace Non-violence Policy ([IIA-131](#)), and the Policy on Sexual Harassment and Related Conduct ([IIA-132](#)).

A guidebook for faculty and staff contains general expectations of faculty conduct, and discusses both the Drug-free Workplace Policy and the Policy on Sexual Harassment and Related Conduct. A revision of the guidebook is currently in process, and a discussion of the Workplace Non-Violence Policy will be included in the revision. The guidebook is distributed to all new faculty during new faculty orientation, and is available from the Innovation Center for Teaching and Learning ([IIA-133](#)).

Self Evaluation

The college is performing at expectations in this standard.

In addition to written policies addressed above, the Human Resources Office periodically conducts workshops concerning violence in the workplace and sexual harassment. The relevant policies concerning student and faculty conduct are clearly stated, and the college makes every effort to ensure the policy statements are widely available.

Actionable Improvement Plans

None.

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

Descriptive Summary

Leeward CC does not offer curricula in foreign locations to students other than U.S. nationals for both its traditional face-to-face and distance education programs.

Self Evaluation

This standard is not applicable.

Actionable Improvement Plans

This standard is not applicable.

Standard II.A. Appendices

Appendix IIA-A (Programs Aligned with Mission)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26787/Appendix%20IIA-A.pdf>

Appendix IIA-B (Programs in High-Demand and Emerging Fields)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26788/Appendix%20IIA-B.pdf>

Appendix IIA-C (Programs to Address Specific Student Needs)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26789/Appendix%20IIA-C.pdf>

Appendix IIA-D (Data and Analyses in the APR Template)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26790/Appendix%20IIA-D.pdf>

Appendix IIA-E (Methods of Instruction)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26791/Appendix%20IIA-E.pdf>

Appendix IIA-F (Distance Education-Specific Questions on the Core Course Outline)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26792/Appendix%20IIA-F.pdf>

Appendix IIA-G (Innovation in Teaching Methodologies)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26793/Appendix%20IIA-G.pdf>

Appendix IIA-H (Student Learning Outcomes in Curriculum Central)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26794/Appendix%20IIA-H.pdf>

Appendix IIA-J (Curriculum Review and Approval Process)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26796/Appendix%20IIA-J.pdf>

Appendix IIA-K (Breadth et al in the APR)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26797/Appendix%20IIA-K.pdf>

Standard II.A. Evidence

IIA-1 Policy on Curriculum Review and Revision, L5.201

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27070/1_L5.201_Policy_on_CurriculumReview_and_Revision.pdf

IIA-2 Curriculum Committee Course Proposal Guide, Field 37

<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field37>

IIA-3 Management (MGT) 120 Core Course Outline

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26563/3_MGT_120_Course_Outline.pdf

IIA-4 Curriculum Committee Program Proposal Guide, Field 1

<http://emedia.leeward.hawaii.edu/facsenate-cc/program-guide-field1>

- IIA-5 **Associate in Arts in Teaching (AAT) Core Program Outline**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26560/5_AAT_Program_Outline.pdf
- IIA-6 **APR Template, Leeward CC Wai'anae, 2009-2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26561/LCC%20APR%20LCC%20Waianae%202009-2010%20v3c%20r1.pdf>
- IIA-7 **Policy on Annual Program Review, L5.202**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27071/7_L5.202_Policy_on_Annual_Program_Review.pdf
- IIA-8 **Associate in Arts in Teaching (AAT) Degree**
<http://www.leeward.hawaii.edu/aat>
- IIA-9 **Plant Bioscience Technology Academic Subject Certificate**
<http://www.leeward.hawaii.edu/pbt>
- IIA-10 **Travel Industry Certificate of Completion**
<http://www.leeward.hawaii.edu/node/721>
- IIA-11 **Process Technology Certificate of Professional Development**
<http://www.leeward.hawaii.edu/processtech>
- IIA-12 **Degree and CA Counts and Transfers for All Programs**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26635/Degree_&_CA_Counts_and_Transfer_for_All_Programs_for_2011_08_11.pdf
- IIA-13 **Associate in Arts Degree Revision Approval Memo, May 11, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26865/Associate%20of%20Arts%20Degree%20Revision%20Approval_051111.pdf
- IIA-14 **STAR for Students**
<http://www.leeward.hawaii.edu/STAR-degree-planning>
- IIA-15 **CTE Degree and CA Counts and Transfers for all CTE Programs**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26636/CTE%20Degree_&_CA_Counts_and_Transfer_for_All_Programs_for_2011_08.pdf
- IIA-16 **Leeward CC Online Programs**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26562/Leeward_Online_Programs.pdf
- IIA-17 **Hālau 'Ike O Pu'uloa**
<http://www.leeward.hawaii.edu/halau>
- IIA-18 **Institutional Plan, 2011-2013**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27072/18_Institutional_Plan_2011_2013.pdf
- IIA-19 **AA in Hawaiian Studies Degree Core Program Outline**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27073/19_AAHS_Core_Program_Outline.pdf
- IIA-20 **Letter from Dr. Barbara A. Beno, June 13, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27074/20_ACCJC_Letter_No_Sub_Change_AAHS.pdf

- IIA-21 **Leeward CC Wai'anae**
<http://www.leeward.hawaii.edu/leewardccw>
- IIA-22 **Ho'oulu Project**
<http://emedia.leeward.hawaii.edu/hooulu/>
- IIA-23 **TRIO Upward Bound**
<http://emedia.leeward.hawaii.edu/upwardbound/>
- IIA-24 **Leeward CC College Catalog 2011-2012**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27084/24_Leeward CC Catalog_2011_2012.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27084/24_Leeward_CC_Catalog_2011_2012.pdf)
- IIA-25 **English as a Second Language (ESL) Program**
<http://emedia.leeward.hawaii.edu/languagearts/esl>
- IIA-26 **Marine Option Program**
<http://www.leeward.hawaii.edu/mop>
- IIA-27 **Service Learning Program**
<http://emedia.leeward.hawaii.edu/servicelearning/>
- IIA-28 **Cooperative Education**
<http://www.leeward.hawaii.edu/co-op-education>
- IIA-29 **Office of Continuing Education and Workforce Development (OCEWD)**
<http://www.ocewd.org/>
- IIA-30 **Office of International Programs**
<http://www.leeward.hawaii.edu/ipo>
- IIA-31 **Institutional Research, OPPA Group, Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/iro>
- IIA-32 **APR Template, Math and Sciences, 2010-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26571/LCC%20APR%20Form%20Math%20Sci%20Div%202010-2011.pdf>
- IIA-33 **Leeward CC CCSSE Executive Summary**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26579/00%20Leeward%20CC%20CCSSE%20Executive%20Summary.pdf>
- IIA-34 **iLearn@Leeward, DE Website for Students**
<http://emedia.leeward.hawaii.edu/emc/ilearn>
- IIA-35 **eCafé Questions**
<http://www.hawaii.edu/ecafe/faq.jsp#instructors>
- IIA-35 **iLearn@Leeward: A Community of Support for Distance Learners**
<http://blogs.leeward.hawaii.edu/ilearn/>
- IIA-36 **DE Student Survey Results for Spring 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26575/DE%20Student%20Survey%20Results%20Spring%202008.pdf>
- IIA-37 **DE Student Survey Results for Fall 2008**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26572/DE%20Student%20Survey%20Results%20Fall%202008.pdf>

- IIA-38 **DE Student Survey Results for Spring 2009**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26576/DE%20Student%20Survey%20Results%20Spring%202009.pdf>
- IIA-39 **DE Student Survey Results for Fall 2009**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26573/DE%20Student%20Survey%20Results%20Fall%202009.pdf>
- IIA-40 **DE Student Survey Results for Spring 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26577/DE%20Student%20Survey%20Results%20Spring%202010.pdf>
- IIA-41 **DE Student Survey Results for Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26574/DE%20Student%20Survey%20Results%20Fall%202010.pdf>
- IIA-42 **DE Student Survey Results for Spring 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26578/DE%20Student%20Survey%20Results%20Spring%202011.pdf>
- IIA-43 **DE Student Resources**
<http://emedia.leeward.hawaii.edu/emc/ilearn-student-resources>
- IIA-44 **2009-2015 Agreement between the University of Hawai'i Professional Assembly and the University of Hawai'i Board of Regents, Article IV.B.3.**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26777/UHPA%202009-2015%20AGREEMENT.pdf>
- IIA-45 **Leeward CC Achieving the Dream PowerPoint Presentation on the Math Initiative**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26598/AtD_Leeward_Coaches_Meeting_October_2011_Math%20Redesign.pdf
- IIA-46 **Curriculum Committee Course Proposal Guide, Field 21**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field21>
- IIA-47 **Accounting (ACC) 201 Course Outline**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26590/ACC%20201%20Course%20Outline.pdf>
- IIA-48 **Curriculum Committee Course Proposal Guide, Field 34**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field34>
- IIA-49 **Curriculum Committee Course Proposal Guide, Field 36**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field36>
- IIA-50 **Leeward CC DE Strategic Plan, May 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27096/50_DE_Strategic_Plan.pdf
- IIA-51 **Convocation Evaluation Summary, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27097/51_Convocation_Roundtable_Summaries_Spring_2012.pdf
- IIA-52 **Leeward CC Employee Satisfaction Survey 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27098/52_LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf

- IIA-53 **Community College Inventory Report 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27099/53_Leeward%20CC_Community_College_Inventory_2011.pdf
- IIA-54 **APR Template, Arts and Humanities, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26727/LCC%20APR%20Arts%20&%20Humanities%202011-2012%20v1%20r0.pdf>
- IIA-55 **APR Template, Business, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26728/LCC%20APR%20Business%202011-2012%20v1r0.pdf>
- IIA-56 **APR Template, Language Arts, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26729/LCC%20APR%20Language%20Arts%202011-2012%20v1r0.pdf>
- IIA-57 **APR Template, Math and Sciences, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26730/LCC%20APR%20Math%20Sciences%202011-2012%20v1r0.pdf>
- IIA-58 **APR Template, Professional Arts and Technology, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26731/LCC%20APR%20PAT%202011-2012%20v1r0.pdf>
- IIA-59 **APR Template, Social Sciences, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26779/LCC%20APR%20Soc%20Sciences%202011-2012%20v1r0.pdf>
- IIA-60 **SLO Rubric**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26627/SLO_Rubric_12-7-09_v4-1.pdf
- IIA-61 **Course SLO Assessment Steps**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27104/61_Course_SLO_Assessment_Steps_2011_12_12.pdf
- IIA-62 **Curriculum Central Website (Login Needed)**
<http://curriculumcentral.its.hawaii.edu:8080/central/core/cas.jsp>
- IIA-63 **Leeward CC SLO Assessment Form**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26780/SLOAssessmentForm_2SLO.pdf
- IIA-64 **Policy on Assessment, L5.210**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27103/67_L5.210_Policy_on_Assessment.pdf
- IIA-65 **WASC Retreat on Student Learning, Level I**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26633/WASC%20Retreat%20Binder%20Jan09.pdf>
- IIA-66 **Program Assessment Plan Template**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26631/Program%20Assessment%20Plan%20Template%207-17-09.pdf>
- IIA-67 **AS in Accounting Program Assessment Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26632/AS%20ACC%20Assessment%207_16_09.pdf

- IIA-68 **AA Degree Program Assessment Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26630/AA%20Program%20Assessment%20Plan%20Template%2009_09.pdf
- IIA-69 **WASC Retreat on Student Learning and Assessment, Level II**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26634/WASC%20Student%20Learning%20and%20Assessment%20program%20book%20-%20January%202010%20Level%20II.pdf>
- IIA-70 **Tk20 @ Leeward CC (Login Needed)**
<https://leeward.tk20.com/campustoolshighered/start.do>
- IIA-71 **AA Degree Program Assessment 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26637/AA_degree_Assessment_11-28-2011.pdf
- IIA-72 **Program Review, Institutional Research, and Assessment Committee's 2011-2012 Annual Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27119/PRIRA_Committee_Annual_Report_2011_2012.pdf
- IIA-73 **AA Degree Program Review Meeting Notes, April 18, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27120/73_AA_Degree_Program_Review_Meeting_Notes_4_18_11.pdf
- IIA-74 **UH System Distance Learning Course Listing**
<http://www.hawaii.edu/dl/courses/index.php>
- IIA-75 **UH System Distance Learning Course Listing, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27100/75_Spring_2012_Distance_Learning_Course_Listing_for_LeeCC.pdf
- IIA-76 **Spring 2011 OCEWD Catalog**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27101/76_OCEWD_Spring_Catalog_2011.pdf
- IIA-77 **English Language Institute**
<http://www.leeward.hawaii.edu/ipoeli>
- IIA-78 **Faculty Senate Charter and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27102/78_Faculty_Senate_Charter_Bylaws.pdf
- IIA-79 **Curriculum Committee**
<http://emedia.leeward.hawaii.edu/facsenate-cc/home>
- IIA-80 **Sample Business Division Email for Curriculum Review**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26591/Business%20Division%20curriculum%20review%20meeting.pdf>
- IIA-81 **Curriculum Committee Minutes for December 1, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26588/Curr%20Comm%20Minutes_2011-12-01.pdf
- IIA-82 **Faculty Senate Approved Curriculum Outlines Approved (Sample)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26587/FacSenate%20Approved%20Modifications%20Sample%20Email.pdf>

- IIA-83 **Memo of Curriculum Approvals, October 14, 2011**
[http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26589/Curriculum Approvals_101411.pdf](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26589/Curriculum%20Approvals_101411.pdf)
- IIA-84 **DE Committee Charge**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26640/DE%20Committee%20Charge.pdf>
- IIA-85 **DE Committee**
<http://blogs.leeward.hawaii.edu/decommittee/>
- IIA-86 **Faculty Senate General Education Foundations Board**
<http://emedia.leeward.hawaii.edu/genedfoundations/>
- IIA-87 **Curriculum Committee Course Proposal Guide, Field 12**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field12>
- IIA-88 **Curriculum Committee Course Proposal Guide, Field 25**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field25>
- IIA-89 **Curriculum Committee Course Proposal Guide, Field 38**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field38>
- IIA-90 **Curriculum Committee Program Proposal Guide, Field 3**
<http://emedia.leeward.hawaii.edu/facsenate-cc/program-guide-field3>
- IIA-91 **Curriculum Committee Program Proposal Guide, Field 2**
<http://emedia.leeward.hawaii.edu/facsenate-cc/program-guide-field2>
- IIA-92 **Annual Program Review Template, revised 2009**
<http://www.leeward.hawaii.edu/annual-program-review>
- IIA-93 **UHCC Policy 5.202, Review of Established Programs**
http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_5.202_Review_Established_Programs.pdf
- IIA-94 **Survey Results of the APR Process, August 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27123/Survey%20Results%20APR%20Process%20Aug%202011.pdf>
- IIA-95 **UH Executive Policy 5.202, Review of Established Programs**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27124/UHE5202.pdf>
- IIA-96 **OPPA Website on SLOs and Assessment, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/assessment>
- IIA-97 **UH Executive Policy 5.228, Credit Hour**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27125/UHE5228.pdf>
- IIA-98 **About Grades @ Leeward CC**
www.leeward.edu/about-grades
- IIA-99 **Curriculum Committee Course Proposal Guide, Field 22**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field22>
- IIA-100 **Curriculum Committee Course Proposal Guide, Field 17**
<http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field17>

- IIA-101 **CCCM 6004 Academic Credentials: Degrees and Certificates**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27126/6004-020102.pdf>
- IIA-102 **E5.209 UH System Student Transfer and Inter-campus Articulation**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27127/UHE5209.pdf>
- IIA-103 **Associate in Science in Natural Sciences**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27128/ASNS_Program_Approved.pdf
- IIA-104 **Faculty Senate General Education Diversification Board**
<http://emedia.leeward.hawaii.edu/genedfoundations/Diversification/Diversification.html>
- IIA-105 **Faculty Senate Minutes for October 12, 2005**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27129/FS-minutes10-12-05.pdf>
- IIA-106 **Faculty Senate Minutes for May 13, 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27130/FSenate%20Minutes_5-13-2009.pdf
- IIA-107 **Faculty Senate Minutes for October 27, 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27131/FS%20minutes%2010-27-2010.pdf>
- IIA-108 **Faculty Senate Minutes for April 20, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27132/FS%20Minutes%20April%2024%202011.pdf>
- IIA-109 **ASNS Program Approved**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27327/20111130regular.pdf>
- IIA-110 **STAR Degree Planning**
<http://www.leeward.hawaii.edu/STAR-degree-planning>
- IIA-111 ***Leeward CC College Catalog* Webpage with current and archived catalogs**
<http://www.leeward.hawaii.edu/catalog>
- IIA-112 **About STAR for Students**
<http://www.leeward.hawaii.edu/STAR-degree-planning>
- IIA-113 **Transfer Student Information**
<http://www.leeward.hawaii.edu/apply-transfer>
- IIA-114 **College Transfer Workshops**
<http://www.leeward.hawaii.edu/CTW>
- IIA-115 **UH Mānoa Articulation and Transfer Information**
<http://www.hawaii.edu/gened/articulation.htm>
- IIA-116 **UH BOR Policies, Section 5-1, Instructional Programs**
<http://www.hawaii.edu/offices/bor/policy/borpch5.pdf>
- IIA-117 **Leeward Community College Website**
<http://www.leeward.hawaii.edu/>

- IIA-118 **Connect to Leeward**
<http://www.leeward.hawaii.edu/connect>
- IIA-119 **“Student Planner Wins National Recognition”**
<http://www.leeward.hawaii.edu/node/234>
- IIA-120 **Leeward Community College Wai’anae December 2011 Newsletter**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26786/LCCW%20newsletter%202011Dec.pdf>
- IIA-121 **Leeward CC’s Creative Services**
<http://www.leeward.hawaii.edu/creativeservices>
- IIA-122 **UHCC Policy 5.211 Statement on Professional Ethics**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27134/122_UHCC_Policy_5.211.pdf
- IIA-123 **American Association of University Professors (AAUP) Statement on Professional Ethics**
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>
- IIA-124 **UH BOR Policies, Chapter 9 Personnel**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27135/borpch9.pdf>
- IIA-125 **UH System Student Conduct Code**
<http://www.hawaii.edu/svpa/ep/e7/e7208.pdf>
- IIA-126 **Sample Course Syllabus with Academic Honesty Statement**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26867/ACC155outline.pdf>
- IIA-127 **Leeward CC Student Conduct Code**
http://www.leeward.hawaii.edu/files/StuPol_StConductCode_May2010.pdf
- IIA-128 **Laulima**
<https://laulima.hawaii.edu/portal>
- IIA-129 **Laulima Honor Pledge**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27141/Laulima_Honor_Pledge.pdf
- IIA-130 **Drug Free Workplace Information and Documentation**
<http://www.hawaii.edu/ohr/docs/drugfree.htm>
- IIA-131 **UH Executive Policy 9.210 Workplace Non-Violence**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27136/e9210.pdf>
- IIA-132 **UH Executive Policy 1.203 Policy on Sexual Harassment and Related Content**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27137/e1203.pdf>
- IIA-133 ***FYI Guidebook for Faculty and Staff***
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27138/FYIFinal_Feb6_2008.pdf

II.B. Student Support Services

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

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

Descriptive Summary

Leeward CC recognizes the importance of providing a broad range of support services to ensure students can meet their educational goals. The Student Services unit includes Admissions and Records, Counseling, Financial Aid, Job Prep Services, Recruitment, Student Health Center, and Student Life (IIB-1). The Office of the Dean of Student Services (IIB-2) is responsible for all these services as well as the TRIO/Upward Bound Program (IIB-3). Comprehensive student support services are also provided at the college's satellite campus, Leeward CC Wai'anae (IIB-4), and for International Programs (IIB-5), which includes the English Language Institute (ELI) and study abroad programs. Students taking course work through distance education (DE) are provided support services through a variety of methods including online advising and support (IIB-6).

Alignment with Mission

As identified in [Standard I.A.](#), the college mission includes an emphasis on the educational attainment of Native Hawaiian students. To address this student population, the college created the Hālau 'Ike O Pu'uloa Native Hawaiian Student Support Program (IIB-7). This program is an academically rigorous and culturally relevant pu'uhonua (place of refuge) that houses academic and student support programs that inspire excellence, promote growth, and advance opportunities for Native Hawaiians. The Hālau also serves all students, staff, and faculty who wish to increase their knowledge of Hawaiian culture, language, and history.

With a 300 percent increase in Native Hawaiian students served by the college from 2006 to 2010, demand for these support services has grown. In 2009, a counselor was hired to support Native Hawaiian students, and the position was located within the Hālau. In July 2010, the college formalized a proposal to locate program counselors within the Hālau as well as specific Career and Technical Education (CTE) programs and developmental education programs in language arts and math (IIB-8). The college currently has a second counseling position for the Hālau as a top instructional personnel priority (IIB-9, IIB-10).

The college mission, approved in September 2006, focused on six principles: Access, Learning and Teaching, Workforce Development, Personal Development, Community Development, and Diversity (IIB-11, page 5). Student Services maintains these principles in the programs and ser-

vices they provide. These principles are preserved with the approval of the new mission, which was approved in May 2012 ([IIB-12](#)).

In an effort to ensure Access, the college has provided student support positions for the Leeward CC Wai'anae campus. Currently, there are two program counselors located at the Wai'anae facility. DE is another area that provides access to educational opportunities that students might not otherwise have.

Efforts to improve access to counseling services for DE students included the creation of a committee on alternate deliveries. This committee, formed in 2010, has explored and purchased equipment and provided training to offer improved on-demand counseling services through Skype. Additionally, this group assumed responsibility for improving the counseling website to provide updated and easy references for DE students to access multiple resources and services from various locations and community providers ([IIB-13](#)). Additional hours have provided an opportunity for increased access to internet-based, email advising. See Standard [II.B.3.a](#) for a table of student support services provided at one of the two campuses or online.

To support the principles of Learning and Teaching and Personal Development, Student Services has worked to identify new ways of meeting the needs of students and helping students meet their educational goals. The dean of student services meets regularly with each unit head to discuss new initiatives or changes in services that impact student success ([IIB-14](#)). Under the direction of the dean, counselors developed a series of priority areas in the fall of 2010 and have since formed committees of which all counselors serve on to address the following priority areas: mandatory New Student Orientation (NSO) and initial advising for all students new to the college ([IIB-15](#)); fundamental instruction in the use of STAR for Students as a degree planning tool for students ([IIB-16](#)); intrusive counseling for students with demonstrated need for additional support; alternative delivery methods to address students who are not readily available for in-person counseling and advising during regular work hours; and the deployment of program counselors, which is discussed in more detail in the next paragraph.

The principle of Workforce Development has been a focus for the college and Student Services in recent years. To address issues of low completion rates within the CTE programs, a significant shift in delivery of counseling and advising services was made with the deployment of program counselors. This change resulted from the 2009-2010 Annual Program Review (APR) process ([IIB-17](#), [IIB-18](#)). Prior to this change, only the Associate in Arts in Teaching (AAT) program, the Hālau, and Leeward CC Wai'anae had their own program counselors. With feedback from the instructional divisions requesting a closer relationship between counseling and CTE programs, a campus initiative began with the reassignment of five program counselors and the establishment of this subset of advising and counseling ([IIB-19](#)). Program counselors were dedicated to the Business division and the Professional Arts and Technology division, in addition to those already in place in Wai'anae, the Hālau, and the AAT program. Program counselors were recruited and hired for the developmental education programs in language arts and math. Subsequently, a program counselor for technology-intensive programs such as information and computer science, digital media, and television production was recruited and hired ([IIB-20](#)).

The Program Counseling Initiative is also related to a more proactive counseling approach which was adopted during the 2010-11 school year, in which all counselors are involved in required initial academic advising for all new-to Leeward students, in UAP advising and Maka'ala for those not doing well, and in the use of STAR for degree planning...

The principle of Community Development is supported by Student Services through Student Life, Job Prep Services, Student Health Center, and outreach programs such as GEAR UP and TRIO/Upward Bound. For example, the Student Life office provides a wide-range of student governance and activities on campus including educational events, entertainment, student talent showcases, and community building events. The Student Life office coordinates the Board of Student Communications, which oversees communication tools such as the student publication *Ka Mana'o*, digital signage, and the student text notification system. The Student Life office also coordinates the NSO and leadership training programs associated with NSO. Job Prep Services provides outreach to the community and brings potential employers into contact with students through specific programs and events as well as through an online database. The Student Health Center provides basic health needs and family planning for students. The TRIO/Upward Bound Program and the GEAR UP grant provide college awareness and preparation activities for eligible area high school students (low-income and first generation, primarily). See [Standard II.B.3.a](#) for an in-depth discussion of these student support services.

Lastly, the principle of Diversity is reinforced with programs sponsored by Hālau 'Ike O Pu'uloa on the Pearl City campus, including the Distinguished Cultural Speaker Series ([IIB-21](#)). Leeward CC Wai'anae also supports diversity by engaging in a range of student-oriented activities on the campus and in the community.

Assessment of Student Services

Student Services engages in assessment and program evaluation with the campus through the APR process (discussed in depth in [Standard II.A.2.f](#)). As part of this process, each instructional division provides feedback regarding improvements needed for students in support of their learning. Student Services uses this feedback as part of their unit analysis to guide discussions on priorities for the unit ([IIB-10](#), [IIB-14](#)).

Student learning outcomes (SLOs) for student support areas have been identified for student services areas and are described in detail in [Standard II.B.4](#). Assessment of SLOs and administrative outcomes is conducted annually. Assessment of SLOs is reported in the APR. Administrative outcomes are reported to the UHCC system, which requires a program review of student services as part of the Annual Review of Program Data (ARPD), includes common metrics identified by the student services staff to be reported to the system each year in conjunction with a narrative analysis of the program ([IIB-22](#)).

Leeward CC is certified by the Student Exchange and Visitor Program (SEVIS), which is an agency of the US Department of Homeland Security, to admit international students and issue I-20s for those students to gain entry to the U.S. to study ([IIB-23](#)). Schools can lose certification from SEVIS if they do not abide by federal regulations. The primary designated school official, who maintains the SEVIS records online and issues I-20s to applicants, attends SEVIS update workshops annually to keep abreast of any changes or modifications to regulations and to maintain expertise in this area. In addition, a student satisfaction survey is implemented each year for international students to gather data on admissions and visa counseling services from the perspective of the student. The data in the APR process and the student satisfaction survey are used by the International Programs to continuously improve the quality of the services that are offered ([IIB-24](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has assured the quality of its student support services and has demonstrated that these services, regardless of location or delivery mode, enhance the mission of the college and support student learning.

Actionable Improvement Plans

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Website (page ii)
- Address of the Institution (page ii)
- Educational Mission (page 5)
- Course, Program, and Degree Offerings (pages 17-19, 22-25, 26-30, 51-84)
- Academic Calendar and Program Length (pages ii, 108, 52-84)
- Academic Freedom Statement (page 182)
- Available Student Financial Aid (pages 101-102)
- Available Learning Resources (pages 121-123)
- Names and Degrees of Administrators and Faculty (pages 191-198)
- Names of Governing Board Members (page 191)

b. Requirements

- Admissions (pages 88-93)
- Student Fees and Other Financial Obligations (pages 96-99)
- Degree, Certificates, Graduation and Transfer (pages 18-20, 26, 33-46, 47, 48, 52-84, 104-107, 188)

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty (pages 83, 180, 182-185)
- Nondiscrimination (page 186)
- Acceptance of Transfer Credits (page 90)
- Grievance and Complaint Procedures (pages 182, 186)
- Sexual Harassment (page 187)
- Refund of Fees (page 100)

d. Locations or publications where other policies may be found (pages 179-188)

Descriptive Summary

The college provides a precise and accurate catalog for students on an annual basis ([IIB-11](#)). All aspects of the catalog are thoroughly updated in the spring semester. Previously, the catalog was available to students during the month of July, which is after students begin registering for summer and fall classes. In the spring of 2011, the Office of Planning, Policy, and Assessment (OPPA) took over the catalog revision process and, working with Creative Services and the Faculty Senate's Curriculum Committee, created a new revision and production timeline to facilitate an earlier delivery date.

The OPPA is responsible for the catalog content and for posting of all academic policies on the campus website. The Creative Services office is responsible for production, publication, and website postings. There is an online version of the catalog that can be accessed through Leeward CC's public website ([IIB-25](#)). Furthermore, there is a mobile version that can be viewed on devices such as smart phones and tablet devices.

The process used to assure that the catalog is accurate starts with all faculty and staff, who are asked to contribute to the catalog. This ensures that it is a cooperative and inclusive process. A campus wide email is sent to division chairs, unit heads, and other appropriate individuals requesting a review of the previous year's catalog and to offer edits. All curriculum and program changes are added to the catalog after they are approved through the curriculum approval process; therefore, only approved curriculum changes are added to the catalog. The OPPA cross-checks all submitted revisions and additions with Curriculum Central ([IIB-26](#)). All programs, certificates, and degrees in the current catalog have their program learning outcomes included. The revised catalog is again made available campus wide for final review and edits. In addition, a lead counselor reviews the revised catalog before publication, particular attention to curriculum. Checks and cross-checks are completed to correct errors.

All faculty and staff are given an opportunity to make suggestions to the catalog content.

The *College Catalog 2011-2012* dedicates an entire page to explaining DE. Course delivery is described in three forms: televised/teleweb, two-way interactive video, and internet. The catalog page also details the differences between the face-to-face classroom and DE learning and the qualities of a successful student taking DE courses. All admissions policies, requirements, and fees are universal regardless of the location of instruction or whether instruction occurs on campus or by DE. In addition, all issues of academic freedom and student financial aid are applied universally regardless of the location of instruction, on campus or by DE.

The following policies are found in the policies section of the catalog and on the college's website ([IIB-11](#), [IIB-27](#)):

- Student Conduct Code
- Academic Dishonesty
- Financial Obligation to the University
- Academic Rights and Freedom
- Student Academic Grievance Procedures
- Educational Rights and Privacy of Students (FERPA)
- Information Technology Policy
- Academic Probation and Suspension Policy

- Policy of Nondiscrimination and Affirmative Action
- Discrimination Complaints
- Services for Students with Disabilities
- Policy on Sexual Harassment
- Graduation Participation Policy
- Safe Zone
- General Policy Involving Non-students
- College Security
- Graduation and Persistence Rates

All complaints and grievances from all students, including DE students, are made to the dean of student services, along with appeals for relief from deadlines and/or concomitant financial obligations incurred by students missing such deadlines. These are all processed by the student services program officer and/or the dean of student services. The dean has a complaint form posted on the college website, effective in 2010 ([IIB-28](#)).

In addition, in accordance with the Higher Education Opportunities Act of 2008, the college's website contains information about the college's accrediting body, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) and provides contact information for current and prospective students to file complaints with the ACCJC/WASC.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The timing of the catalog's distribution had been late for students who register during the spring semester, so the college has addressed this concern by hiring an APT position to coordinate the catalog content and revise the timeline for the catalog preparation. The process continues to be reviewed for areas to improve and shorten the time for editing and updating. There are also issues with using Curriculum Central for the curriculum review process. If Curriculum Central is down or if approvals are not noted in a timely manner, then the review process is held up.

A new timeline for updating the *College Catalog* was created by the OPPA, enabling the review process to be conducted earlier and still allowing adequate time for all parties to review for accuracy and to get it to the students in a timely manner.

The catalog is effective and meets students' needs.

Actionable Improvement Plans

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The college has the largest service area of all of the UH community colleges. The Leeward district covers a region that contains almost a third (about 30.7 percent) of the state’s population, which in 2010 was estimated to be 1,360,301 residents.

The Leeward and Central O’ahu area, which stretches from Mākaha on the west to Wahiawā in Central O’ahu to Hālawā and Hickam on the east, has a population of about 417,429. The current percentage of Hawaiian/part Hawaiian students at Leeward, 26.1 percent, is higher than the percentage of Hawai’i residents who are Hawaiian or part Hawaiian, 22.2 percent ([IIB-29](#)).

Ethnicity	Leeward Region Percentage	Total Leeward Students	Percentage of Students
Hawaiians	22.2%	2,075	26.1%
Filipinos	35.0%	1,718	21.6%
Caucasians	35.3%	882	11.1%
Japanese	23.2%	644	8.1%

Table 60, Student Ethnicity

To address the needs of Leeward students, the college has provided additional support services to Native Hawaiian students, as noted in [Standard II.B.1](#). Similar comprehensive services are provided to the Leeward CC Wai’anae campus through the Wai’anae program counselors and additional support provided by the Pearl City campus.

A primary principle of Leeward CC’s mission is Access. As a community college, Leeward CC is committed to an open door policy and receives students with diverse academic backgrounds and a variety of support needs. Students applying to Leeward CC are required to take the COM-PASS placement test before registering for classes. In the fall of 2011, the placement of students showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math (See [Table 57, Placement in Developmental Courses](#)).

To address the level of under-preparedness of students, Student Services has employed a number of methods for providing intrusive support to students. Some examples of new initiatives include mandatory NSO and initial advising for all students new to the college; fundamental instruction in the use of STAR for Students as a degree planning tool for students; intrusive counseling for students with demonstrated need for additional support; and alternative delivery methods to address students who are not readily available for in-person advising and counseling during regular work hours.

All plans for increased staff or redistribution of available staff are made through the APR process, for which data is provided to substantiate need. Needs in DE areas are addressed through the same process. Comprehensive descriptions of these student services can be found in Appendix IIB-A (Student Services' Provisions) ([IIB-30 through IIB-34](#)).

The table below indicates all student support services and their accessibility for students regardless of location.

Student Services and Support	Services Available at Pearl City Campus	Services Available at Wai'anae Campus	Services Available Online
Admissions and Records	X		X
Advising and Counseling	X	X	X
Financial Aid Office	X	X	X
Job Prep Services	X	X	X
Student Health Center	X		
Student Life Office	X	X	X
Bookstore	X		X
DE Support for Students			X

Table 61, Availability of Student Support Services based on location

The college also identifies the learning support needs of its students through mid-semester surveys. For example, Student Services conducted a survey in which students were asked to determine if they felt that the NSO provided them with the resources needed to prepare them for their courses. According to the results of the survey conducted in the fall of 2011, 69.8 percent of those students who attended NSO Live and 47.1 percent of students who attended the NSO Online indicated that the orientation helped them prepare for their classes. In the survey, students were also asked to identify which student support services they would have liked to receive more information on, thus helping organizers improve the format of the orientation ([IIB-35](#), [IIB-36](#)).

Self Evaluation

The college is performing at expectations in this standard.

The college uses institutional research to determine the learning support needs of its students and identify programs and services to address those needs. Students who take classes primarily or exclusively at Wai'anae have access to advising and counseling in a student to counselor ratio proportionate to that provided on the main campus. The means of providing feedback about the perceived quality of that service are identical to those available to students at the main campus. DE students have access to advising and counseling in the same manner as students taking all or most of their classes in person at either campus location. All students, regardless of location, can apply online, purchase textbooks online, have access to internet based email advising and Skype appointments, apply for financial aid online, and follow their degree progress through the internet-based STAR for Students system.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college's mission statement promotes personal development and community development for all students as part of their educational endeavors ([IIB-11](#), page 5).

Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others.

The college has an institutional learning outcome (ILO) of values, citizenship, and community and a general education outcome of cultural diversity and civics, which includes six academic skill standards ([IIB-37](#), [IIB-38](#)).

Values, Citizenship, and Community: Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills.

Cultural Diversity and Civics: Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.

Academic Skills Standards include:

1. Enhance diversity and promote cross-cultural understanding.
2. Examine critically and appreciate the values and attitudes of one's own culture and of other cultures.
3. Evaluate the ethics of select issues in relation to various groups and cultures.
4. Make informed and principled decisions with respect to individual conduct, the community, and the environment.
5. Appreciate common human bonds that encourage a sense of civic purpose and responsible citizenship.
6. Assume responsibility for one's own creations, assertions, decisions, and values.

Student Engagement

Students can participate in a variety of civic opportunities through a diverse array of 23 student organizations registered with the Student Life office ([IIB-39](#)). These organizations range from academic, religious, social, and recreational organizations to support groups.

The Student Life office provides leadership opportunities for students through the Associated Students of the University of Hawai'i – Leeward CC (ASUH-Leeward CC) Student Government

and the Budget and Finance committee (which are described in [Standard IV.A.](#)), the Student Activities Board (SAB), the NSO, and the Board of Student Communications.

The SAB enhances the college's mission by providing student activities on the campus ([IIB-40](#)). The SAB provides approximately four to five events a month including educational events, entertainment, student talent showcases, and community building events. These events engage students with various interests and provide them with a connection to the college. In the fall of 2010, the SAB hosted the inaugural College Bash, a welcome-back event for students that drew approximately 600 students in four hours. The SAB retains approximately 50 percent of its members who have not graduated or transferred to another institution.

The Student Life office is actively involved in the NSO. Student leaders were first recruited in the spring of 2009 for the summer NSO sessions. Approximately 50 students applied for 12 positions. These NSO leaders attended mandatory training involving leadership building, team building, and scenario training. These student leaders led approximately 100 students in each NSO session. NSO has retained approximately 80 percent of the student leaders who have not graduated or transferred to another institution.

After a period of dormancy, the Leeward Board of Student Communications, facilitated by the student life coordinator (changed to full-time status in 2008) reinstated regular publication of *Ka Mana'o* in 2010 ([IIB-41](#)). Utilizing an accumulated fund balance in the student communications account, a full-time temporary administrative, technical, and professional (APT) position was created and filled. The hiring of this position allowed for publication of a high quality student magazine in print with an online format beginning in the fall of 2010. Students were recruited for membership on the publication's staff, relying solely on volunteers unaffiliated with any journalism class.

The college also provides students with rich opportunities for aesthetic development. The Arts and Humanities division ([IIB-42](#)) offers performing arts classes in art, dance, digital media, drama, and music, and it also produces the yearly Semester of Shakespeare ([IIB-43](#)). The Leeward Theatre hosts 18 to 20 productions per year, including professional touring groups, college productions, and co-sponsored events ([IIB-44](#)).

Leeward CC Wai'anae and Distance Education

Leeward CC's learning environment promotes personal and civic responsibility for all students, including those enrolled in DE programs and at Leeward CC Wai'anae. A lack of extracurricular activities was one area of improvement identified in the 2008 Community College Survey of Student Engagement (CCSSE) data for the Wai'anae campus. Therefore, in 2009, Leeward CC Wai'anae hired a full-time faculty member in a temporary position whose primary responsibility has been to improve student engagement at the Wai'anae campus through development of student activities and leadership initiatives. Since then, several student-led clubs have been established that have student as well as faculty participation. In addition, one of the counselors has been instrumental in bringing student activities and events to the Wai'anae campus revolving around domestic violence issues. In the fall of 2011, the UH-ASUH Student Government added a regular seat for Wai'anae students and the first Leeward CC Wai'anae student was elected.

Social media such as iLearn@Leeward, Facebook, Flickr, YouTube, Tumblr, Google+ and Twitter, as well as email and text announcements expands Leeward CC's community to connect all students, especially DE and Leeward CC Wai'anae students who are not on the Pearl City campus ([IIB-32](#), [IIB-45 through IIB-50](#)).

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #3: Student Support Services](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it provides students with an environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

Actionable Improvement Plans

None.

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

Descriptive Summary

The Counseling unit engages in assessment and program evaluation with the campus through the APR process (discussed in depth in [Standard II.A.2.f](#)). Through this process, the Counseling unit has worked to develop and assess SLOs and administrative outcomes to provide data analysis to support needed changes in the unit.

Intrusive Counseling: The Maka'ala Program

One highly successful intervention is the Maka'ala Program, a program that grew out of the Early Alert Program. The Early Alert Program began with small segments of the student population in developmental education and some specific program areas. In 2011, the program was expanded significantly when it was opened up to all students and renamed the Maka'ala Program. This expansion was a deliberate decision in response to an increased urgency to promote student success under the umbrella of both the Student Success Committee and the self-generated intrusive counseling emphasis for improvement among the Counseling unit itself. Data indicated that fewer than two thirds of students on average were receiving grades of C or better in coursework regardless of program, and those students whose placement tests indicated they were least prepared for collegiate study were passing at less than half that rate. A recommendation to expand Early Alert to all programs was made by the Student Success Committee in the fall of 2010 and endorsed by the deans in the spring of 2011. By the fall of 2011, Maka'ala was offered in a more comprehensive and structured manner, with ease of access for making referrals a priority in its redesign. Currently, faculty are encouraged to include a statement in their syllabi informing students about this referral program ([IIB-51](#), [IIB-52](#)).

The Maka'ala Program has been heralded throughout the system as an exemplary program. Presentations of its design and implementation have been made at several conferences, and the program recently won the Wo Learning Champions 2011-2012 "Change Agent" award which recognizes excellence and innovation in teaching or service delivery within the UHCC ([IIB-53](#), [IIB-54](#)).

Mandatory New Student Orientation and Initial Counseling

In the fall of 2010, the Counseling unit identified four priority areas to provide improved service. One of the priorities was the implementation of mandatory NSO and mandatory initial advising for all students new to the college. The mandatory NSO is conducted through the summer in collaboration with Student Life, Academic Services, and instructional faculty.

The college's participation with other UHCC campuses in the Achieving the Dream initiative ([IIB-55](#)) spurred interest in mandating NSO. Incentive funding from the system office encouraged campuses to become involved in efforts supported by Achieving the Dream data and practices. In 2011, nominally mandatory attendance became truly mandatory with the imposition of a "pin" on a new student's account such that the student could not register for classes without a counselor removing that pin subsequent to an initial advising session. Starting in the fall of 2012, the NSO group will enhance NSO Online to include more information on counseling and to have all handouts used in NSO Live available via the web. Furthermore, the team is looking to have pieces of the Live version, such as campus tour, faculty meet and greet, and Lualima tutorial, available in a similar interactive format for students participating in the online version.

Data from the assessment of the evolving NSO scenario was collected and reported to the Achieving the Dream funders at UHCC system and was used to plan improvements in the evolution of NSO and mandatory initial advising, fully implemented for the first time in the fall of 2011. Initial data suggest that students who attend NSO have slightly higher success rates at the conclusion of their first semester and significantly improved persistence rates compared to historical averages.

Other initiatives in Advising and Counseling include the following:

- Assessment of Counseling SLOs
- Program Counselors
- Scheduling and Reporting System (SARS)
- STAR for Students
- Team C.A.R.E.
- New Hire Counselor Training
- Counseling Evaluation Team (CET)
- Weekly Counseling Faculty Meetings
- Alternate Delivery Methods

An in-depth description of each of these improvements can be found in Appendix IIB-B (Counseling Initiatives) ([IIB-13](#), [IIB-14](#), [IIB-15](#), [IIB-33](#), [IIB-51](#), [IIB-52](#), [IIB-56](#), [IIB-57](#), [IIB-58](#)).

Self Evaluation

The college is performing at expectations in this standard.

Most notably, Counseling has been successful in using the results from the assessment of SLOs to make improvements, such as instituting intrusive counseling through the Maka'ala Program and "No Show" list; a mandatory NSO and initial advising; the use of SARS and STAR for Students; the creation of Team C.A.R.E.; training for newly hired counselors, the Counseling Evaluation Team; and weekly counseling faculty meetings, which have resulted in such efforts as alternate delivery methods for student services.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college creates a campus environment that supports students in their appreciation of diverse cultures and attitudes. These priorities are reflected in the college's mission statement; ILO of values, citizenship, and community; general education outcome of cultural diversity and ethics; and the specific requirements in the AA degree. See [Standard II.B.3.b.](#) for an extended discussion on the college's mission and referenced ILOs and general education outcomes.

Students receiving an AA degree, in both face-to-face and DE formats, have a foundations requirement of 6 credits in global and multicultural perspectives. Global and multicultural perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses involves the indigenous cultures of Hawai'i, the Pacific, or Asia ([IIB-59](#)).

In addition, there is one focus course requirement in Hawaiian, Asian, and Pacific issues. These courses focus on issues in Hawaiian and Asian or Pacific cultures and history, and they promote cross-cultural understanding. Courses fulfilling this requirement are offered in departments across the curriculum ([IIB-60](#)).

Students are exposed to diverse cultures through initiatives of International Programs ([IIB-5](#)), such as the English Language Institute (ELI) ([IIB-61](#)) and study abroad programs ([IIB-62](#)). The ELI, which offers intensive English training, attracts international students from over 26 countries, providing a rich cultural diversity on campus and opportunities for our students to interact with students from around the world. Study Abroad programs provide students with opportunities to gain first-hand knowledge and appreciation of cultures by traveling to and studying in another culture.

Students also have the opportunity to participate in a wide-range of student clubs that include the Gay Straight Alliance, the Bahai Interfaith Club, the Catholic Club Campus Ministry, the Every Nation Campus Ministries, the Japan Circle, the Kahiau Hawaiian Club, and the Pacific Division Club ([IIB-63](#)).

The diversity programs aforementioned are available to all students whether they are face-to-face learners or DE learners.

Self Evaluation

The college is performing at expectations in this standard.

The college has demonstrated that student understanding and appreciation of diversity is encouraged through its many programs and services, such as the requirements of the AA degree.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college admits any applicant who is a high school graduate or is at least 18 years old. Once admitted, the college uses the computerized-adaptive placement assessment and support system (COMPASS) tests for placement of all students regardless of intended course enrollment, including those in DE courses ([IIB-64](#)). COMPASS was selected as the mandatory placement tool for the UHCC system in 1998; their tests are published by American College Testing (ACT) and are administered via personal computer. The ACT, whose staff and external consultants review these test items for soundness and fairness, controls placement test bias. Before COMPASS was released, additional fairness reviews were conducted by focus groups with representation from the following groups: African Americans, Asian Americans, Hispanic Americans, Native Americans, and women.

A system wide review of cut-off scores took place in 1998, and subsequently new testing procedures were put into place. The current COMPASS cut scores have been in place since the spring of 2006 ([IIB-65](#)). The validation of the testing and cut scores occurred when the UHCC system used ACT's Course Placement service to recommend the changes in cut scores. The office of the vice president of community colleges is considering if a new validation is necessary.

The cost of the first testing session (proctoring and test) is free to all applicants; however, originally the student could not retest for 60 days. As a result of the continuing system wide review and study of COMPASS cut-off scores and procedures, the UHCC Placement Advisory Working Group recommended to the UHCC vice chancellors for academic affairs that the mandatory 60-day wait period be rescinded to allow a student to retest without a wait period. As of July 15, 2010, a policy change was implemented to allow a student to retest on request if they pay a \$25 retest fee ([IIB-66](#), [IIB-67](#)).

At Leeward CC, representatives from the Math and Sciences and Language Arts divisions and Student Services also review the process, and minor adjustments may be made as needed. Students who live on the neighbor islands are able to take the COMPASS test at their local community college. Leeward CC Wai'anae has COMPASS testing available on site. The campus COMPASS Committee has met on a semester basis since the fall of 2009.

Students have the ability to request enrollment into a course above the placement test recommendation with instructor approval. In addition, many courses have a prerequisite requirement. Students may by-pass the prerequisite requirement with instructor approval.

Self Evaluation

The college is performing at expectations in this standard.

Leeward CC utilizes slightly different cut scores than its sister colleges in math, reading, and writing, so a campus review of current cut scores and effectiveness of student placement might be beneficial.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college's office of Admissions and Records maintains student records that are permanent, accurate, and complete. All academic records are confidential and all are carefully secured against fire or theft. The records are retained according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Access to the Admissions and Records offices is limited to authorized personnel only, and files are maintained in locked, fire-resistant cabinets when the files are not in use by office staff. Older records are secured in a basement area, removed from the active files. The campus has allocated resources to explore the conversion of student records to a digital format, with a target implementation of 2013-2014. AACRAO compliance is the purview of the registrar, as well as the dean of student services.

Policies and procedures regarding the release of student information are clearly stated in the *College Catalog* and the college website ([IIB-27](#)). In all activities that involve private information, every effort is made to comply with the Family Educational Rights and Privacy Act of 1974. Forms to request transcripts are available at the office of Admissions and Records and online. The Admissions and Records office does not release official information without a written signature from the student authorizing release. Students may access unofficial transcripts online using their UH user names and passwords. These unofficial transcripts may be used for advising purposes and for transfers within the UH system.

The college has further increased personal security for students by discouraging the use of a student's social security number as the student's identification number on student forms. Instead, the college issues each student a computer-generated Banner I.D. number when the student is admitted into the college. During the 2011-2012 academic year, the UH system devised a Banner mechanism for covering social security numbers within Banner screens, implemented at all campuses.

Leeward CC's Admissions and Records office has created a practice manual for all of its employees to codify routines and procedures. While this document is intended primarily as an instrument for assuring consistency and quality in actions related to the application processing and residency determination, the standardization involved produces a corollary effect of enhancing the objectivity of all decision-making related to the acceptance process. These processes and procedures are uniform regardless of the ultimate location of courses registered for by an admitted student, whether in traditional classrooms or in DE.

Self Evaluation

The college is performing at expectations in this standard. Staff, faculty, and students who handle sensitive information receive training on how to do so. Access to information is on a need-to-know basis. Policies regarding the release of student records are published and clearly stated.

Actionable Improvement Plans

None.

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

Descriptive Summary

The Student Services units of Leeward CC engage in several means of evaluation. The primary tool for evaluation is the APR, to which each unit contributes information ([IIB-28](#)). The APRs are required by the college to be completed annually. Unit heads complete the APR with the assistance of and contributions from members of their unit.

All units receive data gathered from Banner to review and analyze as part of their APR. Requests for information are processed through the OPPA as needed and complemented with data generated in-house by respective units regarding scheduling and process counts.

Student Services is also required to submit a program review for the UHCC system annually. This program review is part of the APRD ([IIB-22](#)). The deans and/or vice chancellors of student services agree on common metrics to use in the ARPD to evaluate demand, effectiveness, and efficiency. In addition to the common metrics, the unit is required to provide a narrative analysis in the report.

In addition, all units have completed and are assessing student learning outcomes (SLOs) as listed on the next page:

Student Services Unit	SLOs
Admissions and Records	The Admissions and Records office provides multi-modal application methods so that students can apply to Leeward CC.
Advising and Counseling	<p>The Advising and Counseling unit provides an Early Alert program so that students can choose success strategies needed to achieve academic and college success.</p> <p>The Advising and Counseling unit provides a NSO so that students can identify student support services.</p>
Financial Aid Office (FAO)	<p>The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Pell Grants.</p> <p>The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Loans.</p>
Job Prep Services	<p>Job Prep Services provides one-on-one resume assistance so that students will be able to create a professional resume.</p> <p>Job Prep Services provides online career resources so that students can access career information.</p>
Recruitment	<p>The Recruitment office provides information about college so that prospective students can identify the benefits of college.</p> <p>The Recruitment office provides application assistance so that prospective students can apply to Leeward CC.</p>
Student Health Center	<p>The Health Center provides health clearances so that students can enroll at Leeward CC.</p> <p>The Health Center provides low cost immunizations so that students can prevent acquiring communicable diseases.</p>
Student Life	<p>The Student Life office provides leadership training and opportunities so that the students can demonstrate “soft” skills.</p> <p>The Student Life office provides educational and social events so that the general student body can actively engage in the campus community.</p>
TRIO/Upward Bound Program	<p>The Upward Bound Program provides SAT/ACT tutoring so that students can increase their scores on the respective tests.</p> <p>The Upward Bound Program provides scholarship essay writing assistance so that student can complete scholarship applications.</p>

Units use SLOs to determine the metrics to be evaluated. Job Prep Services uses a rubric to assess a random sample of resumes and tallies the number of students using online career assistance systems to determine if outcomes are being met. The Student Life unit uses surveys at student events and meetings to determine if outcomes are being met. Beginning with campus wide service unit training in September 2011, a number of Student Services units have begun using administrative outcome measures in place of, or in addition to, SLOs in order to evaluate unit effectiveness.

The Counseling unit is the most robust unit in assessing its SLOs. The unit has a Counseling Evaluation Team, which conducts focus group meetings with a group of randomly selected students to determine student satisfaction with advising and counseling services. In addition, counselors meet regularly with the division assessment representative to ensure the unit is on track and working towards meeting the SLOs. (For a further discussion of these efforts, see [Standard II.B.3.c.](#))

Some of the units also collect other types of data to evaluate their performance. The most frequently used evaluation tool is the student satisfaction survey. The frequency of data collection varies by unit, most often occurring after a particular activity, to provide continuous feedback. The Financial Aid, Counseling, Recruitment, Health Center, and Student Life units have students, prospective students, or clients complete a survey after each contact (workshop, appointment, service) to determine satisfaction with services received. This data is continuously reviewed to determine if and where improvements to service delivery need to take place. In the Counseling unit, all counselors are responsible for collecting survey data. In other units, either the unit heads or some of the staff are responsible for collecting survey data.

In the fall of 2010, the dean of student services initiated a campus wide student survey (both online and in hard copy) to determine the level of student satisfaction with each of the following areas of Student Services: Admissions, Records, Financial Aid, Cashier, Advising and Counseling, Student Life, Student Health Center, Job Prep Services, Recruiting, system issues, and Student Services in general ([IIB-69](#), [IIB-70](#)). Survey questions were vetted through Student Services unit heads and modifications made at their suggestion. Some areas that impact students in registration, payment, and other processes were not directly under the control of unit heads within the student services area; however, because they were of potential importance to students as consumers of our services, they were surveyed. The results of this survey were shared with each unit. These results informed discussions by the unit heads of Student Services area, and discussions between each unit head and the new dean as a means of identifying areas for improvement. The survey was repeated with slight modifications in the fall of 2011 with summative data and comments shared with unit heads and administrators and made publically available on the college's website ([IIB-71](#)).

To prepare for the submission of the ACCJC's *College Status Report on Student Learning Outcomes Implementation* in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for student learning and support activities as of the end of the spring semester for 2012 (May 11, 2012):

Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 29
- b. Number of student learning and support activities with defined Student Learning Outcomes: 25
Percentage of total: 86%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25
Percentage of total: 86%

Leeward CC also participates in the CCSSE. In the spring of 2010, results showed that Leeward CC improved significantly in all five benchmark scores ([IIB-72](#), [IIB-73](#)). The benchmark that is directly related to Student Services is "Support for Learners." Periodically CCSSE scores are used in program review, and some outlier scores will occasionally draw attention to particular matters

of expressed concern; however, the college does not yet systematically review the results of biennial CCSSE survey processes to inform significant internal efforts.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessment in the support areas ([IIB-74](#)). The following is a summary of the discussion based on facilitators’ notes:

For this topic, there seemed to be a lot of discussion about closing the loop. Participants were interested in getting feedback from students and alumni, and they questioned whether the college receives representative feedback from these groups. Some support areas have surveys available that they would like to use to get feedback from clients, but these are not always distributed, as they do not know how to get the surveys out.

There was a suggestion to train people in the various units on how to collect data and what kind of data to collect. There was also a need to understand how to measure the data effectiveness. One recommendation was to provide models of units that have been successful in using data to improve services.

It was also suggested that there should be dialogue between support areas on their assessment methods, processes, and results. It would be helpful if units shared how they were assessing performance and using that information to improve.

There was a request for formal training for faculty and staff involved in the APR. Faculty and staff would like training on creating outcomes, assessing outcomes, and analyzing the data’s collected from those outcome measures. It was also recommended that information on SLOs and assessment be provided in one accessible location.

The need for more direction from administration came up several times. Participants felt that although units are given latitude to develop their own methods and measures for assessment, they need guidance on which measures to use and how to analyze the data.

DE students voluntarily participate in the Improving DE Courses Survey every semester. Data collected from the spring of 2008 until the fall of 2010 shows how satisfied students were in regard to the following student support services: application process, registration process, financial aid process, and academic advising resources ([IIB-33](#)).

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of DE support services ([IIB-74](#)). The following is a summary of the discussion based on facilitators’ notes:

For this topic, participants felt that a systematic process is needed to ensure student support services are of high quality and comparable to face-to-face services. There is a concern that Student Services may not have the skills to perform these services electronically. It was suggested that the college prequalify students or have prerequisites before allowing students to take online classes, develop and implement a system-wide coordination plan, require online students to have counseling and advising, ensure a certain DE student to counselor ratio, and provide more information about distanced learning services to instructors (so can point students in correct direction for help/resources).

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIB-75](#)) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #2: Instructional Programs](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The Student Services unit uses multiple means of assessment to determine its effectiveness at meeting the needs of students. The college is working towards regular surveying of students and using results of the surveys that are in place to make improvements to student services.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for student support services.

Actionable Improvement Plans

See [Standard I.B.1](#).

Standard II.B. Appendices

Appendix IIB-A (Student Services' Provisions)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26805/Appendix%20IIB-A.pdf>

Appendix IIB-B (Advising and Counseling Initiatives)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26806/Appendix%20IIB-B.pdf>

Standard II.B. Evidence

- IIB-1 Services for Students**
<http://www.leeward.hawaii.edu/services>
- IIB-2 Office of the Dean of Student Services**
<http://www.leeward.hawaii.edu/doss>
- IIB-3 TRIO Upward Bound**
<http://emedia.leeward.hawaii.edu/upwardbound/>
- IIB-4 Leeward CC Wai'anae Services**
<http://www.leeward.hawaii.edu/leewardccw-services>
- IIB-5 International Programs**
<http://www.leeward.hawaii.edu/ipo>
- IIB-6 How to Apply (DE)**
<http://www.leeward.hawaii.edu/enroll>
- IIB-7 Hālau 'Ike O Pu'uloa**
<http://www.leeward.hawaii.edu/halau>
- IIB-8 Program Counselor Memo by Vice Chancellor of Academic Affairs, July 21, 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26799/Prog%20Counselor%20Memo%207-21-10.pdf>
- IIB-9 APR Template, Native Hawaiian Programs, 2010-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27144/APR_Nat_Hwn_Prog_2010_2011.pdf
- IIB-10 Institutional Plan 2009-2010, see Instructional Priorities**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2753>
- IIB-11 Leeward CC Catalog 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26584/Cat2011_2012Web_iPad.pdf
- IIB-12 Leeward CC Mission Statement, Approved May 2012**
<http://www.leeward.hawaii.edu/mission>
- IIB-13 Counseling Website**
<http://www.leeward.hawaii.edu/counseling>
- IIB-14 APR Template, Student Services, 2010-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27143/APR_Stud_Serv_2010_2011.pdf

- IIB-15 **New Student Orientation (NSO)**
<https://emedia.leeward.hawaii.edu/nso/startnso.asp>
- IIB-16 **STAR for Students**
<http://www.leeward.hawaii.edu/STAR-degree-planning>
- IIB-17 **APR Template, Business, 2009-2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27145/APR_Business_2009_2010.pdf
- IIB-18 **APR Template, Vocational Technology, 2009-2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27146/APR_VocTech_2009_2010.pdf
- IIB-19 **Documentation on the Program Counselor Initiative**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27160/Program_Counselors_Documentation.pdf
- IIB-20 **Informational Materials Developed by Program Counselors**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27170/Info_Mats_Program_Counselors.pdf
- IIB-21 **Distinguished Cultural Speaker Series**
<http://www.leeward.hawaii.edu/halau-speakers>
- IIB-22 **UH System Annual Program Review of Data (ARPD)**
<http://www.hawaii.edu/offices/cc/arpd/>
- IIB-23 **Student Exchange and Visitor Program (SEVIS)**
<http://www.ice.gov/sevis/>
- IIB-24 **APR Template, International Programs, 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26737/LCC%20APR%20International%202011-2012%20v1%20r0.pdf>
- IIB-25 **Leeward CC Catalog Webpage with Current and Archived Catalogs**
<http://www.leeward.hawaii.edu/catalog>
- IIB-26 **Curriculum Central (Login Needed)**
<http://curriculumcentral.its.hawaii.edu:8080/central/core/cas.jsp>
- IIB-27 **Student-Related Policies**
<http://www.leeward.hawaii.edu/policies>
- IIB-28 **Leeward CC Student Complaint Form**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27147/Student_Complaint_Form.pdf
- IIB-29 ***State of Hawai'i Data Book 2010***
<http://hawaii.gov/dbedt/info/economic/databook/db2010/>
- IIB-30 **Veteran Administration Benefits**
<http://www.leeward.hawaii.edu/veterans-benefits>
- IIB-31 **iLearn@Leeward Website for DE Students**
<http://emedia.leeward.hawaii.edu/emc/ilearn>
- IIB-32 **iLearn@Leeward Social Networking Community**
<http://blogs.leeward.hawaii.edu/ilearn/>

- IIB-33 **iTeach@Leeward Homepage with DE Student Satisfaction Survey Results**
<http://blogs.leeward.hawaii.edu/iteach/teaching-online/>
- IIB-34 **Student Health Center Brochure**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27181/Student_Health_Center_Brochure.pdf
- IIB-35 **NSO Live Online Survey (Online Version)**
<https://emedia.leeward.hawaii.edu/limesurvey/index.php?sid=54674>
- IIB-36 **NSO Live Online Survey Results, Fall 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27171/NSO_Live_Online_Survey_Fall_2011.pdf
- IIB-37 **Leeward CC Institutional Learning Outcomes (ILOs)**
<http://www.leeward.hawaii.edu/ILO>
- IIB-38 **Leeward CC General Education Outcomes**
<http://www.leeward.hawaii.edu/general-ed-outcomes>
- IIB-39 **Registered Student Organizations 2011**
<http://emedia.leeward.hawaii.edu/studentlife/og?order=title&sort=asc>
- IIB-40 **Student Activities Board**
<http://emedia.leeward.hawaii.edu/studentlife/sa/student-activities-board>
- IIB-41 ***Ka Mana`o* Student Publication**
<http://emedia.leeward.hawaii.edu/kamanao/>
- IIB-42 **The Arts, Leeward CC Website**
<http://www.leeward.hawaii.edu/the-arts>
- IIB-43 **Semester of Shakespeare**
<http://www.leeward.hawaii.edu/node/633>
- IIB-44 **Leeward CC Theatre**
<http://lcctheatre.hawaii.edu/>
- IIB-45 **Leeward Community College, Facebook**
<http://www.facebook.com/LeewardCC>
- IIB-46 **ASUH Leeward CC Student Government, MySpace**
<http://www.myspace.com/asuhleewardccsg>
- IIB-47 **Leeward CC's Photostream, Flickr**
<http://www.flickr.com/photos/leewardcc>
- IIB-48 **Leeward Channel, YouTube**
<http://www.youtube.com/user/TheLeewardChannel?feature=watch>
- IIB-49 **@LeewardCC, Twitter**
<http://twitter.com/LeewardCC>
- IIB-50 **Leeward CC, Pinterest**
<http://pinterest.com/LeewardCC/>
- IIB-51 **Maka'ala Program, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/makaalaprogram>

- IIB-52 **Student Success@Leeward: One Year Later, Convocation Fall 2011 Presentation**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26735/Convocation%20Pwrpt%20081711%20Fall.pdf>
- IIB-53 **Wo Learning Champions, 2011-2012 Winners**
<https://sites.google.com/a/hawaii.edu/wolc/wo-awards>
- IIB-54 **Chancellor's Email, Wo Learning Champions Change Agent Award**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27174/W0_Learning_Champions_Winner.pdf
- IIB-55 **UHCC Achieving the Dream Initiative**
<http://hawaii.edu/offices/cc/dream.html>
- IIB-56 **STAR Degree Planning**
<http://www.leeward.hawaii.edu/STAR-degree-planning>
- IIB-57 **STAR for Students Overview**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26736/StarOverview.pdf>
- IIB-58 **Team C.A.R.E., Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/teamcare>
- IIB-59 **AA Degree Requirements**
<http://www.leeward.hawaii.edu/aa-degree-requirements>
- IIB-60 **Hawaiian, Asian, and Pacific Issues Focus Information**
<http://www.leeward.hawaii.edu/hap>
- IIB-61 **English Language Institute**
<http://www.leeward.hawaii.edu/ipoeli>
- IIB-62 **Study Abroad Programs**
<http://www.leeward.hawaii.edu/studyabroad>
- IIB-63 **2011 Registered Student Organizations**
<http://emedia.leeward.hawaii.edu/studentlife/og>
- IIB-64 **COMPASS Placement Testing Information**
<http://www.leeward.hawaii.edu/compass-testing>
- IIB-65 **Memorandum to UHCC Chancellors,
Implementing the Agreed Upon Compass Test Practices**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27175/Compass_Test_Practices_to_CC_Chancellors.pdf
- IIB-66 **UHCC Retesting Policy dated May 3, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27176/2010_MAY_UHCC_Policy_Retesting.pdf
- IIB-67 **UHCC COMPASS Test Proctoring Services and Standardized Fee dated June 30, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26803/2010_JUNE_UHCC_Policy_Compass_Test_Proctoring_Servics_at_a_Standardized_Fee.pdf
- IIB-68 **Annual Programs Reviews (APRs), DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>

- IIB-69** **Student Services Satisfaction Survey (Online Version)**
<https://emedia.leeward.hawaii.edu/limesurvey/index.php>
- IIB-70** **Student Services Satisfaction Survey (Paper Version)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27177/Student_Services_Satisfaction_Survey_Hard_Copy.pdf
- IIB-71** **Results of the 2011 Student Services Satisfaction Survey**
<http://www.leeward.hawaii.edu/node/801>
- IIB-72** **“CCSSE Scores Improve,” Leeward CC News**
<http://www.leeward.hawaii.edu/news-CCSSE>
- IIB-73** **CCSSE Comparison for UHCCs 2008 and 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26804/CCSSE%202010%20data%20and%202008%20comparison%20LCC%20PC.pdf>
- IIB-74** **Convocation Roundtable Summaries Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27178/Convocation_Roundtable_Summaries_Spring_2012.pdf
- IIB-75** **DE Strategic Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27179/DE_Strategic_Plan.pdf

II.C. Library and Learning Support Services

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

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

Leeward CC provides many learning support services, including the library, the Learning Resource Center (LRC), the Educational Media Center (EMC), and the Information Technology Group (ITG). The dean of academic services is responsible for all these learning support services in addition to the Innovation Center for Teaching and Learning (ICTL) and the Theatre. Student learning is also supported through the Math Lab, which is a part of the Math and Sciences division.

The Academic Services unit engages with the campus through the Annual Program Review (APR) process (discussed in depth in [Standard II.A.2.f.](#)). As part of this process, each instructional division provides feedback regarding support services needed for students to enhance student learning. Academic Services uses this feedback as part of its unit analysis to guide discussions on priorities for the unit ([IIC-14](#)).

In addition to the APR, the college reviews the results of the Community College Survey of Student Engagement (CCSSE) to determine sufficiency of learning support services ([link to evidence](#)). In the 2010 CCSSE survey, Leeward CC's mean for frequency, satisfaction, and importance of tutoring services was higher than the mean for similar sized colleges. For computer labs, the college's mean for frequency was statistically lower than the mean for similar sized colleges. This result may be the impact of computer laptops being available for checkout in the library. The college's mean for importance of services for people with disabilities was statistically higher than the mean for similar sized colleges.

A table of services provided at the Pearl City campus, Wai'anae campus, and online is located in [Standard II.C.1.c](#).

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Each of the learning support services engages in dialogue with faculty to ensure the educational equipment and materials are appropriate and supportive of student learning.

Library

The library supports and promotes teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote the effective use of scholarly information ([IIC-1](#)). The library accomplishes this by continually developing its collections, applying technology to enhance access, and implementing information literacy instruction with the input of faculty. Each of the librarians is assigned to specific instructional divisions and is responsible for engaging in ongoing discussions with the faculty from that division on needed resources.

The library's scholarly materials include books, periodicals, online resources, and audiovisual media as part of five collections with general and special access guidelines. As of July 2011, the library held 71,057 print monographs, 147 print serial subscriptions, 1,571 audiovisual items, and 5,607 microforms. Available online through the library's subscribed databases are 81,542 e-books and 21,386 journal titles. The library's overall holdings currently exceed the National Peer Median as reported by the Association of College and Research Libraries.

A complete listing of the library's equipment and materials can be found in Appendix IIC-A (General Library Equipment) and Appendix IIC-B (Library Materials).

Learning Resource Center

The LRC provides learning support including tutoring and workshops to promote development of writing, technology, and learning skills as well as mastery of academic subjects. In addition, the LRC provides students a computer lab that includes desktop computers, laptops, printers, and other peripherals. The LRC provides handouts, reading skills materials, CD-ROMS, and other instructional materials provided by instructors. A complete listing of the LRC's physical facility can be found in Appendix IIC-C (Learning Resource Center's Physical Facility).

To support DE as well as on-campus students, the LRC has two websites: the Learning Resource Center ([IIC-2](#)) and the Writing Center ([IIC-3](#)). Both include links to success skills resources; the LRC site includes a resources page specific to DE success. Some LRC handouts are available online. The LRC site also offers 42 streaming videos on success skills topics.

The Writing Center's website was created by writing consultants in summer 2010, and it includes links to information regarding writing guidelines from peer institutions and original video podcasts on college success skills such as taking notes, using the UH portal, and vocabulary building. Traditional and DE students alike may take advantage of these resources. Other links include streaming videos of past Success Connection workshops.

As a service of the LRC, the Kāko'o 'Ike (KI) program provides a range of support functions for students with disabilities ([IIC-4](#)). KI's support services and programs enable students with disabilities to maximize their independence. The office has over 60 free informational handouts related to disabilities and strategies for success in college.

The Learning Resource Center hosts bi-annual LRC advisory board meetings of faculty and staff to solicit input on its programs and services.

Math Lab

Under the direction of the math discipline in the Math and Science division, the Math Lab is a resource for students enrolled in math courses and those classes using math at Leeward CC. The Math Lab provides access to software and computer-based tutorial programs and worksheets to supplement instruction ([IIC-5](#)). A complete listing of the Math Lab's materials can be found in Appendix IIC-D (Math Lab Materials).

The Math Lab supports DE students through the use of different software for various courses: ALEKS for Math 18 and Math 82 students, WileyPlus for Math 103, Math 205, and Math 206, and MyLab ([IIC-6](#)) for all classes for online learning and assignment assistance. Online tutoring is offered via Smarthinking ([IIC-7](#)).

An advisory committee that includes faculty, student help, and APT personnel also provides suggestions and guidance on services rendered.

Educational Media Center

The EMC provides support for teaching and student learning through the integration and use of various media and technology. The unit is made up of the Copy Center, Distance Education (DE), Educational Technology, Intec Services, and Video Production ([IIC-8](#)).

Through the DE site, iLearn@Leeward, DE students receive information about enrollment and attendance as well as hardware and software requirements ([IIC-9](#)). There is a readiness quiz made up of questions prospective students should address before enrolling in an online class. There are also links to counseling, tutoring, library, and student success resources. Information technology needs are addressed via the "Request Assistance" link in the Laulima course management system.

Information Technology Group

The ITG provides a supportive information technology environment for student learning through its operation and maintenance of the College Computing Labs, Networking, the Help Desk, and the Test Center ([IIC-10](#)).

The College Computing Labs are open to any registered student in the UH system ([IIC-11](#)). On the Pearl City campus, there are 22 PC computers dedicated to lab use at all times in BS 109. There are also two Macintosh classrooms in BS 103 and BS 104 with 20 computers available for open lab between scheduled classes. On the Leeward CC Wai'anae campus, there is one PC lab available for open lab between scheduled classes.

Along with COMPASS placement testing, the Test Center offers 26 hours per week of online proctoring services for DE students ([IIC-12](#)). There are 20 computers available in BE 227 for students who can be tested in person.

Leeward CC Wai'anae

Leeward CC Wai'anae had developed a system for requesting library materials for students, requiring that Leeward CC Wai'anae staff pick up and return library books on the students' behalf. Beginning in the fall of 2011, library staff set up regular hours at the Wai'anae campus on a biweekly basis to make themselves more accessible to students who only attend classes at Leeward CC Wai'anae.

The Wai‘anae campus has five distinct spaces for students to study and receive academic support ([IIC-13](#)). The Study and Testing Center (STC) on the second floor includes student workspace and a computer testing room with eight desktop computers. Twenty-five Dell laptops are also available for loan. Handouts on various topics such as handling test anxiety, taking notes and study techniques are available in the STC. Various learning skills workshops are offered throughout the year.

There is also a quiet study center on the first floor that includes student workspaces, workspace for visiting library and KI staff, and the student activities office. It is equipped with a laptop cart with 25 Dell laptops as well as one desktop computer.

The Writing Lab is a small computer lab in room four on the second floor. It consists of student workspaces with five desktop computers as well as two Language Arts instructor offices. It is adjacent to the Language Arts classroom, which also is equipped with a laptop cart with 25 Dell laptops. The Writing Lab is open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m.-6:00 p.m.

Leeward CC Wai‘anae has its own Math Lab. The Math Lab is a large classroom on the first floor that consists of movable tables that are configured to provide maximum student workspace. It currently provides ten desktop computers and 25 laptop computers for students to use the ALEKS software. All computers are equipped with Mathematica and ALEKS software. The lab also provides graphing software and scientific calculators.

There is also a computer lab in classroom two that has 17 desktop computers for student use.

Self Evaluation

The college is performing at expectations in this standard.

The library and learning support services provide sufficient education equipment and materials to support student learning, taking into consideration location and delivery format. Both the library and LRC have space and computer needs that are reflected in the APR process, and the library has also indicated print resource needs. In addition, there is a stronger emphasis on the use of data, and all areas are using the OPPA more frequently as a source of data.

Actionable Improvement Plans

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Leeward CC’s library has developed an information literacy program that provides instruction to students. The program was created with support area learning outcomes (SLOs) in mind. The first SLO is “The student will evaluate information and its sources critically.” The second SLO is “The student will use researched information to complete course assignments.”

The library meets the first SLO because of its implementation of the Information Literacy program (IIC-14). The program includes online tutorials that target English 22 students (IIC-15) and English 100 students (IIC-16). In conjunction with the tutorials, online exams administered through Laulima, assess students' ability to evaluate information and information sources critically. Students receive two opportunities to pass the exam. If they do not pass after the second attempt, they must receive individual tutoring from a librarian before taking the exam again. Librarian-led instructional sessions, tailored to faculty members' needs, are also offered for individual classes.

The exam for English 22 is a tool to achieve this outcome for that course, "Incorporate appropriate source material." Although there is no requirement to utilize this exam, most instructors have their students complete the exam. The English 100 exam serves as a tool to achieve the following English 100 SLO: "Compose complex and well-reasoned texts that incorporate source material appropriately." All English 100 instructors include the Information Literacy Tutorial and Exam statement in their syllabus and require successful completion of the exam as a requirement for all English 100 students.

In terms of meeting the library's second SLO, reference services are available to assist students in utilizing library tools. From the fall of 2009 through summer 2010, 642 English 22 students took the Information Literacy Exam, and 95.6 percent achieved a passing score of 70 percent or higher. A total of 1,538 English 100 students took the exam, and 98.3 percent achieved a passing score of 72 percent or higher.

The instructional librarian consults with Language Arts division faculty to develop and improve the Information Literacy Exam tutorial and exams. Based on faculty feedback, the English 22 tutorial was revamped in the spring of 2011 to improve its design and ease of navigation. The English 100 tutorial was revamped in 2009 to incorporate more interactive tools to facilitate student learning. In addition, the English 100 tutorial was further revised in 2011.

Librarians from the Pearl City campus go to the Wai'anae campus to provide information literacy sessions to the English 22 and English 100 classes each semester. In addition, the English 22 and English 100 Information Literacy Exam tutorials are available online through the library's home page (IIC-1). Students access the exams remotely through the online Laulima course management system. DE students may request individualized assistance from a librarian through phone, email, and online chat.

Self Evaluation

The college is performing at expectations in this standard.

The library has a strong information literacy program that is tightly integrated with English 22 and English 100. The librarians continue to encourage the use of online tools for information literacy in other areas of instruction. The library is also developing a new website for the information literacy program, which will be linked to the library's home page. This site will further support the needs of online students.

In addition, the library continues to expand its use of online, social media tools to provide additional support for students in information literacy and access to library resources.

Actionable Improvement Plans

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Leeward CC’s library and learning support programs provide students and appropriate personnel with adequate access to learning support services. These services are provided at multiple locations and through multiple means of delivery as indicated in the table below.

Academic Services and Support	Services Available at the Pearl City Campus	Services Available at the Wai’anae Campus	Services Available Online
Help Desk	X	X	X
KI Office (disability services)	X	X	
Library	X	X	X
Learning Resource Center (tutoring services)	X	X	X
Math Lab (tutoring services)	X	X	
Test Center	X		

Library

The library is open Monday through Thursday from 8 a.m. to 7 p.m. and Friday from 8:00 a.m. to 3:00 p.m. During the summer session, the library is open Monday through Thursday from 9:00 a.m. to 5:30 p.m. and Friday from 9:00 a.m. to 3:00 p.m. All students including DE students can remotely access the library’s collection through the Hawai’i Voyager online catalogue ([IIC-17](#)), a variety of electronic periodical databases and selected relevant websites. Students, faculty, and staff can use the library’s reference service both face-to-face and remotely, via email, phone, and online chat. Guides to the library’s databases are also accessed online through the library’s home page ([IIC-1](#)). The library’s website is always available, including the online catalog, which provides access not only to the library’s catalog, but to electronic books as well. In addition, patrons have continuous access to all of the library’s online databases (with verification of Leeward CC status), as well as access to reference help through email, phone, and online chat.

DE students do not have access to print materials (books) unless they can go to a UH system library location or the Leeward CC Wai’anae campus; however, articles can be sent through PDF and other media.

According to the fall of 2010 survey of library patrons, out of approximately 200 surveys, over 30 percent of the patrons use the library more than four times a week ([IIC-18](#)).

Learning Resource Center

The LRC is located on the Pearl City campus and is open Monday to Thursday from 8:30 a.m. to 4:00 p.m. and Friday from 8:30 a.m. to 2:00 p.m. “After-hour” tutoring by appointment is available Tuesday and Wednesday from 4:00 p.m. to 6:00 p.m. During the spring semester for 2011, students could access LRC tutoring services at the LRC or through the Online Writing Assistance Program ([IIC-20](#)), which enables students to meet with a writing consultant for live online tutoring via Skype during the above hours as well as Tuesday and Wednesday from 7:00 p.m. to 9:00 p.m. and Sunday from 5:00 p.m. to 9:00 p.m. Phone tutoring for writing classes is available by appointment. LRC writing consultants work with students in writing classes and

other classes for which writing is assigned through the In-Class Workshop program. This program won the Wo Innovation Award in 2009 ([IIC-21](#)). Since the fall of 2010, science tutoring has been offered in labs for chemistry, biochemistry, and anatomy and physiology. These services have also been well-utilized, as the students can ask the tutors for “just-in-time” help without needing to make an appointment or visit another location.

Content tutoring is also available in the LRC for a wide range of courses including many sciences, languages, psychology, logic, accounting, and computer skills. The Math Lab, discussed below, provides math tutoring. LRC tutoring appointments can be made in person, by phone, or online. Online tutoring (via Skype) for selected content subjects through the LRC was implemented in summer 2011 ([IIC-19](#)). Tutoring services are also available on the Wai‘anae campus.

Smarthinking is a commercial service that provides online tutoring in a variety of subjects including writing and math, and, through a contract with the college since 2008, it is available to all Leeward CC students, including Wai‘anae and DE students ([IIC-7](#)). Experience has shown that this service is generally instructor-driven; that is, students are most likely to access it when an instructor requires or recommends it to them. At present, students can access Smarthinking through a special webpage linked to the LRC and Math Lab home pages or via a link from their myUH site.

The KI office, a subunit of the LRC, serves students with documented disabilities. KI consulting services are available on the Pearl City campus Monday through Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 a.m. to 3:00 p.m. and on the Wai‘anae campus on a regular basis. KI also has a website ([IIC-4](#)).

Math Lab

The Math Lab’s services include walk-in tutoring, make-up examinations, software and computer-based tutorial programs, and worksheets to supplement instruction. The Math Lab hours of operation are Monday to Thursday from 8:30 a.m. to 7:30 p.m. and Friday from 8:30 a.m. to 3:00 p.m. ([IIC-5](#)).

Educational Media Center

Housed in the EMC, the DE coordinator is a full-time faculty position to support DE courses and programs. Students enrolled in DE classes have access to a variety of services through the college’s website ([IIC-22](#)):

- Enrollment services: assessment, advising, admissions, registration, orientation/college success, records
- Financial services: financial aid, scholarship and grant information and assistance, veterans’ services
- Student development: career exploration, career decisions, employment, internships, counseling for career, academic concerns and personal issues, equity and diversity, differently-abled student services, testing, tutoring, health
- Student life: student government, clubs, bookstore, athletics, bookstores, transportation

Through the DE site, iLearn@Leeward, DE students receive information about enrollment and attendance as well as hardware and software requirements ([IIC-9](#)). There are also links to counseling, tutoring, library, and student success resources.

Information Technology Group

The ITG provides a supportive information technology environment for student learning through its operation and maintenance of the college Computing Labs, Networking, the Help Desk, and the Test Center ([IIC-10](#)).

The College Computing Labs provide computing services for all current UH students, faculty and staff ([IIC-11](#)). **The hours of operation for the spring of 2011 were** Monday to Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 9:00 a.m. to 1:00 p.m.

Networking maintains the technology backbone of both campuses ([IIC-23](#)). They offer information for connecting to the wireless network to both enrolled students and visitors.

The Help Desk supports students, faculty, and staff experiencing computer or network-related problems ([IIC-24](#)). They are available to assist via phone or email Monday through Saturday.

The Test Center hours of operation for the spring of 2011 were Monday to Friday from 8:00 a.m. to 4:00 p.m. ([IIC-12](#)). Along with COMPASS placement testing, the Test Center offers 26 hours per week of online proctoring services for DE students.

Leeward CC Wai'anae

Like all Leeward CC students, those at Wai'anae have continuous access to the library catalog, databases, and online information literacy tutorials for English 22 and English 100 through the library's website. Students can access the library website in the computer labs or on a laptop as the campus is equipped with Wi-Fi. Librarians have visited specific classes upon request to do information literacy presentations. Beginning in the fall of 2011, library staff set up regular hours at the Wai'anae campus on a biweekly basis to make themselves more accessible to students who only attend classes at Leeward CC Wai'anae.

KI also sends a disability specialist to Leeward CC Wai'anae twice a month to meet with students with disabilities.

Leeward CC Wai'anae has its own Study and Testing Center (STC) that provides services similar to what is offered at the LRC at the Pearl City campus. It employs students as writing consultants, Hawaiian Language tutors, and peer mentors, as well as other content areas as needed. Leeward CC Wai'anae also employs three staff members to provide academic support to students and to present college success workshops. Hours of operation during the academic year for the second floor STC are Monday to Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 8:00 a.m. to 3:30 p.m.

Leeward CC Wai'anae has its own Math Lab and employs three student tutors with regularly scheduled hours to assist students taking Math 18 and Math 82. The Math Lab is open Monday through Friday from 8:00 a.m. to 6:00 p.m. The Math Lab space at the Wai'anae campus has been inadequate to meet the needs of the Wai'anae students and was relocated to the first floor of the current building in the spring of 2012 to enable an expansion of space and computer equipment.

Tutors at the Wai'anae campus work in the first floor Math Lab and quiet study center and in the second floor Writing Lab and STC. In 2011-2012, the number of writing and math tutors was increased to a total of nine tutors to meet the increasing demand based on higher enrollments in writing and math. In addition, three tutors were hired based on instructor request for Hawaiian Language, Digital Photography, and Introduction to Logic classes, and two peer mentors were

hired to work with two developmental writing and reading learning communities. Online tutoring is available to all students via Smarthinking and also via Skype, email, and phone with the LRC on the Pearl City campus.

There are several open areas for student use. Hours for these areas include:

- The quiet study center is open Monday through Friday from 8:00 a.m. to 6:00 p.m.
- The writing lab is open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m. to 6:00 p.m.
- The computer lab is open for student use Monday through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 8:00 a.m. to 3:30 p.m. unless there are classes scheduled in the lab.

Based on the 2010 CCSSE results, student use and satisfaction with tutoring, skill labs and computer labs on the Wai‘anae campus is higher than the average of other comparable colleges. Student use of tutoring and satisfaction with skill labs and tutoring on the Pearl City campus was higher than the average. In addition, student use of skill labs and computer labs and satisfaction with computer labs were very close to the average ([IIC-25](#), [IIC-26](#)).

Self Evaluation

The college is performing at expectations in this standard.

Access to library and learning support services are adequate to serve the needs of the students on the Pearl City and Wai‘anae campuses as well as DE students.

Actionable Improvement Plans

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library

During regular business hours library patrons utilize a single entrance/exit. Before exiting, they pass through the gates of an electronic detection system. Tattle tape security strips have been applied to library items including laptops. If an item has not been properly checked out, the detection system will alert library staff.

In order to ensure data security, library employees must use passwords to access databases, and data is encrypted. Sensitive personal information has been deleted from students' records. Any personal information is kept in a secure area and any paperwork with personal information is shredded before disposal. Patron borrowing history is deleted after a certain time. Only the last five patrons are listed for each item.

No regular security patrols are currently in place. A video camera, mounted near the library's entrance, provides a 360-degree view of the area fronting the library. Four cameras are also stationed in various areas. VHS recordings capture any activity and are used to monitor activities in the library. Tapes are retained for nine weeks and reused. To protect the library's book collec-

tion, student employees regularly vacuum shelves. Plastic covers offer protection to books, and broken books are repaired. The library has also undergone an air conditioning upgrade project to prevent mold growth on books. The Help Desk provides maintenance of the library's patron and staff computers and printers.

Learning Resource Center

TutorTrac, the database program used to log services and schedule tutoring appointments, contains student ID numbers and other information. Access is password protected. During the semester, the LRC receives several Banner imports of students' course enrollment information. Only Leeward CC courses are imported to the TutorTrac program. To use LRC tutoring services, students must log in to TutorTrac. When a student makes an appointment, he or she identifies the course for which the tutoring will be provided. This system is used for campus and online students. The Help Desk provides maintenance of the LRC's lab and staff computers and printers.

Math Lab

The Math Lab equipment is updated as needed. Students check-in with the Math lab coordinator, and student time on task is recorded.

College Computing Labs and Test Center

Students receive access to open computer labs by presenting their student ID card. Discipline-specific software on lab computers is provided by the division. The technology fund provides current versions of software, such as Microsoft Word, as well as virus protection. Student employees complete virus updates. Deep Freeze, which is a program that prevents software installations and changes, has been installed on lab computers. Equipment in the college computing labs is on a regular schedule for replacement.

The Test Center maintains secure testing files and requires documentation from instructors regarding test completion. Students present their student ID card to access test files. For online students taking a proctored exam, the Test Center staff checks the student ID card and confirms the student is enrolled in the course.

To protect the campus computer systems, the ITG installs the latest version of anti-virus software and updates the operating systems regularly. In regards to the network and server infrastructure, there is a campus firewall in place to protect the computer resources on campus.

The ITG's campus Help Desk satisfaction surveys indicate users are satisfied with maintenance. Ninety-two data samples were collected from the spring of 2010 with ratings on a scale from 1 – 5 with 1 being the lowest or strongly disagree to 5 being the highest score of strongly agree. Ninety-three percent of those surveyed indicated satisfaction with the customer service received from the Help Desk.

Campus security is provided by campus security officers who are on duty 24-hours a day, seven days a week, and 365 days a year. A security supervisor and six security officers staff the unit. The security officers conduct vehicle and foot patrols, and recently the campus installed security cameras around campus.

Leeward CC Wai'anae

Library materials at the Wai'anae campus are shelved on open shelves and available to all students. If students wish to borrow library materials, they use a sign out sheet. This honor system seems to work for the Wai'anae campus. A security officer was recently added to the Wai'anae campus to provide needed protection for the facilities, faculty, staff, and students.

Self Evaluation

The college is performing at expectations in this standard.

Computers in the library, LRC, Writing Center, KI office, College Computing Labs, and Test Center are on a planned replacement schedule. In addition, new equipment is planned when the learning commons is completed in the fall of 2012. The Math Lab computers are not on a regular replacement schedule. They are replaced on an “as needed” basis.

Actionable Improvement Plans

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library

The Leeward CC library has physically housed the UH West O’ahu library within its own facility for many years. This arrangement has both libraries working together to achieve ease of use, accessibility, and sharing of materials for users of both campuses. Guidelines for borrowing materials are documented in the Chancellor for Community Colleges Memo, CCCM#11100, February 1, 1994 ([IIC-27](#)).

The Leeward CC library is a member of the UH Library Council (UHLC). The Council is formally recognized with bylaws adopted in 2003 and is comprised of head librarians from the ten UH campuses ([IIC-28](#)). It is responsible for the purchase and implementation of a system wide shared library integrated management system, the Hawai’i Voyager ([IIC-17](#)). The Voyager system allows users to renew borrowed items online via a web interface for all materials in the libraries across all campuses.

The library also participates in the Interlibrary Loan program. This allows library users from one UH campus to borrow items from another UH campus. As this program is system wide, it provides users a no-cost, timely alternative for obtaining items that may not be available on their own campus ([IIC-29](#)).

The Leeward CC library is also a member of the Hawai’i Library Consortium ([IIC-30](#)). Membership of this group spans academic, public, private, and special libraries in the state of Hawai’i. Through the Hawai’i Library Consortium, the Leeward CC library receives access to a package of full-text databases from EBSCOhost, covering a broad range of subjects. EBSCOhost databases are the most heavily used electronic resources in the library (for example, 36,518 full text articles were used in 2010). In 2010, the Hawai’i Library Consortium completed an evaluation of EBSCOhost and renewed its contract (through June 30, 2015).

Learning Resource Center and Kāko'o 'Ike

The LRC and KI office have a technical support contract with TutorTrac, a database program used for logging services and recording LRC tutoring appointments. KI has an annual contract with Reading for the Blind and Dyslexic, a national organization, to provide digitized audio textbooks on DVDs for students who require this accommodation. These textbooks on DVD are provided at no charge to the students. Additionally, major textbook publishers offer audio textbooks at no additional charge for students who purchase printed textbooks but require audio accommodations.

The college has had a contract with Smarthinking, an online tutoring service, since 2008 ([IIC-7](#)). This service is publicized by the LRC, which also serves as a clearinghouse for student and faculty questions about Smarthinking. Effective the spring of 2011, Leeward CC is participating in a system wide contract with the other UH community colleges. To assess use of Smarthinking, reports are available to those who have administrative access to the Smarthinking website ([IIC-31](#)).

College Computing Labs and Test Center

Leeward CC has no external contracts at the campus level for computing services; contracts are with the UH system.

The Test Center coordinators from the seven UHCC campuses meet each semester to discuss the standardized testing procedures, fees, and placement testing, and exchange information.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Academic Services unit evaluates the library and learning support services to ensure that they are meeting the needs of students, faculty, and staff. The library and all learning support services are required to submit an APR of their unit each year, as a part of the larger Academic Services APR. The APR includes a summary of assessments of SLOs and/or outcome measures, plans to respond to the needs of the instructional programs to assist them in accomplishing their objectives, and a list of priorities based on supporting data ([IIC-32](#)).

Academic Services is also required to submit a program review for the UHCC system annually. This program review is part of the ARPD, which is a UHCC system generated template to report on basic demand, efficiency, and effectiveness data. Each of the Academic Services units met to agree on common metrics to use in the ARPD to evaluate demand, effectiveness, and efficiency. In addition to the common metrics, the unit is required to provide a narrative analysis in the report ([IIC-14](#)).

In addition, all units have completed and are assessing SLOs as listed below:

Academic Services Unit	SLOs
Library	<p>The student will evaluate information and its sources critically.</p> <p>The student will use researched information to complete course assignments.</p>
Learning Resource Center	<p>Students will pass their tutored course at the same rate as or higher than non-tutored students.</p> <p>Students will reenroll (persist) at the same rate as or higher rate than non-tutored students.</p> <p>Students who use LRC tutoring services will have a semester GPA that is the same or higher than that of students who do not use tutoring.</p>
Kāko'o 'Ike Program	<p>KI office will provide and coordinate classroom accommodations for students with disabilities so that students can access their curriculum.</p> <p>KI office will provide faculty with information on issues relating to disability services, rights and responsibilities of faculty, staff, and students so students can access appropriate classroom accommodations.</p>
Educational Media Center	<p>The EMC provides faculty with training so that students can access and use Laulima to successfully start the course.</p> <p>Instructional technology equipment services (Intec) provide computer projection carts so that student learning of the course material is enhanced through the use of technology.</p>
Innovation Center for Teaching and Learning	<p>The ICTL provides faculty development programs to improve teaching so that students learning experience is enhanced.</p>
Information Technology Group	<p>ITG's College Computing Labs provide computing resources (computers, peripherals, and internet access) so that students can complete their course assignments.</p> <p>ITG's Test Center provides computing resources (computers, peripherals, and internet access) for online tests so that students can complete course requirements.</p> <p>Students will be able to access Student Services' forms and information that are necessary for their enrollment at Leeward.</p>
Theatre	<p>The Theatre provides an opportunity for student learning through the use of its facility for student performances.</p> <p>The Theatre provides a clean and functional environment to enhance the enjoyment of the theatre experience and enhance student learning at student performances.</p>

To prepare for the submission of the ACCJC's *College Status Report on Student Learning Outcomes Implementation* in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for student learning and support services at the end of the spring semester for 2012 (May 11, 2012):

Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 29
- b. Number of student learning and support activities with defined Student Learning Outcomes: 25
Percentage of total: 86%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25
Percentage of total: 86%

Each of the Academic Services units uses a variety of methods to assess its SLOs and evaluate program effectiveness. Satisfaction surveys are the most common method of gathering feedback.

Library faculty and staff members regard the teaching of information literacy skills as one of their core missions and are therefore committed to library instruction activities and the teaching of research skills while providing reference service. The library has implemented assessment techniques for library instruction programs. A new tutorial, test, and survey were created for English 100 students in the fall of 2009 and updated in 2011. Test scores were higher than in previous semesters and more students passed than before; survey responses were overwhelmingly favorable. Based on the results, enhancements will be made to the English 100 tutorial and assessment, and new tutorials, tests, and surveys will be developed for English 22 ([IIC-32](#), [IIC-33](#)).

In the LRC, tutoring usage has grown considerably in recent years due to increasing enrollments as well as expanded, diversified services. After each tutoring session, students complete an evaluation form of the services rendered, and once or twice a year; students fill-out a more detailed survey about tutoring and other LRC services. Annual surveys of LRC users show a generally high and increasing rate of satisfaction with tutoring services ([IIC-32](#), [IIC-33](#)).

The LRC assesses two SLOs for tutoring, comparing success data (pass rates and persistence) for students who have used tutoring services to other students in the same course who have not used tutoring. Over the past several years, the outcomes for tutored students have been consistently higher than for those who were not tutored. Data indicate that the number of individual tutoring sessions has been increasing over the past several years; this increase is likely due in part to the surge in student enrollment and the addition of substantial financial resources for serving remedial/developmental students ([IIC-32](#), [IIC-33](#)). The funding constituted a 35.6 percent increase in the LRC's tutoring budget.

The CCL regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. A computer and technology replacement plan and user satisfaction with computer resources in the classroom is determined by data collected via surveys of all users of the CCL at the end of each term. An online satisfaction survey of Help Desk users is conducted each semester. The Test Center also surveys faculty and students about satisfaction with their services; decisions on services provided, and equipment and furniture purchases, are determined by the results of satisfaction surveys and SLO assessments ([IIC-32](#), [IIC-33](#)).

Data from the satisfaction survey indicates dissatisfaction with the conduciveness of the atmosphere of the Test Center. Comments from surveys have indicated that there is too much noise in the Test Center, which makes it difficult to concentrate while taking an exam. Until the learning commons is established, the Test Center staff will have to address the noise factor by ensuring that the testing area is quiet so students will be able to take exams without being disturbed. Test Center data indicate an upward trend in users for both DE online testing and COMPASS placement testing ([IIC-14](#)).

For Academic Services, the most significant change in service delivery will be made with the renovation project of the library building into a learning commons ([IIC-34](#)). This project was first considered in 2007, and after research of innovative facility designs and broad-based campus discussion, the funds for the renovation were acquired from the UH system. The purpose of the learning commons is to create an active, student-centered learning space offering a variety of support services in a comfortable, technology-rich setting that encourages collaboration. The emphasis on collaborative spaces and technology integration is in keeping with millennial students' learning and study preferences; it should also lead to more collaboration and connection between faculty and staff from the service units involved. The start date for renovations was January 2012; the opening date for the renovated facility is expected to be in the fall of 2012.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of DE learner support services ([IIC-35](#)). The following is a summary of the discussion based on facilitators' notes:

For this topic, participants felt that the learner support services on campus were outstanding. The support services mentioned include library, tutoring, and faculty support and training. Participants thought it was good to incorporate Laulima training into the NSO. Students lack the skills needed for online learning, which leads to lower success. Participants were very pleased with DE Committee's efforts to promote DE Best Practices through round table discussions. There was support for the use of Blackboard Collaborate as a tool that promotes communication with students in an online class.

The following suggestions were made regarding learner support services for DE students:

- The library has many online resources. Would be nice to be able to access online from home. Also need to make students aware of these services.
- The limited hours of the KI office makes it difficult for DE students to take advantage of the services.
- LRC should have more online tutoring for DE courses.
- Increase the Testing Center capacity and space.
- Need division oversight to ensure quality.
- Increase institutional and administrative support for developing high quality DE courses.
- DE web site list of DE support services.
- Create a competency test for student enrolling in DE courses.
- Provide help to students with installation and configuration of software required for classes.
- Increase student support on how to learn online, not just how to use the tools.
- Institutional support so that DE courses developed are of high quality.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIC-36](#)) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #2: Instructional Programs](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college regularly assesses the quality and effectiveness of the library and learning support services of the library, Learning Resource Center, Kāko'o 'Ike Program, College Computing Labs, Math Lab, and Educational Media Center. The first four of the above services will eventually be included in the new learning commons.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for learner support services.

Actionable Improvement Plans

None.

Standard II.C. Appendices

Appendix IIC-A (General Library Equipment)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26809/Appendix%20IIC-A.pdf>

Appendix IIC-B (Library Materials)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26810/Appendix%20IIC-B.pdf>

Appendix IIC-C (Learning Resource Center's Physical Facility)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26811/Appendix%20IIC-C.pdf>

Appendix IIC-D (Math Lab Materials)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26812/Appendix%20IIC-D.pdf>

Standard II.C. Evidence

- IIC-1 **Leeward CC Library**
<http://www.leeward.hawaii.edu/library/>

- IIC-2 **Learning Resource Center**
<http://emedial.leeward.hawaii.edu/lrc/>

- IIC-2 **Writing Center**
<http://emedial.leeward.hawaii.edu/writingcenter>

- IIC-4 **Kāko'o 'Ike Program**
<http://www.leeward.hawaii.edu/ki>

- IIC-5 **Math Lab**
<http://www.leeward.hawaii.edu/mathlab>

- IIC-6 **MyLab/Mastering**
<http://pearsonmylabandmastering.com/?cc>

- IIC-7 **Smarthinking**
<http://emedial.leeward.hawaii.edu/etutor/>

- IIC-8 **Educational Media Center**
<http://emedial.leeward.hawaii.edu/emc/>

- IIC-9 **iLearn@Leeward**
<http://emedial.leeward.hawaii.edu/emc/ilearn>

- IIC-10 **Information Technology Group**
<http://emedial.leeward.hawaii.edu/itg/>

- IIC-11 **College Computing Labs**
<http://emedial.leeward.hawaii.edu/itg/CCL>

- IIC-12 **Test Center**
<http://emedial.leeward.hawaii.edu/itg/testcenter>

- IIC-13 **Leeward CC Wai'anae Student Services**
<http://www.leeward.hawaii.edu/leewardccw-services>

- IIC-14 **ARPD, Academic Services System Program Review 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26807/2010%20ARPD%20Report--Academic%20Services%20LCC%20FINAL.pdf>
- IIC-15 **English 22 Information Literacy Tutorial**
<https://sites.google.com/site/eng22tutorial/>
- IIC-16 **English 100 Information Literacy Tutorial**
<https://sites.google.com/site/eng100tutorial/>
- IIC-17 **Hawai'i Voyager Online Catalog**
<http://leewardcc.lib.hawaii.edu>
- IIC-18 **Library Fall 2010 Patron Survey Results**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26771/LIB_FALL-2010RESULTSrevised-1.pdf
- IIC-19 **LRC Online Content Tutoring (via Skype)**
<http://emedia.leeward.hawaii.edu/lrc/online.html>
- IIC-20 **Online Writing Assistance Program (OWAP)**
<http://emedia.leeward.hawaii.edu/writingcenter/owap>
- IIC-21 **Innovation of the Year Award 2009, Wo Learning Champions**
<http://wolc.hawaii.edu/xhtml/awardWinners.html>
- IIC-22 **Leeward CC Website**
<http://www.leeward.hawaii.edu/>
- IIC-23 **Networking**
<http://emedia.leeward.hawaii.edu/itg/networking>
- IIC-24 **Help Desk**
<http://emedia.leeward.hawaii.edu/itg/helpdesk>
- IIC-25 **Leeward 2010 Community College Survey of Student Engagement (CCSSE)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26808/01%20Leeward%20CC%20CCSSE%20Benchmark%20Report%202010%20w%20means%20summary%20&%20freq%20distr.pdf>
- IIC-26 **Leeward 2010 CCSSE Executive Summary**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26579/00%20Leeward%20CC%20CCSSE%20Executive%20Summary.pdf>
- IIC-27 **CCCM#11100 Community College Library Circulation Policy, February 1, 1994**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27191/CCCM_11100_020194.pdf
- IIC-28 **UH Library Council Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27192/UH_Library_Council_ByLaws.pdf
- IIC-29 **UH Interlibrary Loan Guidelines**
<http://library.Mānoa.hawaii.edu/services/loans/illfaq.htm>
- IIC-30 **Hawai'i Library Consortium**
<http://www.hlc.hawaii.edu/>

- IIC-31 **Smarthinking Administrative Website (Login Needed)**
<http://services.smarthinking.com/>
- IIC-32 **APR Template, Academic Services, 2010-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27193/APR_Acad%20Serv_2010_2011.pdf
- IIC-33 **APR Template, Academic Services, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27194/APR_Academ-ic_Services%20Final_2011_2012.pdf
- IIC-34 **Learning Commons 2012**
<http://lcc.hawaii.libguides.com/learningcommons2012>
- IIC-35 **Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27195/Convocation_Roundtable_Summaries_Spring_2012.pdf
- IIC-36 **DE Strategic Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27196/DE_Strate-gic_Plan.pdf

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.



III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Leeward CC assures the integrity and quality of its programs and services by employing people who, by education, training, and experience, are qualified to provide or support the college's student learning programs and services and improve its institutional effectiveness. All positions at the college are designed to be aligned with the Leeward CC mission, and job descriptions ensure positions support the six principles of the mission, which include access, teaching and learning, workforce development, personal development, community development, and diversity. At the college, personnel positions include executive and managerial; faculty; administrative, professional, and technical (APT); and civil service.

Position Descriptions

For executive and managerial positions, the University of Hawai'i Board of Regents (UH BOR) has authority to establish positions and can delegate that authority to the UH president. The UH Office of Human Resources (UH OHR) acts on the president's behalf in determining executive and managerial classification and ensuring that each position's duties and responsibilities are in accordance with organizational and functional statements ([IIIA-1](#) and [IIIA-2](#)).

For faculty positions, the UH BOR defines personnel criteria ([IIIA-1](#)), and the UH community colleges (UHCC) provide a faculty classification plan ([IIIA-3](#)). This plan defines the primary and other responsibilities of faculty, as well as faculty classification ranks. In addition, the Office of the Vice President for Community Colleges maintains a listing of minimum qualifications for faculty positions, a listing agreed upon by all vice chancellors for academic affairs in the UHCC system. This listing establishes a consistent standard for each academic discipline and type of position, including credit, non-credit, instructional, and non-instructional. Minimum levels of education in a field, related work experience, and special considerations, such as rating, license, and certification, are also identified in this listing ([IIIA-4](#)).

For APT, the UH BOR defines the personnel criteria ([IIIA-1](#)), and the UH system provides a classification and compensation plan for such personnel ([IIIA-5](#)). This plan defines classification, position descriptions, and compensation based on four bands or levels of work complexity. Within each band, the UH OHR establishes career group designations, position classifications within each career group, and possible duties and responsibilities for each group.

For civil service positions, the UH system provides a classification and compensation plan for such personnel ([IIIA-6](#)). This plan provides a systematic means to describe civil service positions. Qualifications, however, are determined by the state civil service system and are based on job classification specifications.

Recruitment

The college follows competitive recruitment processes to ensure that the most qualified applicants are selected based on appropriate education, training, and experience. The college adheres to recruitment policies and procedures set forth by the UH BOR for executive and managerial personnel ([IIIA-1](#)) and by the UH system for faculty and APT personnel ([IIIA-7](#)). These policies and procedures are publicly available on the UH administrative procedures information system ([IIIA-8](#)). Along with providing procedures for recruitment and selection, these policies include checklists to ensure that all necessary steps are followed in the hiring process. These steps include an interview of qualified candidates, review of transcripts, and verification of past job experience by deans and directors.

Job advertisements are published online at *Work at UH* ([IIIA-9](#)), in the local newspaper *Honolulu Star Advertiser*, and in *The Chronicle of Higher Education* for designated executive and managerial positions. Job advertisements might also be placed in other publications. For example, adhering to a UH policy on nondiscrimination and affirmative action ([IIIA-10](#)), the equal employment opportunity director for the community colleges generates an annual report that provides information about what groups of people are underrepresented, and this report helps the college determine if job advertisements might be placed elsewhere to reach specific populations of underrepresented groups.

To help substantiate an applicant's minimum qualifications, the college requires official transcripts from institutions accredited by recognized U.S. accrediting agencies, training certifications, and/or personal statements for executive and managerial, faculty, and APT positions. If a transcript is from a non-U.S. institution, the college's Human Resources office (HRO) has the transcript translated with assistance from local experts. A degree from a non-U.S. institution is recognized only if equivalence can be established. A mandatory recruitment requirement for all UH BOR appointees is the submission, at the time of employment, of original transcripts indicating the satisfaction of academic credentialing for the position being hired.

The employment qualifications of civil service applicants are verified by the state's civil service system and matched to the posted position.

Applicants for all positions who meet the minimum qualifications have their qualifications quantitatively assessed in terms of desirable qualifications to determine interview priority. Applicants for faculty positions are often asked to demonstrate effective teaching. This is judged in various ways, which could include examples of scholarly endeavors, peer evaluations, letters of recommendation, and references, which are reviewed as indicators of an applicant's character, experience, and qualifications. Teaching experience and evidence of effective teaching are also often included in the desirable qualifications.

For faculty candidates, the desirable qualifications are the primary avenue through which information on the candidate's scholastic accomplishments and potential relevance to the position is determined. The desirable qualifications are normally determined by faculty members in the discipline and/or by surveying similar positions across the nation.

Interview Process

A screening committee must have at least one faculty member who has subject matter expertise besides being gender and ethnically representative. Interview questions must be job related, non-discriminatory, and fair. Questions must be designed to solicit information that will enable further assessment of the applicant's background and potential to perform the required duties and responsibilities of the position. Applicants may be asked to demonstrate effective and pertinent job-related skills or knowledge by responding to hypothetical questions or hands-on exercises, such as an impromptu teaching scenario, to demonstrate their academic knowledge, instructional capabilities, and professional demeanor.

The appropriate administrator reviews the recommended list of applicants, ordered by preference. A dean or vice chancellor may conduct a personal interview with the finalist(s) to verify qualifications for compensation. Checks with current and former employers may be conducted to confirm periods of employment, official titles, duties and responsibilities, work habits and attitudes, and reasons for termination. Compensation and starting dates are determined in conjunction with the HRO.

The HRO conducts a review of all applications and supporting documents for completeness and initial credential screening and to ensure that hiring procedures are consistently applied. The applications are not released to the screening committee until committee member composition (for example, gender, ethnicity, subject matter expertise, and campus representation), interview questions, and scoring rubrics are approved, and all committee members have undergone interview training. After the screening committee has made its recommendations, the committee worksheets and documents are reviewed for procedural and equal employment opportunity/affirmative action compliance. If a potential concern or discrepancy is identified, the committee is reconvened to address and correct the issue. Only those recommendations that are consistent with procedural safeguards are forwarded to the responsible executive for further review and exploration of possible employment. Prior to a formal offer of contingent employment, a procedural review focusing on salary and other work related considerations is made to ensure consistency and compliance with existing guidance and practices.

Currently the college does not include in job announcements specific criteria and qualifications for hiring faculty and staff involved in offering DE. Faculty members who teach through DE are selected from existing faculty and must satisfy the same qualifications that exist for their traditional classroom counterparts. During the recruitment process, instructional divisions may, but are not required to, identify qualifications for teaching DE courses. If those qualifications are

identified, they are included as desirable qualifications. For example, a job advertisement may include the following statement: “May include instructional assignments involving DE.” In addition, the college does not require specific personnel with DE experience to be involved in the recruitment of new personnel.

In 2011, the DE Committee in collaboration with the Educational Media Center (EMC) began to develop a strategic plan specifically to address DE issues at Leeward CC. This plan has been vetted with the campus community and administration in the spring of 2012 and was approved by Faculty Senate in May 2012 ([IIIA-11](#)). As part of this plan, a number of specific tactics have been identified including developing formal criteria, qualifications, and procedures for the recruitment and selection of personnel involved in DE.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college is effective in its adherence to all applicable federal, state, and UH policies and procedures that govern classification, recruitment, appointment, and compensation of personnel, ensuring that positions at the college are consistent with positions within the UH system. In addition, the college’s HRO provides safeguards to assure that hiring procedures are consistently applied.

Actionable Improvement Plans

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Employees at the college are evaluated systematically and at regular intervals to assess their effectiveness and to determine areas for improvement. Guidelines for evaluation are clearly defined in UH system and UH BOR policies ([IIIA-1](#) and [IIIA-12](#)) and in bargaining unit agreements ([IIIA-13](#)).

Executive and Managerial Evaluation

For executive and managerial personnel, the UH president establishes the criteria and procedures for performance evaluation ([IIIA-1](#)). All such personnel undergo an annual evaluation by a supervisor during the March-June timeframe. In addition, the UH HRO requires all executive and managerial personnel to undergo a “360 assessment,” a confidential and anonymous survey completed by peers, subordinates, and other individuals with whom the executive or managerial employee works with or supports. In this survey, the employee is rated on leadership, relationships,

planning, decision making, problem solving, organizational abilities, as well as equal employee opportunity/affirmative action and safety issues. Survey results are consolidated and forwarded to the employee for review and self-evaluation. After the completion of the assessment, executive and managerial personnel discuss the outcomes with the chancellor.

Faculty Evaluation

For faculty personnel, the UH BOR sets forth the criteria for evaluation that has been agreed upon by the UH BOR and the University of Hawai'i Professional Assembly (UHPA), the exclusive bargaining agent for all faculty members of the UH system ([IIIA-13](#)). In addition, the UHCCs set forth procedures for contract renewal ([IIIA-14](#)) and tenure and promotion ([IIIA-15](#)). Faculty members submit information regarding the nature and extent to which they meet the stated criteria for their rank and are assessed for their strengths, weaknesses, overall performance, and candidacy for advancement. Depending on the action being considered—such as contract renewal, tenure, or promotion—a formal process is followed by appropriate departmental and administrative personnel, including a division chair or unit head, a division personnel committee, a tenure and promotion review committee, and/or an administrator. The faculty evaluation process provides an employee with recommendations for improvement and serves as the basis for goals to be achieved during the next evaluation period.

Tenured faculty members who do not apply for promotion are evaluated once every five years through a post-tenure review process as specified in the 2009-2015 UHPA Agreement ([IIIA-13](#)). This periodic evaluation monitors each tenured faculty member's efforts toward meeting the criteria of performance for his or her position and rank and provides an opportunity for peer input concerning professional development and continued improvement. Each academic year the HRO develops a list of the faculty members whose work has not been reviewed for contract renewal, promotion, tenure, or receipt of a merit salary increase during the preceding five years, and who are therefore due to have their professional activities reviewed. The vice chancellor of academic affairs will notify each faculty member on the list with a request to submit information on their work and/or activities to the appropriate division chair or unit head. The division chair or unit head will determine if the faculty member meets or does not meet expectations. If the faculty does not meet expectations, the division chair will work with the faculty member to develop an improvement plan.

Faculty members are encouraged to obtain summative feedback through student evaluations of the instructor and course. The college provides faculty who teach in face-to-face classes on campus with ten different evaluation forms, differing by academic field and by instructional mode ([IIIA-16 through IIIA-25](#)). These evaluations focus on instructional style, achievement of stated course objectives, and other considerations. Student evaluations are submitted anonymously and before the end of a semester. The results are then summarized by the college and provided to the faculty after grades are submitted ([IIIA-26](#)). The UH system also provides faculty with an electronic course and faculty evaluation system, eCAFE, which is an alternative to the paper-based evaluation system and which allows faculty to select survey questions ([IIIA-27](#)). The college's DE Committee has identified 16 recommended questions for DE courses ([IIIA-28](#)).

Faculty are also encouraged to obtain feedback through peer instruction evaluations ([IIIA-29](#)). The DE Committee provides faculty with a peer instruction evaluation form for DE courses as an alternative to the paper-based form ([IIIA-30](#)).

UHCC guidelines for contract renewal suggest that non-tenured faculty include a summary and brief discussion of student evaluation results since their last evaluation along with a copy of the student evaluations. These guidelines require that non-tenured faculty include at least two peer

evaluations for each semester being covered in the evaluation period, with at least one evaluation originating from faculty in one's discipline or area ([IIIA-14](#)).

UHCC guidelines for tenure and promotion, however, do not mention the inclusion of student or peer evaluation results; however, this inclusion is an expectation on the part of faculty and peer evaluators.

The college also offers mid-semester teaching assessments, which are voluntary and confidential. A trained facilitator conducts these formative assessments during the semester with a two-fold purpose of improving the students' learning environment and the instructor's teaching ([IIIA-31](#)).

Lecturers are not included in the UHCC guidelines for instructor evaluation. The Leeward CC division chairs have standardized the lecturer evaluation process for the Leeward CC campus. This process involves an annual review of peer evaluations, student evaluations, and a self-evaluation ([IIIA-32](#)).

Administrative, Professional and Technical Evaluation

For APT, performance evaluation is preceded by a review of the employee's work assignments, position description, and performance expectations. During the evaluation, a discussion occurs between the employee and his or her supervisor focusing on areas for potential growth, skill enhancements, and future opportunities ([IIIA-33](#)). Responses are then entered on an electronic version of the APT Evaluation Performance Form ([IIIA-34](#)). At the end of the rating period, the employee's supervisor makes an online assessment of competency, quality, and productivity. APT personnel who require performance improvement are counseled and provided professional growth opportunities; however, these employees may be released at any time within a three-year probationary period.

A performance rating is used to determine whether an APT employee has been able to meet expected standards and is eligible for continued employment. These ratings also afford an opportunity for an immediate supervisor to recognize an individual's excellent performance and nominate that person for a special compensation award in accordance with administrative procedures ([IIIA-35](#)).

Civil Service Evaluation

For civil service personnel, the performance evaluation process is similar to that of APT personnel. Under the Civil Service Performance Appraisal system, supervisors meet with employees at the beginning of the performance appraisal period to discuss job duties, expectations, requirements, and methods of evaluation. The employee is monitored and provided coaching, if needed. At the end of the appraisal period, employees are rated in terms of quality, quantity, and timeliness of work; reliability and initiative; relationship with others; and safe use of equipment ([IIIA-35](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that it evaluates all personnel (executive and managerial; faculty; APT; and civil service) through systematic processes. Evaluations are guided by written policies and procedures established by the UH system, the UH BOR, the state of Hawai'i, and appropriate bargaining units.

The UH system, the UH BOR, the state of Hawai'i, and union policies and procedures that

govern personnel evaluations and effectiveness of employees do not specifically address employees performing duties related to DE.

Actionable Improvement Plans

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty members are responsible for the creation and assessment of student learning outcomes (SLOs) for courses and programs. Programs at Leeward CC are defined as all certificates and degrees. In the past six years, each course and program has been reviewed and updated with SLOs. SLOs are created and assessed by faculty in a collaborative process that is described in detail in [II.A.1.c.](#) and [II.A.2.a.](#)

As explained in [Standard III.A.1.b.](#), the evaluation of faculty is formalized through UH policies and procedures. The faculty classification plan for the UHCC was revised in 2007 to include language pertaining to SLOs. The classification plan now states that, when appropriate, faculty are responsible for designing and assessing learning outcomes, providing evidence of student learning, and working to improve student achievement and success ([IIIA-3](#)). The UH BOR policies, however, clarifies that assessment is focused on institutional performance “rather than individual evaluation” ([IIIA-36](#)). The UHCC guidelines for non-tenured faculty include the statement that faculty provide a discussion on their teaching ability, which includes a discussion on their “effectiveness, learning outcomes, and student responses” to the faculty’s approaches ([IIIA-14](#)). The UHCC guidelines for tenured faculty state that faculty provide a discussion on the impact and contributions they have made toward achieving their professional goals and toward meeting their students’ needs ([IIIA-15](#)).

As such, when faculty are evaluated through the contract renewal and the tenure and promotion processes, they are expected to address their role in the assessment of SLOs. In May 2011, the Faculty Senate approved a statement on assessment, which recognizes the college’s commitment to engage in the ongoing assessment of SLOs ([IIIA-37](#)).

Leeward CC also approved the Policy on Assessment, which identifies the requirements and responsibilities for assessment at the college. Included in this policy is the statement that “all staff are required to participate within the scope of their job duties and responsibilities in the assessment of outcome measures for academic and support areas.” In addition, even personnel without specific assessment responsibilities are encouraged to participate in the assessment process ([IIIA-38](#)).

In 2006, the college identified **Planning Agenda 28** which focused attention on the need to dialogue about SLOs and their place in faculty evaluation. In addition, the planning agenda item recommended that a revision should be made to the guidelines for contract renewal and tenure and promotion to reflect an emphasis on producing SLOs. The planning agenda item also identified the need to standardize the lecturer evaluation guidelines.

The Faculty Senate has been the principle vehicle through which this dialogue has occurred. In May 2011, the Senate approved a statement on assessment, which recognizes the college's commitment to engage in the ongoing assessment of SLOs. This statement also was intended to provide clarification that "the faculty member is not assessed in the process" ([IIIA-37](#)). The college also drafted a policy on assessment, which identifies the requirements and responsibilities for assessment at the college. Included in this policy is the statement that "all staff are required to participate within the scope of their job duties and responsibilities in the assessment of outcome measures for academic and support areas." In addition, even personnel without specific assessment responsibilities are encouraged to participate in the assessment process ([IIIA-38](#)). Lastly, the division chairs have agreed on a standardized lecturer evaluation process ([IIIA-32](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that the UHCCs clarified the faculty member's responsibility in effectively assessing SLOs as a component of their evaluation. Also, the college has engaged in dialogue about this issue and has put forth a written statement and a policy on assessment.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because decision making includes dialogue about the results of assessment and program review and is purposely directed toward aligning college-wide practices improve student learning.

Actionable Improvement Plans

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

In terms of professional ethical standards, Leeward CC must adhere to two systems: the state of Hawai'i and UH. The state of Hawai'i Constitution mandates the creation of the state Ethics Commission ([IIIA-39](#) and [IIIA-40](#)). The commission is responsible for reviewing possible ethical violations, informing all state employees about ethical behaviors, and implementing new laws passed by the legislature. The college ensures that updated information about ethical behavior is communicated to all personnel in a timely manner. Every year, all employees at the college are required to read and sign a disclosure form from the state Ethics Commission. Every election year, UH and the state of Hawai'i Ethics Commission distribute reminders regarding political campaigns and guidelines that govern employees seeking political office.

While the state's ethics rules and regulations are comprehensive, the college is also subject to the ethics policies from UH. These policies specifically define ethics for educational needs, such as acceptable behaviors in the workplace, research areas, and student codes of conduct. In 1981,

UH issued Administrative Rules 20-2, Statement on Rights and Responsibilities of the University of Hawai'i Community ([IIIA-41](#)). The intent of this policy was to define impermissible behaviors along with the due process procedures should a violation occur. In 2009, UH further defined the conflicts of interest for university employees. In addition, the UHCC faculty senates adopted UHCCP 5.211, which defines the professional ethics for all community college faculty and which requires the college's chancellor to provide all new faculty with a copy of the policy ([IIIA-42](#)).

With the integration of technology into curricula and administrative work, UH adopted in 1999 a set of ethics under Executive Policy E2.210, Use and Management of Information Technology Resources ([IIIA-43](#)), which was revised in 2007 and 2009. This policy has specific provisions that apply to Information Technology specialists, especially specialists with system and network administrator responsibilities. Executive Policy E2.210 defines ethical behavior when managing technologies such as email, databases, and file servers. Information Technology specialists who work within these areas are required to read and sign to acknowledge the E2.210 policy. Furthermore, the UH Information Technology Office also provides yearly video meetings for all staff and holds special meetings following any security breach.

To preserve the integrity of the institutional data and database systems, all employees who require access to student-related information are required to read and sign a version of Executive Policy E2.214, Security and Protection of Sensitive Information, and information about the Family Educational Rights and Privacy Act before being given access to the data systems ([IIIA-44](#)). These forms are stored in the HRO. In 2006, a process was developed to identify faculty and staff who have access to the institution's student data systems. The OPPA also explains the E2.214 policy to faculty and staff who request data requiring student information ([IIIA-45](#)).

Self Evaluation

The college is performing at expectations for this standard. For this standard, the college follows current policies and procedures at the state and university levels regarding professional ethics.

Actionable Improvement Plans

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Staffing levels at the college are initially determined by a complex process that depends on a review by the following external bodies: The executive and legislative branches of the state of Hawai'i, the UH system, and the UHCCs. Upon approval and allotment of staffing levels, all appropriated funds are allocated on a basis of full-time (FTE) equivalences and divided among the following employee categories: administrative, faculty, staff, and civil service. Position numbers and job descriptions are assigned to ensure compliance with system wide qualification guidelines.

The organizational structure of the college is determined by official UH organizational charts and functional statements ([IIIA-46](#)). Administrative Procedure A3.101, UH Organizational and Functional Changes, ([IIIA-47](#)) dictates amendments to these charts and statements.

Changes to staffing can be made through the Annual Program Review (APR) process that is described in [Standard I.B.3](#). One of the categories for prioritization is personnel – faculty and non-faculty positions can be requested. When positions are requested from the UH system, the prioritized planning list for personnel is referenced to determine campus priorities. A recent example is the request for a financial aid position. In 2010, several community college campuses had requested additional support in financial aid. The UHCC system re-allocated vacant position numbers to provide each community college with one additional financial aid APT position.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that staffing levels are determined and reviewed by several external bodies and are made explicit in organizational charts and functional statements. Divisions and support areas indicate their staffing needs in their APR planning lists for personnel, and these planning lists are prioritized for the entire campus.

Actionable Improvement Plans

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The 3 institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

As a part of the UH system, the college's primary policies and procedures are system generated beginning with the UH BOR policies, executive memoranda/policies, administrative procedures, and community colleges policies. These directives undergo extensive scrutiny and review by executives at all levels, subject matter experts, governance bodies, and employee unions before being formalized.

In order to ensure that personnel policies are administered consistently, the campus personnel officer, who is the unit head for the college's HRO, also serves as the college's equal employment opportunity/affirmative action coordinator ([IIIA-48](#)). The person in this position is responsible for equitable and consistent compliance with existing personnel policies and procedures ([IIIA-8](#)). The dual roles of the campus personnel officer and the equal employment opportunity/affirmative action coordinator ensure that policies and processes result in fair treatment of personnel ([IIIA-49](#)).

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that the UH system's personnel policies and procedures are in place to maintain uniformity and fairness amongst all university campuses and employees.

Actionable Improvement Plans

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

In April 2009, the UH Board of Regents approved a revised Executive Policy E2.214, Security and Protection of Sensitive Information ([IIIA-44](#)). The update was in response to provisions in the Hawai'i Revised Statutes which defined information that needed safeguarding, articulated the consequences of compromises involving personal or confidential information, and reflected the system's efforts to safeguard employee and student sensitive information.

College employees who had access to, handled, maintained, or disposed of sensitive information were cautioned through supervisory channels to exercise extreme care whether the information was physical documents or electronic data. The dean of student services was designated to have responsibility for student sensitive information; the human resources officer was charged with employee sensitive information; and the information technology specialist was tasked with electronic data issues.

Data collection and analysis by the equal employment opportunity/affirmative action officer at the college effectively identifies the employment needs of the college and evaluates the success of its efforts to meet those needs in order to ensure that equity and diversity are considered in accordance with stated goals.

In August 2009, the university conducted a personal information system survey. This survey was a self-assessment by persons involved with and responsible for sensitive/personal information in order to identify potential weaknesses and develop corrective action. As a result, academic divisions were strongly encouraged to dispose of sensitive or personal information or to keep that information in a limited-access environment. The survey assessed the weaknesses of the college's HRO, the primary repository of personnel information. Based on the feedback received, proactive steps were immediately taken to better secure and safeguard human resource information, steps such as obtaining special office keys; storing personnel binders under lock and key; securing private offices, shredders, fax machines; and installing a digital surveillance system.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it continues to make provisions for the security and confidentiality of personnel records. In addition, all employees at the college have access to their personnel records in accordance with the law.

Actionable Improvement Plans

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

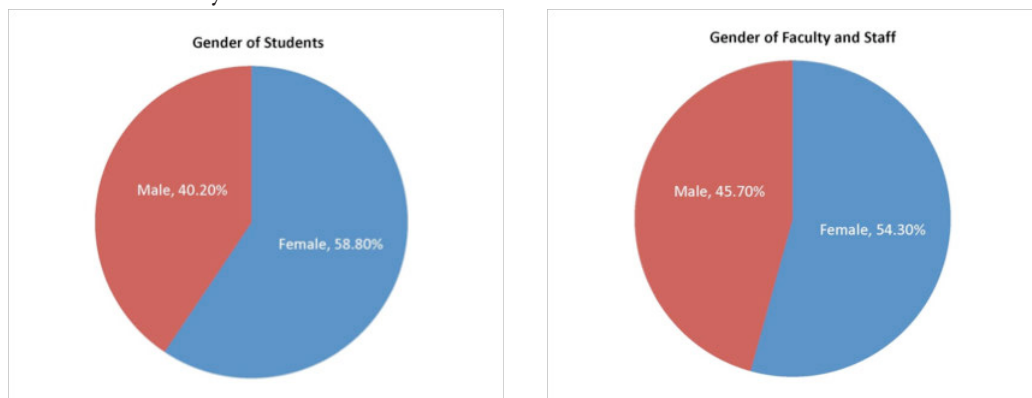
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college's concern for and understanding of equity and diversity are evident in the many practices and policies in place at Leeward CC. In addition to union guidelines regarding the fair treatment of administration, faculty, and staff, the college also has policies in place to protect employees from workplace violence and sexual harassment. All employees undergo a new employee orientation seminar administered by the HRO at the start of each semester to review these policies, related legal issues, and the appropriate grievance/complaint procedures. The college also has a number of practices and procedures in place that can be found in Appendix IIIA-A (Actions to Support Equity and Diversity) and actions that the college has taken in this regard ([IIIA-7](#) and [IIIA-50 through IIIA-57](#)).

College personnel are affiliated with various campus organizations that provide their membership with diverse opportunities for dialogue and advocacy. These groups include the Faculty Senate; the Campus Council; the APT Group; the Administrative Support Group for clerical employees; the Lecturers' Group for adjunct faculty; the O&M Group for Operations and Maintenance staff; and the Puko'a no Nā 'Ewa Council, which advocates on behalf of Native Hawaiian related issues ([IIIA-58 through IIIA-64](#)).

The campus faculty and staff are similar in distribution when looking at gender. The campus faculty and staff are also as diverse as the student population though there are differences in distribution of ethnicity.



Charts 62-63, Gender of Students and Gender of Faculty and Staff
Source for Faculty/Staff: Human Resources Office, Leeward CC
Source for Students: ODS View: IRO_BASE_UH

In 2006, the college identified **Planning Agenda 29** indicating that it would ensure that materials related to important topics, such as workplace violence, sexual harassment, disabilities, and GLBTI, are posted on the college's website so that information is accessible to those who are unable to attend.

In the 2009 Accreditation Midterm Report, the college reported that the UH system is in the process of developing an online faculty handbook that will have links to all policies and procedures in the UH system including the areas of diversity and equity. The director of marketing has created a new organizational structure for the college's website that provides appropriate placement for these materials, which will be easily accessible to all employees. The new online structure now includes an intranet for faculty and staff resources.

Since 2009, handouts and videos are posted on the college's intranet when possible. Handouts and videos of most workshops are also kept on file in the ICTL for review and viewing by faculty and staff.

Campus Perception

Further evidence is provided by the results from the Employee Satisfaction Survey conducted in the spring of 2011. When polled whether the college provided "programs and practices that support its diverse personnel," 84.2 percent of the respondents answered agree or strongly agree ([IIIA-65](#)).

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it provides a multitude of programs, services, and workshops to support the diverse personnel at the college.

Actionable Improvement Plans

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The college is an equal employment opportunity/affirmative action employer committed to a policy of nondiscrimination in accordance with federal and state laws and UH policies ([IIIA-49](#)). To ensure compliance and to assess the effectiveness of these policies, the college has an appointed equal employment opportunity/affirmative action officer, who is responsible for identifying and targeting underrepresented groups for hiring ([IIIA-48](#)). Employment equity data is generated, including the gender and ethnicity of current personnel and an applicant's self-identified gender and ethnicity, and then that information is compared against the service population to determine hiring priorities. For vacancies with an equity shortfall, additional affirmative action steps are taken, including additional job announcements. Data collected regarding employment equity issues are also included in confidential UH system assessments conducted to identify and address any systemic deficiencies in the hiring process.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that data collection and analysis by the equal employment opportunity and affirmative action officer at the college and the UH system effectively identify the employment needs of the college and evaluate the success of its efforts to meet those needs in order to ensure equity and diversity are considered.

Actionable Improvement Plans

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Most personnel at the college are represented by one of six union bargaining units, including non-supervisory and supervisory “blue-collar” employees, non-supervisory and supervisory “white-collar” employees, faculty, and administrative/professional/technical employees ([IIIA-66](#)). The HRO provides copies of union contracts that outline each employee’s rights and responsibilities, as well as the appropriate grievance procedures if a complaint arises ([IIIA-67](#) and [IIIA-68](#)). In addition, the college’s Faculty and Staff Guidebook contains general information on the six bargaining units and their contact phone numbers ([IIIA-26](#)).

In addition to union guidelines regarding the fair treatment of administration, faculty, and staff, the college also has policies in place to protect employees from workplace violence and sexual harassment. Employees are provided with an opportunity at the start of each semester to attend an orientation administered by the HRO to review policies, related legal issues, and appropriate grievance/complaint procedures ([IIIA-55](#), [IIIA-68](#), [IIIA-69](#), and [IIIA-70](#)).

The treatment of students at the college is subject to the Joint Statement on Rights and Freedom of Students,” which advocates students’ freedom of expression and protects against improper disclosure. Information regarding these issues is available on the college’s website under Academic Rights and Responsibilities of Students ([IIIA-71](#)). Grievances can be submitted to the dean of student services using a standard student complaint form, which is available in print or online ([IIIA-72](#)). The response to a complaint can range from informal mediation to formal investigation to administrative intervention, depending on the nature of the case.

Since May 2008, the college has had separate Student Academic Grievance (SAG) procedures, which follow the American Association of University Professors’ recommendations to establish a process for review of student complaints regarding grades and to promote academic integrity and fairness for students in their interactions with faculty. A detailed course of action for students is available on the college’s website ([IIIA-73](#)).

The college also has grievance procedures for student allegations of sexual harassment. These issues are referred to the HRO if they involve faculty or staff or to the dean of student services if they involve other students ([IIIA-74](#)).

Self Evaluation

The college is performing at expectation in this standard.

For this standard, the college has demonstrated that employee unions that represent personnel at the college play an important role in the college's larger efforts to maintain integrity in the treatment of employees. The HRO does an effective job serving as a conduit between employees and their bargaining units and in their efforts to set policies and maintain records for all complaints and grievances not addressed by the employee unions.

Students have both broad and specific protections in place as a result of clear, accessible policies, and the college has done an effective job providing opportunities for students to file a complaint if necessary.

Actionable Improvement Plans

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

At the college, professional development is valued, institutionalized, and inclusive. A comprehensive listing of the numerous professional development programs can be found in Appendix IIIA-B (Professional Development Programs) and are arranged by faculty and staff, teaching and learning funding programs, and staff groups ([IIIA-31](#), [IIIA-50](#), [IIIA-51](#), and [IIIA-75 through IIIA-93](#)).

The college demonstrates this institutional commitment to professional development by dedicating resources to support a full-time, tenured, staff development coordinator and an Innovation Center for Teaching and Learning (ICTL). The ICTL provides a wide variety of programs and activities for professional, institutional, and personal development for faculty, staff, and administrators. Transparency and inclusion are infused into the planning and delivery of professional development activities at the college. The ICTL Advisory Committee provides a clear example of the importance of transparency and inclusion. The ICTL Advisory Committee, composed of 13 faculty, staff, and administrators from across the college, provides oversight over the programs and operations of the ICTL ([IIIA-94](#)).

In 2011, the college received the Institutional Merit Award from the North American Council for Staff, Program, and Organizational Development at their national conference. This award recognizes excellence in the delivery and impact of staff, program, and organizational development programs and in the promotion of these programs. Evaluation was based on program objectives, creativity/innovation, impact, and evaluation of outcomes ([IIIA-95](#)).

In addition to the resource commitment associated with the ICTL and the staff development coordinator, additional funding is provided for professional development programs. This funding has increased exponentially over the years, from no allocated budget in 1995 to \$40,000 annually in 2011. Faculty and staff members at the college are encouraged to attend professional development conferences, programs, and workshops and are directly involved in the planning and organizing of their own professional development goals and objectives. Over the years, faculty and staff at the college have initiated several professional development programs that have been expanded to include UHCC system wide participation. These include the Excellence in Education Conference, The Hawai'i National Great Teachers Seminar, the Best Practices in Assessment Conference ([IIIA-96](#)), and the Wo Innovations in Learning Day ([IIIA-97](#)). Personnel from all divisions and units of the college have been served by the ICTL. Efforts have been made to meet the professional needs of the administration, faculty, and staff. Increased financial support for these various activities is evidence of the institution's sustained commitment to professional development opportunities.

The college provides professional development for its DE faculty and staff through a variety of programs and activities that have remained flexible and responsive to teaching and learning needs. The EMC ([IIIA-98](#)) is primarily responsible for planning these events, such as those listed in Appendix IIIA-C (Distance Education Programs and Activities) ([IIIA27](#), [IIIA-30](#), and [IIIA-99 through IIIA-107](#)). As part of the DE strategic plan, a number of specific tactics have been identified including developing a certification program for faculty who teach online.

In addition to the professional development programs and activities described thus far, the college provides continuing professional development and support through the funding of sabbaticals ([IIIA-108](#)) and the UH employee tuition waiver program ([IIIA-109](#)). The college also has designated funds for annual professional development activities for the clerical and operations and maintenance staff. These activities are planned, organized, and evaluated by planning committees of staff members.

In 2006, the college identified **Planning Agenda 30** indicating that the ICTL would offer professional development activities focused on assessment of student learning outcomes and on the resulting design of prioritized lists based on these assessments. The college also planned to evaluate the activities and role of the ICTL as part its evaluation of the APR process.

Faculty members of the college, in conjunction with the ICTL, initiated and coordinated two UH system wide Best Practices in Assessment Conferences, held on April 11, 2008, and March 23-24, 2009 ([IIIA-96](#)). The conferences presented more than 40 concurrent sessions, 15 workshops, and roundtable discussions focused on assessment. The ICTL also coordinated workshops for faculty and staff on student learning outcomes.

Professional development workshop evaluations now include questions on participants' assessment of their ability to apply what they learned and the degree of effectiveness of presentations and/or activities related to improving student learning outcomes. Also, the ICTL has created and assessed an approved student learning outcome for its unit.

Campus Perception

The college relies on an inclusive process to ensure that appropriate opportunities, consistent with its mission and purposes, are provided for professional development. The results of the Employee Satisfaction Survey reflect this fact. When asked whether the college offers appropriate professional development opportunities to support its diverse personnel, 78.4 percent answered agree or strongly agree. Similarly, when asked whether the college provides adequate opportuni-

ties to administrators, faculty, and staff for DE professional development, 81.2 percent answered agree or strongly agree ([IIIA-65](#)).

Self Evaluation

The college is performing above expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that it has a strong commitment to professional development activities that meet the needs of its personnel. The college also provides a variety of professional development activities and opportunities specifically addressing the needs in DE.

The college will continue its efforts to continually evaluate professional development programs and activities for their effectiveness through continuous feedback and on-going assessment.

Actionable Improvement Plans

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The college evaluates its professional development programs and uses those results as the basis for improvement to better meet the needs of its personnel. Appendix IIIA-D (Professional Development Needs) contains a listing of the ways the college identifies professional development needs and how it develops processes to ensure that professional development opportunities meet those needs ([IIIA-55](#), [IIIA-60](#), [IIIA-61](#), [IIIA-62](#), [IIIA-63](#), [IIIA-89](#), [IIIA-110](#), and [IIIA-111](#)).

A standardized evaluation form for professional development activities and events is used for most professional development programs and activities. A standard question, which uses a five-point Likert scale, is included in all evaluations.

To elicit feedback on the impact of professional development programs and activities as it relates to teaching and improvements to student learning, an additional section was added to the evaluation form. This section was added as a SLO assessment measure for ICTL and is used to identify what was learned from each professional development program that can improve SLOs. Participants also rate the effectiveness of implementation of the idea or insight learned. Qualitative feedback also provides recommendations for program improvements. Appendix IIIA-E (Professional Development Evaluation) provides examples of how the college evaluates professional development programs and activities and uses feedback for improvement.

All participants of the DE professional development programs are given surveys at the end of the workshops. Results of the surveys are used to make appropriate recommendations on future activities. In addition, the effectiveness of the programs or workshops is evaluated by the final project assignments completed by the participants. Finally, the instructional divisions complete DE program and course evaluations using the same process as face-to-face courses.

All of the above assessments are incorporated into evaluating the professional development program through the APR process.

In 2006, the college identified **Planning Agenda 30** indicating the ICTL would develop indicators of success for professional development activities relating to achievement of SLOs. Select professional development programs (Hawai'i National Great Teachers Seminar, Teaching Squares, Mid-Semester Assessment, Travel Grant, and Conference Dollars) are evaluated using a specially designed assessment form that asks participants to identify specific teaching strategies that they learned from the program, whether or not they implemented it in their teaching, and if they believe the strategy was effective in helping students reach this SLO ([IIIA-110](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated a conscientious and sustained commitment to evaluating professional development programs and using the results of those evaluations as a basis for improving those activities, thus meeting the needs of its personnel more effectively. The institution evaluates its professional development programs by soliciting feedback through a standardized, yet flexible, evaluation process for each of the programs or activities held. The feedback is then analyzed with respect to level of satisfaction and suggestions for improvement. Further, the results help determine the future needs of programs, which are then identified in the APR.

In summary, the college has processes in place to identify, implement, and evaluate professional development programs. Moreover, it measures what effects these programs have on teaching and learning and uses the results to make modifications and improvements.

ICTL will continue to develop indicators of success for professional development activities relating to achievement of SLOs as part of their continuous improvement efforts.

Actionable Improvement Plans

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The APR process begins with each division and academic unit assessing and analyzing data derived from course assessments, program goals and achievements, and community needs to identify the program's strengths and weaknesses and to make plans for future goals and outcomes. Included in the APR process is the identification of future positions and financial resource needs associated with staffing and personnel. Through the APR process, staffing and personnel resource needs for an individual division or unit are prioritized within the larger context of the institution's campus wide needs and priorities. See [Standard I.B.3](#) for a more detailed description of this process.

The APR process ensures that divisions and units of the campus have a means of articulating human resource needs on an annual basis. This process relies on evidence and data to drive decision making and ultimately budget priorities. Integrated within the framework of the APR process is a specific funding category that identifies personnel and staffing needs ([IIIA-112](#)). In the past several years, positions have been re-described or acquired even though the funding environment has remained tight. An example of re-describing positions is the creation of program counselors in response to requests from instructional divisions in the 2009 APR process. General counseling positions were re-described and deployed to specific programs. See [Standard II.B.1](#) for a more detailed description of how this change in service delivery was implemented.

An example of a new position being acquired by the campus is the recent addition of a financial aid position. Leeward CC had prioritized the request for an additional financial aid position in 2010. This request was forwarded to the UHCC system. Since several community college campuses had requested additional support in financial aid, the UHCC system re-allocated vacant position numbers to provide each community college with one additional financial aid APT position.

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessing the effective use of human resources for DE. For this topic, participants felt that there were human resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Currently, there are no official requirements to teach DE courses. Faculty’s experience with online courses is not taken into consideration in the hiring process. The division chair tells a faculty member that he or she is going to teach an online course. Some faculty attend DE training, but some do not. There are no requirements or processes for teaching DE courses. Some participants suggested that the DE Committee might want to include representation for human resources since currently the committee’s focus is on technology and teaching. Another idea was to create a DE program in which an administrator is focused on DE-centralized coordination such as selection of instructors and required training. A third suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as human resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIIA-11](#)) addresses many of the issues brought up at this roundtable discussion.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has established that the APR process is one of the primary mechanisms used by the college to plan and evaluate its human resources.

Actionable Improvement Plans

The OPPA will facilitate a review of the current APR process to improve resource allocation decisions related to the college’s revised mission statement by spring of 2013.

Standard III.A. Appendices

Appendix IIIA-A (Actions to Support Equity and Diversity)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27210/Appendix_II-IA-A.pdf

Appendix IIIA-B (Professional Development Programs)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27211/Appendix_II-IA-B.pdf

Appendix IIIA-C (Distance Education Programs and Activities)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27212/Appendix_II-IA-C.pdf

Appendix IIIA-D (Professional Development Needs)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27266/Appendix_II-IA-D.pdf

Appendix IIIA-E (Professional Development Evaluation)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27267/Appendix_II-IA-E.pdf

Standard III.A. Evidence

IIIA-1 UH Board of Regents Policies, Chapter 9, Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27148/borpch9.pdf>

IIIA-2 UH Executive Policy E9.205, Qualification Requirements for Academic Positions in the Executive/Managerial Classification and Compensation Plan

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27149/e9205.pdf>

IIIA-3 UH Community Colleges Faculty Classification Plan, Revised 2007

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27150/Fac_Classification_Plan_Nov_2007.pdf

IIIA-4 Memorandum from the Office of the Vice President for Community Colleges, August 10, 2011, Minimum Qualifications for Faculty Positions

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27151/MQs_Faculty_August_2011.pdf

IIIA-5 UH System wide Administrative Procedures, A9.210, Classification and Compensation Plan APT Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27152/a9210.pdf>

IIIA-6 UH System wide Administrative Procedures, A9.300, Position Descriptions for Civil Service Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27153/a9300.pdf>

IIIA-7 UH System wide Administrative Procedures, A9.540, Recruitment and Selection of Faculty and Administrative, Professional, and Technical (APT) Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27154/a9540.pdf>

IIIA-8 UH Administrative Procedures Information System

<http://www.hawaii.edu/apis/sysoview.php>

IIIA-9 University of Hawai'i's Work at UH Website

<http://www.pers.hawaii.edu/wuh/Default.aspx>

- III A-10 UH Executive Policy E1.202, University Statement of Nondiscrimination and Affirmative Action
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27155/e1202.pdf>
- III A-11 Leeward CC Distance Education Strategic Plan, Approved May 2012
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27156/LeewardCCDE-Plan-Final.pdf>
- III A-12 UH Executive Policy E9.203, Evaluation of Board of Regent Appointees
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27157/e9203.pdf>
- III A-13 Leeward CC Human Resource Office Union Webpage
<http://intranet.leeward.hawaii.edu/page/453>
- III A-14 UH Community Colleges, Contract Renewal Suggested Guidelines, 2010—2011
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27158/ContractRenewalGuidelines2011.pdf>
- III A-15 UH Community Colleges, Guidelines for Tenure and Promotion, 2010-2011
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27159/TPAppGuidIns2010-2011.pdf>
- III A-16 Student's Evaluation of Instructor and Course, Form 1, Mathematics Department
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26652/Form%20Math.pdf>
- III A-17 Student's Evaluation of Instructor and Course, Form A, Math, Science, Technical, and Vocational, Lecture-Discussion
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26643/Form%20A.pdf>
- III A-18 Student's Evaluation of Instructor and Course, Form B, Technical and Vocational, Multi-Mode
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26644/Form%20B.pdf>
- III A-19 Student's Evaluation of Instructor and Course, Form C, Vocational, Lecture-Lab
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26645/Form%20C.pdf>
- III A-20 Student's Evaluation of Instructor and Course, Form D, Applied Social Sciences, Lecture-Lab/Multi-Mode
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26646/Form%20D.pdf>
- III A-21 Student's Evaluation of Instructor and Course, Form E, Generic
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26647/Form%20E.pdf>
- III A-22 Student's Evaluation of Instructor and Course, Form F, Language Arts, Lecture-Lab/Multi-Mode
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26648/Form%20F.pdf>
- III A-23 Student's Evaluation of Instructor and Course, Form G, Arts, Humanities, Social Science, Language Arts, Lecture-Discussion
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26649/Form%20G.pdf>
- III A-24 Student's Evaluation of Instructor and Course, Form H, Arts, Lab/Lecture-Lab
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26650/Form%20H.pdf>

- III A-25 **Student's Evaluation of Instructor and Course, Form O, ESL**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26651/Form%20ESL.pdf>
- III A-26 **"Aloha and Welcome to Leeward Community College": Faculty and Staff Guidebook, 2008**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27161/FYIFinal_Feb6_2008.pdf
- III A-27 **eCAFE, UH Electronic Course and Faculty Evaluation System**
<http://www.hawaii.edu/ecafe/>
- III A-28 **Leeward CC Recommended eCAFE Questions for Distance Courses**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27180/DE_Committee_eCafe_Questions.pdf
- III A-29 **Peer Instruction Evaluation Form (Paper Version)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26653/Peer_Evaluation_Form.pdf
- III A-30 **Peer Instruction Evaluation Form (Distance Education)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27162/DE_PeerEval-FillableForm.pdf
- III A-31 **Mid-Semester Teaching Assessment, Innovation Center for Teaching and Learning**
<http://www.leeward.hawaii.edu/ictl-teaching-assessment>
- III A-32 **Lecturer Evaluation Process**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27166/LecturerEvaluationProcess2012.pdf>
- III A-33 **UH System wide Administrative Procedures, A9.170, Administrative, Professional and Technical (APT) Employees Performance Evaluation**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27163/a9170.pdf>
- III A-34 **UH Administrative, Professional, and Technical Employee Performance Evaluation Form**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27165/a9170frm.pdf>
- III A-35 ***State of Hawai'i, Department of Human Resources Development, Performance Appraisal System Supervisory Manual***
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27167/PASManual01_9_1_05.pdf
- III A-36 **UH Board of Regents Policies, Section 4-5, Institutional Accountability and Performance**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27168/borpch4.pdf>
- III A-37 **Leeward CC Faculty Senate, Statement on Assessment**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27169/FS_Statement_on_Assessment.pdf
- III A-38 **Policy on Assessment, L5.210**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27183/L5.210PolicyonAssessment.pdf>

- III A-39 **State of Hawai'i Ethics Commission**
http://hawaii.gov/ethics/aboutus/about_ethics
- III A-40 **Hawai'i Revised Statutes (HRS) Chapter 84, State Ethics Code**
<http://hawaii.gov/ethics/constitution/chap84>
- III A-41 **Title 20, University of Hawai'i Administrative Rules, Chapter 2, Statement on Rights and Responsibilities of the University of Hawai'i Community**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27184/AdminRule-sChapter02.pdf>
- III A-42 **UH Community Colleges Policy UHCCP 5.211, Statement of Professional Ethics (Faculty)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27185/UHC-CP_5.211_Statement_on_Professional_Ethics.pdf
- III A-43 **UH Executive Policy E2.210, Use and Management of Information Technology Resources**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27186/e2210.pdf>
- III A-44 **UH Executive Policy E2.214, Security and Protection of Sensitive Information**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27187/e2214.pdf>
- III A-45 **Data Request, OPPIA, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/435>
- III A-46 **College Organization**
<http://www.leeward.hawaii.edu/college-organization>
- III A-47 **UH System wide Administrative Procedures, A3.101, University of Hawai'i Organizational and Functional Changes**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27188/a3101.pdf>
- III A-48 **List of UH System EEO/AA Coordinators**
<http://www.hawaii.edu/offices/eo/coordinators.html>
- III A-49 **UH System Policies on EEO/AA**
<http://www.hawaii.edu/offices/eo/policies.php?policy=intro>
- III A-50 **New Hire Orientation Schedule, Fall 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27189/New_Hire_Orientation_Sched.pdf
- III A-51 **Supervisory Skills 101 Announcement**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27190/supskills-memo.pdf>
- III A-52 **Leeward CC Gay Straight Alliance**
<http://emedia.leeward.hawaii.edu/studentlife/group/leeward-community-college-gay-straight-alliance>
- III A-53 **Team C.A.R.E. Workshops, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/479>
- III A-54 **Kāko'o'Ike Program**
<http://www.leeward.hawaii.edu/ki>

- III A-55 **Innovation Center for Teaching and Learning
Leeward CC Website**
<http://www.leeward.hawaii.edu/ictl>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/ictl>
- III A-56 **Hālau 'Ike o Pu'uloa**
<http://www.leeward.hawaii.edu/halau>
- III A-57 **International Festival, 2011**
<http://www.leeward.hawaii.edu/node/691>
- III A-58 **Faculty Senate
Leeward CC Website**
<http://emedia.leeward.hawaii.edu/senate/>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/faculty-senate>
- III A-59 **Campus Council
Leeward CC Website**
<http://www.leeward.hawaii.edu/campuscouncil>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/campus-council>
- III A-60 **APT Group
Leeward CC Website**
<http://www.leeward.hawaii.edu/apt-group>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/apt-group>
- III A-61 **Administrative Support Group**
<http://www.leeward.hawaii.edu/ASG>
- III A-62 **Lecturers' Group**
<http://www.leeward.hawaii.edu/lecturers-group>
- III A-63 **O & M Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/operations-maintenance-group>
- III A-64 **Puko'a no Na 'Ewa Council**
http://www.hawaii.edu/pukoa/Executive_Council.html
- III A-65 **Leeward CC Employee Satisfaction Survey, 2011**
http://documents.leeward.hawaii.edu:8080/docshare/dsweb/Get/Document-26703/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- III A-66 **Leeward CC Fact Sheet, Faculty and Staff Counts**
http://documents.leeward.hawaii.edu:8080/docshare/dsweb/Get/Document-27268/Faculty_Staff_Counts.pdf
- III A-67 **UH System Adverse Action, Appeals, Hearings, and Grievances**
<http://www.hawaii.edu/svpa/apm/a9100.html>

- III A-68 **Student Policy on Sexual Harassment**
<http://www.leeward.hawaii.edu/policies-students-sexual-harassment>
- III A-69 **UH Policy on Sexual Harassment**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27269/e1203.pdf>
- III A-70 **Workplace Violence Manual**
<http://www.hawaii.edu/ohr/docs/violence.htm>
- III A-71 **Academic Rights and Freedoms of Students**
<http://www.leeward.hawaii.edu/policies-students-AcaRights>
- III A-72 **Leeward Community College Student Complaint Form**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27270/StudentComplaintForm.pdf>
- III A-73 **Student Academic Grievance Procedures**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27271/StuPol_Acad_Grievance_Procedures_April2009.pdf
- III A-74 **Policies and Procedures on Student Grievances (For Student Employees)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27272/a9860.pdf>
- III A-75 **College Colloquia**
<http://www.leeward.hawaii.edu/ictl-colloquia>
- III A-76 **Service 101 Invitation Memo**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26531/Service_101.pdf
- III A-77 **Service 102 Invitation Memo**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26532/III.1a9service%20102facstaff.pdf>
- III A-78 **Convocation Recap, Fall 2011, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/502>
- III A-79 **Leadership Development Program**
<http://www.leeward.hawaii.edu/ictl-leadership-development>
- III A-80 **Professional Development Day**
<http://www.leeward.hawaii.edu/node/646>
- III A-81 **Leeward CC Calendar**
<http://www.hawaii.edu/calendar/leeward/2011/12?filter=none>
- III A-82 **Hawai'i National Great Teachers Seminar**
<http://www.greatteacher.hawaii.edu/>
- III A-83 **Teaching Squares Program**
<http://www.leeward.hawaii.edu/teachingsquares>
- III A-84 **Power Mentoring Program**
<http://www.leeward.hawaii.edu/ictl-power-mentoring-program>
- III A-85 **Teaching Guidelines and Issues for Faculty (TGIF) Series**
<http://www.leeward.hawaii.edu/node/632>

- IIIA-86 **Pacific Region Learning Summit**
<http://www.leeward.hawaii.edu/node/664>
- IIIA-87 **Technology Boot Camp**
<http://emedia.leeward.hawaii.edu/emc/bootcamp>
- IIIA-88 **Smart Classroom Educator Series**
<http://emedia.leeward.hawaii.edu/emc/smartclassroom-educator>
- IIIA-89 **Professional Development Award Program**
<http://www.leeward.hawaii.edu/ictl-ProDevAward>
- IIIA-90 **Application for Staff Development Funds**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27276/staffdevapp.pdf>
- IIIA-91 **Operations and Maintenance Summer Seminar, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26533/O&M2011.pdf>
- IIIA-92 **Administrative Support Group Summer Seminar, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26534/asg%20flyer.pdf>
- IIIA-93 **Learning and Mentoring Program (LAMP)**
<http://www.leeward.hawaii.edu/ictl-lamp-program>
- IIIA-94 **ICTL Additional Info**
<http://www.leeward.hawaii.edu/ictl-info>
- IIIA-95 **North American Counsel for Staff, Program, and Organizational Development**
<http://www.ncspod.org/?q=node/773>
- IIIA-96 **Best Practices in Assessment Conference**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27275/best_practices.pdf
- IIIA-97 **Wo Learning Champions**
<http://wolc.hawaii.edu/xhtml/wild.html>
- IIIA-98 **Educational Media Center (EMC)**
<http://emedia.leeward.hawaii.edu/emc/>
- IIIA-99 **iTeach @ Leeward**
<http://blogs.leeward.hawaii.edu/iteach/>
- IIIA-100 **Blackboard Collaborate at Leeward Community College**
<http://emedia.leeward.hawaii.edu/emc/blackboard-collaborate>
- IIIA-101 **iCourse Design**
<http://blogs.leeward.hawaii.edu/iteach/icourse-design/>
- IIIA-102 **iFacilitate**
<https://sites.google.com/site/lccifacilitate/>
- IIIA-103 **Tech It Out Day**
<https://sites.google.com/site/lcctechitout/>

- III A-104 **Technology: One on One (TO3)**
<http://emedial.eeward.hawaii.edu/emc/edtech>
- III A-105 **Leeward CC Curriculum Committee Website**
<http://emedial.eeward.hawaii.edu/facsenate-cc/>
- III A-106 **DE Course Proposal Questions**
http://emedial.eeward.hawaii.edu/emc/sites/default/files/userfiles/file/DE_questions_in_Curriculum_Central_v1.pdf
- III A-107 **List of DE Courses Offered in the UH System**
<http://www.hawaii.edu/dl/courses/index.php>
- III A-108 **Guidelines for Sabbatical Leave**
<http://hawaii.edu/svpa/apm/pers/a9400.pdf>
- III A-109 **Employee Tuition Waivers**
<http://www.hawaii.edu/ohr/docs/forms/waiver.htm>
- III A-110 **Annual Program Review Academic Services 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26704/LCC%20APR%20Academic%20Services%202011-2012%20combined%20v1r0.pdf>
- III A-111 **Leeward Ohana First Year Experience Program, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/548>
- III A-112 **Policy on Annual Program Review, L5.202**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27265/L5.202PolicyonAnnualProgramReview.pdf>

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Leeward CC has two campus locations. The Pearl City campus is located on 47.2 acres of land and is comprised of 20 primary buildings with nearly 420,000 gross square feet of space. The Wai‘anae campus, called Leeward CC Wai‘anae, is a satellite location in which the college leases 9,680 square feet of classroom and office space on the first and second floors of a two-story office building. Physical resources at that location consist of five instructional classrooms, one math lab, one writing lab, two computer labs, two meeting rooms, two large student study areas, ten faculty offices, and five staff workspaces.

The college has implemented a three-pronged approach to ensure that facilities at both locations provide a safe, sufficient, and effective learning and working environment. First of all, facility-related service requests are identified, reported, and reviewed through the use of computerized maintenance systems. Secondly, an assessment of campus facilities is conducted on a daily basis by facilities staff. Thirdly, facility planning is integrated into the APR process, which informs institutional planning and budgeting. See [Appendix IIIB-A](#) (Three-Prong Approach to Facilities) for a detailed description of this process ([IIIB-1](#), [IIIB-2](#), [IIIB-3](#)).

Leeward CC uses several mechanisms to ensure that decisions regarding the planning, budgeting, and requests for future campus facilities and space needs are made in an objective and transparent manner. The APR process, initiated at the individual unit or division level, is used to capture the relevant facility and space data as well as information for all future facility and space needs ([IIIB-4](#)). Administrative Services as a unit also participates in the APR process. Completed APR templates are reviewed for facilities issues and requests are incorporated into facilities planning by the Space Management and Facilities Planning Committee ([IIIB-5](#), [IIIB-6](#), and [IIIB-7](#)). Similar planning processes are in place for capital improvement program projects and repair and maintenance projects. Campus decisions regarding the prioritization, approval, and budgeting of campus facility projects are then coordinated with the UHCC Facilities Planning Office and the UH Office of Capital Improvements where the projects are prioritized within the total framework of needs for the UH system and UH community colleges ([IIIB-8](#)).

Facility projects that are approved and funded are reported to the campus through several means: the Auxiliary Services Unit’s Current Projects Listing ([IIIB-9](#)), updates to the Campus Council ([IIIB-10](#) and [IIIB-11](#)), convocation presentations ([IIIB-12](#)), and construction advisory notices ([IIIB-13](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Over the past several years, the college has implemented several systems and processes to proactively address improvements in the planning and management of the physical resources of the Pearl City and Wai‘anae campuses. These systems and processes increase user awareness and participation as well as ensure that facility-related issues are reported in a timely manner, that corrective actions are timely, and that requests for future facility-related needs are justified by quantitative and/or qualitative evidence. Decisions about facility-related issues are made through the various governance systems and processes.

Based on this standard, the college is expected to provide sufficient equipment and facilities to support and ensure the integrity of all its programs and services, including DE. Equipment and other facilities to support and ensure the integrity and quality of DE programs are encapsulated within the budgets and planning lists of the applicable unit/division.

Actionable Improvement Plans

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assure effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

As mentioned in [Standard III.B.1.](#), the campus planning process is the primary mechanism to determine appropriate facilities and equipment needs for all programs and services at the college. As of January 2012, there were several active renovation and modernization projects on the Pearl City campus that resulted from the APR, whereby planning and budgeting processes were used to address the most critical facility-related needs of the campus. These projects include the following:

- Renovation of GT 105 to create a “model classroom,” which will include a state-of-the-art classroom, meeting room, conference room, and reception space.
- Renovation of BE 103 and the EMC to create TV production studios and classrooms.
- Creation of the learning commons in the Library building, which will accommodate the library, the Learning Resource Center, the Writing Center, the KI office, and the Testing Center ([IIIB-14](#)).
- Renovation of the Theatre building, which will address facility and academic needs ([IIIB-15](#)).
- Renovation of the Counseling, Financial Aid, Student Life, and Admissions and Records spaces to create a Student Services “One Stop Center.”

In response to the academic program needs associated with developmental education in the Math and Sciences division, Leeward CC received a grant in the spring of 2011 to renovate existing facility space into a math emporium. This facility model provides a technology-rich environment where developmental education instruction is delivered to students via a self-paced, computerized method. Two mathematics classrooms were chosen to be renovated into a single math emporium classroom. Math faculty members worked collaboratively with various support units of the college to ensure that programmatic requirements of the space were addressed within the framework and funding considerations of the grant. The renovation was completed in August 2011.

Long-range planning and identification of major capital improvement program (CIP) projects are conducted within the Long Range Development Plan (LRDP). In 1999, the City and County of Honolulu approved Leeward CC's LRDP, which included a new building for the Social Science division. During the 2011 state legislative session, the college received the funding necessary to complete the design of and to begin construction of the new education building. This building will include approximately 23,000 square feet of additional space primarily dedicated to the expanding teacher education program. The new facility will include nine classrooms, a student resource center, learning community spaces, faculty offices, a teacher education space, a conference room, and various non-assignable spaces, such as restrooms, a lobby, and maintenance areas (IIIB-16). Ground breaking for the new education building occurred in April 2012.

The college is also in the process of acquiring and renovating an existing building on the Wai'anae coast to serve as the future site of Leeward CC Wai'anae. The 2011 state legislature reauthorized \$3.0 million in CIP funds to be used for the initial planning, design, renovation, and equipment of the facility. An additional \$2.5 million in UH revenue bonds have been designated for facility acquisition purposes. As of January 2012, the college is negotiating the terms of the purchase and sale agreement as well as meeting with various community organizations, neighborhood boards and committees, and educational partners regarding the campus master plans, including the relocation to this new permanent facility and expanded program offerings.

The campus schedules replacement of facility-related equipment and mechanical/electrical subsystems through the use of the Pacific Planning Consulting Group's Facilities Renewal Resource Model (IIIB-3). This model is an effective software tool that plans and anticipates future repair and renewal needs as it relates to facility maintenance and infrastructure subsystems. Equipment replacement and maintenance needs are identified by evaluating equipment repairs and by conducting periodic inspections. This model was configured and populated with UH facilities data in 2008, including gross square footage, infrastructure information by building, and historical data by building. The purpose of this model is to provide a reliable estimate of the outstanding backlog of building subsystem renewal needs, to project future renewal requirements, and to estimate the annual funding necessary to meet projected needs. Each campus updates data annually. Infrastructure backlog is an estimate provided by each campus and refers to outstanding yet necessary repairs to such items as utilities generation and distribution, roadways and parking lots, and landscaping. Other backlog requirements included are those items that are not cyclical subsystem in nature but are of a one-time requirement necessary to correct a specific deficiency, such as code compliance or health- and safety-related concerns.

With the surge in student enrollment has come challenges to ensure that adequate transportation options are available for students, employees, and the general public. The Pearl City campus has a total of 1,678 parking stalls that serve the needs of both Leeward CC and UH West O'ahu.

Additional “overflow parking” areas are available on the lower campus. Alternative transportation options to the campus include bus service provided by the City and County of Honolulu and a number of new bicycle racks that offer secure and visible bicycle storage. Improvements were made for pedestrian access to the campus with the creation of designated crosswalks. The campus anticipates relief in the parking situation when UH West O‘ahu relocates to its new Kapolei campus in the fall of 2012. Upon relocation, approximately 23,000 square feet in five portable classroom buildings will be turned over to Leeward CC and used to meet additional space requirements.

Classroom and office space has also been impacted by the surge in student enrollment. The impact of this increase in enrollment on the Pearl City campus should be mitigated with the construction of the new education building and the planned relocation of UH West O‘ahu campus to Kapolei. The Leeward CC Wai‘anae campus is anticipating the acquisition and renovation of a new location in the next few years to alleviate similar issues on its campus.

Campus Perception

The 2011 Employee Satisfaction Survey administered to faculty, staff, and administrators ([IIIB-17](#)) reported the following results as they pertain to facilities:

- 61.3 percent of the respondents rated classrooms on campus as adequate or more than adequate.
- 68.3 percent of the respondents rated the learning spaces (library, labs, and so forth) as adequate or more than adequate.
- 48.8 percent of the respondents rated office space as adequate or more than adequate.

Self Evaluation

The college is performing at expectations in this standard.

The college has in place several processes to ensure that input is received from various academic and support divisions and units via APRs, Administrative Services, AssetWorks, the Facilities Renewal Resource Model, the LRDP, and the Space Management and Facilities Planning Committee. The results are then used to identify and prioritize the physical resource planning needs of the college.

Actionable Improvement Plans

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Access

At the Wai‘anae campus, which is a leased facility in a two-story building, access to the second floor includes two outdoor stairwells on opposite ends of the building and an accessible elevator. The second floor has three doors: the center is used for entering and exiting the building during operational hours, and the other two on either end are used for exiting the building only. Access to the first floor is through one door opposite the elevator. Entering through this doorway leads down a hallway to an interior entry door to the space. At present, there is no direct entry from outside into the space, although there are plans to install a door in the spring of 2012. There are four restrooms available for students and staff: two (men’s and women’s) on the first floor and two (men’s and women’s) on the second floor. The women’s restroom on both floors includes an accessible stall, while only the first-floor men’s restroom is wheelchair accessible. The men’s restroom on the second floor has an accessible stall that is not operational and currently being used for storage of janitor supplies and equipment and restroom paper goods.

Parking for 25 cars is available in front of the building, with an additional parking lot for overflow available in a neighboring lot. There are two disability parking stalls located near the entrance of the building.

Safety

When the City and County of Honolulu approved the LRDP in 1999, it stipulated as a condition that the college address vehicular and pedestrian access to the Pearl City campus. The Plan Review Use permit granted in 1999 specifically stated that traffic mitigation measures must be undertaken or that no further campus expansion would be permitted after 2016. The traffic mitigation measures cited were either to build a second access road or to make roadway widening improvements to the existing Ala ‘Ike and Wai‘awa Roads.

As of December 2011, a minor modification of the 1999 Plan Review Use permit has been approved by the City and County of Honolulu’s Department of Planning and Permitting with the stipulation that the requirement for the second access road or roadway widening improvements be postponed until the UH West O‘ahu campus has been relocated and the Honolulu High-Capacity Transit Corridor Project is fully operational and open for revenue service (estimated to be in 2019). At the completion of the transit corridor project, Leeward CC will undertake a traffic study to determine if a second access road and/or improvements are needed to mitigate traffic congestion. Since it concerns campus safety and evacuation in times of emergencies, a condition of the minor modification to the Plan Review Use permit is that the college be granted emergency exit rights to the transit’s maintenance and storage facility, which is to be located just west of the campus; this will provide the campus a secondary evacuation access point in times of emergencies or evacuations.

Security

At the Pearl City location, the Campus Security unit, also under the Office of Administrative Services, is responsible for providing security service to that campus ([IIIB-18](#)). Patrols are conducted by vehicle. Security officers are on duty 24-hours a day, seven days a week, and 365 days a year. A security supervisor and six security officers staff the Campus Security unit. An emergen-

cy number is available and publicized. There are eight code blue emergency call phones and seven public pay phones situated around campus. The campus also has a closed circuit surveillance security system. Security escort service is available upon request at any time. The Honolulu Police Department Pearl City Substation is located 1.7 miles away and responds immediately if called. In addition, police officers make periodic patrols of the campus.

Contracted security services are provided for the Wai‘anae campus. This service, initiated in the fall of 2011, provides security patrol and surveillance service during operational hours. In the fall of 2010, a security alarm system was installed to provide 24-hour break-in protection and a direct link to fire, police, and emergency dispatch services. The fire marshal conducts a survey of the campus every six months. The Honolulu Police Department Wai‘anae Substation is located 0.5 miles away, and the Wai‘anae Fire Station is located 1.0 mile away.

Leeward CC publishes an annual security report and posts it on the college’s website. It contains information about campus security, policy statements, crime statistics, and campus resources (III B-19). This report is prepared and published in compliance with the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

An Emergency Operations Plan was updated in July 2008 and is used as the administrative guide for responding to potential campus emergencies in a timely and organized manner. This guide is located in the Office of the Vice Chancellor of Administrative Services and is available on the college’s website (III B-20). A condensed version, Emergency Guide, is posted in all division offices and classrooms and provides emergency action plans pertaining to evacuations, bomb threats, fires, hazardous materials, natural disasters, and so forth. The UHCCs have an environmental health and safety officer who provides annual workshops on the handling of hazardous waste materials and disposal (III B-8).

Learning Environment

The college assures that its physical resources at both locations are constructed and maintained to a healthful learning and working environment. The unit primarily responsible for these efforts is the Operations and Maintenance unit, headed by the Auxiliary Services Officer and under the Office of Administrative Services. This unit has three sub-units: Maintenance, Grounds, and Janitorial.

The general functions of these units consist of the following:

- The maintenance staff is responsible for the physical facilities, air conditioning, electrical, and plumbing systems. They also perform a variety of painting, carpentry, and minor repair work.
- The grounds staff maintains all assigned landscaped areas, removes trash and materials from designated outdoor areas, assists faculty and staff with planting needs, and assists in event preparation and set-up/take down.
- The janitorial staff is responsible for indoor and lānai general cleaning, removal of trash and materials, support of campus recycling efforts, changing lights, coordinating movement requests, and assisting in event preparation and set up.

At the Wai‘anae location, the Operations and Maintenance unit is responsible for repairing and maintaining all interior areas. The air conditioning system, phone service, and copying machines are serviced by private vendors and are on regularly scheduled maintenance contracts. Janitorial services are provided by a private company and are completed on a nightly basis.

All units are strictly guided under Occupational Safety and Health Administration standards. Private companies are retained to conduct annual checks on campus fire extinguishers and fire alarm systems.

In 2006, the college identified **Planning Agenda 31** indicating the college's administration would address the need for an additional access road to the Pearl City campus. Currently, the campus and the surrounding residents have only a single egress/ingress option. An ongoing, coordinated dialogue between the college, UH, the State of Hawai'i Department of Transportation, the Honolulu Authority for Rapid Transportation, and the City and County of Honolulu is in place to address traffic mitigation issues involving access to the Pearl City campus. The second access road project was initially introduced in the 1966 Master Plan for the college and completion of the road by 1971 was recommended. Two environmental assessments of a proposed second access roadway (1974 and 2007) have since been completed. The estimated cost of the nearly one-mile second access road is approximately \$23 million.

When the City and County of Honolulu approved the college's LRDP in 1999, it stipulated as a condition that the college address vehicular and pedestrian access to the Pearl City campus. The plan review use permit granted in 1999 specifically stated that traffic mitigation measures must be undertaken or that no further campus expansion would be permitted after 2016. The traffic mitigation measures cited were either to build a second access road or to make roadway widening improvements to the existing Ala 'Ike and Wai'awa roads.

As of December 2011, a minor modification of the 1999 plan review use permit has been approved by the City and County of Honolulu's Department of Planning and Permitting with the stipulation that the requirement for the second access road or roadway widening improvements be postponed until the UH West O'ahu campus has been relocated and that the Honolulu High-Capacity Transit Corridor Project is fully operational and open for revenue service (estimated to be in 2019). At the completion of the transit corridor project, the college will undertake a traffic study to determine if a second access road and/or improvements are needed to mitigate traffic congestion. Since it concerns campus safety and evacuation in times of emergencies, a condition of the minor modification to the plan review use permit is that the college will be granted emergency exit rights to the transit's maintenance and storage facility, which is to be located just west of the campus, and will provide the campus a secondary evacuation access point in times of emergencies or evacuations.

Campus Perception

The 2011 Employee Satisfaction Survey provides the college with feedback on its physical resources. According to the results:

- 74.4 percent of the respondents selected agree or strongly agree with the statement, "The campus environment for employees at Leeward CC is satisfactory."
- 55.5 percent of the respondents rated the building maintenance (A/C, lights, and so forth) as adequate or more than adequate.
- 72.4 percent of the respondents rated the maintenance of campus grounds as adequate or more than adequate.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college develop and implement a plan for ensuring that campus facilities are accessible to students, faculty, staff, and community members with disabilities. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #4: Physical Resources](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that the facilities and equipment at its Pearl City and Wai'anae campuses are maintained to provide access, safety, security, and a healthy learning and working environment.

Actionable Improvement Plans

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Leeward CC uses a variety of planning and assessment tools on a regular basis to ensure that the physical resources of the institution are used effectively in support of its academic programs and support services. The primary mechanism for evaluating facilities and identifying needed improvements is through the planning process. See [Standard I.B.3.](#) for a detailed discussion of the planning process.

This process begins with the mission statement which all units should be using as a guide for prioritizing activities and projects. As part of the APR, the administrative services units include outcome assessments as an evaluation tool of services provided. These outcome assessments are also submitted to the UHCC system as part of the Annual Report of Program Data (ARPD). Any needed improvements are identified in the APR and, if resources are required, included in a planning list. All planning lists are combined and prioritized by the administrative team. This prioritization includes the recommendations of the Space Management and Facilities Planning Committee.

The Space Management and Facilities Planning Committee is one of two standing committees and makes recommendations on capital improvement projects, facilities repair and maintenance projects, and space-related issues. This committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. The committee creates prioritized project lists using data gathered from APR planning lists and from the Operations and Maintenance unit data. This data is generated by the Facilities Renewal Resource Model and provides reliable estimates of the outstanding backlog of building subsystem renewal needs, projected future renewal needs, and estimated annual funding requirements to meet them. This committee

submits a master list of capital improvement plan and repair and maintenance recommendations for review and approval before inclusion in the prioritized institutional plan.

For ongoing facilities planning, the college uses the Facilities Renewal Resource Model, Asset-Works, room utilization reports, the APRs, planning lists, and the Event Management System (starting in the fall 2012). In addition, the Space Management and Facilities Planning Committee meets throughout the academic year to make recommendations regarding space and use of facilities as well as prioritizes repair, maintenance, and construction projects. These planning and assessment measures are described in detail in Appendix IIIB-B (Planning and Assessment for Physical Resources) ([IIIB-1](#), [IIIB-2](#), [IIIB-3](#), [IIIB-4](#), [IIIB-5](#), [IIIB-6](#), and [IIIB-7](#) and [IIIB-21 through IIIB-24](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college demonstrates that it plans and evaluates its facilities and equipment on an ongoing and cyclical basis, taking utilization and other relevant data into account.

Actionable Improvement Plans

See [Standard III.A.6](#).

III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Currently, Leeward CC has mechanisms in place to address long-range capital plans that include the LRDP, UH system and UH BOR policies ([IIIB-25](#) and [IIIB-26](#)), and the college's strategic plan ([IIIB-27](#)).

The current LRDP was approved by the City and County of Honolulu in 1999 and not only establishes space requirements and allocations as shaped by the college's long-term goals, but also provides the framework by which the college can request funding for capital improvement projects. Because this document must be developed at great cost with the cooperation of the UH system and the UH community colleges and must be filed with the City and County of Honolulu, frequent revisions are not possible. In fact, proposed changes related to items stipulated in the LRDP must be filed with the City and County of Honolulu and await approval in order to adjust the plans. However, the LRDP does contain three provisions by which new capital improvement project-funding requests can be made: to address health and safety needs; to remain compliant with government regulations; and to expand long-range plans.

In December 2011, the college received funding from the UH Office of Capital Improvements to update the campus' LRDP. The project began in February 2011 with the first meeting of the LRDP advisory group, followed by a March 7 campus-wide kick-off workshop. The entire project is expected to take more than one year to complete. The LRDP update is coming at a critical juncture for Leeward CC due to the significant programmatic and physical resource changes that are occurring. Among the many changes to be addressed in the LRDP include the unprecedented growth in student enrollment, the relocation of the UH West O'ahu campus, the construction

of the education building, the direct and indirect impacts associated with the Honolulu High-Capacity Transit Corridor Project, renewable energy options, and the addition of a permanent campus facility in Waiʻanae.

Also in relation to the capital needs, the college's strategic plan includes processes by which more immediate needs, including those relating to facilities, can be addressed. In fact, from the annual revisit of the strategic plan, the college formulated and is continually refining the APR process, which provides collaborative input by the college community, through assessment and analysis of program review data, leading to the budgeting and planning needs and goals of the college. Through the APR process, the college ensures that capital plans and improvements are integrated with documented assessment data relating to the needs of academic and support units and that they are directly connected to budgetary development.

In addition, starting in 2007, the college created the Space Management and Facilities Planning Committee as part of the APR process. This standing committee serves as an added filter in prioritizing the planning lists generated by instructional and support divisions and units. Once each division/unit determines its needs through conversations and via data generated through the assessment process, it sends its prioritized list of capital and repair and maintenance needs to the committee, which is composed of four faculty members from various academic divisions, two support staff members, a student, and three ex-officio members of the administrative team: the vice chancellor of administrative services, the auxiliary and facilities services officer, and the facilities use officer. The committee, which meets throughout the academic year and is kept up-to-date on the immediate facilities and repair needs of the college, examines the prioritized division/unit lists and budget requests through a campus wide lens, taking into account long-range goals, college and system wide initiatives, the mission statement, and the strategic plan. Then, once the committee prioritizes the campus wide requests, it sends a report to the Campus Council and the chancellor for review and approval. (Also see [Appendix IIIB-B](#) for a description of the Space Management and Facilities Planning Committee.)

The above process successfully generated the 2011-2013 biennial budget requests for the college. As it relates to capital improvement plan items, Leeward CC requested four projects totaling \$32,284,000, which included \$19,013,000 for the education building, \$6,600,000 for air conditioning and ventilation upgrades in three separate campus buildings, \$6,201,000 for the Theatre renovation, and \$470,000 for stairway railings. The legislature and governor approved \$26,083,000 or 80 percent of the college's funding request, the only exception being the Theatre renovation project.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college demonstrates that its long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The college has secured funding to update the LRDP and the 2011-2013 capital budget funding request to the governor and legislature resulted in three of the requested four major projects being funded. These results effectively demonstrate that the college's use of its various planning and budgeting processes is successful and achieves the desired results.

Actionable Improvement Plans

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Decisions regarding the use of resources, including physical resources, are made through APRs and broad-based dialogue involving all constituencies of the college. Meetings of the Faculty Senate, the Campus Council, division chairs, the Academic and Institutional Support committee, the Space Management and Facilities Planning committee, and the Sustainability committee are held regularly and foster institutional dialogue about the use of the college's physical resources. Such meetings help to ensure that physical resource decisions are discussed from the perspective of program and service needs.

For example, Leeward CC has implemented sustainability-related initiatives to make the campus more eco-friendly with some initiatives under the guidance of the Sustainability committee (IIIB-28). This committee includes faculty, staff, administration, and student government representatives. The four subcommittees of the Sustainability committee are recycling, resource conservation, teaching green, and spreading the green. In recent years, the college has implemented energy conservation measures, having replaced outdated lights with energy-efficient lighting campus wide. The college has also installed water conservation measures, including the new "smart" sprinkler system. Leeward CC upgraded its outdoor seating to provide comfortable, ADA-compliant study areas for students using furniture made of recycled materials. The Sustainability committee has initiated campus wide paper recycling and is preparing to implement bottle and can recycling. The Uluwehi Cafe has been using biodegradable plates and other implements. In April 2011, the Sustainability committee provided an array of activities to celebrate Earth Week, which included the third annual Ka Mole o nā Pua Festival and a campus beautification event (IIIB-29, IIIB-30 and IIIB-31).

As described in [Standard I.B.3.](#), the planning process is performed annually, and APRs gather data and information for decisions regarding physical resources. There are also opportunities in the APR to describe strengths and weaknesses of the various programs across campus, including the strengths and weaknesses of physical resources. For example, the installation of white boards and other smart room technology equipment in various classrooms and the purchase of musical instruments were the result of faculty input in the APR process. Another example is the creation of the computer classroom space for marketing/graphic arts courses.

There are also projects that are reactive due to emergencies or developing situations. For example, security is an important issue for all but especially for those who are on campus in the evenings. When parking lights were found not working during the fall of 2009, the lights were quickly replaced and the situation remedied.

There is flexibility and foresight regarding the use and implementation of physical resources at Leeward CC. The second access road is an example of this type of situation. First identified in the original 1966 campus master plan, the second access road has been an often-discussed and critically important issue for the campus and surrounding communities for decades. Having a secondary egress/ingress point for the campus is not merely a college issue but takes on a more regional need due to the various schools, businesses, residential neighborhoods, and landowners that would be impacted. The ongoing Honolulu High-Capacity Transit Corridor Project is an example of the type of regional transportation solution that will provide egress/ingress options for the campus and the surrounding community as the college has been designated as a future

site for a rail transit station. The administration has worked diligently with the state and city and county officials in developing an integrated physical resource plan that addresses critical institutional needs such as this. As a tangible programmatic benefit, the maintenance and storage facility for the Honolulu High-Capacity Transit Corridor Project will be located adjacent to the campus and may provide Leeward CC an opportunity to partner with the city and county on potential workforce development, training, and educational possibilities.

The administration is active in providing information and updates to the college community regarding construction projects and other works that impact the college's physical resources. Towards this end, the goal of the college community is the same: to create an improved learning and working environment for all to enjoy.

There is a concerted effort at Leeward CC to ensure that physical resource planning is integrated with institutional planning. Constructing facilities that offer a variety of campus eating options, purchasing and placing of bike racks, adding recycling containers, lowering the air conditioning in classrooms to save energy, offering campus clean-up competitions, ensuring facilities are safe for those who engage in various forms of exercise before classes, renovating restrooms, repainting campus buildings, and constructing a unisex restroom are just a few examples that provide evidence that demonstrate the effort the college makes to ensure that the institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Self Evaluation

The college is performing at expectations in this standard.

The APR process is the primary mechanism used by the college to plan, budget, and evaluate its physical resources. Regular discussions and meetings help to ensure that the college's physical resources are utilized to the best capacity possible. Projects involving the design, renovation, or use and implementation of physical resources on campus are both proactive and reactive as the circumstance requires.

Actionable Improvement Plans

None.

Standard III.B. Appendices

Appendix IIIB-A (Three-Prong Approach to Facilities)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27277/Appendix_IIIB-A.pdf

Appendix IIIB-B (Planning and Assessment for Physical Resources)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27278/Appendix_IIIB-B.pdf

Standard III.B. Evidence

- IIIB-1** **AssetWorks Online Work Request System (Login Access Needed)**
<https://fmax.its.hawaii.edu/uh/FMAXLogin.faces>

- IIIB-2** **Samples of Daily Facility Assessment Reports**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26541/AuxServSamples.pdf>

- IIIB-3** **UH Facilities Renewal Reinvestment Study, Pacific Partners Consulting Group, 2010 Update**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26540/ppcgoverview.pdf>

- IIIB-4** **Annual Program Reviews, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>

- IIIB-5** **Space Management and Facilities Planning Committee Reports (by Academic Year), Standing Committee Reports, College Planning**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2878>

- IIIB-6** **Capital Improvement Program Priority Listing, April 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26712/CIP_ListingApr2011.pdf

- IIIB-7** **Deferred Repair and Maintenance Projects Listing, April 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26713/DeferredRM_ListingApr2011.pdf

- IIIB-8** **UH Community Colleges Physical Facilities, Planning and Construction Office**
<http://www.hawaii.edu/offices/cc/ccadminpf.html>

- IIIB-9** **Auxiliary Services Unit's Current Projects Listing, Revised November 12, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26542/Aux%20servicecurrentprojects.pdf>

- IIIB-10** **Campus Council Minutes, 10/03/11, 4-6, Campus Project Updates**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26710/CC%20Minutes%2010-03-2011-approved.pdf>

- IIIB-11** **Campus Council Agendas and Minutes, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/page/411>

- IIIB-12** **Presentations, Administrative Services Resources**
<http://www.leeward.hawaii.edu/adminservices-resources>

- IIIB-13** **Construction and Renovation Updates, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/page/470>

- IIIB-14 **Learning Commons 2012**
<http://lcc.hawaii.libguides.com/learningcommons2012>
- IIIB-15 **Leeward CC Theatre**
<http://lcctheatre.hawaii.edu/>
- IIIB-16 **Educational and Innovation Instructional Facility,
Draft Environmental Assessment, May 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26714/EdBldg_EnvAssess.pdf
- IIIB-17 **Leeward CC Employee Satisfaction Survey, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27279/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIIB-18 **Campus Security**
<http://www.leeward.hawaii.edu/security>
- IIIB-19 **2011 Annual Security Report**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27280/asr2011.pdf>
- IIIB-20 **Emergency Operations Plan**
<http://www.leeward.hawaii.edu/adminservices-emergency-plan>
- IIIB-21 **College Planning Lists 2010-2011, College Planning**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2819>
- IIIB-22 **Leeward CC Institutional Plan 2009-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27281/Institutional-Plan09_11.pdf
- IIIB-23 **Event Management Systems**
<http://www.dea.com/>
- IIIB-24 **Room Utilization AY 2010 (Excel)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27282/Room_Utilization.xls
- IIIB-25 **UH Executive Policy, E4.201, Integrated Long-Range Planning Framework**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27283/e4201.pdf>
- IIIB-26 **UH Board of Regents Policies, Section 4-4, Long-Range Physical Development Plans**
<http://www.hawaii.edu/offices/bor/policy/borpch4.pdf>
- IIIB-27 **Leeward CC Strategic Plan**
<http://www.leeward.hawaii.edu/oppa-strategic-plan>
- IIIB-28 **Sustainability Committee, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/campus-committees>
- IIIB-29 **Leeward CC Ka Mole o nā Pua Festival, Promotional Website**
<http://kamoleonapua.weebly.com/index.html>
- IIIB-30 **Leeward CC Ka Mole o nā Pua Festival, Video**
http://youtu.be/jNMvAPsRC_w
- IIIB-31 **“In Celebration of Sustainability” for Earth Week**
<http://www.leeward.hawaii.edu/node/692>

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Leeward Community College (Leeward CC) has a commitment to supporting technology infrastructure and encouraging innovation through technology. Technology resources continue to expand the opportunities for teaching and learning on the campus, and the college has several units dedicated to the support and training of technology.

Learning and Teaching

The technology support services are divided into the following academic support services: the Information Technology Group (ITG), the Educational Media Center (EMC), the library, and the Learning Resource Center (LRC). Each of these four services is described in more detail in Appendix IIIC-A (Technology Support Services) ([IIIC-1 through IIIC-14](#)).

The ITG consults with the Information and Computer Science discipline, Digital Media discipline, and Business division to ensure that the computer equipment used in the computer lab classrooms are up to date and meet the instructional needs of the campus. The EMC provides quality training to faculty on the use of technology in the classroom and provides workshops on innovative tools that can transform the learning environment. The library works directly with faculty to develop information literacy modules that are currently required in English 22 and English 100. The library faculty and staff also provide services to students and faculty to meet their research and information literacy needs. The LRC provides technology support directly to students through tutoring support of technology classes and assistance in the LRC.

In order to evaluate the effectiveness of its technology in meeting the varied needs of the faculty and staff, all the academic support services conduct routine surveys regarding items such as the satisfaction of the technology needs and the satisfaction with the services. For example, the EMC has comprehensive evaluation strategies in place for ongoing and annual review processes. These strategies include the evaluation of workshop and professional development opportunities, student evaluations of distance education (DE) courses, regular satisfaction surveys of all services provided, and instructor surveys of DE services. These services are further evaluated as part of the APRs, which are guided by the college's mission, its strategic plan, and administrative initiatives ([IIIC-14](#), [IIIC-15](#)).

Research

Instructional materials used for the information literacy training are regularly reviewed for clarity, currency, relevance, and compliance with accepted standards for information literacy instruction. The library recognizes the changing ways in which students study, work, and use technology and is working toward providing an environment that supports the use of personally-owned and library-provided technology in a variety of comfortable environments that encourages both individual and collaborative work. The library is also evaluating and implementing resources, tools, and techniques to increase and improve electronically delivered information, instruction, and services. In collaboration with other libraries in the UH system, evolving electronic research tools that allow efficient multi-format, cross-platform searching of information resources will be evaluated.

College wide Communications

Leeward CC has both an external presence with the Leeward CC website and an internal communication system with the intranet ([IIIC-14](#), [IIIC-16](#)). The external website has been redesigned to meet the needs of the campus community and the public. The intranet was created in 2011 to provide the infrastructure for intercampus communications. Various group sites have been developed, and the use of the intranet is expanding among the campus constituents. The OPPA is creating a more robust site for the dissemination of a wide range of campus communications including access to data and research, assessment updates, and accreditation information. Campus Council ([IIIC-17](#)) and the Curriculum Committee ([IIIC-18](#)) have also created intranet sites to better inform the campus of their activities.

Operational Systems

The technology fund, in effect since 1999, provides technology resources that support the entire college; this includes upgrades to current operating systems and productivity software (such as Microsoft Office Professional Plus), upgrades to the network, upgrades to the server infrastructures, support for information security, and funding of campus wide systems. The technology fund is also used to provide new computer equipment to faculty and staff who have computers that fall below the minimum standard configuration set by the UH Information Technology Services office. Other technology equipment that may be replaced includes computer peripherals like projectors, scanners, and printers.

Campus Perception

In the 2011 Employee Satisfaction Survey, 83.9 percent of respondents indicated that they agree or strongly agree when asked if “the technology provided by the college meets [their] needs.” This data shows that the majority of the employees are satisfied with the distribution and acquisition of technology resources at Leeward CC ([IIIC-19](#)).

The Employee Satisfaction Survey results also suggest that the campus is pleased with the efforts of the academic support units. When asked, “How satisfied are you with . . . ?” respondents indicated that they were satisfied with the following technology-related services: 94.9 percent for college Computing Labs; 95.0 percent for Networking/Computer Services; 95.8 percent for the Test Center; 96.3 percent for the Library; 96.2 percent for the EMC; and 97.6 percent for the LRC ([IIIC-19](#)).

Individual academic support units conduct their own surveys, and overall they mirror the results of the campus wide Employee Satisfaction Survey. See [Appendix IIIC-B](#) (Technology Resource Satisfaction Surveys) for examples of surveys conducted by the EMC and the Learning Resource Center ([IIIC-20 through IIIC-25](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that its technology resource needs are well provided for and distributed in an effective manner. The college has also demonstrated that it relies on several methods to evaluate the effectiveness of its technology in meeting the needs of the campus.

Actionable Improvement Plans

None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Leeward CC has made provisions for technology services, professional support, facilities, hardware, and software to enhance its operations and effectiveness. The technology fund is an established budget line item that supports the campus technology needs, which include network infrastructure, operating system and software, and server infrastructure and information security. For a detailed listing of the college's technology support services and resources as of the spring of 2011, see [Appendix IIIC-C](#) (Technology Support Services and Resources), which is organized by academic support service ([IIIC-4](#), [IIIC-8](#), [IIIC-9](#), [IIIC-20](#), [IIIC-26 through IIIC-37](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has demonstrated that its technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the college.

Actionable Improvement Plans

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Leeward CC provides training in the use of technology through several of the academic support services units.

Information Technology Group

The ITG contributes by providing one-on-one support for technology through the Help Desk services. The Help Desk provides face-to-face, phone, and email support to the campus community, which includes all faculty, staff, and students. ITG's personnel consists of a group with expertise in varied areas, such as network, computer repair, server-system administration, student

information systems and microcomputer support and services. Between ten and 12 student assistants provide additional staffing ([IIIC-1](#)).

Educational Media Center

Periodically, the EMC conducts a needs assessment survey to determine campus requests ([IIIC-38](#)). Based on the results of the survey and developing trends in education and technology, the EMC provides face-to-face and online training and activities to the campus community, such as those listed in Appendix IIIC-D (Educational Media Center Training) ([IIIC-39 through IIIC-55](#)).

The EMC faculty provides training for DE instruction. Instructors are encouraged to participate in professional development classes before teaching a DE course; however, there is no certification process required. Once online courses are developed, improvement in the quality of instruction is dependent on individual instructors taking the initiative to improve their own courses. Leeward CC has implemented several grants that led to the development of DE courses through a “pay for work” agreement, which leads to online curricula materials being owned by the college. Any instructor teaching the course can use these curricula. While successful, the majority of course content taught through DE has been developed by individual instructors, and once these instructors leave the college, new faculty need to develop the same course material again.

Innovation Center for Teaching and Learning

Based on faculty and staff requests, the College Colloquia has included workshops on the use of technology ([IIIC-56](#)). A sample of recent workshops includes:

- “24/7 Help with Your iPad”
- “ELMO: It’s Not Just for Lectures Anymore”
- “Introduction to the Leeward CC Intranet”
- “I’m PowerPointed Out, What Else can I Do?”
- TGIF: “Laulima Lollapalooza”
- TGIF: “Create Your Own “Clicker” Presentation”
- Tech It Out Day
- “Exploring the College’s New Website”

In the fall of 2011, the college purchased a site license for Atomic Learning, an online resource that provides 24/7 on-demand training video clips on the use of over 200 software applications.

Library

The library supports students, faculty, and staff with a variety of programs ([IIIC-9](#)). For example, the library’s open house helps introduce the number of services the library offers to the campus community and provides an opportunity for all to meet the library staff. The Book-a-Librarian program provides an opportunity to schedule a one-on-one appointment for 30 minutes to have all questions answered about the library’s services and technology ([IIIC-10](#)). The information literacy tutorials for English 22 and English 100 students give an introduction and practical applications to using the library’s various research tools ([IIIC-57](#), [IIIC-58](#)). These tutorials are available for both traditional face-to-face and DE students. The library also draws on usage statistics from library online guides.

Learning Resource Center

The Learning Resource Center holds a comprehensive orientation for its front desk workers prior to the start of the semester. During this orientation, the front desk workers are taught how to use TutorTrac, which helps to book tutoring appointments and logs service usage for students. The front desk workers also answer quick questions about computers from students. Computer skills and digital media tutors receive the same comprehensive tutor training that other tutors receive. If any new staff members miss the orientation, the information is available online ([IIIC-59](#), [IIIC-60](#), [IIIC-61](#)).

The Writing Center, which is part of the LRC, hires student writing consultants based on faculty recommendation, samples of effective writing, and a thorough interview process. The writing consultants are heavily trained in face-to-face tutoring, tutoring via phone, and tutoring via Skype. These choices serve face-to-face as well as DE students ([IIIC-36](#)).

Leeward CC ensures the training and technical support it provides for faculty, staff, and students are appropriate through feedback surveys at the end of each training. Effectiveness is currently measured by participant feedback.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that academic services units are dedicated to ensuring that the training provided meets the needs on campus. A number of programs have been developed using division-specific surveys and through anticipating needs and opportunities. Consistent with this is the fact that all the academic services units scored very highly on the Employee Satisfaction Survey.

Although the college provides quality training in the effective application of its information technology to students and personnel engaged in DE, it needs to provide targeted training that focus on standardized development of online courses that address accrediting and federal requirements for DE.

Actionable Improvement Plans

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

For long-range technology planning, the campus relies on the Information Technology (IT) Standing Committee to provide recommendations on future directions as part of the APR process. The IT Standing Committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. The IT Standing Committee reviews all APRs annually. Through this review process, campus needs are identified and future directions for IT are examined. The IT Standing Committee drafts a memo to the chancellor and Campus Council with recommendations for IT needs and resource implications. The administrative team and Campus Council use these recommendations in the final prioritization of the institutional plan.

For annual needs, the campus utilizes a technology fund to ensure technology resource needs are being met. All hardware in the computer classrooms is on a four-year replacement plan. Additionally, software is upgraded when necessary from funds set aside from the technology fund to meet the needs of technology-intensive programs. The service schedules vary according to specific needs of individual units. The technology fund is also used to provide for regular updating of faculty and staff computers. Each year, a computer inventory is taken to determine which computers are of the highest priority to replace. Each division or unit is allocated a budgeted amount for replacement of computers. This allocation is based on the number of full-time faculty or staff in that division or unit. The information technology coordinator meets with each division or unit head to finalize the replacement plan for the year. Division funds, grants or other extramural funds, which include computer purchases, supplement the computer replacement cycle. Whenever possible, computer desktops are recycled and redeployed.

The Help Desk and College Computing Labs manage the desktop equipment in the majority of the computer classrooms and open labs across campus as well as at the satellite campus, Leeward CC Wai'anae ([IIIC-2](#)).

The ITG administers the technology infrastructure including the network and server administration. Routing for intra-campus network traffic is handled by a Cisco Catalyst 6506E, which provides 1-gigabit ethernet connection to college servers and 1-gigabit fiber ethernet connections to each building on campus. The main internet feed is supplied through the UH Information Technology Services (ITS) by a Cisco Catalyst 6504E and Cisco 4900m router, which provides the campus with redundant 10-gigabit fiber connections to the UH ITS network ([IIIC-4](#)).

Wireless networking is available in about 90 percent of all indoor areas, including the student lounge, Uluwehi cafe, and the library, and plans are in effect to expand ([IIIC-62](#)). All instructional spaces have wireless networking available. Outdoor coverage includes the courtyards and main concourse in front of the library. Wireless connectivity is available for students, faculty, and staff for campus and personal laptops and any mobile electronic device ([IIIC-62](#)). The college is currently installing a new wireless system that will integrate with the UH wireless system; this will allow UH students, faculty, and staff who have a valid UH account to connect seamlessly to a wireless network on any of the university's ten campuses.

To ensure the reliability of the college data resources on the network, the ITG maintains a cluster of servers, housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units (UPS) installed in a separate secured room. Leeward CC has service contracts for same-day replacement of server components in the event of

hardware failure. The ITG performs daily tape backup of critical servers that are located in the server room and the tapes are stored in a secured facility in another building. The sever administrator conducts annual recovery drills ([IIIC-63](#)).

The ITG has developed a disaster recovery plan in the event damage occurs to the campus server room or if there is a major campus wide power outage. As mentioned above, the college has rack-mounted UPS units and a gas-powered generator. During a power outage, the UPS units can power essential critical servers for three or four hours. For longer power outages, the generator will be able to provide continuous power to the server room.

Currently the Help Desk utilizes a “home-grown” Microsoft Access database ticketing system that was created in 2003 and has out lived its usefulness. The ITG is looking to implement a web-based Help Desk system that will allow users to submit and track their work orders online.

In 2006, the college identified **Planning Agenda 32** indicating the college will ensure that processes for acquiring, maintaining, and upgrading or replacing technology are consistently applied, without exception. In addition, the divisions and units were to develop a plan for replacement of faculty and staff computers on a regular basis.

In the 2009 Accreditation Midterm Report, Leeward CC reported that a regular replacement plan for computers from the College Computing Labs was implemented, that the ITG provided annual computer inventory reports, that all divisions and units submitted replacement requests, and that assessments of minimum hardware requirements were done. This planning agenda item has been sustained since 2009, and no further action is needed.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college demonstrates that it plans and acquires technology infrastructure and equipment to meet institutional needs.

Actionable Improvement Plans

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The technology fund is used to keep desktops and peripherals up to date. The information technology coordinator meets with the divisions to review an inventory of computers and to determine a priority list for the year based on the age of computer and the needs of the user. Other technology resources in the classrooms also have annual replacement budgets, such as the College Computing Labs and smart classrooms. Desktop computers are on a four-year replacement cycle and are redeployed whenever possible ([IIIC-6](#), [IIIC-15](#), and [IIIC-62](#)).

In addition, planning for technology needs is integrated in the APR process. After the individual divisions' and units' technology needs are defined and prioritized, the APR leads to institutional prioritized planning list, called the institutional plan. The implementation of the technology

resources is coordinated between these functional areas and the ITG once budgets are finalized (([IIIC-6](#), [IIIC-28](#), and [IIIC-62](#)).

Leeward CC hopes to integrate technology in all campus classrooms. As of the spring of 2011, there were 58 smart classrooms, which are classrooms that have a computer cart with a dual-boot computer, DVD player, projector, projection screen, and speakers. In addition, nine classrooms are projector-ready for instructors to use with their own laptop, and nine computer classrooms also have projectors mounted in the room. With a total of 87 classrooms, Leeward CC has technology in 87 percent of its classrooms. These smart classrooms help to incorporate technology into instruction and learning ([IIIC-54](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, Leeward CC has demonstrated that it distributes and uses technology resources to support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plans

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology resources, as with all other resources at Leeward CC, are evaluated annually through a variety of methods to ensure the resources are effectively supporting programs and services. The primary mechanism for evaluating technology and identifying needed improvements is through the planning process. See [Standard I.B.3](#) for a detailed discussion of the planning process.

As part of the APR, the academic services units that support technology include outcome assessments as an evaluation tool of services provided. These outcome assessments are also submitted to the system as part of the Annual Report of Program Data (ARPD) ([IIIC-15](#), [IIIC-64](#)). Any needed improvements are identified in the APR and, if resources are required, included in a planning list. All planning lists are combined and prioritized by the administrative team. This prioritization includes the recommendations of the Information Technology Standing Committee ([IIIC-65](#)).

One example of a change in the delivery of technology services is the learning commons, a renovation project that is relocating the LRC and the Writing Center into the second floor library space. These relocated services will be adjacent to the library's reference services and new technology resources for students (desktop and laptop computers, iPads, and e-readers). The renovated second floor space offering of diverse services will be made even more attractive to students by the addition of a coffee shop. The renovated first floor space formerly occupied by the LRC will house an expanded testing center and computer lab. Anticipated opening of the learning commons is the beginning of the fall of 2012 semester ([IIIC-11](#)).

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessing the effective use of technology resources for DE ([IIIC-66](#)). For this topic, participants felt that there were technology resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Some participants suggested that the college create a DE program in which an administrator is focused on DE-centralized coordination such as technology resources. Another suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as technology resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIIC-67](#)) address many of the issues brought up at this roundtable discussion.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that the APR process is thorough and ensures that each division or unit has input in the planning process and prioritized lists. Academic services units that provide technology resources and services regularly assess their effectiveness through outcome assessments and satisfaction surveys. These assessments are included in the academic services APR and ARPD and used to evaluate effectiveness and identify needed improvements.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

See [Standard III.A.6](#).

Standard III.C. Appendices

Appendix IIIC-A (Technology Support Services)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26684/Appendix%20IIIC-A.pdf>

Appendix IIIC-B (Technology Resource Satisfaction Surveys)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26685/Appendix%20IIIC-B.pdf>

Appendix IIIC-C (Technology Support Services and Resources)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26720/Appendix%20IIIC-C.pdf>

Appendix IIIC-D (Educational Media Center Training)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26721/Appendix%20IIIC-D.pdf>

Standard III.C. Evidence

IIIC-1 Information Technology Group Staff

<http://emedial.eeward.hawaii.edu/itg/contact-staff>

IIIC-2 College Computing Labs

<http://emedial.eeward.hawaii.edu/itg/ccl>

IIIC-3 Help Desk

<http://emedial.eeward.hawaii.edu/itg/helpdesk>

IIIC-4 Test Center

<http://emedial.eeward.hawaii.edu/itg/testcenter>

IIIC-5 Networking Services

<http://emedial.eeward.hawaii.edu/itg/networking>

IIIC-6 Technology Funding Spending Strategies

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27293/6%20Technology%20Funding%20Spending%20Strategies.pdf>

IIIC-7 Educational Media Center Events Calendar

<http://emedial.eeward.hawaii.edu/emc/events-calendar>

IIIC-8 Leeward CC Library Research Tools

<http://www.leeward.hawaii.edu/lib/researchtools.html>

IIIC-9 Leeward CC Library

<http://www.leeward.hawaii.edu/library/>

IIIC-10 Leeward CC Book-A-Librarian

<https://spreadsheets.google.com/viewform?hl=en&authkey=CKKr3bUH&formkey=dDZpeVoyNWhYUUNtdF9ncGtocnJ0NkE6MQ#gid=0>

IIIC-11 Learning Commons 2012

<http://lcc.hawaii.libguides.com/learningcommons2012>

IIIC-12 LRC Workshop Schedule, Fall 2009

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27294/12%20LRC%20Workshop%20Schedule,%20Fall%202009.pdf>

- IIIC-13** **LRC Workshop Schedule, Spring 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27295/13%20LRC%20Workshop%20Schedule,%20Spring%202010.pdf>
- IIIC-14** **References, OPPA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/507>
- IIIC-15** **Annual Program Review Academic Services, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27288/APR_Academic_Services%20Final_2011_2012.pdf
- IIIC-16** **Leeward CC Website**
<http://www.leeward.hawaii.edu/>
- IIIC-17** **Campus Council Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/campus-council>
- IIIC-18** **Curriculum Committee**
<http://emedia.leeward.hawaii.edu/facsenate-cc/>
- IIIC-19** **2011 Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27289/39_Leeward_Campus_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIIC-20** **Education Media Center Survey Results, 2008**
<http://www.surveymshare.com/survey/external/results?key=AIA2CAC>
- IIIC-21** **Education Media Center Survey Results, 2009**
<http://www.surveymshare.com/survey/external/results?key=AIAAHVD>
- IIIC-22** **Education Media Center Survey Results, 2010**
<http://www.surveymshare.com/survey/external/results?key=AIA3EA>
- IIIC-23** **Learning Resource Center Student Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27296/23%20Learning%20Resource%20Center%20Student%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-24** **Learning Resource Center Faculty Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27297/24%20Learning%20Resource%20Center%20Faculty%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-25** **Learning Resource Center Faculty Open-Ended Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27298/25%20Learning%20Resource%20Center%20Faculty%20Open-Ended%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-26** **Information Technology Group, Campus-Supported Software**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27299/26%20Information%20Technology%20Group,%20Campus-Supported%20Software.pdf>
- IIIC-27** **Information Technology Group, Funding Policies**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27300/27%20Information%20Technology%20Group,%20Funding%20Policies.pdf>
- IIIC-28** **Information Technology Group, Minimum Hardware Platform**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27301/28%20Information%20Technology%20Group,%20Minimum%20Hardware%20Platform.pdf>

- IIIC-29 **Information Technology Services (Intec)**
<http://emedial.eeward.hawaii.edu/emc/intec>
- IIIC-30 **Distance Education Services**
<http://emedial.eeward.hawaii.edu/emc/de>
- IIIC-31 **Educational Media Center Staff**
<http://emedial.eeward.hawaii.edu/emc/node/56>
- IIIC-32 **Leeward CC Library Backup Website**
<http://www2.hawaii.edu/~lccref/>
- IIIC-33 **Library Mobile Website**
<http://www.leeward.hawaii.edu/lib/m/>
- IIIC-34 **Learning Resource Center Website**
<http://emedial.eeward.hawaii.edu/lrc/>
- IIIC-35 **List of Learning Resource Center Tutors**
<http://emedial.eeward.hawaii.edu/lrc/tutoring.html>
- IIIC-36 **Writing Center**
<http://emedial.eeward.hawaii.edu/writingcenter>
- IIIC-37 **Kāko'o 'Ike Program**
<http://emedial.eeward.hawaii.edu/kiprogram/assistive.htm>
- IIIC-38 **Educational Media Center Needs Request Survey, 2010**
<http://www.surveymshare.com/survey/external/results?key=AIAEJAD>
- IIIC-39 **Faculty Boot Camp**
<http://emedial.eeward.hawaii.edu/emc/facultybootcamp>
- IIIC-40 **Technology Development Workshops**
<http://emedial.eeward.hawaii.edu/emc/workshops>
- IIIC-41 **Laulima Training**
http://emedial.eeward.hawaii.edu/emc/laulima_topics
- IIIC-42 **Leeward Blackboard Collaborate**
<http://emedial.eeward.hawaii.edu/emc/blackboard-collaborate>
- IIIC-43 **Pacific Region Learning Summit**
<http://sites.google.com/site/pacregion2011/>
- IIIC-44 **Student Training Initiatives**
<http://emedial.eeward.hawaii.edu/emc/illearn>
- IIIC-45 **iTeach Teaching Online Model**
<http://blogs.leeward.hawaii.edu/iteach/teaching-online/>
- IIIC-46 **iCourse Design**
<http://blogs.leeward.hawaii.edu/iteach/icourse-design/>
- IIIC-47 **iCourse Design Graduates**
https://spreadsheets.google.com/a/hawaii.edu/spreadsheet/pub?hl=en_US&hl=en_US&key=0AqgSKJxuBrLcdDZ0Q1g1azdEbmK3aFhGR3FVTE1Ib3c&single=true&gid=2&output=html

- IIIC-48** **iFacilitate**
<https://sites.google.com/site/lccifacilitate/>
- IIIC-49** **TWITAL: This Week in iTeach @ Leeward**
<http://blogs.leeward.hawaii.edu/twital/>
- IIIC-50** **Tech It Out Day**
<https://sites.google.com/site/lcctechitout/>
- IIIC-51** **Laulima @ Leeward**
<http://emedia.leeward.hawaii.edu/emc/laulima-topics>
- IIIC-52** **Google @ UH Apps Training**
<http://emedia.leeward.hawaii.edu/emc/googleuh>
- IIIC-53** **Office 2010 Training**
<http://emedia.leeward.hawaii.edu/emc/office>
- IIIC-54** **Smart Classrooms Training**
<http://emedia.leeward.hawaii.edu/emc/smartclassroom>
- IIIC-55** **Turning Point Clickers Training**
<http://emedia.leeward.hawaii.edu/emc/turningpoint-clickers>
- IIIC-56** **College Colloquia Workshops, 2006-1012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26969/College_Colloquia_Workshops_2006to2012.pdf
- IIIC-57** **English 22 Information Literacy Tutorial**
<https://sites.google.com/site/eng22tutorial/>
- IIIC-58** **English 100 Information Literacy Tutorial**
<https://sites.google.com/site/eng100tutorial/>
- IIIC-59** **Learning Resource Center Staff Information Page**
http://emedia.leeward.hawaii.edu/lrc/Staff_info--Payroll_and_Training.htm
- IIIC-60** **Learning Resource Center Skype Tutoring**
http://emedia.leeward.hawaii.edu/lrc/Skype_content_tutoring.htm
- IIIC-61** **Learning Resource Center TutorTrac Appointment Booking**
<http://166.122.32.21/TutorTrac/Default.html>
- IIIC-62** **Information Technology Group, Wireless Coverage Map**
http://emedia.leeward.hawaii.edu/itg/wireless/index.php?option=com_content&view=article&id=46&Itemid=125
- IIIC-63** **Information Technology Group Services**
<http://emedia.leeward.hawaii.edu/itg/services>
- IIIC-64** **Annual Report of Program Data (ARPD) Website**
<http://www.hawaii.edu/offices/cc/arpd/index.php>
- IIIC-65** **IT Committee Recommendations, Spring 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27290/IT_Committee_Recommendation_2011.pdf

- IIIC-66** **Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27291/Convocation_Roundtable_Summaries_Spring_2012.pdf
- IIIC-67** **DE Strategic Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27292/DE_Strategic_Plan.pdf

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The actual expenditure budget for the fiscal year (FY) 2011 (most recent year available) for all appropriated funding sources of Leeward Community College (Leeward CC) was \$32.2 million, as highlighted in the table below. This budget includes funding received from state general fund appropriations, tuition, non-credit programs, summer session, and other special and revolving funds.

Appropriated Funds	
Source of Funding	June 30, 2011 Expenditures and Encumbrances
State General Funds	\$15,638,202
Tuition and Fee Special Fund	\$10,501,071
Community College Special Fund	\$3,718,851
Revolving Funds	\$840,627
Federal Funds – Work Study	\$60,367
Federal Funds – Education Stabilization	\$1,480,086
Total	\$32,239,204

Table 64, Expenditure Budget of Appropriated Funds, FY 2011

In addition to the appropriated funds, the college receives and expends monies received from non-appropriated sources, such as extramural funding received from grants and contracts and revenues derived from the University of Hawai'i (UH) Foundation. The primary source of the extramural funding is from federal, state, and local government agencies. In FY 2011, the actual expenditures incurred from non-appropriated funding sources of the college were \$2,686,120, which includes \$2,428,275 from extramural funds and \$257,845 from UH Foundation funds.

The college's mission statement ([IIID-1](#)), *Strategic Plan 2008-2015* ([IIID-2](#)), Annual Program Review (APR) process, and Long Range Development Plan (LRDP) are the foundation of institutional planning at Leeward CC. Together, these plans clearly describe the long-range goals, provide the direction and stability, and set the guidelines and priorities for the UH system, the UH Community Colleges (UHCCs), and Leeward CC.



As noted in [Standard I.B.3.](#), the planning process begins with a review of the college’s mission and strategic plan. In July 2011, the college initiated a leadership retreat ([IIID-3](#)) to provide a clearer focus on the college’s goals before the start of the planning process. At the retreat, the following goals were identified ([IIID-4](#)):

- Clarify shared goals and craft simple language (across all relevant organizational plans).
- Evaluate progress against goals and consider future needs.
- Adopt common criteria for evaluating budget requests (at all level of the organization).
- Build support for adopting vision-led budgeting; consider modifying current processes.

After the leadership retreat, the planning cycle continued with the distribution of the APR templates.

Assessment results are integrated into the APRs and used as a part of the evaluation of programs and units. Specific strategic plan strategies are also incorporated into the APRs as programs and units identify their impact in meeting strategic goals.

From the APR templates, each division and each unit generates a planning list, which is a prioritized list of resources and budget requests required to implement improvement in services, programs, and effectiveness ([IIID-5](#)). The administrative team, incorporating input from the Information Technology standing committee and Space Management and Facilities Planning standing committee, reviews planning lists for all areas. During the administrative review, funding sources and reallocations are discussed. A draft of the institutional plan is developed for discussion with the Campus Council. The Campus Council then reviews and approves the integrated and prioritized document, which becomes the college’s institutional plan ([IIID-6](#)).

From this institutional plan, budget and resource decisions are made. Evidence of these decisions and their impact can be found in the 2011-2012 College Effectiveness Report ([IIID-7](#)). Progress toward strategic goals and strategic outcomes can also be found in the College Effectiveness Report.

An example of the implementation of this process can be found in the allocation of additional resources for the professional development needs in the Innovation Center for Teaching and Learning. As a result of quantifiable needs identified in the APR and the subsequent institutional plan, additional campus resources were allocated in order to meet the growing professional development needs of faculty and staff. As a college and as a UH strategic planning priority, this initiative fit into the short- and long-term planning goals of the college and has resulted in increased participation in professional development opportunities. Grants awarded for professional development from the Innovation Center for Teaching and Learning are assessed for their effectiveness in improving the professional skill levels of awardees and benefiting the college.

For the biennium and supplemental budget requests, UH budget parameters may impact the prioritization. These parameters are distributed to all chancellors via Budget Preparation Instructions, which are prepared by the UH chief financial officer (IIID-8). Additional guidelines are included in the Budget Policy Paper (IIID-9 and IIID-10). Since the biennium and supplemental budgets deal with new state appropriated general funds, it is at this point in the planning process where all sources of funding, such as special funds, tuition and fees, extramural grants, and the reallocation of existing funds, are considered. Both the Leeward CC planning process and the UH system budget request process set the parameters for content and timelines of the financial planning process. The UH Board of Regents (UH BOR) receives information about fiscal planning that demonstrates its links to institutional planning via the UH president and the UH vice president for budget and finance/chief financial officer (IIID-11).

The strategic plan and institutional plan link financial planning to both short and midterm plans. Long-term planning relies on the UH system (IIID-12) and the LRDP, which was last updated in 1996, approved by the UH BOR in 1999 with minor modifications made in 2010 and 2011. An update to the college's LRDP is currently in process. Funding was received in December 2011, allowing for the formation of an advisory committee and the hiring of Helber, Hastert & Fee. Two campus-wide workshops were held in the spring of 2012. Anticipated completion of the LRDP is expected to be in 2013.

Distance education (DE) does not have a separate line item budget. Funding for DE-specific activities is contained within the instructional and academic services budgets. Resources for DE were listed, reviewed, and analyzed in the college's Substantive Change Proposal (March 2009), which was approved by the Accrediting Commission for Junior and Community Colleges/Western Association of Schools and Colleges (ACCJC/WASC) (IIID-13).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, Leeward CC demonstrates that it is consistently integrating financial planning within the contextual framework of several integrated planning processes, including the APR process, the Leeward CC and the UHCC system strategic plans, and the LRDP. In assessing and reviewing the planning process, it was apparent that the LRDP required an update to guide the long-range program and facility planning efforts for the college, which is especially critical in light of the rapidly changing environment that is confronting the college, including the relocation of the UH West O'ahu campus, record enrollment growth, and the direct and indirect impacts associated with the Honolulu High-Capacity Transit Corridor Project (rail system). Long-range program and facility planning efforts should also address expanding enrollment, pro-

grams, services, and facility acquisition, and renovation plans of the Wai‘anae satellite campus. DE services should also continue to be evaluated to ensure sufficient resources are available for effective planning, maintenance, implementation, and enhancement of DE courses, programs, services, and personnel development.

Actionable Improvement Plans

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Leeward CC’s operating budget is primarily derived from the state’s general funds, which are appropriated by the legislature. The availability of these funds is based on biennial legislative appropriations subject to the governor’s allocation. By law, the governor is required to allocate funds based on projections by the state’s Council of Revenues. Should revenues not materialize, the governor may impose budget restrictions and/or budget reductions to balance the state’s budget.

The college disseminates financial information concerning the planning, allocation, and use of financial resources. Each year the administrative team develops an operational expenditure plan (IIID-14) that details how the college’s annual allocation is to be expended. The college’s leadership considers projected and actual revenue and expenditure information when making budgetary decisions, then this information is presented to members of the Campus Council for their input and recommendations (IIID-15). The operational expenditure plan, along with the college’s annual budget allocation, is also regularly shared with the leadership team and with the college community during the convocation (a general meeting) held at the beginning of each semester (IIID-16). Budget updates are also shared with governance groups, as requested, as indicated in the October 3, 2011, minutes of the Campus Council (IIID-17).

With increasing student enrollments and scheduled tuition increases, tuition revenues have increased significantly over the past years. The growth in tuition revenue and enrollment funding has made the recent reductions to the college’s state general fund budget more manageable and has allowed the college to maintain its existing funding levels to all instructional and support units.

Integrated with the *UH Strategic Outcomes and Performance Measures, 2008-2015*, the UHCCs implemented a performance-based funding model (IIID-18) for the community colleges in FY 2010-2011. The state legislature had previously restored a portion of the federal stimulus funds to the UHCCs, and these monies were then earmarked to fund the performance-based funding initiative. Each community college, including Leeward CC, can have its funding fully restored provided that it meets or exceeds its performance targets in five key performance indicator areas. These performance measures include 1) number of degrees and certificates achieved for all students, 2) number of degrees and certificates achieved by Native Hawaiian students, 3) number of degrees and certificates achieved by students in disciplines related to science, technology, engineering, and mathematics (STEM), 4) number of Pell grant recipients, and 5) number of transfers to UH baccalaureate institutions.

During the first year of implementation, the college met or exceeded the performance measure targets in all areas and subsequently received 100 percent of its performance funding entitlement. These funds were then incorporated into the college's annual operational expenditure plan.

The funding received from the aforementioned performance measures are in addition to the funds the college receives through enrollment growth incentive funding. This initiative, originally approved by the state legislature in 2007, earmarks funding specifically to cover the differential cost (additional costs net of tuition revenue) for additional credit classes that are offered to meet student demand. In the five years that the enrollment growth incentive funding has been in place (2007-2008 through 2011-2012), enrollment has grown by 34 percent, and the college has received more than \$2.9 million in additional funding ([IIID-19](#)).

Financial resources identified in the operational expenditure plan, which include state general funds, tuition, reallocation opportunities, enrollment funding, and performance-based funding, are spent according to the prioritized budget needs identified in the college's institutional plan.

In 2006, the college identified **Planning Agenda 33** indicating that the college would continue working with the UH system and the UHCCs so that college needs are met regarding institutional planning.

The college works with the UHCC system and the UH system in several ways. System wide meetings of all vice chancellors of academic affairs/chief academic officers, vice chancellors of administrative services, and vice chancellors/deans of student services occur regularly throughout the year. The Council of Chancellors meets monthly, with the first half of the day set aside for UHCC chancellors, who are then joined by UH baccalaureate chancellors and the UH president. The college is also well represented on several system wide committees, such as the committee of COMPASS coordinators, the IR cadre, the UHCC strategic planning committee, and the marketing representatives. These meetings provide consistent and efficient opportunities for communication, interaction, and collaboration.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that it effectively links institutional planning efforts with a realistic assessment of financial resources as detailed on the annual operational expenditure plan.

Actionable Improvement Plans

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

APRs from all academic divisions and support units of the college identify planning list items that are directly tied to strategic planning goals and objectives, UH presidential initiatives, and SLOs. The planning lists are incorporated into an institutional plan that identifies short-term and long-term funding priorities for the college. The institutional plan is updated each year during the APR process and is vetted with the governance bodies of the campus. In addition, the institutional plan is published on the college's website and is presented to the campus community at convocation ([IIID-6](#) and [IIID-16](#)).

Long-term liabilities and obligations are primarily incorporated into the financial plans at the UH system level or state level. At the institutional level, Leeward CC has a long-term liability related to debt service payable for the acquisition of the satellite campus at Wai'anae. UH revenue bonds were issued for the acquisition and renovation of Leeward CC Wai'anae, and this is a thirty-year obligation of the college. The semi-annual debt service payments are incorporated into the college's short- and long-term financial planning documents and are accounted for in the annual operational expenditure plan.

With regard to building maintenance, the basis for funding requests is incorporated into a UH facility renewal reinvestment software tracking system developed by Pacific Partners Consulting Group. This facilities software management tool develops multi-year repair and maintenance schedules for the college and is the foundation for funding requests to the state and in the development of the campus annual repair and maintenance budget schedules and the annual update to the college's deferred repair and maintenance schedule.

In the 2009-2015 University of Hawai'i Professional Assembly (UHPA) contract agreement ([IIID-20](#)), there are several negotiated salary adjustments noted in Article XXI. A 6.667 percent payroll reduction for all faculty was effective on January 1, 2010. This reduction ended on June 30, 2011, and faculty salaries were restored. This agreement indicates that a lump sum payment of 25 percent of the payroll reduction would be returned to all faculty on July 1, 2012; a second lump sum payment of 25 percent of the payroll reduction will be returned on July 1, 2013; and the remaining 50 percent of the payroll reduction will be returned on July 1, 2014. In addition, a 3 percent salary increase will be made on July 1, 2013, and a second 3 percent salary increase will occur on July 1, 2014. This agreement commits Leeward CC to a payment of approximately \$1.6 million in 2012 and 2013, and a payment of approximately \$3.2 million in 2014. This liability is anticipated and planned for in the college's operating budget and will be paid for with excess revenues from tuition and fees.

Another anticipated obligation is the maintenance, janitorial, utility, and staffing costs associated with the Education building currently under construction. Leeward CC is requesting the operational costs from the state legislature. If the request is not funded, excess tuition and fee revenue will be used to cover the costs. Planning for the Education building is included in the LRDP.

With regards to student obligations, the Financial Aid Office monitors student financial aid obligations, such as student loan default rates and compliance with federal regulations. Student loan default rates are reported in the ACCJC Annual Fiscal Report ([IIID-21](#)).

Lastly, every full-time faculty and staff member accrues vacation hours based upon union contracts and position types. There is a limit of four weeks of accrued vacation that is enforced annually. Unused vacation hours beyond the limit are lost to the employee. This policy limits the liability of the college. Additionally, no faculty or staff member can receive compensatory time.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations for this standard.

In this standard, the college has demonstrated that it effectively plans for payments of long-term liabilities within the framework of its planning processes and the annual operating budget. Before undertaking such financial obligations, the institution considers the long-range financial implications associated with debt service payments to ensure financial stability. The college ensures compliance with existing state and UH policies in order to maintain financial integrity.

Actionable Improvement Plans

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Financial planning and budget development are based on two parallel processes: UH, which is based on the state's planning, programming, and budgeting system ([IIID-22](#)), and the college's internal planning process.

The college's planning process allows all campus constituencies to be involved in budget development. The completed APRs provide prioritized planning lists of resource needs. The results of the APR prioritizations are posted online ([IIID-5](#)), reviewed by administration, approved by Campus Council, and shaped to fit the parameters of the UH president's budget guidelines ([IIID-8](#) and [IIID-9](#)). This compilation is referred to as the institutional plan.

Using the institutional plan as a guide, the vice chancellor of administrative services coordinates and creates the formal budget request in compliance with UH and UHCC guidelines. The budget request is reviewed and approved by the chancellor, who delivers it to the vice president of UH community colleges. The Campus Council reviews the proposed budget request prior to it being forwarded to the UHCC system office. Leeward CC's budget request is then merged with other UHCC budget requests and consolidated into one UHCC system budget request. This in turn is merged into the entire UH system's final budget, which is presented to the UH BOR.

When Leeward CC's budget request is incorporated into the UHCC and the UH system requests, the budget may undergo reprioritization before being submitted to the UH BOR. These adjustments are shared with the college community during fall convocation. The UH BOR-approved budget is then submitted to the governor and the state legislature. The budget guidelines and details of the financial processes are clearly defined and posted online.

The internal financial and budget development process, encapsulated within the APR process, is explained on the Office of Planning, Policy, and Assessment (OPPA) website with results and reports posted online for campus review. In April 2010, details on the UH system budget process were added to timelines to give the college constituencies a broader and more comprehensive perspective and understanding of the budgeting process. This information was also added to the college's intranet ([IIID-19](#)).

The APR process is a "ground-up" procedure to ensure that all constituencies have appropriate opportunities to participate, either through direct participation or by representation, in the development of institutional plans and budgets. Each instructional division and support area is responsible for eliciting input and discussion to complete the APR. Completed APRs are shared online with the campus community as a means of providing every member of the college with information on how funding priorities are established in developing the college's budget ([IIID-23](#)).

Every two years, a formal institutional plan is created to provide a tracking mechanism that indicates how the planning lists developed in the APR are integrated into the budget, providing evidence that the college administration consistently adheres to established guidelines and practices ([IIID-6](#)).

In 2006, the college identified **Planning Agenda 34** indicating that it will improve its assessment tools and focus on obtaining student achievement data that can be better correlated with its assessment of student learning in courses, programs, and support areas.

Much progress has been made in the development of assessment tools and other outcome measures to assess student achievement in courses, programs, and support areas. In 2008, a system wide committee, the Instructional Program Review Council, began developing a set of benchmarks and benchmark values that were used by all the UHCCs to determine program health. This effort is ongoing, and measurements have been identified for all CTE programs, developmental education programs, student services, academic services, and administrative services as part of the Annual Report of Program Data (ARPD). This data is reported and can be reviewed online for instructional programs and student services ([IIID-24](#)).

The college has also participated in the UHCC system wide Achieving the Dream initiative, and data elements common to all participating colleges are reported on to the system. Reports on student achievement data can be found at the OPPA intranet site ([IIID-25](#)).

Additional assessment data is collected, analyzed, and reported on through ongoing assessment and appear in the APR templates.

Campus Perception

In May 2011, the Campus Council distributed a survey on the effectiveness of the APR process ([IIID-26](#)). A total of 44.6 percent of respondents identified "extensive" participation in the planning and priority setting of their program, unit, or division, with an additional 37.2 percent identifying with the "somewhat" level of participation, leaving less than 19 percent of faculty and staff not involved.

In the 2011 Leeward CC Employee Satisfaction Survey, the statement “Information on the College’s financial planning is clearly available to faculty/staff” garnered a 10.2 percent “strongly agree” response and a 43.9 percent “agree” response ([IIID-27](#)).

Although more than 50 percent agree that the college’s financial planning is clearly available, efforts to increase the percentage were initiated in August 2011, with the re-launch of an invigorated Leeward CC intranet. The revised intranet has a special section on the college’s budget. The vice chancellor of administrative services is now able to upload documents, creating a more efficient and seamless way to disseminate financial information.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it adheres to well-defined guidelines and processes for financial planning and budget development based upon the mission and goals of the college. These processes are open, and opportunities exist for participation in the process by all college constituencies.

Actionable Improvement Plans

To increase awareness and knowledge of budgetary and financial planning matters, the vice chancellor of administrative services will add additional resources to the college’s intranet by fall of 2012.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Funding allocations are reviewed annually as part of the APR and planning processes, which include existing allocations and requests for new funding. Funding allocations and requests for new funding are directly tied to the strategic plans and objectives of the college, the UH system, and the UHCC system, as well as the UH presidential initiatives. Funding allocations and requests for new funding are justified by various supporting data, including data for the assessment of an SLO or outcome measure or for tactical implementation of a strategic planning goal or objective. Only data-driven initiatives are included in reallocation proposals or new funding requests. This information is detailed in the college’s APR and institutional plan documents.

On January 31, 2011, the Accuity LLP concluded its financial and compliance audit on the UH system that covered the period from July 1, 2009, to June 30, 2010. The study on internal control over financial reporting concluded with the following statement: “We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.”

In the event of an audit exception or management advice item, the college would provide a prompt and timely response to ensure that corrective action is taken to prevent any future occurrence.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that its financial documents are integrated into UH’s annual financial audit, and opinions expressed by the independent external auditors verify and validate the college’s internal control over financial reporting.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Information regarding the budget, fiscal conditions, financial planning, and audit results is provided to the college community in a variety of ways:

- In person to the college community ([IIID-16](#))
 - Budget presentations at fall and spring convocations by the vice chancellor of administrative services (recaps available online)
 - Presentations on capital improvement program and repair and maintenance projects at fall and spring convocations by the vice chancellor of administrative services (recaps available online)
- In person at representative group meetings
 - Division chair meetings ([IIID-28](#))
 - Campus Council meetings ([IIID-29](#))
 - Faculty Senate meetings ([IIID-30](#))
- Online
 - Budget page on the college’s intranet, which includes the operational expenditure plan ([IIID-19](#))

- APR webpage ([IIID-31](#))
- Financial Management Information System (FMIS) ([IIID-32](#))
- UHCC system budget website ([IIID-33](#))
- UH system website ([IIID-34](#))

The chancellor and vice chancellor for administrative services also conduct budget update sessions designed for specific groups on issues and concerns related to a group's operations and planning. Examples of these informational sessions include:

- Operations and Maintenance Group (July 30, 2009)
- Administrative Support Group (June 4, 2009)
- Leadership Development Group (September 2010)

Biennium and supplemental budget requests and approvals and the operational expenditure plan ([IIID-17](#)) are available online ([IIID-19](#)). The operational expenditure plan, developed by the administrative team, details how the college's annual allocation is to be expended. The operational expenditure plan is also shared with the entire campus at the beginning of each academic year during the college's fall convocation. This information is also presented to members of the Campus Council for their input and recommendations prior to finalization. The Campus Council, with its campus wide representation, has the responsibility of communicating the budget process and financial information to its constituents.

The deans share appropriate information with their respective constituencies. The vice chancellor of administrative services also presents information and answers questions for Faculty Senate through the Senate's Academic and Institutional Support subcommittee or directly at Faculty Senate meetings via question-and-answer sessions.

The UH system's FMIS provides each unit within the college with online access to view account information, budgets, expenditures, and encumbrances. Audit reports are public records and are available from the Office of the Vice Chancellor of Administrative Services. Audit reports became available online since April 2012 ([IIID-19](#)).

Campus Perception

From the 2011 Employee Satisfaction Survey, 54.1 percent of faculty and staff strongly agreed or agreed that "the information on the college's financial planning is clearly available to faculty/staff."

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that financial information is shared in a variety of ways with the college community, from the "big picture" of the biennium request to the day-to-day operational details provided through FMIS.

Actionable Improvement Plans

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Consistent with the UHCC’s reserve policy (IIID-35), Leeward CC has maintained a cash reserve of at least five percent of the unrestricted fund expenditures and encumbrances, excluding the dormitory special fund and the student activities revolving fund. This cash reserve balance is sufficient to meet unplanned contingencies, emergency response, and repair requests, and to ensure financial stability.

The unrestricted funds ending cash balance for the immediate past four fiscal years are as follows (IIID-36):

	Total Ending Cash Balance	Ending Cash Balance in Excess of UHCC Reserve Policy
FY 2008 As of June 30, 2008	\$2,718,915	\$1,496,385
FY 2009 As of June 30, 2009	\$2,783,349	\$1,378,443
FY 2010 As of June 30, 2010	\$4,465,215	\$2,654,398
FY 2011 As of June 30, 2011	\$5,503,200	\$3,605,046

Table 65, Unrestricted Funds Ending Cash Balance, FY 2008-FY 2011

Note: Ending cash balances include general, special, and revolving funds; excludes dormitory and student activities funds.

In addition to the cash reserves noted above, the UHCCs operate as a system of six community colleges, and funding is appropriated and allotted to the community colleges on behalf of the state legislature. Access to other sources of revenue is available should emergency conditions necessitate, if spending fluctuations occur, or if extraordinary conditions exist. The transfer of revenue is accomplished through cash transfers from within the UHCCs to and from the individual colleges. These transfers/transactions are managed and monitored by the UHCC budget office and serve to minimize the impacts to academic programs and services provided to students should a financial shortfall occur.

The college has two primary sources of revenue that are used to support the operating budget of the college: state general fund appropriations and tuition revenue. State general funds are appropriated to the UHCCs by the state legislature and allocated at the institutional level for each of the six community college campuses. State general fund revenues are used almost exclusively to pay employee salaries, whereas tuition revenue, which is deposited directly to the college, is used to support salaries and other operational expenses. Unexpended tuition revenue is the primary source of the college’s cash reserves, and these balances can be carried over into future fiscal years. As part of its five-year financial planning model, the college projects that state general fund appropriations will stabilize, enrollment growth will moderate, and revenue increases will be consistent with increases in student tuition, which are as follows: 4.1 percent for FY 2013, 5.0

percent for FY 2014, 7.5 percent for FY 2014, 7.0 percent for FY 2016, and 6.6 percent for FY 2017 ([IIID-19](#)).

Other revenue streams are generated in special and revolving fund accounts and include such items as transcript fees, library fines, and indirect cost recovery from grants and contracts. Extramural funding sources include funds received from federal agencies (for example, Department of Education, National Science Foundation, Department of Labor, Pell Grants, and Work Study), state and local agencies (for example, State Foundation for the Arts, 'Ōlelo, and Alu Like) and the UH Foundation. The college effectively manages cash flow utilizing a variety of revenue and expenditure forecasting tools and models, such as the budget level summary reporting system, to plan, manage, and assess campus funds and financial stability.

The state of Hawai'i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverage for all state agencies. The institution has a delegated responsibility to review potentially high-risk areas and activities and to ensure that these areas and activities are properly assessed to minimize or prevent the university's liability if legal action is brought against it.

Oversight for all insurance-related requirements and issues is provided to the college by the UH Office of Risk Management. Policies and procedures are outlined in UH Executive Policy E2.202, Risk and Insurance Management ([IIID-37](#)); UH Executive Policy E8.207, Risk Management ([IIID-38](#)); and UH Administrative Procedures A8.400, Risk Management Guidelines and Procedures ([IIID-39](#)).

The college has direct access to its unrestricted fund balances and reserves should a financial emergency occur or extraordinary financial obligation exist. The unrestricted fund balances and reserves are in excess of the UHCC reserve policy ([IIID-35](#)) and are sufficient to meet financial emergencies.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that, as part of the UH system, the college has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Actionable Improvement Plans

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

A variety of financial management tools and models are used to plan, project, monitor, and assess the financial condition of the college. This includes the use of the following:

- Quarterly budget level summary reporting system
- Monthly budget status reports
- Monthly cash management reports
- UH FMIS

Policies and procedures are in place to ensure financial management integrity at the college, regardless of the source of funds. These policies and procedures ensure that sufficient resources and fund availability (allocations, appropriations) exists, that proper expenditure authorizations are reviewed, and that Leeward CC is in compliance with all applicable statutes, rules, and regulations.

On January 31, 2011, the Accuity LLP concluded their financial and compliance audit on UH that covered the period July 1, 2009, to June 30, 2010. The study on internal control over financial reporting concluded by saying, "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses." Incorporated as part of the consolidated financial statements is the agreed upon "Report of Independent Auditors on Supplemental Information," including the Statement of Net Assets and the Statement of Revenue, Expenses and Changes in Net Assets for the UHCCs. Leeward CC is included as part of the UH system audit and the aforementioned UHCC's Report of Independent Auditors on Supplemental Information. This information is also included as part of the ACCJC Annual Fiscal Report ([IIID-21](#)).

The college has not been cited for any material weaknesses or deficiencies in compliance or internal controls from audit findings over the last six years. A finding related to timely submission of employee travel completion reports was noted. Action was immediately taken by the UH system in updating administrative policies and procedures to address this minor concern. No other findings or notices have since been cited.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it continually implements changes to its financial procedures resulting from financial audits in a timely manner.

Actionable Improvement Plans

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Leeward CC has special fund accounts for campus units and activities, including the library, student activities, vending services, food services, and other programs that support the college. Audit and review of the college's special funds is included as part of the UH annual financial and compliance audit.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the Foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services ([IIID-40](#)) oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

The college created a new grants coordinator position in the spring of 2010, which is an administrative, technical, and professional (APT) position. The grants coordinator assists faculty, program directors/coordinators, principal investigators, and administration in the efficient use of grant funds, timely delivery of reports, and other post-award activities. Additionally, the grants coordinator assists in pre-award submissions for new proposals. Some of these activities include searching for new grant opportunities specific to the college's strategic goals and program needs, coordinating faculty efforts in achieving grant awards, obtaining data relevant to program goals for specific grant solicitations, assisting in budget creation and review, and delivering proposals to the Office of Research Services for submission. The position was filled in the fall of 2010 and continues today as part of the OPPA.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it adheres to a strict set of internal and UH system policies, procedures, and guidelines to ensure the integrity of its management of all financial resources.

Actionable Improvement Plans

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Administrative oversight through the Administrative Services staff and UH procedures ensure that all contracts are reviewed on multiple levels and approved prior to implementation. Some of the contractual agreements fulfill basic functions of a campus, such as the beverage and snack vending contracts. Other contractual agreements meet a need identified through the APR process, student surveys, or task force recommendations. The alignment of contractual agreements with the mission and goals is demonstrated through integration with the tactical plans of the strategic plan.

The college has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreement, concession contracts, consultant contracts, construction contracts, internships and externships, and lease agreements.

UH Administrative Procedure A8.200 - A8.299 ([IIID-41](#)) provides procurement guidelines for contracts and purchasing. For memoranda of agreement, Leeward CC adheres to UHCC Policy 8.102A ([IIID-42](#)). Internships and externships are covered by UH BOR Policies, Chapter 8 ([IIID-43](#)). UH Administrative Procedure A8.270 ([IIID-44](#)) covers lease agreements.

Examples of the contractual agreements include contracting for Student Health Center services with the UH Mānoa Student Health Center ([IIID-45](#)), the Xerox lease agreement ([IIID-46](#)), and the memorandum of agreement with Kapi'olani CC Nursing program ([IIID-47](#)). The vice chancellor of administrative services and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. Purchase orders for any service or items costing more than \$2,500 are placed on SuperQuote for bids. For amounts under \$2,500, the purchase order must be approved by the unit or division head, submitted to the Business Office, and then approved by the fiscal officer prior to any commitment of funds.

To limit liability, the college utilizes the UH service contract (Form 63) ([IIID-48](#)) that has been approved for use by the UH General Counsel office. UH service contracts must be completed and approved by the appropriate dean/director and then reviewed by the vice chancellor for administrative services. The total amount of the contract determines final signing authority. For amounts up to \$25,000, the college's fiscal officer reviews and approves. For amounts over \$25,000, final approval is granted by the UH System Office of Procurement and Real Property Management.

The UH service contract provides a termination clause which states, "UNIVERSITY shall have the right to terminate this contract upon TEN (10) days' written notice at any time and for any reason." UH Administrative Procedure A8.275, Contract Administration ([IIID-49](#)), provides provisions "to assure that the Contractor's total performance is in accordance with its contractual commitments and that the obligations of the University are fulfilled. It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required." APM A8.275 also provides guidelines for contract modification and termination.

The review process and policies ensure that all contracts are consistent with mission and goals of the college. As stated in UH BOR Policies, Chapter 8, Section 8-3, the policy and governing principals include the following: "The articulation of overall University and campus missions; the

development, coordination and review of long-range goals, objectives and directions to achieve these missions; and the development of programs and intermediate plans to implement these goals, objectives and directions” (IIID-43).

Self Evaluation

The college meets this standard.

Contractual agreements are subject to various UH system policies and procedures and oversight is provided by UH system staff, thereby ensuring that the college maintains its integrity in contractual agreements. Contracts are consistent with the college’s mission and goals.

Actionable Improvement Plans

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

An independent auditing firm conducts a financial and compliance audit for the UH system on an annual basis. Part of the consolidated financial statements is the agreed upon “Report of Independent Auditors on Supplemental Information,” including the statement of net assets and the statement of revenue, expenses and changes in net assets for the UHCCs.

The college regularly evaluates and assesses its financial management processes through the APR process and the use of comparable measures. Examples of data collected, reviewed, and assessed include the following:

- Number of purchase orders, p-card transactions, and authorization of payment forms processed
- Average number of work days required to issue UH purchase orders as compared to past years and the UHCC system average
- Average number of work days required to submit purchase order payment documents to UH Disbursing Office
- Average number of work days required to issue UH Departmental Checks
- Number of Business Office full-time equivalent staff (Civil Service and APT)

UH and all ten campuses will undergo a significant administrative software system upgrade when the current financial management system will be replaced by the Quali Financial System. This change is scheduled to occur on July 1, 2012. A change of this magnitude will have a significant impact upon many of the university’s fundamental business practices. The system will provide a more robust, efficient, and reliable financial information system that is considered more user-friendly while providing access to more timely data to support decision making.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that external audits coupled with the self-assessment and evaluation process contained within the framework of the APR process ensures the integrity of the financial management system. In addition, comparable measures of performance with other UHCC campuses provide quantifiable data that is used to assess effectiveness and efficiencies and identify potential areas for continuous improvement.

A successful implementation of the new Quali Financial System will provide more reliable and efficient financial management information to support decision makers and campus financial information system users. The college will continue to evaluate and assess the financial management processes through the APR process and comparable performance measures.

Actionable Improvement Plans

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

All units of the college participate in the APR process, which is part of a comprehensive strategy the college uses in assessing and evaluating program and resource effectiveness. The APRs provide an opportunity for units to collect assessment data on programs or services provided, review strengths and weaknesses, analyze performance metrics, and evaluate the effectiveness of the financial management at the college. In addition to participating in the college's APR process, all units within Administrative Services submit and report on specific workload and efficiency-comparable measures on an annual basis to the UHCC system. These measures, used in conjunction with other qualitative and quantitative data, are used to compare data among institutions, analyze and evaluate performance, and provide guidance on improvements in delivery of services and effective use of resources.

The college is also assessed and evaluated on the effective use of its financial resources on an annual basis through the UHCC performance funding incentive program. As a result of exceeding all five performance measure targets in FY 2011 and FY 2012, the college received 100 percent of its performance funding entitlement each year. Successful achievement of the performance measures can be partially attributable to, and is a validation of, the college's strategic resource investment in several student success initiatives. These allocations are reflected on the institution's operational expenditure plans for the respective fiscal years.

Additionally, every two years a formal institutional plan is produced to track the prioritization of planning items and their funding status. In 2011-2012, the College Effectiveness Report was created to review the institutional plans and analyze how well the planning process has led to resource allocations.

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about how the college was “thriving” and “struggling” in terms of assessing the effective use of financial resources for DE. For this topic, participants felt that there were financial resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Some participants suggested that the DE committee might want to include representation for financial resources since currently the committee’s focus is on technology and teaching. Another idea was to create a DE program in which an administrator is focused on DE-centralized coordination such as financial resources. A third suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as financial resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIID-50](#)) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college’s response to this recommendation.

Self Evaluation

The college is performing at expectations for this standard and continuing to make improvements in this regard.

The APR process, in conjunction with the institutional plan, provides the framework for systematic evaluation of resource allocations. The effective use of financial resources can be seen in the tracking of data via the institutional plans, comparable performance measures, and the 2011-2012 College Effectiveness Report. Additional analysis is needed for how effective the resource allocations were in improving student learning.

Implementation of the APR process has led to a more comprehensive and inclusive means of planning, resource allocation, and measuring effectiveness. As a result of these comprehensive planning efforts, resource allocations are prioritized and then evaluated for their effectiveness.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

See [Standard III.A.6](#).

Standard III.D. Evidence

- IIID-1 **Leeward CC Mission Statement (Approved May 2012)**
<http://www.leeward.hawaii.edu/mission>

- IIID-2 **Leeward CC Strategic Plan, 2008-2015**
<http://www.leeward.hawaii.edu/oppa-strategic-plan>

- IIID-3 **2011 Leadership Retreat Agenda**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27114/Leadership_Retreat_Agenda_2011.pdf

- IIID-4 **2011 Leadership Retreat Notes**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27113/LCCRetreat-SummaryNotes.pdf>

- IIID-5 **Leeward CC Annual Program Review Planning Lists , 2010-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2819>

- IIID-6 **Leeward CC Institutional Plans**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2724>

- IIID-7 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27285/IE_Report_v6.pdf

- IIID-8 **UH CFO Budget Preparation Instructions**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26601/2011-2013BIBudgetInstructions.pdf>

- IIID-9 **UH President Budget Policy Paper**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26600/2011-2013BIBudgetpolicypaper.pdf>

- IIID-10 **UH Budget Policy April 2010 presentation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26610/budget_policy_apr2010.pdf

- IIID-11 **Biennium Budget for Fiscal Years 2012-2013 Memorandum**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26602/2011-13%20BB-Board%20Action%20Memo.pdf>

- IIID-12 **UH Long Term Plan presented to Legislature**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26603/scr137_2007_scr79_2007_2008_ltfp_report.pdf

- IIID-13 **Distance Education Substantive Change Request, March 14, 2008**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26604/SubstantiveChange_final_2008_03_14.pdf

- IIID-14 **Operational Expenditure Plan FY2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26605/FY2011_LeeCC_OEP_Final.pdf

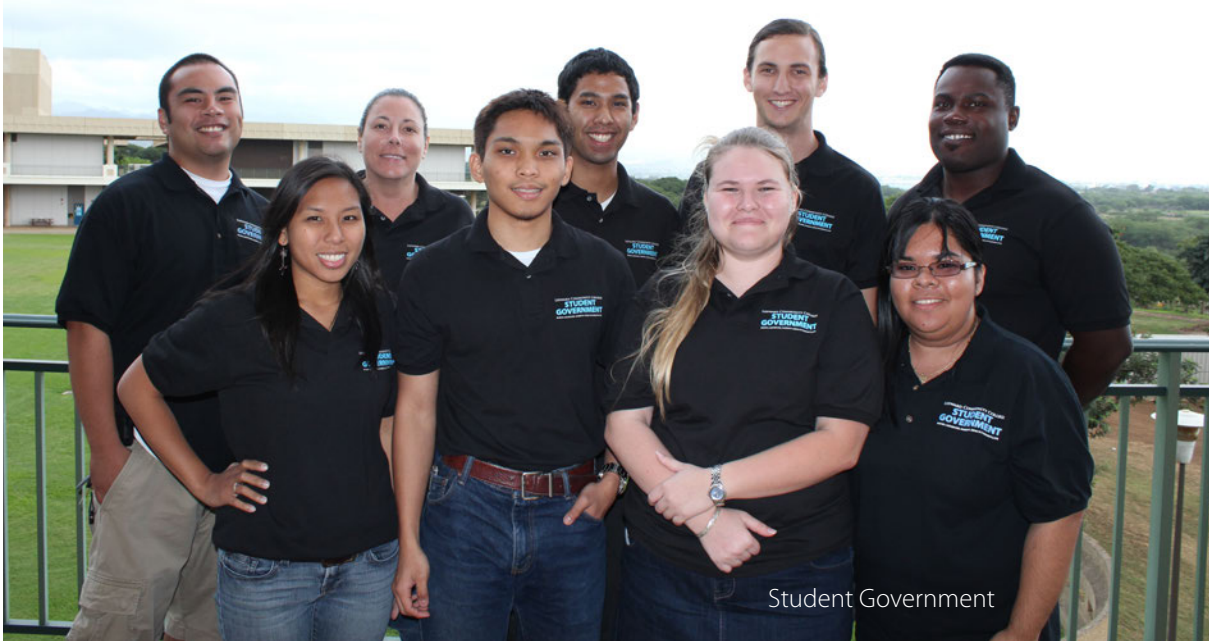
- IIID-15 **Campus Council By-Laws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26606/CCRevised-ConstitutionBylaws_04_20_09%281%29.pdf

- IIID-16 **Budget Presentations**
<http://intranet.leeward.hawaii.edu/page/650>
- IIID-17 **Campus Council Minutes with Budget Update, October 3, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26607/CC%20Minutes%2010-03-2011-approved.pdf>
- IIID-18 **Act 188**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27117/Act188_approved.pdf
- IIID-19 **Leeward CC Budget Intranet site (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/budget>
- IIID-20 **2009-2015 UH Professional Assembly Agreement**
<http://www.uhpa.org/uha-bor-contract>
- IIID-21 **2012 ACCJC Annual Fiscal Report**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27118/Annual%20Fiscal%20Report%202012.pdf>
- IIID-22 **State of Hawai'i Budget System**
<http://hawaii.gov/budget/stateofhawaiifinances/budgetsystem>
- IIID-23 **Completed Annual Program Review Templates**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>
- IIID-24 **Annual Review of Program Data Website**
<http://www.hawaii.edu/offices/cc/arpd/index.php>
- IIID-25 **OPPA Intranet site (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/436>
- IIID-26 **Campus Council Survey on the Annual Program Review Effectiveness**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27287/Survey%20Results%20APR%20Process%20Aug%202011.pdf>
- IIID-27 **Leeward CC Employee Satisfaction Survey, May 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27286/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIID-28 **Division Chair Meeting Minutes (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/division-chairs>
- IIID-29 **Campus Council Meeting Minutes (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/411>
- IIID-30 **Faculty Senate Meeting Minutes**
<http://emedia.leeward.hawaii.edu/senate/minutes.html>
- IIID-31 **Annual Program Review Webpage**
<http://www.leeward.hawaii.edu/annual-program-review>
- IIID-32 **Financial Management and Information System (Login Needed)**
<https://www.hawaii.edu/fmis/>
- IIID-33 **UHCC System Budget Website**
http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html

- IIID-34 **UH System Budget Website**
<http://www.hawaii.edu/budget/>
- IIID-35 **UHCCP Policy 8.201 – Unrestricted Fund Reserve Policy, January 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26612/UHCCP_8.201.pdf
- IIID-36 **UHCC Reserve Status Report, 6/30/2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27306/UHCC_Reserve_Status_Report_6-30-2011.pdf
- IIID-37 **UH Executive Policy E2.202 – Risk and Insurance Management Policy**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26613/e2202.pdf>
- IIID-38 **UH Executive Policy E8.207 – Risk Management**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26614/e8207.pdf>
- IIID-39 **UH Administrative Procedures A8.400 – Risk Management Guidelines and Procedures**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26615/a8400.pdf>
- IIID-40 **Office of Research Services**
<http://www.ors.hawaii.edu/>
- IIID-41 **UH Administrative Procedures (AP) on Procurement (A8.200 - A8.299)**
<http://www.hawaii.edu/apis/apm/a8200.php>
- IIID-42 **UHCC Policy 8.102 – Delegation of Authority**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26616/e8102.pdf>
- IIID-43 **BOR Policy, Chapter 8 Business and Finance**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26617/borpch8.pdf>
- IIID-44 **UH Administrative Procedure A8.270**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26618/A8270.pdf>
- IIID-45 **Contract: Health Center Services with UHM**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27303/UHM_Student_Health_Center.pdf
- IIID-46 **Xerox Lease agreement**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27302/Xerox_Lease_Agreement.PDF
- IIID-47 **Memorandum of Agreement with Kapi'olani CC Nursing Program**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26968/Nursing_MOA_KapCC_%2010-31-08.pdf
- IIID-48 **UH Service Contract, Form 63**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26619/Form63.pdf>
- IIID-49 **UH Administrative Procedure A8.275 Contract Administration**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26620/A8275.pdf>
- IIID-50 **Distance Education Strategic Plan**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27140/LeewardCCDE-Plan-Final.pdf>

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.



IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Leeward Community College (Leeward CC) leaders strive to encourage innovation and excellence throughout the college in a variety of ways. The Annual Program Review (APR) process is the primary method for recommending and implementing new innovations and improvements within the divisions and units. Examples include the development of a learning commons among several of the Academic Services units ([IVA-1](#)) and the deployment of program counselors to divisions ([IVA-2](#)). Other innovations have developed more directly from the faculty such as the implementation of the math emporium model ([IV-3](#)) and accelerated learning in the writing discipline ([IVA-4](#)).

Faculty and staff are given opportunities to experiment with new teaching strategies or student support delivery services through The Carl D. Perkins Vocational and Technical Education Act (Perkins) grants. These grant awards are specific to Career and Technical Education (CTE) programs; however, they encourage innovative pilot programs and strategies with initial grant funding. Recent Perkins awards have included a financial aid outreach and financial literacy program, applying scenario-based learning in CTE courses, and creating an opportunity for students to earn credit for prior learning through the development of a portfolio of assessable work ([IV-5](#)). Faculty and staff also have the opportunity to receive funding for mini-grants through the Student Success Committee (SSC) ([IVA-6](#)). These mini-grants are targeted to achieving the four goals of the committee, which include increasing graduation and transfer rates, increasing student success rates of all courses, reducing time spent in developmental education coursework, and eliminating gatekeeper courses. Recent SSC mini-grant awards include support of peer mentors for the College Success Seminars, support for math tutors in MATH 103, and funding for a professional learning team for instructors of gatekeeper courses.

Leeward CC also rewards innovation and excellence through its diverse campus and system awards. The college sponsors the Outstanding Service Award for civil service or administrative, professional, and technical (APT) employees; the Outstanding Lecturer Award; and the Lualima Innovation Award for DE instructors. The UH system sponsors the UH Board of Regents' Excellence in Teaching Award for faculty, the Willard Wilson Distinguished Service Award, the President's Award for Excellence in Building and Grounds Maintenance, the Masaki and Momoe Kunimoto Memorial Award for CTE faculty, and The Frances Davis Teaching Award for faculty ([IVA-7](#)). The Wo Learning Champions, a UHCC system initiative, also presents the Wo Change Agent award annually to UHCC programs that implement innovative programs at UHCC campuses ([IVA-8](#)).

There are also examples of cooperative policy development. In the 2008-2009 academic year, the vice chancellor for academic affairs (VCAA) coordinated with the then-Faculty Senate chair to turn over a previously administrative function, making determinations on student academic grievances, to the faculty under the auspices of the senate chair of the Student Committee. Following the policy documents and reports of the American Association of University Professors (AAUP), which recommends that “the review of a student complaint over a grade should be by faculty, under procedures adopted by faculty, and any resulting change in a grade should be by faculty authorization,” the VCAA agreed to designate the determination of an academic grievance as falling under the province of the Faculty Senate (IVA-9). In practice, this policy has now been in effect for three years and has worked well for both faculty and administration.

Campus Perception

The college has taken steps to evaluate the effectiveness to which its institutional leaders have created an environment for empowerment, innovation, and excellence. According to the 2011 Leeward CC Employee Satisfaction Survey, 69 percent of those who responded said that the chancellor and administrative team create an environment for empowerment, innovation, and institutional excellence (IVA-10).

According to the Leeward CC Faculty Senate Survey, 51 percent of those faculty members who responded viewed the senate as providing an effective forum for controversial issues or being an agent for necessary institutional change (IVA-11).

According to the Survey on Campus Council Effectiveness, 31 percent of its members who responded thought that they included input and feedback from members of their constituents to insure the flow of information upon which decisions are made (IVA-12). As a result of these surveys, both the Faculty Senate and the Campus Council drafted recommendations for improvement, which include improving communication on campus.

In 2006, the college identified two items for **Planning Agenda 35** indicating the administrative team would document and share information so that campus members could see the effect of planning and policy making, and the college would monitor the budget allocations that were based on assessment and Annual Program Review (APR) in order to determine the integrity of the process.

The Office of Planning, Policy, and Assessment (OPPA) posts documents related to institutional performance as well as assessment and the APR process on the college’s intranet, such as regular SLO assessment status reports (IVA-13, IVA-14). Other documents, such as completed APR templates, planning lists, and institutional plans are available for the campus to view on the OPPA webpage of Leeward CC’s website (IVA-15) and in the college planning folder in DocuShare (IVA-16). Additional data is communicated to the campus via email (IVA-17). Lastly, the 2011-2012 College Effectiveness Report provides information on funding of institutional priorities (IVA-18).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has established systematic processes to ensure that all members are able to contribute to the continuous improvement of its programs and services.

Actionable Improvement Plans

The members of Campus Council will submit a plan to disseminate information to their respective constituencies by December 2012.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Clear Voice

Leeward CC's "Shared Governance Policy" allows individuals or groups on campus the right to provide views on issues important to them and ensures that administrators demonstrate a willingness to incorporate faculty and staff input into decision making, especially as it relates to academic policies, procedures, and budgetary matters ([IVA-19](#)). Faculty, staff, students, and administrators are strongly committed to the ideal of a shared governance structure that is in compliance with ACCJC Standards, the education code, and Title 5 regulations. As a result, the college clearly defines the roles of those groups who provide this systematic input for the institutional governance of the college. These roles are explained and shared with employees new to the college during their orientation session.

In addition to the campus governance groups, faculty, staff, and administrators participate in institutional planning and allocation of resources as part of the Leeward CC planning process described in [Standard I.B.3](#). The planning process institutionalizes broad campus participation and dialogue in planning efforts and decision making on resource allocations. Assessment processes and the APR templates document discussions and decisions on program initiatives and plans ([Recommendation #1: Improving Institutional Effectiveness](#)).

Faculty, staff, students, and administrators have another mechanism for providing input into institutional decisions through the SSC ([IVA-6](#)). When the SSC was given its charge from the vice chancellor of academic affairs, invited members included division chairs, representatives from Student Services, Academic Services, Leeward CC Wai'anae, and the four deans. Since its inception, additional members have joined from Faculty Senate, faculty at-large, and student government. The SSC has a focus on improving student success through instructional strategies, student support initiatives, and policy changes.

Clear Roles

Faculty, staff, administrators, and students have clearly defined roles in institutional governance, which is described in depth in Appendix IVA-A (Organizational Structure of Leadership and Governance) and organized by administration and campus groups and governance committees ([IVA-20](#)).

In addition to administrative level positions, the college provides numerous venues to gather input and recommendations for college wide decision making in the areas of policy, planning, and budget. These include approximately eight committees and councils, which are also described in Appendix IVA-A.

At the college, the three main components of its participatory governance structure include the Faculty Senate, the Campus Council, and the Associated Students of the University of Hawai'i – Leeward CC (ASUH-Leeward CC).

The Faculty Senate's charter and bylaws begins with a preamble that states that the "Faculty Senate provides a formal, independent voice and organization, and through its Bylaws, establishes formal procedures by which the Faculty of the College can work in a collegial manner with their administrative colleagues in developing and implementing policies that will provide a favorable environment for learning within the University of Hawai'i system" ([IVA-21](#)). Article I of the charter goes on to identify the function of the Faculty Senate, which serves as "the policy recommending and advisory body of the Faculty," responsible for making recommendations to the [chancellor], the vice president for community colleges, the University of Hawai'i (UH) president, and the UH Board of Regents (UH BOR).

Campus Council serves as "a recommending body to the Chancellor for finalizing planning and budgetary matters," particularly "establishing preferences for the direction of the College . . . in regard to budget planning and resource allocation" ([IVA-22](#)). Members of the Campus Council include division chairs of the instructional divisions, Student Services unit head, and representatives of Nā 'Ewa Council, Leeward CC at Wai'anae, the Office of Continuing Education and Workforce Development (OCEWD), Academic Services unit, Operations and Management Group, Faculty Senate (chair and vice chair), Administrative Support Group (clerical staff), APT Group, Lecturers' Group, and the student association, ASUH-Leeward CC. Administrators are also members in a non-voting capacity.

Minutes of the meetings of both groups are published in the Campus Bulletin or uploaded to their respective websites in order to keep the various constituencies current on the business being considered ([IVA-23 through IVA-26](#)).

The ASUH-Leeward CC Constitution ([IVA-27](#)) begins with a preamble that states that the ASUH-Leeward CC exists to "serve the needs, promote the welfare, encourage the active participation, and democratically represent a body of students within a curricular atmosphere." The Student Government is the governing body, legislative assembly, and administration of ASUH-Leeward CC and is governed by an executive board comprised of the president, vice president, secretary, and treasurer. They oversee five elected senators. The Student Government represents the ASUH of Leeward CC to administration and the UH system. They advocate for students' concerns and needs, and student representatives serve on a range of campus committees to ensure student input on institutional policies and plans. Their major responsibilities include the budgeting and management of the student activities fees, advocating student needs at the campus and system level, and the establishing of policies and programs for students (Recommendation #3: Student Leadership).

An ad-hoc committee of the Student Government is the Budget and Finance committee. This committee allocates funding for student organizations and events. Members of this committee train over the summer and review the guidelines for requesting and granting funds. During the academic year, this committee meets weekly to review funding requests. Since its inauguration in fall 2009, the Budget and Finance committee funded approximately 25 events for a total of \$9,000 (IVA-28).

The UH system and Leeward CC are committed to servicing the Hawaiian community. In order to facilitate this mission, an advisory group at the UH system, Pūko‘a Council, was created. As stated on the UH system’s website:

The Kanaka Maoli within the University of Hawai‘i system are Native people of this land, unique by virtue of their ancestral ties to the ‘āina and their history, language, culture, knowledge and spirituality. Pūko‘a Council is dedicated to increasing the number of Native Hawaiian students, faculty, staff and administrators in the University system to a percentage that mirrors the percentage of Hawaiians in Hawai‘i’s general population. Envisioning a University of Hawai‘i committed to the empowerment, advancement and self-determination of Kanaka Maoli through distinctly Hawaiian instruction, research and service, Pūko‘a Council promotes the superior development of all aspects of Kanaka Maoli identity, including a pono spiritual, intellectual, cultural, economic and social well being. (IVA-29)

In order to facilitate Leeward CC’s participation in Pūko‘a Council, Nā ‘Ewa Council was established. Nā ‘Ewa Council’s charter states that it will “provide advocacy, leadership and support for Native Hawaiians through higher education.” Since 2002, Leeward CC’s Native Hawaiian interests and needs have been represented by Nā ‘Ewa members at Pūko‘a Council’s meetings.

Nā ‘Ewa invites all faculty and staff members who are interested in Native Hawaiian issues and advocacy to participate in meetings where position statements and program designs are drafted. Once Nā ‘Ewa Council members reach consensus, these statements are taken to the college’s governing bodies and administration as well as the Pūko‘a Council, which serves as an advisory board to the university president, for their support on Native Hawaiian issues.

Campus Perception

The 2011 Leeward CC Employee Satisfaction Survey included questions about the defined roles of particular campus groups in institutional governance (IVA-10). Of those who responded, 67 percent agreed that faculty have a substantive and clearly defined role in institutional governance, 75 percent agreed that administrators have a substantive and clearly defined role in institutional governance, and 59 percent agreed that staff have a substantive and clearly defined role in institutional governance.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of governance and decision-making processes (IVA-30). For this topic, participants felt that there is participatory governance on campus. Through discipline and division meetings, campus groups, committees, Campus Council, and Faculty Senate, there are opportunities to participate in decision-making processes. People also believed that committees and groups have input through the planning process of the college for needs (for example, space, funds for repair, maintenance, and so forth). While opportunities to participate are available, there was a feeling that people “opt out” because they are too busy or not interested, and more effort to communicate and encourage participation is needed.

There were also some participants who were unclear as to how decisions are made with the input received. The need for transparency and improved communication was stressed. In terms of

communication, participants felt that there is a lot of information on the college website and the campus intranet. Other vehicles for communication that exist are the campus bulletin, faculty and staff emails, convocation, and campus bulletin boards. In terms of ways to improve communication, participants suggested more training on the use of the intranet, improved organization of the content on the college's website, and more frequent communication between administrators, governance groups, and all campus constituents.

As a response to the feedback given at the spring convocation, a survey was distributed in the spring of 2012 to find out from faculty and staff what kinds of resources, functions, and services they would like to see on the college's website and intranet ([IVA-31](#)). The results of this survey will be used to structure training sessions in the fall of 2012.

Responses to the ACCJC's 2006 Recommendations

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion of the college's response to this recommendation.

The evaluation team also recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #3: Student Support Services](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that its organizational structure for institutional governance clearly supports and encourages campus wide participation and input from faculty, staff, students, and administrators. Roles for contributing groups are clearly defined and it is evident that especially through the Campus Council and Faculty Senate, Leeward CC constituencies have a substantial voice in institutional policies, planning, and budget issues that relate to their areas of expertise.

Actionable Improvement Plans

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Leeward CC depends upon faculty, specifically through the Faculty Senate and its relevant subcommittees (for example, Curriculum Committee) as well as division chairs and program coordinators, for recommendations about student learning programs and services. In addition, the newly established Student Success Committee (see [Standard I.B.1.](#) for a detailed discussion on this committee's impact) is also taking a prominent role in making recommendations in order to improve student learning at the college.

Faculty Senate serves as the policy-recommending and advisory body of the faculty. As per its Charter and Bylaws, Article I, Section 2, the senate makes recommendations on issues pertaining to the operation of the college and the conduct of its faculty, students, and administrators, specifically in regards to general education and academic matters; instructional, academic, and student support programs; budget and finances; faculty member and campus administrator evaluations; faculty relations with administrators, staff, and students; and professional membership ethics and conduct standards ([IVA-21](#)).

In addition to the senate-at-large, several senate standing committees work directly with the administration, but report to the senate, to ensure appropriate faculty input. Two standing committees directly impact student learning programs and services.

The Program Review, Institutional Research, and Assessment Committee maintains a continuing overview of the instructional programs for quality and content, recommends policies and procedures related to program reviews, evaluates program reviews for acceptance, revision, or rejection and makes recommendations for academic programs developed outside of the traditional framework of classroom activity.

The Curriculum Committee is responsible for the development, review, recommendation, and approval of new and revised programs and courses. This committee suggests ways to strengthen the college's curriculum, serves as the voice of the faculty on matters relating to curriculum and educational resource allocations, and supports faculty members in the review of new approaches to instruction and cross-discipline articulations. Information regarding the Curriculum Committee is made available on the committee's website ([IVA-32](#)).

See [Appendix IVA-C](#) (Faculty Senate Committees) for a detailed description of all Faculty Senate committees. Some of these committees regularly work with administration, student services, and/or student government to directly influence student learning programs and services. Through these venues, the senate is presented with recommendations and relays resolutions to the relevant administrators via the senate chair. There are formal procedures by which program, course, and other curricular matters are sent to the administration via the Curriculum Committee and the full Faculty Senate ([IVA-33](#) and [IVA-34](#)). The details of the Curriculum Committee are discussed in [Standard II.A.2.c](#).

The vice chancellor of academic affairs, dean of arts and sciences, dean of career and technical education, dean of student services, dean of academic services, and director of planning, policy, and assessment meet with the division chairs on a regular basis to discuss issues and concerns from their respective units. In addition, the academic coordinator of the Leeward CC Wai'anae campus attends these meetings. Together, this group is able to serve as the liaison between their

units and administration and make recommendations that directly affect Leeward CC student learning programs and initiatives.

The Student Success Committee is a campus initiative to consolidate multiple projects focused on increasing student success under one umbrella for planning and cohesion (IVA-6). The goals for this committee come from the Leeward and UH System strategic plan and goals. For a detailed discussion on the impact that this committee has had on institutional dialogue, see [Standard I.B.1](#). Also refer to the “Executive Summary Report to the Faculty Senate on the Student Success Committee” for a detailed discussion of the recommendations and resulting actions that this committee has accomplished ([IVA-35](#)), such as the establishment of the campus wide Keymasters program ([IVA-36](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that it relies on faculty, staff, and administrators, division chairs, Faculty Senate, and the Curriculum Committee for recommendations regarding student learning programs and services. The Student Success Committee has also promulgated its objectives and proposed action plans that support student learning and achievement. Appropriate policies are in place to support these efforts.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because decision making includes dialogue about the results of assessment and program review and is purposely directed toward aligning college wide practices improve student learning.

Actionable Improvement Plans

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

The governance structures, processes, and practices of the colleges have been described in [Standard IV.A.2.a](#). In addition, Leeward CC adheres to the UH BOR policies in regard to collaboration among constituencies ([IVA-37](#)).

The Leeward CC planning process facilitates broad-based dialogue among the campus constituencies. The planning process begins with a leadership retreat to communicate the college’s focus for the year and provide an opportunity for dialogue on strategies to pursue. Ongoing assessment in programs and units enables discussion of assessment results and future plans. These assessments are included in the APR template. The APR template also includes questions to stimulate discussions, which are then documented within the template. Once the institutional plan is developed, it is approved through the Campus Council and communicated to the campus at large ([Recommendation #1: Improving Institutional Effectiveness](#)).

Campus Council has the broadest representation of all governance groups, and it provides a structure for dialogue and collaboration among constituents. Administration communicates institutional policies and budget plans to Campus Council for dissemination to appropriate campus constituencies.

Students are represented on the Campus Council as well as on the Information Technology Standing Committee to ensure student input into institutional policies and planning (Recommendation #3: Student Leadership).

Announcements to the campus are made through the weekly Campus Bulletin, which is published on the Leeward CC intranet (IVA-23). The monthly College Colloquia series, distributed both in print and electronically by the Innovation Center for Teaching and Learning, also announces campus events and professional development activities (IVA-38). During the start of each semester, the college holds convocation, at which time a detailed handout is distributed with updates and announcements. This handout is also distributed electronically to faculty and staff (IVA-39). Each semester, the UH vice president for community colleges gives a presentation to the campus on the status of system and college goals and achievements, which is posted to the college's website (IVA-40).

Communication is extended to students through the student publication *Ka Mana'o*, which is published in print and online (IVA-41), and through weekly email and text announcements sent by the Office of Student Life (IVA-42). In addition, the college has implemented a mandatory New Student Orientation (NSO) (IVA-43).

Campus Perception

The 2011 Leeward CC Employee Satisfaction Survey had a question about the college's processes and practices. In the survey results, 58 percent agreed that the college has clearly defined processes and practices allowing for all constituencies to discuss ideas, work together, and communicate effectively (IVA-10).

Responses to the ACCJC's 2006 Recommendations

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college's response to this recommendation.

The evaluation team also recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #3: Student Support Services](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that there are governing structures, processes, and practices set in place to ensure that all campus members work together for the good of the college, and these processes involve communication at many levels and through many means. To further enhance communication, the chancellor and the vice chancellor of academic affairs could make separate visits to the divisions and the units at least once a year to communicate the campus initiatives, goals, vision, encourage responses, and provide increased visibility on campus.

Actionable Improvement Plans

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Leeward CC complies with ACCJC Accreditation Standards, policies, and guidelines. On January 31, 2007, the commission reaffirmed the accreditation of Leeward CC, with one requirement, that the college submit a Midterm Report in 2009. The college's Midterm Report submitted in October 16, 2009, documented the progress made in addressing each recommendation and described the plan of action to be completed before the next comprehensive visit.

All communications between the college and the commission are made available to the campus community in the accreditation folder on DocuShare ([IVA-44](#)). Since 2012, annual reports submitted to ACCJC are shared with the campus via email and are posted on the intranet.

Leeward CC has also reached out to local high schools, private schools, and other colleges to develop stronger relationships. The dean of student services is currently developing stronger connections with the local high schools that provide a majority of our incoming students. Leeward CC Wai'anae has been working with Kamehameha Schools to develop partnerships that support Native Hawaiian students. And, the instructional deans reach out to other colleges to provide transfer opportunities for our students.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it has consistently responded to the commission's requirements. The college continues to place key accreditation-related documents on its website for easy access and for availability to the college community.

Actionable Improvement Plans

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Leeward CC evaluates its decision-making structures through an evaluation of the planning process. See [Standard I.B.7.](#) for a thorough analysis of the campus process and discussion of improvements made since 2006.

In addition to the planning process, Leeward CC evaluates the integrity and effectiveness of its leadership through satisfaction surveys. The Faculty Senate conducted two campus wide surveys in 2009 and 2011. Members of the Campus Council evaluated its organization in 2011 through a similar survey method. Additionally, select faculty and staff participated in the Community College Inventory in 2009 and 2011, a survey with two questions about leadership.

For broader campus input, the college conducted an Employee Satisfaction Survey in 2011, which included two questions on leadership and governance. The Student Government distributes surveys to students on campus through a variety of methods, including online surveys during the NSO and at commencement ceremonies. Lastly, administrators are evaluated through a "360 assessment" survey conducted by the UH Office of Human Resources (see [Standard III.A.1.b.](#) for a discussion of this process).

In 2006, the college identified **Planning Agenda 36** stating that the college would formulate evaluative processes for the Faculty Senate and the Campus Council. This agenda item also specified that the college would develop a process that informed the campus of improvements made by these governing bodies and by administrators in response to assessments of their performance.

In response to this planning agenda item, the Faculty Senate conducted two online campus wide satisfaction surveys, one in 2009 and the other in 2011, using questions based on the AAUP's list of traits of effective senates.

Survey Results – Faculty Senate

For the 2009 Faculty Senate survey ([IVA-11](#)), three main strengths emerged when the categories of strongly agree and agree were combined:

- 75 percent of faculty who responded viewed the senate as defending the core values of academic freedom
- 73 percent indicated that the senate widely published records of its actions
- 71 percent agreed the senate grounded its practices in endorsed principles of governance

When the two categories of disagree and strongly disagree were combined, three relative weaknesses were identified:

- 67 percent of faculty who responded did not view the administration as relying upon the senate in the creation of all non-senate committees.
- 51 percent of faculty who responded did not view the senate as providing an effective forum for controversial issues or being an agent for necessary institutional change.
- 47 percent of faculty did not view the senate as composed of junior and senior faculty who are esteemed as academic leaders.

In response to identified weaknesses in the actual survey as well as the additional comments section, the Faculty Senate proposed that, for the 2009-2010 academic year, prior to each monthly senate meeting, agenda highlights would be distributed to the faculty-at-large advising them that all meetings of the senate are open and invite them to attend the upcoming meeting if they see an item of interest. Also, prior to the annual election of senators held in the fall each year, faculty members would be encouraged to identify junior and senior faculty whom they esteem as academic leaders and exhort them to run for senate seats. Lastly, senators would be reminded of their responsibility to advise the faculty in their units about actions taken by the senate as soon as possible after the monthly meetings.

In April 2011, the same Faculty Senate survey was repeated. When the two categories of strongly agree and agree were combined, several main strengths emerged from the 2009 and 2011 results.

Area of improvement	2009 Result	2011 Result
Is regarded by the campus as dealing with crucial issues	55 percent	66 percent
Advertises meetings and activities in advance	60 percent	86 percent
Determines curriculum	58 percent	69 percent

Several concerns emerged from the 2011 survey results.

- Nearly a quarter of the respondents did not see the Senate as an agent for necessary institutional change.
- Looking at the “Don’t Know” responses, 61 percent did not know or understand the purpose of senate decisions as specified in its charter and bylaws.
- Lastly, 58 percent did not know if the Senate was consulted by the administration on the creation of all non-senate committees ([IVA-11](#)).

In October 2011, the Faculty Senate chair emailed a report to all faculty with the comparative survey results and the senate’s recommendations for improvement.

Survey Results – Campus Council

In 2011, the Campus Council conducted an online survey to evaluate the effectiveness of its organization (IVA-12). The council's structure and responsibilities changed in 2009 when it assumed the responsibilities of the Executive Planning Council, resulting in revised bylaws, which is why an evaluation of its effectiveness was not conducted until 2011. The Campus Council, however, intends to conduct the survey annually.

Unlike the Faculty Senate survey, the Campus Council's survey was distributed to members of the Campus Council and not the campus at large. Campus Council reviewed and analyzed the survey data at its meeting on December 5, 2011. A majority of members agreed that the Campus Council was effective in its roles of advising the chancellor on budgetary matters, recommending college priorities to the chancellor, and evaluating the planning process and making recommendations for improvements. A slight majority of members agreed that the Campus Council dealt with crucial issues to the campus and that it provided an effective forum for dealing with those issues.

A slight majority of members disagreed that council members insured that the flow of information upon which decisions are made includes the input and feedback from members of their constituencies.

In general, there was not an overwhelming majority agreeing or disagreeing about overall Campus Council effectiveness, indicating that there is room for improvement in all areas. The following is a summary of the recommendations made by the Campus Council for improvement during 2011-2012:

- Continue to post agendas on the intranet one week in advance of the meeting. Indicate on the agenda which issues to be discussed are considered important in terms of member feedback and participation in decision making.
- Publish the Campus Council minutes in the Campus Bulletin.
- Send out a faculty and staff announcement prior to each Campus Council meeting with a link to the Leeward intranet.
- Annually administer the Campus Council Effectiveness survey at the last meeting of the year.

Survey Results – Community College Inventory (CCI)

The CCI was distributed to select members of the college in 2009 and 2011 (IVA-45). For each item on the inventory, respondents were asked to indicate the college's level of implementation. One item asked whether institutional leaders demonstrate a commitment to strengthening student persistence, learning, and attainment and clarifying that that commitment should extend beyond rhetoric to actions in resource allocation, policy making, and data-driven decision making. In 2009, respondents rated the level as 2.5 for this item, with 2.0 being marginal implementation, and in 2011, respondents rated the level for this item as 2.7, with 3.0 being partial implementation. The other item on the inventory asked whether the CEO (chancellor) and other institutional leaders frequently used data about persistence and learning to drive decisions. The results for 2009 and 2011 were 2.4 and 2.6, respectively, also placing implementation as "marginal."

Campus Perception

In 2011, the Leeward CC Employee Satisfaction Survey was distributed to all faculty and staff. The results indicated the following regarding governance:

- 48.5 percent of those who responded agreed to the statement, “Faculty and staff understand the Campus Council’s role in college governance.”
- 70.7 percent of those who responded agreed to the statement, “Faculty understand Faculty Senate’s role in college governance” ([IVA-10](#)).

Lastly, the Student Government distributes surveys to students at various times in the semester and at various venues, such as during commencement and elections, as a way to evaluate the effectiveness of its leadership and governance ([IVA-46](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has created several mechanisms to evaluate the effectiveness of its leadership and governance. In addition, results have been used to make improvements. The Faculty Senate and the Campus Council will send out a satisfaction survey every two years as a matter of policy followed by action plans to address low ratings.

The expectation in this standard is that results of these surveys are communicated widely to the campus community, which has not always been the case. Another expectation is that these evaluations are conducted regularly.

Actionable Improvement Plans

None.

Standard IV.A. Appendices

Appendix IVA-A (Organizational Structure of Leadership and Governance)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26688/Appendix%20IVA-A.pdf>

Appendix IVA-B (Student Government Representation)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26689/Appendix%20IVA-B.pdf>

Appendix IVA-C (Faculty Senate Committees)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26723/Appendix%20IVA-C.pdf>

Standard IV.A. Evidence

- IVA-1 **Learning Commons 2012**
<http://lcc.hawaii.libguides.com/learningcommons2012>
- IVA-2 **Program Counselor Memo, July 21, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27198/Prog_Counselor_Memo_2010_7_21.pdf
- IVA-3 **Achieving the Dream Math Redesign Presentation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27197/AtD_2011_Math_Redesign.pdf
- IVA-4 **Accelerated Learning Program at Leeward CC**
<http://www.leeward.hawaii.edu/ALP>
- IVA-5 **Carl D. Perkins Grant, Dean of Career and Technical Education**
<http://www.leeward.hawaii.edu/dean-cte>
- IVA-6 **Student Success Committee Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/student-success-committee>
- IVA-7 **Faculty and Staff Awards**
<http://www.leeward.hawaii.edu/facstaff-awards>
- IVA-8 **Wo Learning Champions Awards**
<http://wolc.hawaii.edu/xhtml/awardWinners.html>
- IVA-9 **AAUP Policy Documents and Reports, 10th Edition, 2006**
<http://www.aup.org/AAUP/pubsres/>
- IVA-10 **Leeward CC Employee Satisfaction Survey, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26550/Leeward%20Campus%20Employee%20Satisfaction%20Survey%202011%2005%2026.pdf>
- IVA-11 **Report on the Leeward CC Faculty Senate Surveys, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26690/FacSen%20Survey_4%202011.pdf
- IVA-12 **Results of the Survey on Campus Council Effectiveness, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26694/Recommendations%20to%20Improve%20CC%20Effectiveness_Dec%202011.pdf
- IVA-13 **SLO Assessment Status Report, May 1, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27199/48_SLO_Assessment_Status_Report_2012_05_01.pdf

- IVA-14 **OPPA Group, Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/oppa>
- IVA-15 **OPPA, Leeward CC Website**
<http://www.leeward.hawaii.edu/oppa>
- IVA-16 **Planning Folder, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92>
- IVA-17 **DPPA Email, April 12, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27200/DDPA_Email_to_Campus_2012_04_12.pdf
- IVA-18 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27201/38_College_Effectiveness_Report_v6.pdf
- IVA-19 **Shared Governance Policy**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27202/Shared_Governance_Policy_and_Principles.pdf
- IVA-20 **Leeward CC Administration**
<http://www.leeward.hawaii.edu/administration>
- IVA-21 **Faculty Senate Charter and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27203/Faculty_Senate_Charter_Bylaws.pdf
- IVA-22 **Campus Council Charter and Bylaws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27204/Campus_Council_Charter_Bylaws.pdf
- IVA-23 **Campus Bulletin, Leeward CC Intranet (Login Needed)**
<http://www.leeward.hawaii.edu/bulletin>
- IVA-24 **Faculty Senate Minutes**
<http://emedia.leeward.hawaii.edu/senate/minutes.html>
- IVA-25 **Campus Council Minutes, Leeward CC Website**
<http://www.leeward.hawaii.edu/campuscouncil-minutes>
- IVA-26 **Campus Council Minutes, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/411>
- IVA-27 **ASUH-Leeward CC Constitution**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27205/ASUH-Leeward_CC_Final_Constitution_090520.pdf
- IVA-28 **Budget and Finance Committee**
<http://emedia.leeward.hawaii.edu/studentlife/bf/budget-and-finance-committee>
- IVA-29 **UH System Mission**
<http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html#mission>
- IVA-30 **Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27206/Convocation_Roundtable_Summaries_Spring_2012.pdf

- IVA-31** **Survey on Intranet Training**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26978/Survey%20on%20Intranet%20Training.pdf>
- IVA-32** **Curriculum Committee**
<http://emedia.leeward.hawaii.edu/facsenate-cc/home>
- IVA-33** **UH Chancellor for Community Colleges Memo, CCCM #6100, Policies and Procedures for Approval of New and Modified Courses**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27207/CCCM_6100_082891.pdf
- IVA-34** **Policy on Curricular Revision and Review, L5.201**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27208/20_Policy_on_CurriculumReview_and_Revision_L5.201.pdf
- IVA-35** **Executive Summary Report to the Faculty Senate on the Student Success Committee"**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26693/Report_to_faculty_senate_on_SSC_DA.pdf
- IVA-36** **Student Success Committee, Keymasters Program Handout**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26691/Keymaster%20program.pdf>
- IVA-37** **UH BOR Policies, Administrative Procedures Information System**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- IVA-38** **College Colloquia, Innovation Center for Teaching and Learning**
<http://www.leeward.hawaii.edu/ictl-colloquia>
- IVA-39** **Fall 2011 Convocation Recap, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/502>
- IVA-40** **UHCC VP John Morton, Presentation to the Campus**
<http://www.leeward.hawaii.edu/chancellor>
- IVA-41** *Ka Mana'o: The Thought*
<http://emedia.leeward.hawaii.edu/kamanao/>
- IVA-42** **Office of Student Life Announcements (Email)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26695/Student%20Life%20and%20Student%20Government%20%20Announcement.pdf>
- IVA-43** **New Student Orientation**
<https://emedia.leeward.hawaii.edu/nso/>
- IVA-44** **Accreditation Folder, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2845>
- IV-45** **Community College Inventory, 2009 and 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27209/Community_College_Inventory_2011.pdf
- IVA-46** **Student Government Election Results Survey, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26687/2011%20Student%20Government%20Election%20Results%20Final.pdf>

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In 1907, the University of Hawai'i (UH) was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the university was developed into a system of accessible and affordable campuses.

These institutions currently include:

A research university at Mānoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.

A comprehensive, primarily baccalaureate institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees.

An upper division institution at West O'ahu, offering liberal arts and selected professional studies.

A system of seven open-door community colleges spread across the islands of Kaua'i, O'ahu, Maui, and Hawai'i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Moloka'i and Lāna'i (administered by UH Maui College), on the island of Hawai'i in Kealahou (administered by Hawai'i CC), and in the Wai'anae/Nānākuli area of O'ahu (administered by Leeward CC).

The University of Hawai'i Community College (UHCC) system, led by the vice president for community colleges, is located on the UH Mānoa campus on O'ahu.

University System

The current UH system organization is a result of the June 2005 UH Board of Regents (UH BOR)- approved reorganization of the community colleges, which included the creation of a vice president for community colleges (VPCC) responsible for executive leadership, policy decision making, resource allocation, development of appropriate support services for the seven community colleges, and re-consolidated the academic and administrative support units for the community colleges ([IVB-1](#)). A dual reporting relationship was created whereby the community college chancellors report to the VPCC for leadership and coordination of community college matters and concurrently report to the president for university system wide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous UH BOR action, which promoted and facilitated campus autonomy in balance with system wide academic and administrative functions and operations. College chancellors retain responsibility and control over campus operations, administration, and management.

All ten chancellors continue to report to the president and collectively meet as the Council of Chancellors to advise the president on strategic planning, program development, and other matters of concern. The community college chancellors meet as the Council of Community College

Chancellors to provide advice to the president and VPCC on community college policy issues and other matters of community college interest.

The Regents Candidate Advisory Council of the University of Hawai‘i - 2007

The advisory council was created by Act 56, 2007 Hawai‘i State Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai‘i State Constitution ratified by the voters on Nov. 7, 2006. The council is tied to UH for administrative purposes. The council identifies candidates for the university system’s governing BOR ([IVB-2](#)). The council presents pools of qualified candidates to the governor of Hawai‘i from which candidates are nominated and, with the consent of the state senate, appointed by the governor.

The Regents Candidate Advisory Council of the University of Hawai‘i Amended 2008, 2010

Seven members comprise the advisory council ([IVB-3](#)). They establish the criteria for qualifying, screening, and forwarding candidates for membership on the UH BOR. The council advertises pending vacancies and solicits and accepts applications from potential candidates. Act 56 was amended by Act 9 in 2008 which, in part, established residency within the county and in 2010 the act was amended by Act 58 which, in part, ensured student involvement by the creation a student advisory group ([IVB-4](#), [IVB-5](#)).

Change in Board of Regents Structure

As a result of changes in state law, the UH BOR was increased to 15 members with all regents nominated by a Regents Selection Advisory committee, selected from this nominee list by the governor, and confirmed by the state senate.

While the Community College committee of the UH BOR continues in existence, community college actions requiring board approval are discussed and acted upon by the full board through the regular board meetings. There have been no difficulties in moving items to the board or in getting timely approval of action items. The VPCC remains the principal liaison with the full UH BOR and the standing Community Colleges committee on all community college matters. The standing committee met as a separate committee in March, April, and November 2010 ([IVB-6](#)). A report from the standing committee chair to the full UH BOR is included in the November 19, 2010, minutes. The UH BOR intentionally holds meetings on all campuses within the UH system. The main agenda items for the standing committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour.”

Achieving the Dream – 2006

In fall 2006, the then interim VPCC, on behalf of the UHCCs, filed a letter of intent to join the national initiative, Achieving the Dream (AtD). Implementation began in July 2006 and will continue through June 2012. A core team and a data team were set up under the VPCC. Members include an initiative director representative from each of the community colleges and staff from the Office of the Vice President for Community Colleges (OVPCC). The five AtD goals for student success were adopted with particular focus on the success gaps for Native Hawaiian students ([IVB-7](#)). Although the UHCC focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the initiative. The commitment to the initiative is evidenced by the inclusion of many AtD goals within the UHCC strategic plan, thus ensuring a life beyond the time frame of AtD.

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 state legislature to establish a task force that would make recommendations on a budgetary system that “includes an equitable, consistent, and respon-

sive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

UHCC Strategic Planning Council (2008)

In spring 2008, the planning council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B ([IVB-8](#)). The VPCC visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity – all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015 ([IVB-9](#)). Underlying the system goals and outcomes are college-level goals and outcomes. In fall 2008, the planning council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance and made public the results of their work. OVPCC distributes updated annual performance data ([IVB-10](#)) in the spring of each year and the VPCC holds forums at each college to discuss the UHCC system and college-level performance.

Assessment of the strategic planning process is conducted regularly using the Community College Inventory survey. Survey data are used for determining progress for Goal E performance measures in the strategic plan: “Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”

UH Community College Enrollment Growth Funding (2008)

Beginning with the fiscal budget for 2007-09, general funds have been appropriated by the legislature to the UHCCs (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. These general funds are to be used only to defray the cost of additional credit classes/credits with any remaining funds not used for this specific purpose lapsing to the state general fund at the end of each fiscal year ([IVB-11](#)).

Change in Accreditation Status and Name Maui Community College (2009)

Effective August 2009, Maui Community College’s accreditation was transferred from the WASC Junior to the WASC Senior Commission and renamed, UH Maui College. The college remains part of the UHCC system for administrative and organizational reporting and funding.

Change in University of Hawai‘i System Presidency (2009)

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th president of UH. Dr. Greenwood previously served as chancellor of the University of California Santa Cruz and vice chancellor for academic affairs within the University of California (UC) system. During her tenure with the UC system, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and the accrediting requirements.

Dr. Greenwood highlighted the work of the UHCCs in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through AtD and National Association of System Heads Access to Success initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting to reach those decisions. There are no immediate plans to change the current organizational structure as it relates to the community colleges.

Hawai'i Graduation Initiative and Complete College America (2010)

Hawai'i Graduation Initiative is aimed at increasing the number of college degrees awarded by 25 percent by the year 2015.

Hawai'i, along with 16 other states, form the Complete College Alliance of states, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the UH president will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda. The Hawai'i team members include the VPCC, UH; president, Chaminade University; director, Hawai'i Department of Business, Economic Development and Tourism; chair, Hawai'i State Senate Committee on Higher Education; chair, Hawai'i House of Representatives Committee on Higher Education; superintendent of schools, Hawai'i Department of Education; executive director, Hawai'i Workforce Development Council; and executive director, Hawai'i P-20 ([IVB-12](#)).

Amendments to Board of Regents' Bylaws (2011)

Section 304A-104 of the Hawai'i Revised Statutes were changed to read that officers of the UH BOR shall consist of a chairperson and up to two vice chairpersons. The chairperson and up to two vice chairpersons shall now be elected by the board at a meeting before July 1 of each year ([IVB-13](#)).

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Governance of UH is vested in a 15-member BOR nominated by a Regents Selection Advisory Committee, selected from a nominee list by the governor and confirmed by the State Senate. State law controls membership on the UH BOR ([IVB-13](#)). That statute states that the "affairs of the university shall be under the general management and control of the Board of Regents." That statute indicates the membership of the UH BOR and also indicates the size of the UH BOR, how the members are selected, their terms of office, when the UH BOR is expected to meet, and how they are compensated.

UH BOR bylaws and policies define the duties and responsibilities of the board and its officers and committees. The UH BOR is responsible for the internal organization and management of the university, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents

for the system and the campuses; adopting broad policy that guides all aspects of university governance; appointing and evaluating the president; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the university; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of university operations; and approving the university budget, long-range financial plans, and budget requests for state funding.

The UH BOR appoints and evaluates the president of the university and approves other executive appointments, including vice presidents, chancellors, and deans. Evidence of the UH BOR as an independent policy-making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave greater autonomy to UH. Although the constitution had previously granted the UH BOR of the university authority to manage the university, a clause “in accordance with law” had been interpreted to mean that the UH BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause ([IVB-13](#)). The UH BOR and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the university seeks with the state.

The UH BOR elects its own officers and hires its own staff. Currently, the UH BOR has two professional staff members (the executive administrator and secretary to the UH BOR and the executive assistant) and three secretaries. System administrative staff also provides support to the UH BOR as needed.

UH BOR Policy Chapter 9, Part III, addresses recruitment and appointment of executive and managerial personnel. UH BOR Policy Chapter 2 details the evaluation of the president ([IVB-14](#)).

In accord with the state’s Sunshine Law ([IVB-15](#)), meetings are public, except those involving discussion of personnel and legal matters. UH BOR bylaws and policies—as well as agenda and minutes of meetings—are publicly available at the UH BOR’s website ([IVB-16](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

The members of the governing board are selected according to the policies of the state constitution and represent all constituents. The board acts as a group to effectively manage and direct the ten campuses of the UH system.

According to the Leeward CC Employee Satisfaction Survey, 79 percent of the respondents agree with the following statement: “University of Hawai‘i System policies support the quality, integrity and effectiveness of student learning programs and services” ([IVB-15](#)).

Actionable Improvement Plans

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

UH BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai'i System wide Executive Policies and the University of Hawai'i System wide Administrative Procedures Manual ([IVB-17](#)).

The issues of the community colleges are being addressed appropriately by the UH BOR. The UH BOR minutes show many agenda items focused on the needs and issues of the community colleges. The UH BOR practice of meeting at the colleges was designed to give regents a better understanding of each college's climate and culture. The regents have had a long-standing practice of annually holding its meetings on each of the university's campuses ([IVB-6](#)).

The *UHCC Strategic Plan 2002-2010*, adopted by the UH BOR on November 22, 2002 ([IVB-18](#), [IVB-19](#)), states that within the overall mission of the University of Hawai'i, the community colleges have their special mission:

Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

Work Force Development: To provide the trained workforce needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement.

Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

In 2008, the UHCC system updated the Strategic Planning Context UHCC Strategic Planning Context (Appendix A) and developed Strategic Outcomes and Performance Measures 2008-2015 (Appendix B) that provide a more uniform method with which to evaluate progress ([IVB-8](#), [IVB-20](#)). The plans and performance measures are in line with the UH system strategic plan. The Community College Strategic Planning Council oversees UHCC strategic planning. The roles and responsibilities of the Strategic Planning Council (SPC) are codified in UHCCP

4.101 ([IVB-21](#)). The council is made up of chancellors, faculty senate chairs, and student body presidents from each college, and the vice president and associate vice presidents for the UHCC system. Each college has a college strategic plan that is integrated in the UHCC strategic plan.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The descriptive summary for [Standard IV.B.1.b.](#) addresses the UH BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the UH BOR is responsible for the internal organization and management of the university. Increased autonomy granted to the university by the state legislature over the past decade guarantees that the university has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of UH BOR policies is the responsibility of the president and the executive/managerial team.

The UH system president prepares a budget that includes all elements of the university. When approved by the UH BOR, the budget is submitted to the state legislature. Allocation of resources is system wide after the appropriation from the legislature is known. The community college allocations are determined through a budget process overseen by the SPC and submitted to the president for inclusion in the larger university budget. The UHCC strategic plan set benchmarks and numeric goals. The colleges set local goals, relying on program review data. In this way the college's planning aligns with the overall goals set by the strategic planning council. The president's final budget recommendation is communicated to the community college chancellors.

Upon approval by the UH BOR, the university's operating and capital improvement projects budget requests are submitted simultaneously to the governor for review and incorporation into the executive budget request for the state and to the state legislature for informational purposes. The executive budget request for the state is submitted to the legislature in December for consideration in the regular session of the legislature in January. Appropriations by the legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on legislative appropriations. The governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Mānoa, UH-Hilo, West O'ahu, community colleges, system wide programs, and so forth). State law allows the governor to withhold or restrict legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the governor. The president is authorized to determine distributions of general fund

restrictions as well as reallocations between major organizational units. The VPCC and the community college chancellors determine the general fund allocations to the individual community colleges, normally maintaining established levels of current service funding.

Due to declining levels of state funding support, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a system wide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers' compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit UH annually. The university's financial statements are prepared in accordance with generally accepted auditing standards and government accounting standards. In July of 2005, with changing auditing standards, the ACCJC accepted ". . . the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the university's consolidated financial statements with an opinion on such supplemental information in relation to the university's consolidated financial statements taken as a whole" as documentation of audit requirements for the UHCCs.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The UH BOR maintains a website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this standard are published on the UH BOR website ([IVB-16](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The UH BOR conducts meetings and administers the business of the university system in accordance with the state Sunshine Law. UH BOR minutes are maintained and published following each meeting and are available on the website ([IVB-16](#)). UH BOR policy Chapter 2, Administration, Section 2-4 references UH BOR Policy on Board Self Evaluation ([IVB-22](#)). In addition, the administration submits recommendation for policy and policy revisions as necessary.

During 2010-2011, the UH BOR initiated and completed a review of all UH BOR policies to ensure they followed best practices and to meet the intent of revisions in three areas: “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and propose delegations of authority to enhance operational efficiency and effectiveness.” Vice presidents were assigned specific chapters for review and revision ([IVB-23](#)). The UH All Campus Council of Faculty Senate Chairs (ACCFSC) was advised about the proposed amendments as a result of the review via a memo from the UH BOR chair on Feb. 3, 2011. At the Feb. 25, 2011, ACCFSC meeting concern was raised about the short turn-around time for faculty consultation ([IVB-24](#)). In response to the request by the ACCFSC co-chair to the UH BOR, the deadline for feedback was extended. Individual senates reviewed the proposed amendments and the respective senate chairs sent faculty feedback to the ACCFSC co-chairs. Proposed amendments to UH BOR Policies, Chapters 1-8 and 10-12, were approved by the UH BOR at its March 17, 2011, meeting ([IVB-25](#)). Language clarification through additional amendments occurred at the UH BOR meeting on April 21, 2011 for Chapters 1-8 and 10-12, as well as in-depth discussion of Chapter 9 ([IVB-26](#)). All amendments and revisions were approved at this meeting.

BOR Policy Chapter 2 Administration, Section 4, Policy on Board Self Evaluation requires that the UH BOR shall conduct a self-study of its stewardship every two years ([IVB-22](#)). The policy includes the responsibility, process, and outcomes.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Governance of UH is vested in a 15-member UH BOR nominated by a Regents Selection Advisory Committee, selected from this nominee list by the governor, and confirmed by the state senate. Hawai'i Revised Statutes - §304A-104 sets the term of office as five years except for the student member whose term is two years ([IVB-13](#)). The statute provides for "staggered terms." Every member may serve beyond the expiration date of the member's term of appointment until the member's successor has been appointed by the governor and confirmed by the senate. Members may serve no more than two consecutive five-year terms.

The president facilitates an annual briefing and workshop on best practices for all regents conducted by Association Governing Boards (AGB). Recently, AGB's Dr. MacTaggart conducted AGB workshops on January 20, 2011, and September 29, 2011 ([IVB-27](#) and [IVB-28](#)). WASC executives also conducted a briefing and workshop on April 1, 2010 ([IVB-29](#)).

The UH executive vice president/provost conducted new regent orientations on September 21, 2011, May 20, 2011, and August 24, 2010. At the UH BOR February 23, 2012, meeting, the UH BOR adopted changes in their bylaws to reflect the obligation to conduct timely orientation of new members ([IVB-30](#)).

The university has developed the UH BOR reference guide as the foundation ([IVB-31](#)). An updated copy was released May 2011.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.g. The governing board's Self Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

UH BOR Policy Chapter 2, Administration, Section 2-4 Policy on Board Self Evaluation details the purpose, policy, responsibility, process, and outcomes for UH BOR self evaluation ([IVB-22](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

UH BOR Policy, Article X, and HRS Chapter 84 address the UH BOR's stated process for dealing with unethical behavior ([IVB-32](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Accreditation is part of the training for new UH BOR members ([IVB-31](#)). The VPCC keeps the UH BOR informed about the accreditation process. UH BOR meeting minutes for the April 1, 2010, meeting evidence a three-hour workshop presented by the WASC president and executive director and the ACCJC president ([IVB-29](#)). The OVPCC coordinates the schedule of college self evaluations submitted to the UH BOR. The UH BOR approves the self evaluations in the July or August meeting ([IVB-33](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The president of the UH system has full responsibility and authority for execution of the policies authorized and established by the UH BOR. UH BOR Policy, Chapter 2 Administration provides for the duties and evaluation of the president of the UH system ([IVB-22](#)). Minutes from the UH BOR January 20, 2011, show approval of the president's goals for the academic year and approval extending the president's contract with the university ([IVB-27](#)).

The UH BOR approves the appointment of the VPCC who is evaluated by the president of the university system.

The UH BOR approves the appointment of each college chancellor who is evaluated by VPCC. As the chancellors have dual reporting to the president of UH, the president will also evaluate the chancellors.

Within the time frame of this self evaluation, the university completed successful searches for two community college chancellors and the president of the UH system. UH BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

At Leeward CC, the chancellor occupies the role of a president. The current chancellor first assumed the position of interim chancellor in March 2007 when the previous chancellor chose to take another administrative position in the UH System. In June 2008, the interim chancellor was appointed to the position of chancellor. He is the first faculty member of a Hawai'i community college to assume the position of chancellor at his home campus, and the first Native Hawaiian chancellor of the college ([IVB-34](#)). During his tenure, seven out of eight administrative positions have become permanent administrators, and the remaining position was filled with another interim in March 2012. This is a substantial change since the college's comprehensive evaluation in 2006 when the majority of administrative positions were filled on an interim basis.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college fully implement its administrative reorganization and, after several years of full operation, assess the effectiveness of addressing the college's prior problems with administrative instability. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #5: Administrative Reorganization](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The chancellor manages a team of seven executive/managerial positions and the Marketing and Public Relations Office ([IVB-35](#)). The chancellor has weekly scheduled meetings with the vice chancellor of administrative services (VCAS) and the vice chancellor of academic affairs (VCAA) and meets informally to discuss pressing issues with them on a daily basis. The chancellor has regularly scheduled monthly meetings with his entire administrative team. The chancellor delegates authority for academic initiatives to VCAA and the administrative resources to the VCAS.

The college has instituted a planning process, described in [Standard I.B.3.](#), that incorporates assessment results into the APR template from all units, programs, and divisions to evaluate its programs and activities. Planning lists are generated through this process, and once prioritized,

an institutional plan is established for the college. Campus Council makes the final recommendation to the chancellor; however, the chancellor has final decision-making authority on campus resource allocations.

It was with the chancellor's support that the Office of Planning, Policy, and Assessment (OPPA) was created. The creation of the OPPA indicates the chancellor's commitment to using data in a systematic and ongoing manner for planning and resource allocation. The use of data in the planning process is institutionalized in the APR process. The director of planning, policy, and assessment (DPPA) reports to the VCAA but meets regularly with the chancellor on matters of importance. This position was changed from a faculty to executive/managerial position as evidence of the commitment to institutional effectiveness in 2009 ([IVB-36](#)). The OPPA was also provided with five positions (one faculty, four APT) to support the campus efforts in the area of institutional research and data collection. The OPPA creates an annual College Effectiveness Report to evaluate the institutional planning process.

The chancellor maintains an open door policy to his office and is often in communication either face to face, via phone, or via email on issues of importance with all of his administrative team. He believes in delegation of authority to his administrative team but intercedes when circumstances warrant a higher-level decision.

Self Evaluation

The college is meeting expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

Establish a Collegial Process

The chancellor ensures a collegial process occurs in the annual Leeward CC planning process. This process is described in detail in [Standard I.B.3.](#) and begins with a review of the mission statement and strategic plan. In addition to long-range goals of the strategic plan, the college is pursuing mid-range goals of the student success initiative (see [Standard I.B.2.](#)). At the leadership retreat held in the summer, the chancellor sets the focus for the coming year to kick-off the APR process.

Rely on High Quality Research and Analysis

The chancellor institutionalized the campus commitment to the use of data and analysis in decision making with the creation of the OPPA. This office includes an institutional effectiveness officer and two institutional research analysts in addition to the director, policy analyst, and grants coordinator. The OPPA communicates the results of research and analysis to individual requestors and to the campus-at-large as appropriate. Examples of research and analysis provided to the campus can be found on the OPPA website and include the annual Fact Sheet and 2011-2012 College Effectiveness Report ([IVB-37](#), [IVB-38](#)).

The current and previous chancellors of Leeward CC have made a commitment to address assessment of student learning outcomes. Experts in assessment conducted workshops for the faculty. In 2008, a campus assessment team started as a pilot project to evaluate the effectiveness of the course and program assessment process. This pilot program continued for two years; then the assessment responsibilities were redeployed to the divisions. Each division selects at least one assessment coordinator who receives additional funding. It is the responsibility of the DPPA to oversee the assessment activities and collection of data.

Integrate Educational Planning with Resource Allocations

The Leeward CC planning process directly connects the planning lists from the APR process to resource allocations. In 2010-2011, the Campus Council and the chancellor approved the institutional plan. For the 2011-2012 fiscal year, recommendations for new funding were made based on the institutional plan ([IVB-39](#)). The newly funded items were selected from the prioritized institutional plan and can be connected back to the instructional and unit APR templates.

Evaluate Overall Institutional Planning

The chancellor has responsibility for institutional planning, and he has provided his support to continually improve the planning process. In addition, the OPPA is now providing an annual College Effectiveness Report at the request of administration to track progress toward campus goals and summarize the results of campus planning efforts.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The chancellor is responsible for the college compliance and implementation of statutes, regulations, and governing board policies. The chancellor participates in UH and UHCC administrative meetings where UH policies and procedures are established. The chancellor assures that

institutional policies such as the UH BOR policies, UH System wide Administrative Procedures, UH System wide Executive Policies, State of Hawai'i Civil Service Policies and Procedures, and UH Administrative Rules are followed. System wide Administrative Policies and Procedures undergo review and update by the system offices and are approved by the UH BOR to ensure that they are consistent with the requirements of statutes.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The chancellor oversees the budget and ensures expenditures are appropriate and within UH and state guidelines. Leeward CC has maintained a cash reserve of three to four percent of the unrestricted fund expenditures and encumbrances, excluding the dormitory special fund and the student activities revolving fund, as per the UHCC's reserve policy. See [Standard III.D.2.c.](#) for reserve balances. This cash reserve balance is sufficient to meet unplanned contingencies, emergency response and repair requests, and to ensure financial stability.

The chancellor regularly discusses the budget with the vice chancellors, deans, and the Business Office. He actively participates in the Campus Council, which reviews budget planning and recommends resource allocations to the chancellor. In addition, budget updates are communicated to the college as a whole through the Campus Bulletin, the Leeward intranet, convocations, and the faculty and staff listserv. Each semester, budget updates are provided to the campus at convocation ([IVB-40](#)) and are also shared with campus governance groups as requested, as indicated in the October 3, 2011, minutes of the Campus Council ([IVB-41](#)).

The college obtains its funds through two main sources: general funds allocated by the state legislature on a biennial basis, which is the major source of funds for salaries and other fixed costs, and tuition receipts based upon enrollment. Financial requirements not covered by the general fund are met with these monies.

The chancellor takes an active role in budget and expenditures. Every year, he stresses the importance of using the APR process to determine the college's budget priorities and allocations. The APR process is a comprehensive mechanism that integrates assessment, planning, and budgeting and includes input from the entire campus community. The APR process is described in detail in [Standard I.B.3](#). The chancellor determines the college's needs and makes his request to the state legislature through the UH president's office.

The college's annual spending plan is determined by the operational expenditure plan, which provides budget allocation details for each tuition and fee account. Divisions and units use these accounts for their student help, supplies, travel, and equipment expenditures.

An A-133 audit is performed on the UH system each year. The vice chancellor of administrative services provides the ACCJC with this system audit report. The Office of Internal Auditor performs an audit of the UH system occasionally. This report is sent directly to the UH BOR.

In 2006, the college identified **Planning Agenda 38** that indicated the college would implement the second phase of the Annual [Program] Review process. The full cycle of the planning process was implemented and modifications made based on a review of its effectiveness. The planning process continues to be evaluated and improved upon.

Self Evaluation

The college is performing at expectations in this standard.

The chancellor works closely with the vice chancellors, deans, and DPPA to discuss budget controls.

Actionable Improvement Plans

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The chancellor uses the resources of the faculty/staff listserv, the college's website and other social media, convocation events, and presentations to the campus as necessary. The chancellor represents UH and acts on behalf of Leeward CC within the community. The chancellor seeks every opportunity to be visible in the community for Leeward CC and posts pictures on Leeward CC's website ([IVB-42](#)).

The chancellor

- encourages the community to engage with the campus by hosting special events: Discovery Fair, Department of Education's Robotics competition, Ka Mole o Nā Pua Festival, L'ulu (culinary arts fundraising event), the International Festival, and the Hawai'i State Science Olympiad.
- is a member of the Ka Lama Education Academy Advisory Board and Kululā'au, which is an initiative to provide teachers for the Leeward coast of O'ahu.
- speaks with local organizations and business: Lion's Club, Rotary and Business Clubs, and the Kaua'i Filipino Chamber of Commerce.
- presents at the American Association of Community College conferences.
- supports the principals of local high schools by hosting an annual principal's lunch (AAT program).
- meets regularly with local institutions, such as the Kamehameha Schools Education Council.
- meets regularly with members of the state legislature.

- actively seeks to create new relationships and cultivate existing relationships with business, institutions, and member of the community.
- regularly attends the Leeward CC Employers' Appreciation Dinner organized by the Business Division Cooperative Education class to thank employers for allowing students to connect their educational goals with their jobs.

The chancellor also regularly meets with a representative from the UH Foundation to work on connecting with possible donors for scholarship opportunities. A few recent donations follow.

On January 25, 2012, Leeward CC received \$100,000 from Kalaeloa Partners L. P. to establish the Kalaeloa Partners Scholarship, which will help part-time and full-time students who graduate from Leeward O'ahu high schools—Campbell, Kapolei, Nānākuli, Waipahu, and Wai'anae ([IVB-43](#)).

Servco Auto Windward “donated factory specialty tools and automotive parts ([IVB-44](#)), valued at more than \$204,000 to support the hands-on learning experience offered to students enrolled in Leeward CC's automotive program” in September 2011. Earlier, the automotive program received a donation of 15 new General Motors cars and trucks.

In March 2011, Leeward CC and UH West O'ahu received a pledge of \$300,000 to establish two endowments and corresponding expendable funds for scholarships. The Delta Construction Corporation Endowed Scholarship ([IVB-45](#)) “will support part-time or full-time students with cumulative grade point averages of 2.5 or above. Preference will be given to students intending to pursue a degree in engineering and who reside in the West O'ahu region.”

It is through the continuing efforts of the chancellor and the UH Foundation that Leeward CC has been receiving donations to support the campus' mission.

Self Evaluation

The college is performing above expectations in this standard.

The college commends the chancellor for being the ambassador for Leeward CC.

Actionable Improvement Plans

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The UHCC system includes the seven community colleges (UH Maui College is now accredited by WASC Senior). Colleges are located on the main Hawaiian islands of Hawai'i, Kaua'i, Maui, and O'ahu. The islands of Lāna'i and Moloka'i are served by education centers staffed and operated by UH Maui College. The UHCC office is located on O'ahu at a central site independent of the seven colleges. The seven colleges of the system form an interdependent network that is nested within the ten-institution UH system.

Community college chancellors have dual reporting to the president of the UH system for university system wide policy making and decisions impacting the campuses and to the VPCC for leadership and coordinating of community college matters. The dual reporting relationship is designed to preserve UH BOR actions promoting and facilitating campus autonomy in balance with system wide academic and administrative functions and operations ([IVB-46](#)).

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership work of the vice president who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that the community college chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The 2005 organization expanded the authority and responsibility of the chancellor (for example, personnel decisions).

Through a series of meetings in spring 2006, the VPCC, the seven community college chancellors, and senior staff from the VPCC office developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the UH system offices, the UHCC system office, the UH BOR, the state of Hawai'i, and the colleges. The functions are regularly reviewed by the Council of Community College Chancellors and updated as needed. Following a major review of UH BOR policies in the spring of 2011, and the delegation of some functions to the president, vice president, and chancellors, UHCC chancellors reviewed and revised the UHCC Functional Road Map ([IVB-47](#)).

A number of UH system wide and UHCC system wide committees and workgroups exist where discussion, information sharing, and consultation take place to advise, inform, and recommend to the chancellors, vice president, and the leaders of the system, as appropriate. Several UHCC faculty and administration groups are working on converting the former Chancellor for Community College Memoranda (CCCMs) to UH Community College Policies, as appropriate ([IVB-48](#)). The conversion, begun in 2005, is not yet complete.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Office of the Vice President for Community Colleges provides centralized support services in the areas of academic affairs and student affairs. The associate vice president for community colleges academic affairs is responsible for providing leadership in internal operational policy-making that has impact on the development and implementation of community college system wide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of 1) academic support services, 2) academic planning, assessment, and policy analysis, 3) CTE, 4) student affairs, and 5) workforce development ([IVB-46](#)).

The Office of the Associate Vice President for Community Colleges Administrative Services is responsible for facilitation and coordination in all aspects of administrative services for community colleges. The office provides leadership, assistance, and coordination in the areas of 1) budget and planning, 2) equal employment opportunity and affirmative action (EEO/AA), 3) facilities and environmental health and human resources, 4) marketing communications, and 5) research, training, commercial enterprises and emergency management. The Office of Capital Improvements ([IVB-49](#)) manages the UH CIP projects at the system level. The UH BOR established the UH Office of Capital Improvements to manage major CIP projects on university campuses. Overall community college repair and maintenance and capital improvement are under the Office of the Associate Vice President for Community Colleges Administrative Services. Colleges have responsibility for routine maintenance and health and safety issues. Colleges work with consultants to develop long-range development plans, which are used by the system to develop capital improvement plans ([IVB-46](#)).

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with state law, the university submits a biennial budget request, a financial plan, and program performance reports to the governor and legislature for consideration by the legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the legislature for approval when it convenes in regular session in even-numbered years. Operating and CIP funds for the university are appropriated by major organizational units (UH Mānoa, UH Hilo, UH West O‘ahu, UHCCs, system wide support, and so forth). The statutes governing the state of Hawai‘i budget preparation process are primarily reflected under Chapter 37 of the Hawai‘i Revised Statutes ([IVB-50](#)).

The UHCC system office coordinates the budget development and request process for the UHCC system, which is viewed as a single unit in the UH budget. The budget process is grounded in the strategic plans of the UH system, the UHCC system, and the individual college strategic plan. The Community College SPC is the primary body for assuring system wide participation in the UHCC strategic planning process. The membership of the SPC consists of the chancellor, Faculty Senate chair, and Student Government chair from each college, and the vice president and associate vice presidents for the community colleges. The SPC develops a planning context, which identifies system budget request categories and priorities to ensure consistency with UHCC strategic goals and objectives. SPC oversight ensures that strategic planning and budget development remain closely linked processes. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCCP 4.101 ([IVB-21](#)). The development process of the college budget request is described earlier in this report. At the UHCC system level, the seven community college chancellors with support from the associate vice presidents and their staff collaboratively review, categorize, and prioritize the individual college budget requests. A key determinant in approving budget requests is quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Although budget details are maintained at the individual college level, the community college budget is summarized and consolidated at the UHCC system level.

All major organizational units participate in the university’s budget preparation process and present budget proposals to the UH system Biennium Budget Advisory Committee. The UH Biennium Budget Committee ([IVB-51](#)) is composed of representatives from the baccalaureate campuses, the community college system, the All Campus Council of Faculty Senate Chairs, the Pūko‘a (Native Hawaiian) Council, the UH Student Caucus, and members of the UH system senior management team. The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The recommendations are made in accordance with the FB 2011-13 Biennium Budget Policy Paper ([IVB-52](#)) issued by the president and set forth the process, strategic priorities, and timeline for the biennium budget process. The University Executive Budget Committee formulates a draft system wide budget proposal, subject to consultation on a system wide basis, and then submits a recommended biennium budget proposal to the president for consideration. The president reviews the budget proposal and then submits the recommended budget proposal to the UH BOR for final approval. The university’s final UH BOR-approved budget is presented to the governor and legislature for consideration and approval. At their discretion, the governor and legislature may add budget items to address high priority areas of concern of the state.

Although position counts and funding are appropriated by the legislature at the university's major organizational levels, details on decisions related to individual campus budget requests are provided on legislative worksheets. The practice of the UHCC System has been to appropriate college funds in accordance with legislative intent.

While state general funds provide the most significant funding resource for the colleges, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years both as a result of higher tuition rates and the rapid growth in the student population. The fall of 2011 credit headcount enrollment for the community colleges was 34,100 students, a slight decrease from the fall of 2010. Other non-general funding resources (that is, special funds, revolving funds, extramural funds, UH Foundation, and so forth) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, implemented a series of measures to differentially allocate resources across the colleges to meet strategic planning outcomes and address the needs identified in the program review process.

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 state legislature to establish a task force that would make recommendations on a budgetary system that "includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various UH campuses." The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students, and include an incentive and performance component ([IVB-53](#)).

After deliberation and consultation with the university president and the UH BOR, the Act 188 Task Force recommended to the Hawai'i state legislature that the university FB 2011-13 biennium budget include the following:

- a) an outcomes component that provides funds to the university based on actual strategic outcomes related to graduation; Native Hawaiian graduation; science, technology, engineering, and math (STEM) graduation; enrollment of low income students; and student transfer
- b) an enrollment component that provides funds to the university based on actual enrollment increases.

Due to the downturn in the state economy, funding for the requested components were not approved in the FB 2011-13. However, in FY 2012, the UHCCs internally reallocated \$3.5 million to provide incentive funding for meeting the goals contained in the UH Strategic Outcomes and Performance Measures, 2008-2015 ([IVB-9](#)) and \$1.5 million to supplement \$1.7 million in general funds (total \$3.2 million) for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over a FY 2007 baseline and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction ([IVB-11](#)).

An additional \$2 million was also identified for system wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the AtD initiative, and address other strategic planning related requirements. Examples of other initiatives designed to ensure adequate resources system wide include internal reallocations to support different need-based financial aid scholarship requirements at each college, Financial Aid Scholarship Allocations ([IVB-54](#)), and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis ([IVB-55](#)).

The VPCC has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges ([IVB-46](#)). The president reviews the vice president's work for results and effectiveness.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The statutes governing the state of Hawai'i budget execution process are primarily reflected under Chapter 37 of the Hawai'i Revised Statutes ([IVB-13](#)). As required by state law, the university implements the budget execution process as provided in the governor's Budget Execution Policies ([IVB-56](#)). While the university is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, and so forth, provide appropriate monitoring, controls, and safeguards in the budget execution process.

The Financial Management Information System (FMIS) of UH was implemented on July 1, 1996, and provides the basic mechanism to monitor and control the financial resources of UH. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the university. FMIS is designed to adhere to federal, state, and university requirements, address management information needs, and comply with accounting principles for colleges and universities ([IVB-57](#)). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions and rejections currently maintained at the campus/fund level. A separate project-based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (i.e., endowments, agency, bond, financial aid, and so forth) are also maintained and controlled as appropriate under FMIS.

Fund management is accomplished through the Budget Level Summary System (BLS). The BLS system is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as a reporting mechanism to inform central administration, the UH BOR, and the legislature of the financial status of individual campus funds throughout the fiscal year. The BLS system projects the current fiscal year-end financial status of each fund based upon the consideration of current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS system is integrated with the formal budget execution and control process established under FMIS and the state budget allocation system. The BLS system is updated on a quarterly basis ([IVB-58](#)). BLS reports are available at each campus.

The BLS system is also used to monitor the status of special and revolving fund cash reserves as compared with the standards set by the Community College Unrestricted Fund Reserve Policy.

The UHCC's Unrestricted Reserve Policy UHCCP 8.201 ([IVB-59](#)) was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of special and revolving fund cash reserves is provided with BLS system information on a quarterly basis.

UH is in the process of developing and testing a replacement to FMIS. The new system, Kuali Financial System (KFS), is scheduled to go online on July 1, 2012 ([IVB-60](#)). KFS is an open source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date, and provide improved data driven decision making. The new system will also provide the mechanism to ensure compliance with all applicable federal, state, and university requirements.

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures ([IVB-46](#)). The president reviews the vice president's work for results and effectiveness.

An independent audit is conducted annually for the entire university system. The independent audits include a combined balance sheet and income statement of the community college system as supplemental information to the university's consolidated financial statements ([IVB-61](#)).

The audits are prepared in accordance with Governmental Accounting Standards Board principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of the university's financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The UH system has a single president, a vice president for community colleges, and college chancellors. Within the UH system, IV.B.3.e refers to the UH president and the VPCC giving full responsibility and authority to the chancellors of the colleges. The UH BOR approved organization of the UH president's office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established an organizational infrastructure for the UH system of community colleges while retaining the integrity of the individually accredited colleges. When approving the structure and positions, the president stated, "that the new vice president for community colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges." When asked who would control the funding at each of the community

colleges, the president responded that, “funding would be influenced by the vice president’s decision but campus operations and management would be the responsibility of the chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the university president” (IVB-62).

Community college chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within UH BOR governing and presidential administrative policy (IVB-63).

The position description of a chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus (IVB-64).

The VPCC has functional responsibility ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges. The vice president evaluates community college chancellors (IVB-46). The president reviews the vice president’s work for results and effectiveness.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the Vice President for Community Colleges acts as a liaison between the community colleges and the UH BOR (IVB-65 and IVB-46). The VPCC serves as an administrative representative to the UH BOR Community College Committee. When presentations regarding the community college system are made to the standing committee or to the full UH BOR, it is the VPCC who speaks for the system (IVB-66 and IVB-67). Items forwarded to the UH BOR for approval, such as college strategic plans and college institutional self evaluation reports are forwarded under the signature of the VPCC. The functional road map provides more detail (IVB-47).

The VPCC is a member of the president’s executive council as well as a member on the ten-campus Council of Chancellors. The VPCC convenes regular meetings of the seven-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the spring campus visits, he holds an open campus forum to discuss the UHCC system and college-level performance (IVB-68). In the fall, he reviews major initiatives and budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

Actionable Improvement Plans

None.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The community college system is compiling best practices and processes into policies which are posted to the community college website ([IVB-69](#)). Written policies are aligned with UH BOR and system executive level policies and provide for regular review and assessment of the policies. Bi-annually, the system assesses the extent to which system policies and practices are aligned with the best available experience and evidence about how to genuinely and effectively focus the institution on student success. System wide leadership, including chancellors, vice chancellors, Faculty Senate chairs, and student leaders, are surveyed using the Community College Inventory survey. The survey results are made public on the UHCC system website ([IVB-70](#)).

The VPCC and the chancellors have agreed to and made public a functional roadmap ([IVB-47](#)). One of the system's first policies (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC ([IVB-71](#)).

UHCC strategic planning is codified in UHCCP 4.101 ([IVB-21](#)). The policy provides for a process and establishes the community colleges SPC as the primary body for assuring system wide participation in the UHCC strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

Self Evaluation

The college and its overarching system are performing at expectations in this standard.

The College meets the standard as a result of the 2010-2011 review, revision, and approval by the UH BOR of all UH BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plans

None.

Standard IV.B. Evidence

- IVB-1 **June 2005 President's System Level Reorganization—Community Colleges**
<http://www.hawaii.edu/vpaa/posts/053105-signed-cc-reorg.pdf>
- IVB-2 **Community College Committee of the UH BOR**
<http://www.hawaii.edu/offices/bor/cc/>
- IVB-3 **Members of the Regents Candidate Advisory Council of the UH**
<https://www.hawaii.edu/rcac/members.php>
- IVB-4 **Act 9**
<https://www.hawaii.edu/rcac/docs/Act9.pdf>
- IVB-5 **Act 58**
<https://www.hawaii.edu/rcac/docs/Act58.pdf>
- IVB-6 **UH Board of Regents Meeting Minutes and Agendas**
<http://www.hawaii.edu/offices/bor/archive/>
- IVB-7 **Achieving the Dream Goals for the UHCCs**
http://www.hawaii.edu/offices/cc/achieving_the_dream_goals.php
- IVB-8 **UHCC System Strategic Outcomes and Performance Measures, 2008-2015, Appendix B**
http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf
- IVB-9 **UHCC System Strategic Outcomes and Performance Measures, 2008-2015**
http://www.hawaii.edu/offices/cc/strategicplan/Update_2008_2015.pdf
- IVB-10 **UHCC Annual Performance Data**
http://www.hawaii.edu/offices/cc/strategicplan/2011_Actuals.html
- IVB-11 **CC Enrollment Growth Cost Differential Funding—Final FY 2011**
http://www.hawaii.edu/offices/cc/downloads/FY2011_Enrollment_Growth.pdf
- IVB-12 **Complete College America University of Hawai'i System**
<https://www.hawaii.edu/institutionalresearch/CCA.action>
- IVB-13 **Hawai'i Revised Statutes – §304A-104**
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-0104.htm
- IVB-14 **UH Board of Regents Policies**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- IVB-15 **Sunshine Law**
http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0092/HRS_0092-.HTM
- IVB-16 **UH Board of Regents**
<http://www.hawaii.edu/offices/bor/>
- IVB-17 **UH Systemwide Administrative Procedures**
<http://www.hawaii.edu/apis/apm/sysap.html>
- IVB-18 **UH Board of Regents Meeting Minutes, November 22, 2002**
<http://www.hawaii.edu/offices/bor/regular/minute/20021122.regular.html>

- IVB-19 **UHCC Strategic Plan, 2002-2010**
http://www.hawaii.edu/offices/cc/strategicplan_2002-2010.html
- IVB-20 **UHCC Strategic Planning Context Appendix A**
[http://www.hawaii.edu/offices/cc/strategicplan/Appendix A The Hawaii Planning Context Fall 2007.pdf](http://www.hawaii.edu/offices/cc/strategicplan/Appendix_A_The_Hawaii_Planning_Context_Fall_2007.pdf)
- IVB-21 **UHCC Policy 4.101**
<http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf>
- IVB-22 **Board of Regents Policy, Chapter 2 Administration**
<http://www.hawaii.edu/offices/bor/policy/borpch2.pdf>
- IVB-23 **UH BOR Meeting Minutes, January 20, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf>
- IVB-24 **All Campus Council of Faculty Senate Chairs Meeting Minutes, February 25, 2011**
http://www.hawaii.edu/acfcsc/minutes/acfcsc_min_20110225.doc
- IVB-25 **Board of Regents Meeting Minutes, March 17, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110317.regular.pdf>
- IVB-26 **Board of Regents Meeting Minutes, April 21, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110421.regular.pdf>
- IVB-27 **Board of Regents Briefing and Workshop on Best Practices, January 20, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110120.special.pdf>
- IVB-28 **Board of Regents Briefing and Workshop on Best Practices, September 29, 2011**
<http://www.hawaii.edu/offices/bor/regular/minute/20110929.regular.pdf>
- IVB-29 **Board of Regents Briefing and Workshop Conducted by WASC, April 1, 2010**
<http://www.hawaii.edu/offices/bor/regular/minute/20100401.special.pdf>
- IVB-30 **Board of Regents Meeting Minutes, February 23, 2012**
<http://www.hawaii.edu/offices/bor/regular/notice/20120223.regular.pdf>
- IVB-31 **Board of Regents Reference Guide**
http://www.hawaii.edu/offices/app/bor/Reference_Guide_08_2009.pdf
- IVB-32 **Board of Regents Bylaws**
<http://www.hawaii.edu/offices/bor/policy/bylaws.pdf>
- IVB-33 **Board of Regents Meeting Minutes, August 24, 2006**
<http://www.hawaii.edu/offices/bor/regular/minute/20060824.regular.pdf>
- IVB-34 **Leeward CC Chancellor's Welcome**
<http://www.leeward.hawaii.edu/chancellor-welcome>
- IVB-35 **Leeward CC Organization Charts**
[http://www.leeward.hawaii.edu/files/org/01-31-11_Appr_Org%20Chrts\(01-26-11\).pdf](http://www.leeward.hawaii.edu/files/org/01-31-11_Appr_Org%20Chrts(01-26-11).pdf)
- IVB-36 **Executive Summary, Reorganizational Proposal: Establishment of a Director of Planning, Policy, and Assessment and Restructuring of the Office of Continuing Education and Workforce Development**
http://www.leeward.hawaii.edu/files/org/reorg/ocewd-oppa_reorg_narrative_02-05-09.pdf
- IVB-37 **Leeward Fact Sheets, 2006-2010 on Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/436>

- IVB-38 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26977/IE_Reportv4_Draft.pdf
- IVB-39 **New Funding Recommendations, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26976/FY2012_New_Funding_Recommendations.pdf
- IVB-40 **Fall 2011 Budget and Facilities Update at Convocation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26974/Fall2011_Convocation_Budget_and_Facilities.pdf
- IVB-41 **Campus Council Meeting Minutes, October 3, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26975/CC-Minutes_10-03-2011_approved.pdf
- IVB-42 **Chancellor's Photos of Community Events**
<http://www.flickr.com/photos/leewardcc/sets/72157629486565393/>
- IBV-43 **Kalaeloa Partners Donation**
http://www.uhfoundation.org/news/articles/2012/20120203_civilbeat_lcc.pdf
- IBV-44 **Servco Donation**
http://www.uhfoundation.org/news/press_releases/2011/press_release-110922c.aspx
- IBV-45 **Delta Construction Corporation Endowed Scholarship**
http://www.uhfoundation.org/news/press_releases/2011/press_release-110302.aspx
- IVB-46 **June 2005 Reorganization Functional Statement**
http://www.hawaii.edu/vpaa/system_aa/accreditation/reorg.pdf
- IVB-47 **UHCC Functional Road Map**
http://www.hawaii.edu/offices/cc/docs/policies/UHCC_Map_of_College-System_Functions_Jan_27_2012.pdf
- IVB-48 **UHCC Policy Conversion Analysis**
http://www.hawaii.edu/offices/cc/docs/policies/UHCC_Policy_Conversion_Analysis.pdf
- IVB-49 **UH Office of Capital Improvements**
<http://www.hawaii.edu/oci/main.html>
- IVB-50 **Hawai'i Budget Preparation Statutes**
http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/HRS0037/
- IVB-51 **UH Biennium Budget Committee**
http://www.hawaii.edu/vpaa/vpaa_memo/042106_BienniumBudget.pdf
- IVB-52 **FB-2011-13 Biennium Budget Policy Paper**
<http://www.hawaii.edu/budget/pdfs/2011-2013BIBudgetpolicypaper.pdf>
- IVB-53 **Act 188 2011 Report to the Legislature**
http://www.hawaii.edu/offices/eaar/govrel/reports/2011/act188-slh2008_2011_funding-formula-tf_report.pdf
- IVB-54 **Financial Aid Scholarship Allocations**
http://www.hawaii.edu/offices/cc/downloads/FY12_Need_Based_Scholarship_Allocations.pdf
- IVB-55 **FY 2012 Repairs and Maintenance Plan**
http://www.hawaii.edu/offices/cc/downloads/FY2012_R&M_Plan.pdf

- IVB-56 **FY 2012 Budget Execution Policies**
<http://hawaii.gov/budget/executivememorandums/2011/em-11-10-september-9-2011>
- IVB-57 **UH General Procedures A8.600 Accounting**
<http://www.hawaii.edu/apis/apm/a8600.html>
- IVB-58 **Budget Level Summary Information**
http://www.hawaii.edu/offices/cc/downloads/BLS_FY11_Closing_and_FY12_Allocations.pdf
- IVB-59 **UHCCP 8.201**
http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_8.201.pdf
- IVB-60 **Kuali Financial Systems Information**
<http://www.hawaii.edu/kualifinancial/?page=home>
- IVB-61 **Consolidated Financial Statements**
http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html
- IVB-62 **Board of Regents Meeting Minutes, June 21, 2005**
<http://www.hawaii.edu/offices/bor/regular/minute/20050621.regular.pdf>
- IVB-63 **Board of Regents Policy, Chapter 4**
<http://www.hawaii.edu/offices/bor/policy/borpch4.pdf>
- IVB-64 **Chancellor Position Description**
<http://www.hawaii.edu/ohr/bor/classpdf/ge102.pdf>
- IVB-65 **Vice President of Community Colleges Position Description**
<http://www.hawaii.edu/ohr/bor/classpdf/cc100.pdf>
- IVB-66 **UH BOR Committee on the Community Colleges Minutes, November 4, 2005**
<http://www.hawaii.edu/offices/bor/cc/minute/20051104.committee.pdf>
- IVB-67 **UH BOR Committee on the Community Colleges Minutes, April 20, 2006**
<http://www.hawaii.edu/offices/bor/cc/minute/20060420.committee.pdf>
- IVB-68 **VPCC Spring Campus Visits**
http://www.hawaii.edu/offices/cc/strategicplan/Quick_Look_At_Strategic_Plan_March_31_2011.pdf
- IVB-69 **UHCC Policies**
<http://www.hawaii.edu/offices/cc/policies.html>
- IVB-70 **UHCC 2011 Community College Inventory Survey Results**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27259/70%20UHCC%202011%20Community%20College%20Inventory%20Survey%20Results.pdf>
- IVB-71 **UHCC Policy 1.102**
http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_1.102_CC_Council_Fac_Sen_Chairs.pdf



Actionable Improvement Plans for the Institutional Self Evaluation Report

Standard I: Institutional Mission and Effectiveness

Standard I.A.2.

The OPPA will facilitate the publication and communication of the revised mission statement to the campus community and the public by fall of 2012.

Standard I.A.4.

The OPPA will facilitate the integration of the revised mission statement into the 2012-2013 planning process and align it with the strategic plan by fall of 2012.

Standard I.B.1.

The OPPA will coordinate professional development opportunities for faculty and staff to learn how to interpret data and use data to make decisions through an inquiry-based process by spring of 2014.

Standard I.B.3.

The Campus Council will work with administration to better communicate to the campus community the planning process and the resulting institutional plan on an annual basis.

Standard I.B.4.

See Standards I.B.3. and III.D.1.d.

Standard I.B.5.

Tk20 will be fully implemented and utilized by fall of 2014. Once fully utilized, the college will focus on reporting and using assessment results for program and institutional improvements.

The OPPA will include disaggregated data on SLO assessment and student achievement for distance education students and compare that data with those collected for traditional students by spring of 2013 and then on an annual basis.

Standard I.B.6.

The OPPA will coordinate assessment-related training and workshops to further develop practices and the use of results to improve student learning by spring of 2014.

The OPPA will review models for institutional effectiveness and make recommendations for a redesigned comprehensive planning process for the college by spring of 2013.

Standard I.B.7.

See Standard I.B.6.

Actionable Improvement Plans for the Institutional Self Evaluation Report

Standard II: Student Learning Programs and Services

Standard II.A.1.

See Standard I.B.5.

Standard II.A.1.a

See Standard I.B.5.

Standard II.A.1.b.

The Faculty Senate and the Distance Education Committee will review the current process for evaluation of online and face-to-face courses and make recommendations to the vice chancellor of academic affairs to ensure comparable student learning in both delivery modes by spring of 2013.

Standard II.A.1.c.

See Standard I.B.5. for the actionable improvement plan about Tk20.

The dean of career and technical education will coordinate the development of a comprehensive assessment, review, and evaluation plan for OCEWD by fall of 2013. This plan will include publishing SLOs and assessment results for all courses and programs in a location that can be accessed by the campus.

The OPPA will coordinate the design of indirect measures of assessment—specifically, exit surveys and focus groups—to gather more in depth assessment data for the AA degree by spring of 2013.

Standard II.A.2.d.

See Standards I.B.5. and II.A.1.b.

Standard II.A.2.e.

See Standards I.B.5. and II.A.1.b.

Standard II.B.4.

See Standard I.B.1.

Standard III: Resources

Standard III.A.6.

The OPPA will facilitate a review of the current APR process to improve resource allocation decisions related to the college's revised mission statement by spring of 2013.

Standard III.D.1.d.

To increase awareness and knowledge of budgetary and financial planning matters, the vice chancellor of administrative services will add additional resources to the college's intranet by fall of 2012.

Acronyms

Standard 1

Academic Affairs Administrators (AAA)
Academic Planning, Assessment, and Policy Analysis (APAPA)
Annual Program Review (APR)
Associate in Applied Science (AAS)
Associate in Science (AS)
Associate of Arts (AA)
Associate of Arts in Teaching (AAT)
Associate of Science in Natural Science (ASNS)
Board of Regents (BOR)
Community College Survey of Student Engagement (CCSSE)
Dean of Student Services (DOSS)
Distance Education (DE)
Leeward Community College (Leeward CC)
Office of Policy, Planning, and Assessment (OPPA)
Program Learning Outcomes (PLOs)
Student Learning Outcomes (SLOs)
Student Success Committee (SSC)
University of Hawaii Community Colleges (UHCC)
University of Hawaii (UH)
Vice President of Community Colleges (VPCC)

Standard 2

AA Core Revisions Committee (AA-CRC)
Academic Subject Certificate (ASC)
Accreditation Liaison Officer (ALO)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of University Professors (AAUP)
American College Testing (ACT)
Annual Program Review (APR)
Associate in Applied Science (AAS)
Associate in Science (AS)
Associate of Arts (AA)
Associate of Arts in Teaching (AAT)
Associate of Science in Natural Science (ASNS)
Career and Technical Education (CTE)
Certificate of Competence (CCP)
College Computing Labs (CCC)

Acronyms

Standard 2 continued

Community College Survey of Student Engagement (CCSSE)
Director of the Office of Policy, Planning, and Procedure (DPPA)
Distance Education (DE)
Educational Media Center (EMC)
English Language Institute (ELI)
Hawaiian, Asian, and Pacific (HAP)
Information Technology Group (ITG)
Innovation Center for Teaching and Learning (ICTL)
Institutional Learning Outcomes (ILOs)
Kakoo Ike Program (KI)
Learning Resource Center (LRC)
Management and Planning Support (MAPS)
National Center for Academic Transformation (NCAT)
New Student Orientation (NSO)
Office of Continuing Education and Workforce Development (OCEWD)
Office of Policy, Planning, and Assessment (OPPA)
Pacific Island Mathematical Association for Two-Year Colleges (PIMATYC)
Program Assessment Plan (PAP)
Program Learning Outcomes (PLOs)
Program Review, Institutional Research, and Assessment Committee (PRIRAC)
Scheduling and Reporting System (SARS)
Student Activities Board (SAB)
Student Exchange and Visitor Program (SEVIS)
Student Learning Outcomes (SLOs)
Student Success Committee (SSC)
Study and Test Center (STC)
University of Hawaii Office of Institutional Research (UH IRO)
University of Hawaii Professional Assembly (UHPA)
Writing Intensive (WI)

Standard 3

Administrative, Professional, and Technical (APT)
American Disabilities Act (ADA)
Annual Program Review (APR)
Board of Regents (BOR)
Distance Education (DE)
Educational Media Center (EMC)
Full-time equivalencies (FTE)
Information Technology Group (ITG)
Innovation Center for Teaching and Learning (ICTL)
Kakoo Ike Program (KI)
Learning Resource Center (LRC)
Long Range Development Plan (LRDP)
Office of Policy, Planning, and Procedure (OPPA)
Student Learning Outcomes (SLOs)
UH Information and Technology Services (ITS)
Uninterrupted Power Supply (UPS)
University of Hawaii Community Colleges (UHCC)

Standard 4

Administrative, Professional, and Technical (APT)
All Campus Council of Faculty Senate Chairs (ACCFSC)
American Association of University Professors (AAUP)
Annual Program Review (APR)
Associated Students of the University of Hawaii-Leeward CC (ASUH—Leeward CC)
Board of Regents (BOR)
Budget Level Summary System (BLS)
Capital Improvement Projects (CIP)
Career and Technical Education (CTE)
Distance Education (DE)
Financial Management Information System (FMIS)
Kuali Financial System (KFS)
Office of Continuing Education and Workforce Development (OCEWD)
Office of Policy, Planning, and Assessment (OPPA)
Strategic Planning Council (SPC)
University of California (UC)
University of Hawaii Community Colleges (UHCC)
Vice Chancellor of Academic Affairs (VCAA)
Vice Chancellor of Academic Services (VCAS)
Vice President of Community Colleges (VPCC)

Appendices

Appendix IIA-A

Programs Aligned with Mission

Mechanism for Alignment	Evidence
<p>Management (MGT) 120 Core Course Outline</p> <p>Field 37: Course Curricular Function: (Please explain the function of this course as it relates to the College Mission and the achievement of relevant degree and certificate program requirements.)</p> <p>To provide: Vocational skills and knowledge which prepare students for employment and/or in service training for managerial and entry level jobs in the private and public sector. MGT 120 is one of the requirements for the Certificate of Competence - Management Foundations, Associate in Applied Science Degree in Supervisory Management, and the Academic Subject Certificate in Management. MGT 120 is also a business education and associate in arts elective. This course meets the college mission and goals as follows: Mission Statement – 2009 - 2010 Access To broaden access to postsecondary education in Hawaii, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.</p> <p>Work Force Development To provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement.</p> <p>Personal Development To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.</p>	<p>IIA-2 IIA-3</p>
<p>Associate of Arts in Teaching (AAT) Core Program Outline</p> <p>Field 1: Are the program outcomes appropriate functions of the college and University? (Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.?)</p>	<p>IIA-4 IIA-5</p>

<p>The College’s current strategy (College Mission Statement, 2006-2007 Catalog and the most recent, 2008 - 2009) recognizes the difficulty that public schools in its Leeward and Central service area have experienced with the recruitment and retention of teachers, and it provides the proposed AAT degree as part of its commitment to address that challenge. From the outset, the College will structure the program with a career ladder concept in mind. This approach will help the AAT program to access existing, successful program feeders into the pipeline of teaching recruits.</p>	
<p>Annual Program Review Template Leeward Community College Wai‘anae</p> <p>Leeward CC Wai‘anae Summary, Question 1: Provide a brief analysis of LCCW based on: Alignment with College mission; Evidence of quality; Evidence of student learning; Resource sufficiency; Recommendations for improving outcomes</p> <p>The work performed at LCCW is fully aligned with the College mission, most specifically in the areas of access, teaching and learning, workforce development, and community development. We view our work as an opportunity to work with others in partnership to raise the social and economic indicators of the Wai‘anae community through greater access to higher education. Evidence of the quality of our work comes from the general and sometimes significant increases we have seen in enrollment, retention, and persistence of our students. Evidence of student learning also comes from the increases in student success in most classes. We are exploring several initiatives to improve student success and persistence outcomes, including a first year male mentoring program, contextually-based, learner-centered instruction, and on-site childcare facilities.</p>	<p>IIA-6</p>

Appendix IIA-B

Programs in High-Demand and Emerging Fields

Program	Evidence
<p>The Associate of Arts in Teaching degree program was approved as a provisional program by the college in May 2008 and as a permanent program by the UH Board of Regents in March 2009. This program offers education courses and field experiences at the freshmen and sophomore levels and provides a solid foundation for those interested in pursuing a baccalaureate degree in education. Plans are being implemented for a new Education Building on the east side of the Pearl City campus.</p>	<p>IIA-8</p>
<p>The Plant Bioscience Technology Academic Subject Certificate was first offered in fall 2010 to prepare students to succeed in Hawai‘i’s diversified agriculture and biotechnology workforce. Students can explore career opportunities in agriculture and soil conservation. This certificate also provides the foundation to pursue a four-year degree in bioscience or to develop an agri-business.</p>	<p>IIA-9</p>
<p>A Certificate of Completion in Travel Industry was developed based on industry and community needs and students’ interest and first offered in August 2011. This certificate is designed for those who seek basic skills and knowledge that will prepare them for employment in the hospitality and travel industry, with a focus on lodging. The courses required in this certificate are applicable to the A.A.S. Degree in Management.</p>	<p>IIA-10</p>
<p>A Certificate of Professional Development in Process Technology consists of thirteen non-credit courses in a recognized process technology curriculum and was first offered through the Office of Continuing Education and Workforce Development (OCEWD) in December 2008. This certificate provides Hawai‘i’s petroleum-refining and power-generation industries with needed trained technicians in Process Technology. Students that complete this certificate are eligible to take the PTEX certification exam.</p>	<p>IIA-11</p>

Appendix IIA-C

Programs to Address Specific Student Needs

Program	Evidence
<p>Leeward Community College Wai‘anae (Leeward CCW) is a satellite campus located on the beautiful Wai‘anae coast of Oahu. It offers a variety of first and second year college credit classes in liberal arts, education, business, and career and technical areas. Students can complete a majority of the course requirements for an Associate of Arts or an Associate of Arts in Teaching degree at Leeward CCW. Courses are offered days and evenings, and Saturdays during the fall and spring semesters. In addition, students can access Leeward CC online courses through Leeward CCW. Non-credit courses are also offered at various times throughout the year. LCCW offers the advantages of being close to home for Wai‘anae Coast residents, small class sizes, friendly and helpful staff, and caring, competent, and knowledgeable instructors and counselors.</p>	<p>IIA-21</p>
<p>Halau ‘Ike O Pu‘uloa is a culturally relevant pu‘uhonua (place of refuge) that houses the college's Native Hawaiian academic and student support services. Open to all students, the Halau is a comfortable, nurturing environment for anyone interested in Hawaiian culture. The Halau also houses the Ho‘oulu Project, the Native Hawaiian Career and Technical Education Program. Its mission is to increase the recruitment, retention and completion of Native Hawaiian students in CTE programs.</p>	<p>IIA-17 IIA-22</p>
<p>TRIO Upward Bound is an annual pre-college program dedicated to preparing academically underserved and low-income high school students</p>	<p>IIA-23</p>

<p>for college. The program aims to increase college enrollment and high school graduation rates by instilling motivation and academic skills. Services include tutoring, career guidance, summer instruction, personal advising, financial aid counseling, cultural activities, camping, team building, and field trips.</p>	
<p>The Women in Transition (WIT) Program recognizes the special needs of returning female adult students. This program is designed to provide returning female students with a supportive environment in which to develop their potential through re-entry to the educational or work environment. WIT offers package courses to enhance self-esteem and self-confidence, provide opportunities to explore career possibilities, set educational and vocational goals, and improve learning skills. Personal growth and self-understanding are emphasized.</p>	<p>IIA-24 (Page 17)</p>
<p>The English as a Second Language (ESL) Program offers English classes for all levels of learners—beginning, intermediate and advanced—but is designed primarily for resident immigrants. This program helps students prepare for a degree at Leeward CC or transfer to a four-year college or university. Students also have the opportunity to improve their reading, writing, speaking, and listening skills for personal or professional purposes.</p>	<p>IIA-25</p>
<p>The Marine Option Program assists students interested in relating practical marine skills to their educational aspirations. Through the MOP, students can obtain a marine orientation to their own major while earning an official University of Hawai‘i certificate, which is registered on their transcript and can</p>	<p>IIA-26</p>

<p>be attached to an A.A., B.A., B.S. or M.S. degree.</p>	
<p>Service Learning is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught in the college by extending students' learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real-life situations in their own communities.</p>	<p>IIA-27</p>
<p>Internship Programs enable students to obtain practical, hands-on experience. The Legislative Internship Program allows students to intern during the annual spring session of the Hawaii State Legislature. Interns are assigned to an office of a state senator or representative while earning academic credits under faculty supervision. The Disney World Internship Program allows students to get paid to train in Orlando, Florida, and work in various capacities at Disney World or the Epcot Center.</p>	<p>IIA-24 (Page 15)</p>
<p>Cooperative Education integrates academic preparation with actual work experience. Employers from private and public sectors partner with the college to offer variable-credit courses in Business, Computer and Information Science, and Culinary Arts.</p>	<p>IIA-28</p>
<p>The Office of Continuing Education and Workforce Development (OCEWD) offers a variety of non-credit and continuing education courses to meet the needs and interests of the community, business, and industry. Training programs that are offered through OCEWD include Advanced Manufacturing/Integrated Systems Technology, Certified Energy Auditor,</p>	<p>IIA-29</p>

<p>Basic Technical Skills for Alternative and Renewable Energy Systems, Health Information Technology, Commercial Vehicle Training, and Process Technology. OCEWD works closely with members of civic, business, and community trade associations to assure that the communities' needs are met, that the talents within the community are used effectively by the college, and that the college's resources are accessible to the community.</p>	
<p>The Office of International Programs provides services and programs to international students. The special needs of this population, studying far from home and family, are recognized and supported through a central office that provides services such as visa advising, housing assistance and new student orientation including information about the surrounding community and resources. The English Language Institute, housed in this office, provides a pre-academic language training program to prepare students for college level study in English as well as planned activities for socializing.</p>	<p>IIA-30</p>

Appendix IIA-D

Data and Analyses in the APR Template

Example	Evidence
<p>APR Template for Leeward CC Wai‘anae 2009-2010:</p> <p>For Outcome Measure “Improve overall student success and retention”, the IRO data is cited as evidence of an outcome that needed to be addressed. In response, a Student Retention Intervention system was established. Instructors provide names of students who are not attending class or at risk of failure to a counselor who follows up with the students by phone. Students who did not return from fall to spring were called by an office assistant and encouraged to return.</p>	<p>IIA-6, Page 4</p>
<p>APR Template for Math and Sciences 2010-2011:</p> <p>The Math faculty have been aggressively researching new teaching methodologies for college-level Math classes. After implementing a course redesign of the Emporium model in developmental Math classes, the Math faculty have used course assessments to support their plan to expand the model for transfer-level Math classes. In addition to course redesign, the faculty are planning to increase the use of technology in instruction, such as the use of Elmos in the classroom and the graphing calculator. An accelerated math course combining our two precalculus course, Math 140X is being offered a semester early to meet the needs of engineering and other science/math related fields. This course will provide a faster way to master calculus.</p>	<p>IIA-32, Page 2</p>

Appendix IIA-E

Methods of Instruction

Methods	Evidence
<p>Accounting (ACC) 201 Core Course Outline</p> <p>Field 21: Methods of instruction. Select the applicable instructional methods. If the “Other” box is checked in Curriculum Central, enter a brief description of the instructional method in the text box region.</p> <ul style="list-style-type: none"> • Class Discussion • Computer Activities • Group discussions • Internet enhancement • Lectures • Overhead • Problem-based learning • Student participation • Student reports and projects • Tutors • Other: Instructors may use a variety of instructional methods including lecture, hands-on exercises, class discussion, group work, homework assignments, quizzes and exams. The accounting discipline has bi-monthly meetings to discuss course issues and instructional techniques. 	<p>IIA-46 IIA-47</p>

DE-Specific Questions in Curriculum Review and Revision

DE-Specific Question	Evidence
<p>Anthropology (ANTH) 151 Core Course Outline</p> <p>Field 34: a) What methods will be employed to ensure timely and effective interaction between faculty and students and student to student? b) What technological skills will students need to succeed in this course? c) How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery?</p> <p>Distance courses will use Lulima, a collaborative learning environment. Various tools in Lulima will be utilized for communication, collaboration, assignments, activities, projects, group work, and assessments. Studies will be provided with a course schedule, grade weights for each assignment, and assignment due dates. The faculty member will check Lulima and email daily (unless specified by the faculty member.</p> <p>Effective Interaction: Distance courses will follow the <i>Leeward CC Distance Education Guidelines</i>:</p> <p>Student-to-Faculty Member: Students are informed of what to expect in terms of the faculty member's role. Guidelines are set for faculty members' response and availability (turn-around time for email, grade posting, and so forth.). The faculty member plays an active role by guiding through and communicating about the course content.</p> <p>Student-to-Student: The faculty member provides opportunities for students to interact with each other. Expectations/procedures of required levels of student participation are clearly stated and explained (that is, a</p>	<p>IIA-48</p>

<p>participation rubric).</p> <p>The student will need to have basic computing skills. These skills include the ability to use the Web, use email, upload/download files, attach files, and create and save a document. Additionally, the student will need the Laulima skills as covered in the Distance Education Orientation.</p>	
<p>Mathematics (MATH) 100 Core Course Outline</p> <p>Field 36: How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course?</p> <p>Students will be required to use technology in useful, appropriate ways in distance sections of MATH 100. In addition to using calculators and/or computer programs to calculate various values, students enrolled in distance sections will be expected to use web searches to find, read, and analyze the mathematics that is used or cited in articles written for more general audiences. In doing so, students will see how mathematics can be used to justify decisions in "real" situations, as opposed to the often-contrived problems in their textbooks.</p>	<p>IIA-49</p>

Innovations in Teaching Methodologies

Innovations in Teaching Methodologies	Evidence
<p>Arts and Humanities Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</p> <p>HWST: Site visits with worksheets: Bishop Museum. Students go to the BM on their own time and must take the worksheet included with other course materials. They answer questions and draw a display of what they view on the worksheet as part of a tactile, artistic expression of their experience. This makes it more interactive for students. Though they are not graded on how good/bad the depicted drawing is, they are graded on the attempt and their written responses to the questions.</p> <p>ART: The art classrooms were converted to smart classrooms. The projector and computer are used on a daily basis projecting powerpoint presentations for painting classes and printmaking.</p> <p>Dance: Once a semester dance professors from LCC and KCC meet to discuss, review, analyze, and evaluate teaching methodologies. We brainstorm what possible changes we can institute to increase our teaching effectiveness and improve student learning.</p> <p>History: The history classrooms (FA 202 and FA 214) were converted to smartrooms. The projector and computer allow for powerpoint and internet connectivity which assists history instruction.</p> <p>Religion courses are offered online, as writing intensive (WI) courses, and during the evenings, in addition to the traditional day classes, allowing a wide range of students with the opportunity to study religion. Students in the various religion courses visit places of religious worship to engage in field studies. Effects of pedagogical methods are determined in part by enrollment numbers and student learning outcomes.</p> <p>English Literature: The discipline teaches courses in regular face-to-face sections and in online (Laulima-based) courses. In addition, several sections of face-to-face classes also require online components (discussion boards). The literature discipline has developed completely-online sections of ENG 251, 253, 255 and 256, though those courses are also taught by some instructors in a face-to-face format too.</p>	IIA-54

<p>English Literature: The appropriate courses continue to host the "Semester of Shakespeare" activities as a means to engage students more deeply into the time frames associated with the literature. Plans are in the development stage to add a similar 18th – 21st century activity for those courses that cannot participate in the "Semester of Shakespeare."</p>	
<p>Business Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</p> <p>The accounting program chose a different text book and publisher this fall for ACC 201 and ACC 124. This change also involved a change in web-based material for the classes which the faculty felt would help students. Both live and online sections would be using the book and web materials which include opportunity for practice, submitting assignments, and online tutoring. There are early indications that students are learning well with this change.</p> <p>The program has also received grant funding to supply a classroom with portable computers and in-class tutors, to experiment with an “emporium” style classroom. There were difficulties and a four-month delay in ordering the equipment, delaying the implementation of this new method of teaching until next semester. The accounting faculty will discuss the effects of the new publisher materials and “emporium” style classroom at the end of the academic year.</p> <p>BTEC utilizes publisher online grade books, automatic graders, teaching materials, etc. The discipline continues to offer courses in person/traditionally, online, and hybrid. All courses, in spite of its delivery mode, have established student learning outcomes that are met.</p> <p>The Management Program plans to utilize the Apple Learning Lab into the classroom to improve persistence and retention rates. Providing students with a notebook computer in the classroom gives them quick access to research sites on the web, tools to help them express their knowledge, and an opportunity to improve their skills using educational software.</p>	<p>IIA-55</p>
<p>Language Arts Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</p> <p><i>Writing</i> - The number of writing courses offered via distance education is increasing. Currently, students can take ENG 100, ENG 200, ENG</p>	<p>IIA-56</p>

204, ENG 209, ENG 211, and ENG 225 through distance education. Faculty are able to compare the success of the courses through the use of eCafe, a new course evaluation tool that allows instructors to pick both multiple choice and open ended questions. Some of the questions are specific to distance education, but others are not specific to a certain delivery method. This allows faculty to compare the evaluation results between the two delivery methods. Additionally, instructors who are teaching both face-to-face and online versions of the same course can compare student work. Since both face-to-face and online versions of the same courses have the same SLOs, instructors can measure student achievement of SLOs during course assessment. Finally, the OPPA has provided the campus with information comparing the success completion rates of DE courses to non-DE courses during the period 2008-2011. That information shows a slight drop in the success completion rates of DE classes: In 2011, the DE success rate for ENG 100 was 2.7% lower than the non-DE classes. This can be attributed to a number of factors, including the fact that some of the DE courses are taught by lecturers.

In ALP classes, instructors are supplementing ENG 100 classes with a pull-out class for the developmental level students. They will be comparing entry level writing samples with exit level evaluated under a blind. This is an accelerated format, which allows students to complete the preparatory and transfer levels in one semester, thus shortening the time to graduation.

ESL--ESL has been building up a good collection of graded ESL readers in the Leeward CC Library, and faculty have been assigning them as sources for extensive reading at home throughout the levels (basic to advanced). Faculty are using student-completed reading logs to track their usage. It appears that most students are adhering to the requested frequency of outside reading times. Future SLO assessment of reading skills should illustrate the positive effects of increased extensive reading.

Speech--Speech 151 was recently modified to be offered online. Two sections were offered in the Fall 2010 and one section in the Spring of 2011. Currently the course is being taught exclusively by lecturers. Tracking students progress is done through the use of gradebook in Lulima, Drop Box, and close personal monitoring by the instructor. Some of the challenges noted by the instructor is that online students seem to fall into two polarized extremes. Students are extremely efficacious at this format, or they lack the self-discipline necessary to complete an online course. A significant pedagogical concern noted by the instructor is that due to the lack of interaction that a face to face class would provide, online students are faced with a disadvantage

when they have to come in do their speeches in front of their classmates. The following semester, the instructor began holding “impromptu Saturdays” in which students could voluntarily come in and receive extra coaching, meet face to face with their instructor and get to know their classmates before delivering their formal speeches. However, only very few students showed up to do this. Therefore, the lecturer is working with the Speech discipline coordinator to address pedagogical challenges such as these.

Hawaiian and Foreign Language--Spanish has adopted an online version of the workbook and laboratory manual in order to provide language students with immediate feedback. Students are required to complete the activities as part of their course grade.

Adjusted SLOs and searched for new approaches to teach kanji for Japanese classes. Japanese adjusted the SLO to assess the students’ ability to understand and use kanji in an authentic situation instead of having the students read or write kanji vocabulary that is singled out. Japanese will continue to search for new approachesto teach kanji using various technologies.

ELI--Now that both ELI classrooms are smart classrooms, the ELI faculty are routinely incorporating technology into the classroom with the use of the internet, DVDs and the use of video camcorders in the ELI listening and speaking courses for recording student speeches for evaluative purposes. ELI faculty are also experimenting with other online resources available to supplement classroom instruction.

**Math and Sciences
Annual Program Review Template 2011-2012
Curriculum Section (Question 3)**

Most classes are taught in a traditional lecture and laboratory format.

One section of BIOC 241 has been taught online for several semesters. The instructor (B. Ashburn) also teaches traditional in-person sections of this course. Comparison of student achievement with the different formats of delivery shows relatively equivalent success.

Three sections of PHRM 203 are taught online by a lecturer (M. Tanji). Success rates continue to be high in this class and the instructor is working to ensure achievement of SLO’s and a fair testing environment.

IIA-67

<p>All earth science classes are taught in a traditional lecture and laboratory format. More visual aids available on DVDs. However, YouTube medium is also used in the classroom for better comprehension and enhanced learning experience. YouTube has many useful earth science demonstrations that are extremely useful for students, however instructor has to find and screen them prior to showing them in a classroom setting. Students then use these visual tools to complete their homework assignments and prepare for tests.</p>	
<p>Professional Arts and Technology Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</p> <p>Culinary Arts, TVPro, and Automotive like other programs, have incorporated the use of campus “smart classrooms” and use computers, projectors and screens to deliver course content. In an effort to engage students effectively instructors incorporate the use of “You Tube” videos, games such as jeopardy and paper pencil activities such as crossword puzzles. Team work is stressed with instructors delivering brief presentations of general principles and engaging the students as they work out related concepts in small groups.</p>	IIA-58
<p>Social Sciences Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</p> <p>Almost all of the Division’s 100-level courses are taught in both a face-to-face and a DE format, providing access to many more students.</p> <p>ANTH offers most of its curriculum as both DE (on Laulima) and live. In response to the popularity of DE courses, some 40% of our classes are DE. There is little difference in SLO achievement between the two delivery systems</p> <p>HSER courses utilize a good deal of hands-on, experiential methodologies. Learners apply what they have been studying and what has been modeled in the classroom. They engage in interviewing and counseling activities, as well as become a group member and group co-facilitators, role-plays and Microskill demonstrations.</p> <p>Except for the GEOG 101 lab course, GEOG offers all of its courses in both a face-to-face and an online format,</p> <p>Gwen Williams attended the Real World Academy, and since then, has</p>	IIA-59

been actively assessing her teaching and assignments for how she can make everything that she does in the classroom translate into knowledge and skills that the learners can actively utilize when they graduate and enter the field of substance abuse counseling.

Gwen Williams is utilizing real-world activities, and assignments and transformative methodologies that assist the learners to meet the course or program SLOs, which were created to help them become successful entry-level substance abuse counselors.

PSY courses are offered in both live, online, and hybrid fashion. Faculty have continued to maintain training in offering online courses and have studied the appropriateness of these methodologies in relation to student achievement of SLOs. Traditionally, all of these approaches have been shown to enhance student learning.

SLOs in Curriculum Central

Student Learning Outcomes	Evidence
<p>Education (ED) 100 Core Course Outline Field 11: What are the general student learning outcomes? (What knowledge and/or skills will successful completion develop in the students?)</p> <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply knowledge of student diversity to different instructional practices. • Demonstrate knowledge of current practices in education and the process of becoming a "highly qualified" teacher in Hawai'i • Develop basic instructional planning, implementation, and assessment skills. • Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences. • Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices. 	IIA-63
<p>Nurse Aide Program OCEWD Program Core Outline Field 2: What are the outcomes of the program? (outcomes should be stated in terms of meeting student, community or State needs. Also includes Program Learning Outcomes.</p> <p>This program is an intensive hands-on training program that prepares you to pass the American Red Cross Competency Evaluation Examination for state certification. Upon passing the examination you will be credentialed as a Certified Nurse Aide (CNA). Training includes theory, practice, and supervised clinical experience at a designated medical facility.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate proficiency when applying standard precautions in the provision of care. 2. Utilize appropriate skills to assist the resident in attaining and maintaining independence. 3. Perform safe and effective personal care and hygiene when assisting with activities of daily living. 4. Employ the use of residents rights as defined by state and federal agencies. 	IIA-64
<ol style="list-style-type: none"> 5. Respond appropriately to the social and mental health needs of the resident related to the aging process and impaired cognition 	

Support Area SLO Assessment

Support Area	Evidence
<p>Academic Services</p> <p>System-wide Academic Support SLOs were developed for and Library, Tutoring, Testing, Media Center, and Computer Services units as part of the data required for the <i>UHCC Academic Support Services Program Review</i> in December 2008 and are also used in the College's support area APR process.</p> <p>Each of the Academic Services units developed at least one student learning outcome at the campus-level, and the SLOs may be the same as the system-wide SLOs. Additional units with SLOs on campus include KI Disabilities Office, Innovation Center for Teaching and Learning, and the Theatre. Assessments of the SLOs have been ongoing; however, the units are looking at using other outcome measures as part of a more comprehensive assessment plan. The college provided training for all support areas in outcome assessment in September 2011.</p>	IIA-77
<p>Administrative Services</p> <p>Administrative Services units developed SLOs for each of the areas: Business Office, Facilities Use, Human Resources, O&M, and Security. Assessments are currently ongoing. As with Academic Services, the units attended training on outcome assessment and will be looking at creating a more comprehensive assessment plan.</p>	IIA-78
<p>Student Services</p> <p>Broad-based SLOs and methods for their assessment were developed for use by each Student Services unit. Assessment methods include: use of SARS (Scheduling, Appointments, and Reporting System), CCSSE surveys, graduate/leaver surveys, unit student satisfaction surveys, the achievement of instructional SLOs, tracking UAP students, and data from a comprehensive FYE (First Year Experience) program.</p> <p>Student Services collectively developed a new division mission statement, five broad-based SLO's, and methods for their assessment. The units have a better understanding of the <i>Annual Program Review</i> process and are using it to identify areas that need to be measured for their effectiveness.</p>	IIA-79 IIA-80

Curriculum Review and Approval Process

Step	Evidence
<p>Step 1: Faculty</p> <p>Credit courses and new programs are initially designed and proposed by faculty in collaboration with peers and the division chair within each division. All new, modified, or deleted courses and programs are required to be entered in Curriculum Central, the UH online system for curriculum review. A designated faculty member becomes the proposer and is responsible for entering responses to 41 fields for courses and 13 fields for programs. These fields pertain to various details about the proposed or modified course or program. Faculty members are also responsible for creating the appropriate student learning outcomes for courses and programs.</p> <p>Faculty can use the Curriculum Committee's web site to find information about the curriculum approval process and locate resources, such as the <i>Course Proposal Guide</i> and the <i>Program Proposal Guide</i>. Once the proposer is finished entering data into these fields, the course or program outline is forwarded to the appropriate Division Chair via Curriculum Central.</p>	IIA-79
<p>Step 2: Division Chair</p> <p>For the next step, the Division Chair sends an email announcement to the faculty in the division about the course or program that is up for approval. Some divisions discuss course and program modifications at a division meeting. All faculty members in the division can view the course or program outline on Curriculum Central. A division vote is taken on whether to approve the outline. If approved, the Division Chair forwards the outline to the Curriculum Committee Chair. If not approved, the Division chair returns the course or program outline to the proposer. The proposer can revise the proposal and resubmit to the Division Chair, or the proposal may be abandoned.</p>	IIA-80

<p>Step 3: Curriculum Committee</p> <p>The Curriculum Committee Chair assigns submitted course and program outlines to one of several subgroups of the 24-member Curriculum Committee, which has representatives from each division and unit. After the subgroups review each course and program outline, the subgroup chair contacts the proposer with suggested changes. After these changes are reviewed by the proposer, the course or program proposal is discussed at a Curriculum Committee meeting. Additional suggestions may be suggested, and the course or program modification is approved, denied, or tabled for further review and discussion. The proposer may need to make changes in order to satisfy the committee's standards. Once the proposal is updated appropriately, the Curriculum Committee Chair forwards the course or program outline to the Faculty Senate Chair. If the course or program modification is not approved, the Curriculum Chair returns the course or program outline to the proposer. The proposer can address comments from the Curriculum Committee and resubmit, or the proposal may be abandoned. Minutes from the Curriculum Committee meetings are posted on the website and include all suggested changes and voting results.</p>	<p>IIA-81</p>
<p>Step 4: Faculty Senate</p> <p>At each Faculty Senate meeting, the Curriculum Committee Chair presents course and program outlines that were approved by the Curriculum Committee. The Faculty Senate votes on the course or program outlines. The approved course and program outlines are forwarded to the appropriate instructional dean by the Faculty Senate Chair. If an outline is not approved, it is returned to the proposer. The proposer can address comments from Faculty Senate and resubmit the proposal for approval, or the proposal may be abandoned. Approved outlines are communicated to the campus through an email listserv and Faculty Senate minutes.</p>	<p>IIA-82</p>
<p>Step 5: Instructional Dean</p>	

<p>The appropriate instructional dean reviews the course or program outline. If the outline is approved, the dean forwards the outline to the Vice Chancellor of Academic Affairs for final approval. If the outline is not approved, the outline is returned to the proposer who can work in concert with the dean on possible revisions, or the outline is abandoned.</p>	
<p>Step 6: Vice Chancellor of Academic Affairs</p> <p>The Vice Chancellor of Academic Affairs reviews the course or program outline. The VCAA is the final approval for course and program modifications. If the VCAA approves the outline, the curriculum changes are instituted and published in the next college catalog. Approved curriculum changes are distributed to division chairs, student services unit head, respective secretaries, administration, and the UH system office. If the VCAA does not approve the course or program outline, the outline is sent back to the proposer. If a proposal is rejected at this level, it is unlikely the proposal will be resubmitted.</p>	<p>IIA-83</p>
<p>Distance Education</p> <p>If a credit course is proposed or modified to be delivered through distance education, the proposer must answer additional questions in the course outline (fields 34, 35, 36). These questions are as follows:</p> <p>34. a) What methods will be employed to ensure timely and effective interaction between faculty and students and student to student?</p> <p>b) What technological skills will students need to succeed in this course?</p> <p>c) How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery?</p> <p>35. What type of academic support and technology training will be required to ensure pedagogical development of the instructor for this course?</p>	<p>IIA-47 (Fields 34, 35, and 36)</p>
<p>36. How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course</p>	

Breadth et al. in the APR

Breadth 5. Discuss the assessment and analysis of course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (course information included on core outline in Curriculum Central).

	Evidence
<p>Arts and Humanities APR Template 2011-2012</p> <p>Literature faculty members constantly review the current trends in the teaching of literature. Late in the spring of 2012, new additions of most anthologies for the various survey courses will be available. The literature discipline, in adopting these new versions of the "canon" of literature, will be participating in a national refocus addressing the "breadth" issue. "Depth" is defined by current pedagogy as determined through professional organizations such as MLA, and through review of similar courses within the UH system. "Rigor" and "Sequencing" are also assessed as the discipline adjusts and refines its SLOs and core curriculum.</p> <p>Philosophy 211 was assessed and approved fall 2011.</p>	IIA-54
<p>Business APR Template 2011-2012</p> <p>Accounting: After reviewing our CA and AS programs with our Advisory Board, the board felt that ACC 150 should replace ACC 134 in the CA program. This would give students with a CA more useful skills in the accounting field. We proposed a modification to replace ACC 134 with ACC 150 in the CA program. To make the sequencing consistent with the AS program, we also modified the AS program to offer ACC 150 in the second semester and ACC 134 in the final semester. This modification makes the first two semesters of the AS program identical to the CA program so students can complete their CA and seamlessly continue on to complete their AS degree.</p> <p>BTEC: Course textbook readability is at college level, and courses are taught at college-level according to industry standards. Students must adhere to performance levels using strict guidelines. Course rigor and topic areas that are covered are based on standards as adopted by the National Business Education Association and endorsed by the Business and Industry Advisory Board that meets annually. All BTEC courses are</p>	IIA-55

<p>taught at the 100- and 200-levels and are transferrable to four-year universities, including UHWO (articulation agreement).</p>	
<p>Language Arts APR Template 2011-2012</p> <p>Reading/Writing As part of the 5-year assessment cycle, the reading and writing disciplines review each core outline at least once over the 5-year assessment cycle. During these review periods, members of the disciplines discuss and make changes to the core outline as needed.</p> <p>ESL The positive results of phase 2 SLO assessment of ENG 100 in 2011 indicate that there is any need to question course breadth, rigor, sequencing, time of completion and synthesis of learning at this time. Phase 2 assessment of course SLOs for ESL 8B and ESL 9B are to be completed at the end of the fall term in 2011; there is no reason to expect that results would be less positive.</p> <p>ELI The sequencing from the Level 1 ELI courses to the Level 4 ELI courses reflect the breadth, depth and rigor that a series of academic preparation courses should and in addition, the SLO sequencing from Level 4 ELI to ESL 21, ESL 22 ensures a smooth transition for students when they move from the ELI into credit courses. Students complete the ELI program in one academic year if they begin in Level 1, which is the average time for completion at that English proficiency level if compared to other Intensive English programs around the state and the country and this seems to be effective for the majority of students. On average 83% of the students in the ELI complete within the regular time frame and move on to credit courses. Only those students that enter at a very low English proficiency need additional sessions for completion.</p>	<p>IIA-56</p>
<p>Math & Sciences APR Template 2011-2012</p> <p>All courses have completed course review or are in process (being evaluated in Curriculum Committee), or plan to do so next semester. These items are addressed when the course modification is proposed. Assessment and Analysis is constantly being done informally by the faculty that teach the courses and is done formally when the course comes up for review.</p>	<p>IIA-57</p>
<p>PAT APR Template 2011-2012</p>	<p>IIA-58</p>

<p>Under the new TVPro courses, modified courses, and modified C.C., C.A., and A.S. most course schedules have been changed from modular to semester length. Continue to recommend Year round scheduling of TVPro Courses to reduce time required to complete the programs.</p> <p>The Culinary Arts and Automotive programs are nationally accredited by external agencies which determine the necessary competencies and tasks the students must learn, the facility adequateness and staff qualifications.</p>	
<p>Social Sciences APR Template 2011-2012</p> <p>ANTH proposed modifications to two course outlines, ANTH 150 and ANTH 200, and addressed these issues as part of the course modification proposals.</p> <p>HSER: The CCSAC program is coordinated to provide the educational opportunities for learners to secure the required 270 educational hours in counseling and substance abuse education. As well, the learners will acquire the knowledge of substance abuse and treatment that is part of the ADAD Written Certification Exam, as well as the entry-level skills for becoming a substance abuse counselor..</p> <p>HSER 140: Through the above mentioned discussions with other instructors teaching the course, review of text books that address micro skills and counseling theory, we have been consistently able to ensure that the content addresses the necessary SLOs, reflects current theory, and addresses the requisite material in appropriate breadth and depth.</p> <p>HSER 245: Through the above mentioned discussions with other instructors teaching the course, review of text books that address stages of a group and group counseling theories, this has ensured that the content addresses the necessary, and established SLOs, reflects current theory, and addresses the requisite material in appropriate breadth and depth</p> <p>HSER 268: The course content is based upon information from DOH Alcohol and Drug Abuse Division (ADAD) and International Certification and Reciprocity Consortium (ICRC) that is required from those studying for the Written Certification Exam. The knowledge and skills covered in the course were designed and based upon the instructor's awareness and background as a Certified Substance Abuse Counselor and member of the Board of State ADAD Examiners for Certification</p>	<p>IIA-59</p>

HSER 270: Relevance and Currency

The course proceeds sequentially through the "12 Core Functions of the Substance Abuse Counselor". The current international standard for certification established by the International Certification and Reciprocity Consortium (ICRC) and the Department of Health (DOH), Alcohol and Drug Abuse Division (ADAD) and the curriculum for this course is based upon these standards for the field.

Depth: The text is the recommended book by ADAD for study for the written exam. The class exercises are used to practice application of the knowledge and skills required for each core function with a sample client. This way the student is prepared for the next practicum courses and interning in a treatment facility.

Breadth: The course material identifies and compares each core function, which helps to distinguish each from the other, and offers the opportunity to process a "substance abuse client" through the entire counseling process.

HSER 294/295: Students in this program are exposed to the knowledge and skills that are currently employed by substance abuse counselors who work in the field (currency and relevancy). They learn to apply the 12 Core Functions of the substance abuse counselor and how to assist a client navigate each part of the treatment process (depth). This is also the same knowledge and requisite skills they must demonstrate awareness of in order to pass the two ADAD certification tests and to work within the field.

Core outlines for GEOG 101, 101L and 102 were submitted for course and SLO modification in Fall 2011. The issues of course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning were addressed in the modifications.

PSY is working to develop assessment strategies for SLOs # 5 and 6 for PSY 100. Assessment strategies for PSY 240 will be developed and implemented.

and records requests, and the recent lifting of the state-wide clerical hiring freeze promises more resources available to handle the anticipated continuation of increased demand for service.

Counseling and Advising provide a comprehensive array of services that are integral to the success of the students at the College. A more detailed analysis of the Counseling and Advising unit is provided in Standard II.B.3.c. Notable, however, is that this unit is very responsive to emerging needs. For example, based on input from counselors and others about a perceived need for mental health services to an increasingly diverse and challenging student population, student health fee fund balance dollars were allocated in fall 2011 for a part-time mental health counselor from UH Manoa's Counseling and Student Development services to be assigned ten hours a week to the Pearl City campus. This provision compliments the campus intervention team, called Team C.A.R.E, implemented in spring 2009.

In addition to general counseling, the College provides services to students associated with the Veterans Administration. In recent years, veteran student enrollment has nearly tripled. Counselors serve as liaisons with the Veterans Administration to help keep students updated and aware of any changes that may impact their educational benefits. Counselors encourage VA students to take full advantage of these benefits to enhance their prospective career opportunities. To assist VA students toward successfully achieving their goals, counselors provide them with resource websites, information media, and additional support contacts (IIB-30).

For DE students in particular, the iLearn@Leeward site provides resources and links to support DE students (IIB-31). This site is maintained by the college's Distance Education Coordinator. iLearn@Leeward provides resources such as Lulima help, MyUH Portal help, test proctoring, library services, tutoring services, and counseling and advising services. The social networking community aspect of iLearn@Leeward provides a portal for DE students to connect with each other and get the help and support they need from the college (for example, counseling, registering, tutoring), which allows DE students to have access to all resources that on-campus students get (IIB-32). The added benefit of social media allows DE students to connect and engage socially with other DE students online.

The **Financial Aid Office (FAO)** enhances the success of the mission by focusing its services on helping students and their families to secure the money they need, whether it be through grants, scholarships, federal work-study, student loans, private scholarships, or a combination of these, in order to fulfill their educational goals. Students who take traditional face-to-face and DE classes receive the same support and services from the FAO regardless of their location status. This office helps students effectively manage their money via various financial literacy education opportunities so they can focus on completing their educational goals and minimize their debt. The office encourages them to borrow only as much as they need to fulfill their educational goals and not accept a loan based on the maximum amount they are eligible to receive. The FAO assures quality of its services by evaluating data collected from the various student satisfaction surveys distributed throughout the semester; namely, the Financial Aid Office Survey, the Scholarship Fair Attendee Survey, the Financial Fitness Fair Attendee Survey, and

various Life Skills Module Surveys. Quality is also monitored via the Annual Program Review submitted each academic year.

Below is a list of the number and amount of financial aid awards provided through the FAO from 2007 through 2010 along with the rate of increase during those years:

	2007-2008	2008-2009	2009-2010	Fall 2010	4-year Increase
Number of awards	1,358	1,861	1,858	2,216	63.2%
Amount of awards	\$3,650,198	\$5,130,416	\$8,329,720	\$10,693,469	193.0%
Number of awards to Native Hawaiians	416	553	782	796	91.3%
Amount of awards to Native Hawaiians	\$1,158,991	\$1,622,235	\$2,565,125	\$3,554,487	206.7%

According to the Improving DE Courses Survey that DE students participate in every semester since spring 2008 until fall 2010, 65 percent of respondents stated that they were satisfied (4) and very satisfied (5) with the financial aid process (IIB-33).

On a five point scale, where 5 is very satisfied and 1 is very dissatisfied, please indicate your satisfaction with the following online services at Leeward:

	5	4	3	2	1
Financial Aid Process (financial planning and management)	1194	544	690	129	102

Through assistance of system offices, Leeward has been able to add one full-time Financial Aid Officer Band B APT position effective November 2011 to help address increased demand, substantiated in the 2009 and 2010 program review process.

The FAO is audited in its compliance with federal regulations on a bi-annual basis, and recommendations from the auditors, when made, form the basis for improvement of services to students in compliance with guidelines and best practice. Regular and periodic surveys after specific events as described above provide feedback about efficacy and efficiency, as does the response concerning FAO on the Dean’s survey of student satisfaction. Additionally FAO analyzes data about processing time and workflow to improve performance on a routine basis.

The staff members at **Job Prep Services (JPS)** help students and members in the community with all aspects of finding a job, including writing resumes and preparing for interviews. Data is gathered on comments from student surveys about JPS services and effectiveness in job readiness and career exploration assistance.

JPS supports student learning by assisting the programs and disciplines in conducting job readiness workshops and having individual appointments on developing resumes and cover letters. Both face-to-face and DE students have access to online job prep resources. These resources include the JPS Online System, an online database of off-campus jobs, and SECE, an online database of on-campus jobs. Other services that are offered are resume writing assistance and faxing, interview preparation, employment strategies, and employment/labor market information. JPS offers its services over the phone and by email. JPS also helps counselors in online career exploration services. Most recently, JPS has developed four student learning outcomes to measure its impact on learning from the services offered and as a result, is fine-tuning its focus and operations.

JPS enhances the success of the mission by focusing its services in two important areas: Workforce Development and Personal Development. Its services assist the student by preparing them for employment, career advancement and personal enrichment.

There was an increase in student usage in the JPS online system and Career Kokua during the 2009-2010 academic year, and the data shows that students who registered in both systems were repeat users. From the CCSSE survey students stated the career services were important. Although the students felt the service was important, they were not using the services to the extent desired.

Increased marketing of JPS to the faculty and to the student body has increased student use in 2011-12, and the next challenge will be to maintain the ability to continue to increase student use when Perkins funding for the second APT is not renewed. JPS programs and events are followed by user surveys which indicate a high degree of satisfaction among those students utilizing the service, a finding echoed in the DOSS student satisfaction survey as well (IIB-14, see Student Learning Outcomes section).

The **Recruitment Office** provides outreach to area high schools and the community at large, working closely with the Marketing Officer to promote the college's academic and vocational programs to prospective students. The Recruitment Officer works with volunteer counselors from Leeward CC's Pearl City and Wai'anae campuses to provide outreach programs and services to areas schools, and to other community groups as requested. Specific programs in support of increasing college-going expectations among a student population in geographical areas identified as underserved regions of the state have been and continue to be supported by some specific grant efforts such as GearUP, TRIO/Upward Bound, College Access Grant, and other specific funding sources. Additionally, the Recruitment Office has assumed responsibility for the Student2Student peer support program, in which current Leeward students promote college-going expectations to area high schools. The Recruitment Office analyzes enrollment patterns and historical data to assess the potential effectiveness of its efforts in securing students from particular high schools and geographic regions, and makes deliberate decisions about

targeting specific schools for increased recruitment efforts. Additionally the Recruitment Office represents the college in planned participation in regional fairs and college recruitment tactics, as well as coordinates the campus tour requests from local schools and organizations.

The staff at the **Student Health Center** provides walk-in medical care for illnesses and injuries as well as family planning and behavioral health concerns. This center assures quality of its services to students by seeking and maintaining accreditation through Accreditation Association for Ambulatory Health Care (AAAHC). In addition, client surveys are conducted each semester. The Health Center supports student learning by offering preventive care, health education and promotion. The Health Center enhances achievement of the mission of the institution by meeting the health care needs of the student body and college community. Staff members facilitate enrollment retention by preventing health problems from interfering with students' pursuit of educational goals. This center also assists students in developing life-long healthy and responsible behavior. The Student Health Center provides information about its services on the college website; however, delivery of services to students other than in person is impractical (IIB-34).

The Student Health Center has been effective in offering high quality, low cost medical care to the campus. This is reflected in ongoing assessment which is part of the Annual Program Review. In order to provide more effective services, however, additional staff and an improved physical space would be needed. Improved physical space will allow for additional services and improve the perception of the Health Center from a typical high school health room to an actual health center. Additional staffing to include a dedicated receptionist/medical assistant would improve the consistency and efficiency of the health center. A full-time physician would allow for expanded services. Additional funding is needed to continue a Family Planning Program.

The entire building is planned for renovation in the fall 2012. Projected improvements should allow for more efficiency and expansion of services. The campus is awaiting word from Department of Health for availability of federal funds for the program.

The **Student Life Office** supports co-curricular learning activities and services through registered student organizations and advises the Associated Students of the University of Hawai'i (ASUH) – Leeward. Student Life assures quality in student support services by providing leadership opportunities through Student Government, the Student Activities Board, New Student Orientation, and the Budget and Finance Committee. Student Life also provides activities and events that are fun and educational to enhance the students' experience at Leeward. The Student Life staff also manages the Campus Center Student Lounge and the Senate Chambers meeting room.

Student Life enhances student learning and supports the mission of the college through student leadership opportunities. Over the summer, student leaders are trained in communication, diversity, conflict management, public speaking, and more. During the academic year, these students utilize their skills by working in a team on projects and committees. The office also coordinates student organizations and provides workshops for event planning, marketing, and budgeting.

As of 2011 the Student Life Office has not been able to address the needs of students enrolled in DE courses. The only way that Student Life has been able to address resource concerns for DE students is through Ka Mana'o which has a strong presence on campus: www.leeward.hawaii.edu/kamanao. The Mandatory New Student Orientation can also be viewed online and students can meet with their counselors via phone call for DE students.

Student Life is available via the website and Facebook for Student Activities Board events, Student Government events, and Ka Mana'o. Suggestions and comments can be sent via email to Student Life, Facebook, Student Activities Board, Student Government, and Ka Mana'o. Student Government provides shuttle service (renting of busses) for LCCW to attend Pearl City events such as the Job Fair, Ka Mole Festival, Discovery Fair, and other events that LCCW feels would benefit their students.

Student Life produces surveys at various events and tabling sessions to evaluate the importance and benefit of the events in the students' college experience. The student leaders are given a survey in the beginning of their tenure and given a survey at the end of their tenure. The exit survey evaluates if the student felt he/she developed any new leadership skills aligning with the experience they had as a student leader.

Student Life, therefore, has made tremendous gains in developing a strong and active student life on campus. Through weekly email updates and the campus website, students are encouraged to participate in a variety of campus events. The mandatory New Student Orientation registration system has received positive responses and reaches a larger pool of students. One improvement the office is making for the 2011-2012 year is adding intramural sports as one of its programs.

The **TRIO/Upward Bound Program** provides support services to students who may reside in underserved regions, promoting college-going to first-generation college bound students with low socio-economic support.

TRIO Upward Bound is a year-round pre-college program dedicated to preparing academically under-served and low-income high school students for college. The program aims to increase college enrollment and high school graduation rates by instilling motivation and academic skills in its participants. Services include tutoring, career guidance, summer instruction, personal advising, financial aid counseling, cultural activities, camping, team building, field trips, and other activities. The program is funded by grants through the U.S. Department of Education.

Student Support Services at Leeward CC Wai'anāe

Most student support services are provided to Leeward CC Wai'anāe from the Pearl City campus. Staffing for counseling at Wai'anāe was increased in 2009 to accommodate maintenance of such as ratio, using SARS scheduling and tracking data as one of the primary sources of assessment of demand. In an effort to provide more support locally, the Wai'anāe campus currently has two full-time program counselors. In addition to meeting regularly with the Dean of Student Services at the Pearl City campus, the program counselors at Wai'anāe also meet with the Leeward CC Wai'anāe Coordinator on a regular basis.

Due to the small size of the campus, regular feedback is direct and immediate. The staff at Leeward CC Wai‘anae works closely on identifying new services and programs that may be needed to support students and their learning. Recent Community College Survey of Student Engagement (CCSSE) scores show the significant increase Leeward CC Wai‘anae’s scores from 2008 to 2010. These scores also highlight to increased satisfaction of students with the Wai‘anae campus as compared to the Pearl City campus.

Benchmark 2010 Scores	Leeward CC	Leeward CC Wai‘anae
Active and Collaborative Learning	52.20	61.40
Student Effort	51.10	62.30
Academic Challenge	56.10	62.90
Student-Faculty Interaction	52.60	66.00
Support for Learners	53.60	65.70
average of benchmark scores	53.12	63.66

Benchmark 2008 Scores	Leeward CC	Leeward CC Wai‘anae
Active and Collaborative Learning	50.20	52.10
Student Effort	46.70	55.20
Academic Challenge	50.00	54.50
Student-Faculty Interaction	49.00	51.10
Support for Learners	48.30	61.20
average of benchmark scores	48.84	54.82

% Improvement/Decline in Benchmark	8.76%	16.13%
Score average from 2008 to 2010		

As such, the CCSSE scores for Leeward CC-Wai‘anae are higher than any other community college campus in the UH system (including the home campus of Leeward Community College), and are significantly higher than the benchmark scores for community colleges across the United States.

The annual performance data indicates that the values-based, teamwork approach to student engagement is having a positive impact in student success. From fall 2008 to fall 2010, developmental English course success rates improved from 58 percent to 66 percent and developmental math from 44 percent to 62 percent. Overall transfer-level course success rates improved from 68 percent to 74 percent. In addition, fall-to-spring persistence rates improved from 66 percent to 74 percent over the same three-year period.

The student population at Leeward CC Wai‘anae is 25 percent male. To increase the number and percentage of men in the student population and provide them with the support they need to be successful, there is a plan to hire a consultant to pilot a men’s support group in 2011-2012. One of the counselors is taking the lead on this.

Leeward CC Wai‘anae does not offer courses through Distance Education, although students enrolled at the Wai‘anae campus may choose to take DE courses offered from the Pearl City campus. Students taking primarily DE coursework through the Pearl City campus are afforded access to counselors in the general counseling and program specific counseling areas via Internet and increasingly via Skype.

Counseling Initiatives

Assessment of Counseling Student Learning Outcomes

Student learning outcomes for Counseling and Advising have been central to all efforts to design, evaluate, and improve student services. Counselors give students the opportunity to evaluate the quality of the services received. For individual appointments, students anonymously fill out an online evaluation form after their appointment with a counselor, and questions on that survey are based on Counseling's student learning outcomes. In spring 2011, all counselors were equipped with iPads to not only give students "hands-on practice" so that they could locate online resources and college information readily but to also enhance collection of student evaluation information. Also starting in 2011, a report of each counselor's evaluation ratings and student comments were collated and synthesized at the end of the spring semester. Through this process, trends could be ascertained, strengths noted, and areas in need of improvement identified. Each semester data will be collected and reviewed, with necessary improvements to measure the effectiveness of student achievement of student learning outcomes (IIB-14, see Student Learning Outcomes section).

Program Counselors

Positions for program counselors were instituted to better improve student achievement of student learning outcomes. These counselors have been specially assigned to divisions or units (such as at Leeward CC Wai'anae) to increase accessibility to students and build stronger relationships with the instructional divisions and units. Demand for program specific counseling assignments was generated by instructional division chairs through the Annual Program Review process. Division chairs wanted to create a closer relationship between students and a specific counselor. In addition, the program counselor would have a stronger understanding of the program requirements and would be more likely to promote student success within such programs.

Program counselors provide all of the forms and formats of counseling and advising services provided by general counseling faculty, except they do so primarily for a limited student population, one with which their dedicated involvement allows for the establishment of closer interpersonal relationships. Scheduling and Report System (SARS) data indicate that many students reporting only to a centralized counseling office saw multiple and varied counselors on successive visits, and often received varying degrees of support for and understanding of issues relevant to a given specific program. Such inconsistency has led to an increased effort to assign students to particular counselors with whom they may have already established a relationship, outside of program counseling assignments as well (IIB-13).

Intrusive Counseling: The Maka'ala Program and "No Show" List

More intrusive methods to reach students have also been put in place at the College. Working with the instructional divisions, the Early Alert Program and the "No Show" lists reach students at the beginning of the semester to help them become more successful. Early Alert, begun with small segments of the student population in developmental education and some specific program areas, was expanded significantly in 2011 when it was opened up to all faculty and renamed the

Maka‘ala Program, which was a deliberate decision in response to an increased urgency to promote student success under the umbrella of both the Student Success Committee and the self-generated intrusive counseling emphasis for improvement among the Counseling Unit itself. Data indicated that fewer than two thirds of students on average were receiving grades of C or better in coursework regardless of program, and those students whose placement tests indicated they were least prepared for collegiate study were passing at less than half that rate. Explorations into Early Alert begun in 2007-2008 had faltered and the process was losing support instead of gaining it. A recommendation to expand early alert to all programs was made by the Student Success Committee in fall 2010 and endorsed by the Deans in establishing priorities for success efforts in spring 2011. By fall 2011, Maka‘ala was offered in a more comprehensive and structured manner, with ease of access for making referrals a priority in its redesign (IIB-51, IIB-52).

Another form of intrusive counseling is the “No Show” list, which were developed in 2009 and have been refined each semester since. Printed copies of class lists are distributed to faculty at the conclusion of the 100 percent refund period and faculty are asked to identify students who have not reported to class at all. Those students are then contacted to remind them to officially withdraw, if that is their intent, before the 50 percent tuition refund deadline. Data concerning appeals to the Dean of Student Services for full refunds when students failed to attend classes for which they registered but for which they neglected to pay indicated that many students were inattentive to posted warnings and deadlines, and assumed (wrongly) that since there was a purge date for non-payment prior to the start of classes, a similar purge would relieve them of the responsibility to pay for or to attend classes which they no longer wished to take. Initial results of “no show” calling and emails have indicated students appreciate the effort made to reduce their potential financial and academic liability, and show an increased understanding for how to appeal such situations with the greatest likelihood of success.

Mandatory New Student Orientation and Initial Counseling

A mandatory New Student Orientation (NSO) is now required of all incoming high school students where new students have a mandatory counseling appointment to plan their course selections (IIB-15). The college’s participation with sister campuses from UH Community Colleges in the Achieving the Dream initiative spurred interest in mandating NSO. Incentive funding from the system office encouraged campuses to become involved in efforts supported by Achieving the Dream data and practices. Leeward subscribed to the opportunity to apply for funding to support an increased and more vibrant NSO experience beginning in 2008-09, and formed a committee of Student Life and Counseling personnel to institute such plans. Additional and expanded session of NSO involving faculty and other staff allowed for and encouraged a broadened participation in the NSO process. What had been primarily a PowerPoint presentation by counselors developed into a four hour program of campus tours, ice-breaking activities, faculty meet and greet sessions, Laulima training and other activities designed to acquaint students with their new educational environment. In 2011 nominally mandatory attendance became truly mandatory with the imposition of a “pin” on a new student’s account such that they might not register for classes without a counselor removing that pin subsequent to an initial advising session. Protocols for what would be included in such initial advising sessions were developed to include self-advising through STAR and online tools developed at Mānoa and available to all UH students regardless of campus. Starting fall 2012, the NSO group

will enhance NSO Online to include more information on Counseling and to have all handouts used in NSO Live available via the web. Furthermore the team is looking to have pieces of the Live version, such as campus tour, faculty meet and greet, and Lailima tutorial, available in a similar interactive format for students participating in the online version.

Since the NSO was becoming truly mandatory, an online version including pre and post test data collection, was developed to ensure DE and other students (such as LCC Wai‘anae students) unable to attend in person sessions would be able to comply with the requirement to “attend” an NSO. Data from the assessment of the evolving NSO scenario were collected and reported to the Achieving the Dream funders at UHCC System, and were used to plan improvements in the evolution of NSO and mandatory initial advising, fully implemented for the first time in fall 2011. Initial data suggest that students who attend NSO have slightly higher success rates at the conclusion of their first semester and significantly improved persistence rates compared to historical averages.

Scheduling and Reporting System (SARS)

The Scheduling and Reporting System (SARS) has been instrumental in making improvements to counseling and advising programs. SARS is used to gather data in many areas: number of NSO attendees, number of NSO students who came to see a counselor for advising, number of students who made an appointment, show rate, number of students who seek assistance on a “drop in “ basis (Express), and reasons for seeing a counselor. These statistics drive how counselors develop their master schedules as well as establishing unit priorities. Having data about use patterns helps devise better patterns of utilization and scheduling of counselor time, both in central as well as in program counseling. Having this data helps us assign counselors for Maka‘ala and NSO appointments, as well as to balance expected counselor workload in order to expedite appointments and services to students.

STAR for Students

The 2011 UH System’s Advisors’ Workshop in fall 2011 focused on using technology to enhance advising for students, and specific training on the use of STAR for Students, a system-wide technology tool for student advising has been ongoing for not only counselors, but administrators and faculty as well. Counselors were issued iPads and/or laptops in 2011 with which to work with students specifically on the use of STAR as a triage tool for self-advising, in part to free counselor time for application with students showing specific academic concerns. These trainings are applicable to all students regardless of location of their studies, on-campus or via distance education (IIB-56, IIB-57).

Team C.A.R.E.

Team C.A.R.E. emerged during the spring 2010 when several counselors, the Dean of Student Services, and the SSPO attended a webinar on campus intervention teams and decided in follow-up to create one for Leeward. Team C.A.R.E. is a coordinated opportunity for individuals on campus who wished to be involved in addressing mental and behavioral health issues students appeared to presenting in increasing numbers. Lacking a mental health counselor per se, such a team approach appeared to present at least some alternative for addressing needs which can result in safety concerns for the campus. Team C.A.R.E. expended membership to include the KI Office for students with disabilities, formal representation of faculty from the Faculty Senate

plus additional volunteer faculty members, representatives from administration, the Student Health Center and Campus Security. The team meets twice monthly and keeps minutes of meetings, copies of which are distributed to team members and made available on a secure Intranet site (IIB-58).

Team C.A.R.E. has coordinated training for its own members on issues such as Domestic Violence, Safe Zone Training, suicide prevention training, specific training on dealing with students in distress from the UH Mānoa Counseling and Student Development Coordinator, and so forth. Team C.A.R.E. devised and circulated a handbook for faculty and staff addressing eight relatively common themes, and scheduled training opportunities for faculty and staff during the 2011-2012 academic year. Team C.A.R.E. also advocated for emergency response training for administrators, faculty, and staff, and for the addition of the part-time mental health counselor position created in fall 2011. The group continues to meet semi-monthly to coordinate efforts on behalf of students of concern and those referred to it via the Intranet site or email to teamcare.hawaii.edu.

New Hire Counselor Training

All newly hired counselors complete a training schedule during which they meet with key people division wide who share with them important information and key policies and procedures to know when working with students. This training schedule is customized to meet the needs of the counselor depending upon whether he/she has been hired as a general or program specific counselor. Beginning in the spring 2011 semester, newly hired counselors were given the option of working with a mentor who would serve as a resource person to answer questions, offer feedback and generally help make the transition a smooth one for the new faculty member. Feedback will be gathered at the end of each semester to assess effectiveness of this practice and to identify ways in which the activity can be improved.

Counseling Evaluation Team (CET)

The Counseling Evaluation Team (CET), which is comprised of five counselors, coordinated four focus groups throughout the spring 2011 semester. Students who had an appointment with a counselor in the fall 2010 were randomly selected and invited to be a part of the Focus Group. The CET asked faculty (outside of the counseling department) to facilitate the focus groups to ask students a series of questions about their counseling experiences. Data was gathered and analyzed during the summer of 2011. Action items will be implemented for the 2011-2012 academic year. The next set of focus groups students will be invited to participate in spring 2013 sessions in order to evaluate the action items put into place over the past year.

Weekly Counseling Faculty Meetings

Weekly counseling faculty meetings provide the opportunity for professional development. Examples include degree program changes, changes in transfer policy within the UH System, changes to financial aid policies, and so forth. Counselors also attend professional development opportunities on island, national and regional conferences, and webinars.

Counselors have met with the new Dean on a regular basis beginning in 2010-11 during which time ten areas of potential program improvement were vetted and four selected for endorsement and significant plan development. All counselors were grouped into one of four teams to

develop program improvements related to mandatory NSO and Initial Advising; expanded use of STAR as an advising tool; Intrusive Counseling strategies for students at risk of failure (including Maka'ala, the revised and expanded early alert model); and Alternative Delivery models for DE students and others. During 2010-11 counselors met with the Dean to propose, develop and revise tactics toward each goal a total of eight times (four per semester), and during the 2011-12 academic year they are scheduled to meet four times (twice per semester). Counseling meeting format has been changed to allow for group work at least bi-weekly. Periodic review and troubleshooting occur during a semi-monthly meeting between the Counseling Unit Head, the Student Services Coordinator and the DOSS. Work on each of these initiatives is also tied to heavy participation by members of the Counseling Unit in the Student Success Committee which also meets twice monthly. Counselors participate on three of that group's four subcommittees with heavy emphasis on course rate success and graduation and transfer initiatives. To that end, all of the work on the four main Counseling improvement initiatives is tied to Student Success for students enrolled in traditional as well as distance education classes.

Taken from the Executive Summary for the Spring 2011 Counseling focus group, the following is a brief summary of the main ideas gleaned from the focus group sessions. Overall, the reviews of the Counseling Unit's effectiveness and ability to help students is very high. Many counselors were named as being extremely supportive and helpful. Students are generally satisfied with their experiences and trust counselors to help them with academic and personal issues.

Suggestions on improvement tend to deal mostly with having more information about other areas such as financial and VA assistance, advertising alternative methods of delivering counseling services, and not rushing students or expecting them to know things already during express sessions

Alternate Delivery Methods

One of the four identified areas for improvement to Counseling services is Alternative Delivery Methods, specifically aimed at increasing our ability to provide service other than in-person, on-campus between 8:00 a.m. and 5:00 p.m. A team of counselors has developed and tested means for online advising using email and Skype specifically, and staffing rotations have been designed to include planned hours on weekends and evenings for online services. Input from Student Satisfaction surveys and counseling evaluation forms, as well as that gathered through focus groups in the spring 2011; help inform means by which services are provided.

The Alternative Delivery Methods Committee formed in fall 2010 has explored and addressed issues related to providing online advising through email and Skype. They experimented with Elluminate as well, purchased headsets and developed protocols and scheduling regiments to allow students to access services from remote sites and at alternative times. The Alternative Delivery team plans to partner with the NSO committee to offer other delivery methods, such as phone, more evening hours, and Skype, during the orientation period for fall 2012.

All students, regardless of the location of their coursework, online or in person on campus, have access to and are included in the evaluation of counseling and advising services through surveys administered immediately subsequent to appointments.

All counseling and advising services and referral processes are in place for students taking classes in person at either campus or taking classes through distance education.

According to the Improving DE Courses Survey (IIB-33) that DE students participate in every semester since spring 2008 until fall 2010, 68 percent of respondents stated that they were satisfied (4) and very satisfied (5) with Academic Advising Resources (academic and career counseling).

On a five point scale, where 5 is very satisfied and 1 is very dissatisfied, please indicate your satisfaction with the following online services at Leeward:	5	4	3	2	1
Academic Advising Resources (academic and career counseling)	1262	612	649	121	95

Appendix IIC-A

General Library Equipment

- 30 Windows-based PCs and 6 Macs come, all featuring a networked suite of office software, are available to all patrons on a first-come, first-served basis, with priority given Leeward students for academic purposes.
- 27 Windows-based Dell and 4 Mac wireless laptops, all featuring a networked suite of office software, are available to students for campus use on 3-hour loan from the library's Circulation Desk.
- 1 large-screen television provides continuous directional information and notice of library activities. 12 VHS players available, 4 with DVD capability (all library computers, workstations and laptops, also accommodate DVD viewing).
- One black and white laser printer and one color laser printer for library computer users through debit-card networked printing system, which also enables two black and white photocopiers and two micro-format reader/printers.
- Three study rooms with conference table seating for groups up to eight. Priority is given to Leeward students but available for Leeward faculty/staff. Rooms equipped with AV equipment; wireless laptops available for checkout.
- Total facility seating as of May 2011 for 301 patrons, provided by carrels, tables, couches, casual chairs and group study rooms.

Library Materials

The Library's scholarly materials include books, periodicals, online resources, and audiovisual media as part of five collections with general and special access guidelines. As of July 2011, the Library holds 71057 print monographs, 147 print serial subscriptions, 1571 audiovisual items, and 5607 microforms. 81542 e-books and 21386 journal titles are available online through the Library's subscribed databases. The Library's overall holdings currently exceed the National Peer Median as reported by the Association of College and Research Libraries.

Printed Materials

There are five significant and distinct collections in the library. The General Collection comprises the main part of the Library's circulating materials and covers all subject areas supporting the College curriculum. Like all printed materials in the Library, it is arranged according to the Library of Congress (LC) system of classification. The Reference Collection is non-circulating and includes encyclopedias, dictionaries, handbooks, directories, almanacs, atlases, statistical sources, multi-volume sets, indexes, and other materials. The ESL Collection is a series of graded readers — short books written at or adapted to a particular reading level — which circulate to students formally enrolled in the English Language Institute or learning English on their own. The Hawaiian/Pacific Collection contains books and magazines relating to Hawaii and the larger Pacific region. The Juvenile Collection has children's and young-adult titles intended for use by students training to be teachers.

To ensure student access to required, supplemental, or recommended books, articles, or videos, instructors may choose to place items on reserve within the library. These items can be located using the Hawai'i Voyager online catalog and may be borrowed by students for whatever loan period is specified.

All five Librarians are responsible for selecting library print and non-print materials to support the College's academic programs. These materials are evaluated using standard review resources, professional journals, publisher's catalogs, and numerous online sources. The Librarians also use course syllabi, reference and IntraSystem Loan queries, and recurring term paper topics as additional tools for growing the collection. Dialogue with faculty about the nature of the collection occurs on an informal basis and their recommendations and participation are highly encouraged, in particular for newly approved programs. Faculty is notified when requested material is available for use. Recent acquisitions are placed on the New Books Shelf.

Electronic Resources

The Online Collection of databases and unique resources are accessed via library subscriptions and include EBSCOHost, LexisNexis Academic, CQ Researcher, Science Direct, ProQuest Newspapers, College Source, and Chronicle of Higher Education. Each of these resources may be accessed by enrolled DE students or any member of the Leeward community with a valid UH log-in and password. Non-subscription resources are vetted by library staff for relevance and reliability and may be accessed by any online browser. They include:

- Links to local national and international news sources

- Information on information literacy and plagiarism
- Research process, citation formats
- Tutorials on database use
- Subject-specific research guides

As a member of the UH System Libraries, Leeward Community College facilitates access to the entire University of Hawai‘i System’s library holdings:

- All UH students, faculty, and staff may search the Hawai‘i Voyager online catalog for materials held in any library in the UH System, comprising over 4.3 million physical items and more than 37000 virtual items. With a current UH identification card, patrons may show up in person at any system library to borrow circulating materials or return those items.
- Using IntraSystem Loan, patrons may request available items held at a different campus library to be paged to their designated home library or held at the original library to await pickup.

Appendix IIC-C

Learning Resource Center's Physical Facility

- 22-station lab of computer work stations as well as 10 laptops for student check-out
- 13-seat testing room for makeup tests and distance education paper tests
- 50-seat open area for tutoring and study
- 14-seat enclosed area for group tutoring, study, training sessions and meetings
- One audio-visual carrel (equipment circa 1975)
- A variety of supplementary learning materials including self-paced reading kits, handouts, and study skills workshops on DVDs
- International language CD-ROMs for student use

Appendix IIC-D

Math Lab Materials

The Math Lab provides the following materials:

- 7-10 tutors provide tutoring to students on a walk-in basis from 8:30 a.m. to 7:30 p.m. Monday – Thursday and from 8:30 a.m. to 3:00 p.m. on Friday during fall and spring semesters. During the summer, 2-3 tutors are on duty from 8:30 a.m. to 5:30 p.m.
- 30 scientific calculators are available for students and faculty to borrow.
- 40 graphic calculators are available for students and faculty to borrow.
- 10 PC computers are available with Internet access, Microsoft Office, and tutorial software for Math 1B through Math 206.
- 9 iMac computers are available with Microsoft Office and tutorial software for Math 9 through Math 206.
- Over 50 texts and solutions manuals for all math courses are available for students to borrow.
- Microsoft Office, tutorial software from text publishers, Digital Video Tutor (CD-ROM based video lessons, and online-based content from the textbook publishers are available.
- Paper-based worksheets from Math 9 through Math 103 are available to students to use and take with them.
- VCR tapes of all math courses are offered. Some are provided by publishers and others are tapes of Leeward CC math courses (Math 100, 115, and 50C).
- Make-up exams in the Math Lab are available for students.

Appendix IIIA-B

Actions to Support Equity and Diversity

Practice, Program, or Service	Evidence
Hiring committees are created to ensure diversity by gender, ethnicity, and department affiliation.	IIIA-7
All hiring committee members attend a training session with the EEO Officer to ensure that the college's hiring practices are applied consistently and fairly.	IIIA-48 IIIA-49
The college provides new hire orientation seminars that include information on issues of discrimination, workplace violence, grievance and complaint procedures, and the due process that address adverse actions.	IIIA-50
The college provides supervisory skills workshops to ensure supervisors are adequately trained in fair practices.	IIIA-51
The college provides Safe Zone workshops to educate faculty, staff, and administrators to ensure a safe workplace for Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) individuals.	IIIA-52
The college provides workshops sexual harassment and workplace violence to ensure a safe and harassment-free working and learning environment.	IIIA-53
The Kako'o Ike Disabilities Support Program provides services and assistive technology to provide equal access to education for all students. Information and support is also made available to faculty and staff as needed.	IIIA-54
The Innovation Center for Teaching and Learning (ICTL) provides professional development support for the diverse needs of faculty, staff, and students.	IIIA-55
Hālau 'Ike O Pu'uloa, the Native Hawaiian Student Support Programs, serves all students, staff, and faculty who wish to increase their knowledge of Hawaiian culture, language, and history. This program provides a distinguished Cultural Speaker Series, co-sponsors community fairs and institutes, and provides a culturally relevant gathering place that is available to the entire campus community.	IIIA-56
A week-long International Festival is held each year at the college and features an array of speakers, cultural activities, demonstrations and presentations for the campus and surrounding communities.	IIIA-57

Appendix IIIA-B

Professional Development Programs

Category	Program	Evidence
Faculty and Staff	Orientation for New Hires is held at the beginning of each semester to introduce new employees to the administrators, college services, policies, and procedures. Since 2010, based on feedback from new employees, a follow-up session is scheduled to acquaint new hires with other first year colleagues. Called the Leeward ‘Ohana First Year Experience (LOFYE), this program will offer new hires the opportunity to share common questions and concerns in addition to their Leeward experiences.	IIIA-50
Faculty and Staff	The College Colloquia is a monthly calendar of workshops, presentations, and professional development opportunities. Workshops included in this calendar include computer and technology skills, tenure and promotion, teaching and learning techniques, and so forth. Since its inception in 1990, the College Colloquia has been an instrumental communication device used to effectively market professional development opportunities and keep these programs visible and accessible for the campus community	IIIA-75
Faculty and Staff	Service 101 is a four-hour program designed to help student employees work more efficiently and effectively in providing support and services to other students, faculty, lecturers, and staff. Customer service related topics include; communication skills, confidentiality, “going the extra mile”, and handling difficult people.	IIIA-76
Faculty and Staff	Service 102 is a customized six-hour customer service workshop for non-instructional faculty and staff. This interactive workshop is designed to support recruitment and retention of students by maintaining a high level of service for our students and community.	IIIA-77
Faculty and Staff	Supervisory Skills 101 is a practical two-day workshop that introduces coaching, communication, and decision making skills to new and seasoned supervisors. Topics include interviewing, communication, motivating others, working with different personalities, legal issues, and effective human relations.	IIIA-51
Faculty and Staff	Convocation is held at the beginning of each semester to welcome faculty, staff, and administrators and inform	IIIA-78

	them of campus initiatives (for example, accreditation, student success, budget and facility updates) and events.	
Faculty and Staff	The Leadership Development Program was developed to prepare faculty and staff for leadership positions at the college. Program sessions are based on topics of interest as identified by program participants. Topics include meetings with administrators, legislative leaders, subject matter area experts, and so forth.	IIIA-79
Faculty and Staff	Professional Development Day is held each year on the first Friday in March (a non-instructional day). A campus wide committee plans, organizes, and evaluates the day's program that in the past has included such topics as sustainability, wellness, technology, and teaching and learning.	IIIA-80
Faculty and Staff	Safety awareness and legal liability workshops are regularly scheduled to inform faculty, staff, and administrators on policies and best practices associated with such topics as sexual harassment prevention, workplace violence prevention, Safe Zone, and Hazardous Waste Disposal.	III-81
Teaching and Learning	Mid-Semester Teaching Assessment provides faculty with student feedback during the semester in order to enhance the learning environment for students as well as to improve teaching and learning. Faculty choose from three methods of assessment: group discussion, paper/pencil, or online. Student responses are summarized and reported back to each faculty member.	IIIA-31
Teaching and Learning	Hawai'i National Great Teachers Seminar is an annual high-energy summer retreat that brings teachers together to learn from each other and exchange teaching innovations and solutions to teaching problems. Leeward Community College is the host institution and has planned and organized this seminar for the past 22 years. The Great Teachers Seminar provides an innovative and effective professional development opportunity that rejuvenates and inspires over sixty participants each year from the state, nation, and the world.	IIIA-82
Teaching and Learning	The Teaching Squares Program brings together several groups of four faculty members for mutual classroom observations and follow-up discussions. A Teaching Square offers faculty the opportunity to enhance their own teaching by observing their colleagues in actual classroom situations. New program coordinators are	IIIA-83

	recruited and trained every two to three years to continue this valuable program. This program has expanded to include Teaching Squares for online faculty, discipline faculty, and faculty at the Leeward Wai‘anae campus.	
Teaching and Learning	The Power Mentor Program provides faculty with short-term, one-on-one assistance from selected Power Mentors to improve student learning and/or effectiveness on the job.	III A-84
Teaching and Learning	The Teaching Guidelines and Issues for Faculty (TGIF) Series was developed for faculty, by faculty, in fall 2004. Faculty coordinators initiate and implement several Friday workshops each semester. Examples of topics include Strengthening the Student and Faculty Relationship; Instructional Strategies to Incorporate Different Learning Styles in Your Class; and Selecting and Describing Your Committee, College, and Community Service.	III A-85
Teaching and Learning	The Pacific Region Learning Summit is a five-day program that guides faculty to integrate problem-based learning into their classrooms. Participants create a problem-based scenario, dialogue with an industry expert, design tasks and assessments for the scenario, and learn how to facilitate student teams.	III A-86
Teaching and Learning	Technology Boot Camp is a workshop series for newly hired instructors at the college. The weekly meetings over the course of an entire semester are designed to enhance existing knowledge and teaching expertise by guiding newly hired instructors about the various technology resources available to them at the college.	III A-87
Teaching and Learning	The Smart Classroom Educators Series provides participants with a thorough understanding of the smart classroom hardware and instruction. This four-and-a-half hour series includes demonstrations and discussion on such technologies as Turning Point clickers, Diigo, Twitter, and YouTube.	III A-88
Funding Program	The Professional Development Award Program (formerly called Conference Dollars) provides awards for conference and workshop registration fees and travel expenses. Over the years funding for this program has increased, and the funding resources were stabilized when the college institutionalized this program and moved the source of funding from the University of Hawaii Foundation funds to Tuition and Fees funds. The funds are awarded by a sub-committee of the ICTL	III A-89

	Advisory Committee.	
Funding Program	The Staff Development Fund awards small grants (\$150 maximum) to faculty and staff to support staff development programs and activities. Application forms are reviewed at the monthly meeting of the ICTL Advisory Committee. The committee also raises funds and develops guidelines, policies, and procedures for this program.	IIIA-90
Staff Groups	The Operations and Maintenance Summer Seminar is held each year. This program is planned and organized by members of the Operations and Maintenance Group with support and guidance of the group's advisor. This event includes presentations by administrators on budget and facility updates, safety awareness and prevention, and team-building seminars. To address continuous improvement efforts, this program also includes coordinated visits to off-campus locations to meet and learn from their counterparts on best practices at other higher education institutions, resort hotels, federal military facilities, and so forth.	IIIA-91
Staff Groups	The Administrative Support Group Summer Seminar is held each year. This program is planned and organized by clerical support members, supported by the Staff Development Coordinator. This annual event includes such topics as; office/desktop organization, chair workout, healthy choices, college updates, and an office products exposition.	IIIA-92
Staff Groups	The Learning and Mentoring Program (LAMP) provides Administrative Support Group members (clerical staff) the opportunity to improve their job effectiveness with one-on-one mentor assistance and to provide job shadow opportunities in order gain a better understanding of other job/office functions.	IIIA-93

Appendix IIIA-C

Distance Education Programs and Activities

Program or Activity	Evidence
iTeach@Leeward is a site dedicated to training of faculty and staff on DE course design and student engagement. This site also provides links to workshops on using technology tools such as Skype, Lulima, ScreenR, Jing, and Smart classrooms.	IIIA-99
Blackboard Collaborate is a web-based, synchronous learning environment used to facilitate interaction, learning, communication, and collaboration.	IIIA-100
iCourse Design is a one-day workshop on creating online course content.	IIIA-101
iFacilitate is a six-week workshop focusing on learner engagement activities.	IIIA-102
Tech It Out Day is a one-day workshop presenting classroom and online technologies available to faculty and staff.	IIIA-103
Technology: One on One (TO3) is a thirty-minute, one-on-one session with a technology consultant.	IIIA-104
eCAFE is an online instructor and course evaluation tool that assists faculty and staff in creating surveys for students and that allows for results to be published.	IIIA-27
Access to the DE Peer Instruction Evaluation Form is provided in a fillable .PDF format.	IIIA-30
Access to Curriculum Central is provided to facilitate new DE course proposals .	IIIA-105 IIIA-106
More than 110 courses offered through DE .	IIIA-107

Appendix IIIA-D

Professional Development Needs

Ways That Needs Are Identified	Evidence												
<p>A professional development needs assessment is conducted for the faculty, staff, and administration groups every three years on a rotating basis. For example, the 2008 – 2010 rotation is shown in the table presented below. This rotation repeats every three years.</p> <table border="1" data-bbox="315 522 1229 909"> <thead> <tr> <th data-bbox="315 522 500 562">Year</th> <th data-bbox="500 522 847 562">Category</th> <th data-bbox="847 522 1229 562">Method</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 562 500 655">2008</td> <td data-bbox="500 562 847 655">Faculty (Full-time) Lecturers (Adjunct)</td> <td data-bbox="847 562 1229 655">Survey</td> </tr> <tr> <td data-bbox="315 655 500 783">2009</td> <td data-bbox="500 655 847 783">Clerical Staff Administrative and Technical Staff</td> <td data-bbox="847 655 1229 783">Survey</td> </tr> <tr> <td data-bbox="315 783 500 909">2010</td> <td data-bbox="500 783 847 909">Administrators Operations and Maintenance Staff</td> <td data-bbox="847 783 1229 909">Interview Survey Focus group</td> </tr> </tbody> </table>	Year	Category	Method	2008	Faculty (Full-time) Lecturers (Adjunct)	Survey	2009	Clerical Staff Administrative and Technical Staff	Survey	2010	Administrators Operations and Maintenance Staff	Interview Survey Focus group	
Year	Category	Method											
2008	Faculty (Full-time) Lecturers (Adjunct)	Survey											
2009	Clerical Staff Administrative and Technical Staff	Survey											
2010	Administrators Operations and Maintenance Staff	Interview Survey Focus group											
<p>The ICTL Advisory Committee provides an avenue to bring identified needs from all campus constituencies to the Staff Development Coordinator.</p>	<p>IIIA-55</p>												
<p>Individuals, programs, and offices may make their own professional development needs known directly to the Staff Development Coordinator through the Professional Development Award Program.</p>	<p>IIIA-89</p>												
<p>Staff groups (Administrative Support Group, APT Group, Operations and Maintenance Group, and the Lecturers Group) plan, organize, and request professional development programs and activities for their constituencies.</p>	<p>IIIA-60 IIIA-61 IIIA-62 IIIA-63</p>												
<p>Annual Program Reviews are conducted by Academic Services, which includes the ICTL and the EMC, to identify staff, program, and organizational development needs.</p>	<p>IIIA-110</p>												

Ways the college is developing processes that will ensure professional development opportunities meet the needs of all personnel:

Ways To Ensure That Needs Are Met	Evidence
<p>The Staff Development Coordinator and the ICTL provide strong support, continuity, and growth for the programs and activities and ensure that professional development opportunities are developed to address the needs identified by the needs through</p>	<p>IIIA-110</p>

<p>the Annual Program Review template.</p>	
<p>Planning lists are a separate category in the Annual Program Review template, which allows for professional development program and funding needs to be identified. In recent years, there has been an increase in the need to provide additional travel resources to fund professional development opportunities for faculty and staff. In response to this need, and in keeping with the institution’s strategic planning goals and objectives, the institution has committed additional resources to the travel fund program resulting in the fund increasing from \$10,000 in 2009-2010 to \$40,000 in 2010-2011.</p>	<p>III A-110</p>
<p>New ideas for staff development can be easily implemented within the structures/programs available in the ICTL. For example, in 2010 two new faculty members suggested that improvements be made into how new faculty and staff assimilate with the college. The two faculty members worked with the Staff Development Coordinator to develop and implement the Leeward ‘Ohana First Year Experience Program with follow-up sessions held after the new hire orientation. This program has received favorable responses from the attendees and is being expanded to two follow up sessions each semester. The sessions were scheduled and are included as part of the College Colloquia.</p>	<p>III A-111</p>

Appendix IIIA-E

Professional Development Evaluation

A **standardized evaluation form** for professional development activities and events is used for most professional development programs and activities. The following standard question, using a 5-point Likert scale, is included in all evaluations:

Rate your level of agreement on a scale of 1 to 5, with 1 being Strongly Disagree, and 5 being Strongly Agree. Please select only one response for each statement.	Strongly Disagree 1	Disagree 2	Neutral or Undecided 3	Agree 4	Strongly Agree 5
Overall this _____ Program was valuable.	○	○	○	○	○

To elicit feedback on the impact of professional development programs and activities as it relates to teaching and improvements to student learning, an additional section has been added to the evaluation form. This information is especially useful to identify what was learned from each professional development program that can improve student learning outcomes. Participants also rate the effectiveness of implementation of the idea or insight learned.

Qualitative feedback also provides recommendations for program improvements. Based on feedback from the evaluation forms and individuals:

- *The customer service workshops were revised to replace the video based workshop with activities.*
- *The Mid-Semester Assessment forms were revised to an Excel format.*
- *The Convocation was revised to include a handout in place of “talking heads.”*

Eleven respondents to the evaluation on the 2009 Hawaii National Great Teachers Seminar identified 19 new ideas and insights gained through the seminar. Respondents also provided their own assessment of the effectiveness of that idea/insight in improving student learning in their class. Insight and ideas mentioned included:

- *“I’m changing my research paper assignment to defined criteria as written in an innovation paper” (Spring 2010, Exercise Physiology class).*
- *“Using learning objectives as in-class activities to elicit student involvement & reduce lecture time.”*
- *“Deepening the relationships I have w/students.”*

Of the respondents, 79 percent stated that the ideas and insights were effective or very effective in improving student learning in the class, while 21 percent of the respondents did not yet try it in their class.

Facilities Three-Prong Approach

Ensure Safe and Effective Environment	Evidence
<p>Identification, Reportage, and Review of Facility Service Requests In fall 2010, Leeward’s Operation and Maintenance unit converted the system of reporting facilities maintenance service requests to an online work order system called AssetWorks. Previously, work order requests were reported by telephone or manually generated forms. This system was ineffective and inefficient in proactively responding to department and user requests for service. The new AssetWorks system collects user-initiated work order requests in an online environment, ensures that the requests are tracked and reported in a timely fashion, that repairs are scheduled and completed in the order that they were reported, and that users can actively monitor and track the status of their work order requests and their resolutions. The AssetWorks system is available for use by both the Pearl City and Wai‘anae campuses.</p>	<p>IIIB-1</p>
<p>Daily Assessment of Campus Facilities The college’s assistant auxiliary services officer conducts a daily assessment of the Pearl City campus and notes any exterior facility-related problems that require attention. This assessment ranges from checking for structural faults to finding exterior light bulbs that require replacing. The Wai‘anae Education Center coordinator or designee is responsible for identifying and notifying the Operations and Maintenance unit of any facility-related issues at the Wai‘anae campus. In addition, the Campus Security Office provides continuous security patrols of the Pearl City campus and assists in the identification and reportage of potential health and safety related issues to the appropriate unit or administrative office. At Wai‘anae, the campus relies on a contracted security firm to provide health and safety support and identification. Notification of potential health and safety issues is coordinated with the Wai‘anae Education Center coordinator or designee and relayed to the Operations and Maintenance unit.</p>	<p>IIIB-2</p>
<p>Facilities Planning Several physical resource-related systems and processes are in place to assist in the institution in the planning and management of future facility needs. The college has implemented a system called the Facilities Renewal Resource Model, which provides a proactive method of planning and anticipating future repair and renewal needs as it relates to facility maintenance, infrastructure, and mechanical/electrical subsystems. The outcomes resulting from the Facilities Renewal Resource Model are then used by the UH and UHCC facilities offices to plan and budget for future preventive maintenance funding requests.</p>	<p>IIIB-3</p>

Appendix IIIB-B

Planning and Assessment for Physical Resources

Planning and Assessment Measure	Evidence
<p>AssetWorks is an online work order software system model whereby work order and service requests are submitted to the Operations and Maintenance unit to identify ongoing facility maintenance needs. This system is also used to schedule campus movements for office/furniture relocations and for special event planning.</p>	<p>IIIB-1</p>
<p>The Facilities Renewal Resource Model is a proactive software system model that is updated on an annual basis and provides tracking, scheduling, and cost estimates related to future campus facility repair and maintenance requirements.</p>	<p>IIIB-3</p>
<p>The Space Management and Facilities Planning Committee is one of two standing committees and makes recommendations to the Campus Council on capital improvement projects, facilities repair and maintenance projects, and space-related issues. This committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. This committee consults with representatives of the Administrative Services unit to create a master list of recommendations for the Campus Council as it relates to space and facilities and based on renewal cycles, program needs, health and safety considerations, and access requirements. The Space Management and Facilities Planning Committee creates prioritized project lists using data gathered from Annual Program Review planning lists and from the Operations and Maintenance unit data. The data is generated by the Facilities Renewal Resource Model and provides reliable estimates of the outstanding backlog of building subsystem renewal needs, projected future renewal needs, and estimated annual funding requirements to meet them. The committee submits a master list of capital improvement plan and repair and maintenance recommendations to the Campus Council and the chancellor for review and approval before inclusion in the college's Institutional Plan.</p>	<p>IIIB-2 IIIB-4 IIIB-5 IIIB-6 IIIB-7 IIIB-21 IIIB-22</p>
<p>Classroom use data is available to assist with operations management, scheduling, and program reviews. Each instructional division is responsible for assigning days and times for classroom use. The Banner system tracks the enrollment and room assignments. The campus is in the process of implementing a new software scheduling system in order to improve scheduling efficiencies. The Event Management Systems scheduling software is to be implemented during spring 2012.</p>	<p>IIIB-23</p>
<p>Room utilization reports are compiled by the Office of Planning, Policy, and Assessment using data extracted from Banner/Operational Data Store. This data is used by academic programs and support areas in their Annual Program Reviews and includes planning lists for program-specific physical resource needs.</p>	<p>IIIB-24</p>

Technology Support Services

Service	Evidence
<p>Information Technology Group (ITG)</p> <p>The ITG is comprised of the following units: College Computing Labs (CCL), Help Desk, Test Center, Network Services, Web Manager, Server Administration, and Computer Information Security.</p> <ul style="list-style-type: none"> • CCL manages five Windows-based computer classrooms, three Mac computer classrooms, one open computer lab, and the Test Center computers. The open computer lab is available to any registered student daily, throughout the day and evening, and on Saturday mornings. The Mac labs are available to students to use between regularly scheduled classes that require Mac applications. Additional computer labs have recently been created for specific departments, such as Math. Leeward CC Wai‘anae maintains a computer lab and provides laptop computers. These computers are updated and maintained by the CCL with the assistance of a computer specialist at the Wai‘anae campus. • The Help Desk receives trouble calls for any hardware/software or networking problems that are encountered by faculty, staff, or students. Assistance is provided by the appropriate area in a timely manner. Other services include University of Hawaii portal password account reset, wireless setup, OS device assistance, hardware repair for campus-owned equipment, and so forth. • The Test Center provides proctoring services for COMPASS placement testing, online computer-based exams, and paper-based exams. Also, the Test Center administers and proctors make-up exams for on-campus courses and out-of-state, non-UH Distance Learning courses. • Network Services personnel maintain campus-wide wireless and wired networking services. They also provide assistance with troubleshooting of network issues. • The Web Manager maintains and manages the campus web site and web servers. • Server Administration provides Microsoft Exchange mail services and data storage for various departments on campus. There is a wide range of servers managed locally, and the server administrator 	<p>IIIC-1 IIIC-2</p> <p>IIIC-3</p> <p>IIIC-4</p> <p>IIIC-5</p>

<p>is responsible for ensuring all servers are updated regularly and maintained for optimal use.</p> <ul style="list-style-type: none"> • Computer Information Security provides regular updates on security measures and maintenance tips for both Macintosh and PC platforms. 	<p>IIC-6</p>
<p>Educational Media Center (EMC)</p> <p>The EMC provides technological support to faculty to address the diverse needs of our 21st century student population. This is founded in researched-based, effective and quality instructional design principles that are associated with the development of technological resources and distance education.</p> <p>The EMC is organized into the following main divisions that are designed to meet the needs of student learning, instructional practice, and institutional systemic efforts across the digital and technological spectrum:</p> <ul style="list-style-type: none"> • Distance Education, Educational Technology, and Instructional Design • Video production • Instructional Technology Services (Intec) • Educational Copy Center <p>The academic services provided by the EMC unit include a range of professional development opportunities: “best practice” distance and technology-based instructional design, material technology resources support/maintenance/repair, instructional and curricular materials development for distance and institutionally-based instruction, and digital copying services. These services ensure that our faculty and staff are well informed and supported professionals using a wide range of media and technology in campus-based and distance education settings.</p>	<p>IIC-7</p>
<p>Library</p> <p>The Library provides a variety of online research databases and subscribed online resources for its students and faculty. Some of these databases are purchased by the entire UH System and each campus shares in the cost of the database. Other databases are purchased at the campus level, for which the college pays. Decisions on which online databases and resources will be provided at the campus level are made as a collective decision by the college’s librarians and are based on faculty input and request. Databases are accessible through any computer connected to the college’s local area network. Students and faculty can also access all online resources through a computer with</p>	<p>IIC-8</p>

<p>Internet access using their UH username and password. The Library keeps usage statistics on each online database and resource. These usage statistics are used to determine if an online database or resources is meeting the needs of the students and faculty and whether or not the Library should continue to offer a particular online database or resource. Below is a list of online databases and resources offered by the Library:</p> <p>Online Research Databases</p> <ul style="list-style-type: none"> • EBSCOhost Research Databases • ScienceDirect • Hawaii Newspaper Index • ProQuest Newspapers • Hawaii Pacific Journal Index • Credo Reference • ebrary • NetLibrary <p>Subscribed Online Resources</p> <ul style="list-style-type: none"> • Chronicle of Higher Education • CQ Researcher • Dictionary of Literary Biography • Encyclopedia Britannica Online Academic • Facts on File • Webster’s New International Dictionary Unabridged <p>The Library's online information literacy courses teach basic research skills to students in English 22 and English 100 classes. Students first read through online lessons and perform practice exercises, and then take an exam on the LauLima System. Exam scores are reported to course instructors. Records of student success on exams are kept to determine effectiveness of the Information Literacy Skills Program.</p> <p>The Library offers several programs that offer training to faculty and students on how to utilize library resources. Librarians conduct nearly a hundred instructional sessions per semester for individual classes at the request of instructors, and occasionally conduct open sessions as part of an ongoing campus workshop series. The Library offers an “Open House” to all faculty and students, during which Librarians give presentations on how to use library resources and are available to answer questions. The Library has a “Book-a-Librarian” program, which allows individual students and faculty to schedule a thirty-minute appointment to have all their questions answered about the library’s services and technology. Reference assistance is provided with an emphasis on teaching students how to perform research. The Library also publishes a range of handouts and web pages that provide guidance on research techniques, using specific databases, and subject-specific research.</p>	<p>IIC-9</p> <p>IIC-10</p>
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<p>Learning Resource Center</p> <p>At the time of this writing, the Learning Resource Center had 20 desktop computers, 2 of which are wheelchair accessible work stations, and 10 laptop computers (9 Dell and 1 Mac) available to students. The Center also provided a laser printer, copier, and 2 scanners. The LRC equipment was available primarily to students though faculty and staff may also use equipment. The LRC is in the process of becoming part of the Learning Commons, so that some information included here may change drastically.</p> <ul style="list-style-type: none"> • The Learning Resource Center (LRC) offers Success Connection workshops, some of which teach technologically-related skills. In the fall 2009, <i>How to Use Excel</i>, <i>Using Word to Succeed in School</i>, <i>Doing Research on the Internet</i>, <i>How to Use PowerPoint</i> and <i>Buying and Maintaining Your Computer</i> were among the computer-related workshops presented. • The LRC collects faculty evaluations to ensure that it is meeting teaching needs. The LRC offers class tours of their facility as well as classroom visits, during which time employees present information about the facility. During these tours and visits, students become aware of the technological equipment and other services available to them here. 	<p>IIC-12</p> <p>IIC-13</p> <p>IIC-14</p>

Technology Resource Satisfaction Surveys

Academic Service	Evidence												
<p data-bbox="191 352 558 384">Educational Media Center</p> <p data-bbox="191 426 1114 638">The Educational Media Center distributes surveys evaluating the faculty’s opinions of its services every fall. The results show that the majority of faculty members are satisfied with the Media Center’s services. When asked “I am satisfied with the overall services provided by the Educational Media Center,” the majority responded with “Agree”:</p> <table border="1" data-bbox="196 642 716 789"> <thead> <tr> <th>Year</th> <th>Agree and Disagree</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>87.33%</td> <td>71</td> </tr> <tr> <td>2009</td> <td>83.56%</td> <td>73</td> </tr> <tr> <td>2010</td> <td>92.55%</td> <td>94</td> </tr> </tbody> </table>	Year	Agree and Disagree	N	2008	87.33%	71	2009	83.56%	73	2010	92.55%	94	<p data-bbox="1149 352 1252 453">IIC-20 IIC-21 IIC-22</p>
Year	Agree and Disagree	N											
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2009	83.56%	73											
2010	92.55%	94											
<p data-bbox="191 802 558 833">Learning Resource Center</p> <p data-bbox="191 875 1114 1087">Evaluations of workshops sponsored by the Learning Resource Center range from a low of 3.2 to a high of 4.0 on a 1-4 scale. In the spring 2010, <i>How to Use Excel</i>, <i>How to Use PowerPoint</i>, <i>Online Tools for Vocabulary Building</i>, and <i>Doing Research on the Internet</i> were among the workshops presented. Evaluations of these workshops range from a low of 3.4 to a high of 4.0 on a 1-4 scale</p> <p data-bbox="191 1129 1114 1341">The Learning Resource Center also surveys its student users in order to determine their technology needs. In fall 2010, students were asked “What LRC resources have you used in the past two semesters” and out of 128 respondents, the overwhelming number used the Center for technology, such as the desktop computers (60.9 percent) and laptop computers (29.7 percent).</p> <p data-bbox="191 1383 1114 1633">In the Learning Resource Center’s survey of faculty in fall 2010, 86 percent of the 47 respondents selected (student) access to computers and printing as contributing directly to student learning, and 56 percent viewed these services as providing support for their teaching. In addition, when offered an opportunity to suggest topics for future Success Connection workshops, 14 faculty members offered technology-related suggestions.</p>	<p data-bbox="1149 802 1252 903">IIC-23 IIC-24 IIC-25</p>												

Appendix IIIC-C

Technology Support Services and Resources

Service or Resource	Evidence
<p>Decisions with regard to the Technology Fund are a collaborative planning process. As part of the planning process, the Vice Chancellors and Dean of Academic Support Services review recommendations from the Information Technology Group and from division/department needs that are identified in the Annual Program Review. Collaboration is also conducted with the Business Technology Division and the Math and Sciences' Information Computer Science Discipline to determine hardware and software needs. This division and this discipline are the primary users of the College Computing Labs facilities and require computers for their courses. The college also utilizes the established Technology Fund to provide current versions of the Operating Systems and the latest versions of Microsoft Office for PC and Mac. Currently, there is no specific plan to ensure the needs of faculty responsible for distance education are met.</p>	<p>IIIC-20 IIIC-26</p>
<p>Prior to fall 2008, WebCT Course Tools was the course management system used by the UH System. Since then, the University of Hawai,i has utilized the SAKAI course management system, called Laulima, for learning and collaboration throughout the UH System. Currently, instructional divisions ensure faculty members who are responsible for distance education instruction are provided up-to-date equipment to prepare for their courses. The Information Technology Group works with divisions to assess the needs of the faculty and provides a quote from vendors to purchase the equipment.</p>	<p>IIIC-27</p>
<p>The Information Technology Group accommodates the college's curricular commitments for distance learning programs and courses by providing a range of services from proctoring services to services for distance learning students in the Test Center. This group is capable of providing proctoring services for both computer-based and paper-based exams. The Test Center has 20 computers available for computer-based exams and all computers are equipped with Internet connectivity. The hours of operations are Monday – Friday from 8:00 a.m. – 4:00 p.m. The Test Center also offers after-hours proctoring services in the Open Lab from Monday through Thursday from 3:00 p.m. – 8:00 p.m., Friday from 2:00 p.m. – 4:00 p.m., and Saturday from 9:00 a.m. – 1:00 p.m., which was in response to students who indicated in surveys that they needed extended hours for exams because it was difficult to take time off from work.</p>	<p>IIIC-4</p>
<p>Provisions for reliability in the computer systems are ensured by performing routine software maintenance on the computer equipment in the Test Center. Through the current computer replacement plan, computer classrooms are currently on a four-year replacement plan.</p>	<p>IIIC-24</p>
<p>The Information Technology Group provides services to distance education students not only through the Test Center but also through the College</p>	<p>IIIC-22</p>

<p>Computing Labs. Reliability and security are ensured by performing routine maintenance on the computers on a weekly basis. The staff safeguards the computers by applying security updates for both operating system and anti-virus software.</p>	
<p>The Educational Media Center provides technology services for on-campus and virtual environments. Efforts are being taken to ensure that students are supported with technology-based instructional materials regardless of the physical or virtual nature of the classroom environment. Informational Technology Services (Intec) attempts to provide industry standard technology for instructors, staff, and students. This valuable piece of infrastructure provides both hardware and software support for classrooms, projects, and campus events.</p> <p>Material resources exist in a large number of classrooms on campus. For the classrooms where educational technology is not available, the campus provides support in the form of Intec Services.</p> <p>The Educational Media Center supported a campus wide priority initiative focused on the development of SMART classrooms. As of spring 2011, the Center supports 46 uniform, technologically efficient and economically viable SMART classrooms. Instructors have access to centralized technology training which supports their use and familiarity with the capacity of all of our SMART classrooms.</p> <p>For those instructors working in classrooms which have yet to be updated with SMART technology, the EMC provides material support through the Intec services. Some of the materials available through Intec are: Projector/Laptop Carts, Laptops (Mac and PC), Technology, Classroom on Wheels, Digital Cameras, response ware and clickers, A/V equipment, and hardware for system-wide Polycom conferencing.</p>	<p>IIIC-28, IIIC-29</p>
<p>Distance Education Services support campus and system-wide efforts in distance education. As a unit within the Educational Media Center, its mission is dedicated to providing open access to online learning that connects learner and community needs with educational resources, appropriate technology, and a variety of instructional pedagogues. As such, the distance education services support faculty and staff with all distance education-related issues. For faculty, support and training is offered for the course management system, instructional design, and development of instructional resources. For students, support is offered through online resources and a community of other distance education students.</p>	<p>IIIC-30</p>
<p>The Educational Media Center is supported by 11 FTE professionals who provide support specialists that have educational and professional expertise in a wide range of contexts. They bring this together to provide media support for instructors, with particular emerging focus on distance education classes. The staff at the Educational Media Center is further supported by systemic partnerships with the Educational Technology</p>	<p>IIIC-31</p>

<p>Division within the College of Education at the University of Hawaii Mānoa. This partnership allows the college to share resources with a four-year, research-based institution and use these mutually beneficial professional communities to support student learning.</p>	
<p>All of the Library's subscribed online research databases are accessible off-campus to authorized users, usually through a proxy server that authenticates off-campus users through the library management system. Each database service has a web interface; links to connect to these databases, via the proxy server, are provided on the library web site. Tips, instructions, and lessons for using these databases are available on the library web site. There is also a "back-up web site" – a web page with the proxy server links to our databases, hosted on an off-campus web server, so that there is an alternate method of accessing our databases if the regular library web site is unavailable due to server or network problems.</p>	<p>IIC-8 IIC-32</p>
<p>The library hosts the Information Literacy Tutorials on its web site for English 22 and 100 classes. These tutorials are available to all on-campus and distance education students and help them to learn about the library's research tools and resources.</p>	<p>IIC-9</p>
<p>The library management system servers and the proxy server are in a secure, protected server room with environmental control, fire suppression, and back-up electrical power. Patron information available through the public interface to the library catalog is limited to information about borrowed materials, so that personal information, such as address and phone number, is not viewable in the event of unauthorized access to patron accounts. Staff functions of the library management system are performed through password-protected proprietary client modules installed on staff computers, which connect to the system server through encrypted network connections.</p>	<p>IIC-9</p>
<p>The library is evaluating and implementing resources, tools, and techniques to increase and improve electronically-delivered information, instruction, and services. In collaboration with other libraries in the UH System, evolving electronic research tools, such as the Library Mobile Web Site, are allowing efficient multi-format, cross-platform searching of information resources.</p>	<p>IIC-33</p>
<p>The Learning Resource Center responds to student need and faculty requests. For example, the Business Division identified the need for online tutoring and Laulima support. The Learning Resource Center offers online tutoring in a few subjects (for example, accounting) and computer tutors offer Laulima support. In addition, writing consultants in the Writing Center, which is housed in the Learning Resource Center, provide help via Skype and via telephone.</p> <p>The LRC uses student requests to determine whether or not to hire new tutors. To that end, it has student tutors in subjects like Information and</p>	<p>IIC-15 IIC-34 IIC-35 IIC-36</p>

Computer Science and Digital Media.	
The software at the Learning Resource Center is updated by the Information Technology Group as necessary. Old lab computers, which are currently running Microsoft Office 2007, are scheduled for replacement in fall 2011 with newer computers, which can run Office 2010, the new standard for the campus.	IIIC-27
The LRC relies on the college's Information Technology personnel and Help Desk to keep its computers in good working order and secure.	IIIC-2
The Kako`o Ike (KI) Office provides support and services to students with documented disabilities. This office houses four desktop computers (one in its testing room) for student use. It also offers assistive technology programs , such as Dragon Naturally Speaking, Kurzweil, and Jaws. All three of these programs are important for many of its students, and so KI updates its software according to student needs. In fact, Dragon Naturally Speaking, Version 11, even understands students with accents, which is very useful in Hawai,i with its diverse population.	IIIC-37
Leeward CC recognizes the changing ways that students study, work, and use technology, and the institution is working toward providing a Learning Commons , which will be an environment that supports the use of personally-owned and institution-provided technology in a variety of comfortable environments and that supports both individual and collaborative work.	IIIC-11

Appendix IIC-D

Educational Media Center Training

Training	Evidence
<p><i>Faculty Boot Camp</i> The highly encouraged weekly meetings for “new” and existing faculty are designed to build upon existing knowledge and teaching expertise by informing instructors about the numerous teaching resources available to them at the college. These resources include the primary hardware and software tools for effective instructional and pedagogical practice. Instructors are introduced to the technological possibilities in a SMART classroom, the basics of Laulima, capacity building for distance education, and effective course design for authentic assessment focused on discipline-driven student learning outcomes.</p>	<p>IIC-39</p>
<p><i>Technology Development Workshops</i> These workshops are designed to develop the ability of instructors and staff to use effective technology and multimedia to support student learning. These workshops cover a number of areas including infrastructure (Laulima) and software training for distance education, tools for professional collaboration across courses and disciplines, and hardware and software training to support existing and emerging technologies to enhance learning in the face-to-face setting.</p>	<p>IIC-40</p>
<p><i>Laulima Training</i> Laulima is the University of Hawaii’s online Collaboration and Learning Environment. The EMC provides faculty training focused on the successful delivery of Distance Education. Self-paced and remotely accessible training is offered on a continual basis. Some instructors will use Laulima as a supplement to their traditional face-to-face course. Other instructors will deliver all of the course material, testing, and communication within Laulima as a totally online course.</p>	<p>IIC-41</p>
<p><i>Illuminate Live (Now Blackboard Collaborate)</i> In 2010, the college secured a license for Illuminate Live!, now Blackboard Collaborate. This is a web-based, synchronous ("live"), learning environment used to facilitate interaction, learning, communication, and collaboration. With tools such as video, instant messaging, voice chat, polling, web tour, application sharing, file transferring, whiteboard, and breakout rooms, Blackboard Collaborate can provide a rich and dynamic online learning environment for many educational purposes. It can also record each session, so that students who are unable to attend a live session can still access the information.</p>	<p>IIC-42</p>
<p><i>Pacific Region Learning Summit</i> In order to keep pace with contemporary ideas across the UH-System and mainland contemporaries, each summer a consortium of colleges come together to provide college pedagogy and material support training for participating faculty (visiting colleges include De Anza Community</p>	<p>IIC-43</p>

College, Foothill Community College, and Truckee Meadows Community College). This learning summit is focused on problem-based instruction, pedagogically sound DE course development, and distance education conferencing tools.	
<i>Student Training Initiatives</i> Each semester, distance education students attend a Laulima Orientation prior to the start of the semester. In fall 2009, 88 percent of students who attended the training strongly agreed or agreed that they were more confident about starting the course after attending the Laulima training.	IIIC-44
<i>iTeach—Teaching Online Model</i> This is an online module to help faculty successfully transition from the traditional classroom to the online learning environment.	IIIC-45
<i>iCourse Design</i> This is a one-week workshop where participants complete a scenario that meets the objective of creating specific content for the first week of an online course. The scenario is divided into tasks throughout the week. To help meet the objective participants work in teams.	IIIC-46 IIIC-47
<i>iFacilitate</i> This is a six-week online workshop that introduces a variety of facilitation skills to help participants engage learners across a range of conversational spaces, including online discussion forums, web conferencing rooms, and wikis and blogs.	IIIC-48
<i>TWITAL-This Week in iTeach @ Leeward</i> This is a weekly newsletter with innovative strategies and better practices for teaching online.	IIIC-49
<i>Tech It Out Day</i> In this traing, faculty explore how technology can enhance learning online and in the classroom. Participants "test drive" a variety of technology tools, and network with their peers.	IIIC-59
<i>Laulima @ Leeward</i> This is a series of workshops put on by the college to introduce faculty and staff to Laulima, the University of Hawaii's online collaboration site.	IIIC-51
<i>Google at UH Apps Training</i> <i>Gmail:</i> In this workshop, participants learn how to use Google@UH Gmail, configure Gmail settings, do basic email tasks (for example, compose a message, save a draft, delete a message, and add a contact), and organize email using labels, "stars," filters, and priority inbox. Participants also learn how to use the built-in Google Chat application to instant message other Gmail users. <i>Calendar:</i> This workshop showcases Google Calendar, including many different features and functions. Participants learn how to create, share, link, edit, and label the calendar; add events; setup reminders for events; and create and send meeting invitations. <i>Docs:</i> This mini session includes uploading existing documents, sharing documents, and collaborating with others.	IIIC-52

<p><i>Office 2010 Training</i> This workshop is about the new features of Office 2010.</p>	IIC-53
<p><i>Smart Classrooms Training</i> This demonstration provides proper operational procedures for using the SMART classroom hardware. Participants learn how to use the equipment in the various SMART classrooms located around campus.</p>	IIC-54
<p><i>TurningPoint Clickers Training</i> This hands-on session teaches participants how "clickers" can enhance a class sessions. Participants also learn how to create simple "clickers" presentation with TurningPoint.</p>	IIC-55

Organizational Structure of Leadership and Governance

Organizational Structure
Administration
<i>Executive Administrative Team</i>
Chancellor – This position serves as the Executive Officer for the college and is responsible for setting institutional goals, ensuring operational efficiency, representing the college at the legislature and providing overall vision and leadership. In addition, the Chancellor manages institutional fund raising, marketing, and public relations.
Vice-Chancellor for Academic Affairs – Serving as the college’s Chief Academic Officer, this position is responsible for the overall management of instructional programs and academic support services.
Vice-Chancellor of Administrative Services – This position is responsible for the planning and directing of all administrative support services related to budget and financial management, personnel administration, procurement and property management, facilities maintenance and security.
<i>Deans and Directors</i>
Dean of Arts and Sciences – This dean handles the administration of academic programs, including personnel matters and coordinates the activities of the various instructional divisions.
Dean for Career and Technical Education – This dean handles the administration and personnel matters of all career and technical education programs, including the Professional Arts and Technology and Business Technology Division and Leeward CC-Wai’anae.
Dean of Academic Support – This dean serves as the manager of all Academic Services units such as the Educational Media Center, Learning Resource Center, Library, Information Technology Group, Theatre, and Innovation Center for Teaching and Learning.
Dean of Student Services – This dean oversees the administration of all student services functions, including Admissions and Records, Counseling and Advising, Financial Aid, Health Center, Job Prep Services, Student Activities, and Recruitment. In addition, this Dean supervises grant-funded programs and special initiatives such as GEAR UP, Upward Bound, Bridge-to-Hope, and Women in Transition.
Director of Planning, Policy, and Assessment – This director coordinates and oversees college wide planning efforts, policy development, strategic and institutional planning, assessment, and analysis as well as oversees institutional research services.
<i>Division Chairs</i>
The Division Chairs serve as mid-level managers and faculty members for their respective instructional unit. Chairs are elected by the division’s faculty, recommended by the Dean, and appointed by the Vice-Chancellor for Academic Affairs, Chancellor, and Board of Regents. In addition to teaching, Chairs oversee the administration of their instructional unit by coordinating teaching assignments, scheduling courses, overseeing the division’s budget and personnel, evaluating faculty and lecturer performance, and serving as the conduit of information between the administration and division.

Campus Groups and Governance Committees

In addition to administrative level positions, the college provides numerous venues to gather input and recommendations for college-wide decision-making in the areas of policy, planning, and budget.

Academic Support Personnel - Examples of those who serve the college as academic support personnel include faculty and staff who work in the Library, Educational Media Center, Innovation Center for Teaching and Learning, Computer Center, Learning Resource Center, Theatre, Duplication Services, Graphics, Video Production, and Electronic Repair. Positions in these units may be classified as faculty, APT, or clerical staff. Those who are faculty can serve on the Faculty Senate while those who are APT may join the APT group. As a group, the Academic Support Personnel are allocated one seat on the Campus Council.

Administrative, Professional, and Technical (APT) Group - The Administrative, Professional, and Technical (APT) staff serves the college in a wide variety of roles (for example educational specialists, media specialists, theatre personnel, human resources and fiscal officers). The APT Group, established in 1994, provides a forum for members to exchange ideas and provide input and recommendations to administration regarding issues or concerns that face this bargaining unit.

Administrative Support Group (ASG) (formerly the Leeward Clerical Staff Council) - Organized since 1975, the Leeward Clerical Council is the oldest staff constituency group on campus. All clerical staff on campus are eligible to join this group, whose purpose is to promote and improve communication and mutual understanding among the staff, faculty, students, administration, and community. The Council is consulted when a clerical representative is needed for a committee or clerical input is requested on a particular issue. The Leeward Clerical Council has not been as active as in past years; however, it is reorganizing under a new name, Administrative Support Group.

Campus Council - Established in January 1995, this council serves as the recommending and advisory body in budget planning and resource allocation for the college, allowing for campus personnel to provide input and report back to their respective units. One representative from each of the following groups serves on the Campus Council in order to ensure a broad cross-section of constituencies and input from all areas of the college.

Faculty Senate - The Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the college. Through four primary committees (i.e., Curriculum, Budget and Planning, Student, and Faculty), the Senate maintains and develops the college's curriculum and provides faculty input and recommendations to the administration regarding academic and student policies. Twenty-two Board of Regents faculty members (or 10% of full-time faculty, whichever is greater) are elected at large for two-year terms, with half of the Senate elected each year. The Senate Chair is the representative that sits on the Leeward Campus Council.

Lecturers' Group - Since its inception in 1988, members of the Lecturers' Group meet to discuss common issues affecting adjunct faculty and provide input for professional development needs of lecturers at Leeward. There are approximately 105 lecturers hired each semester and the Group appoints a voting member to the Campus Council and a voting member to the Faculty Senate in order to ensure that issues of importance to lecturers are brought to the attention of the college.

Operations and Maintenance (O&M) Group - The Operations and Maintenance Group, consisting of the college's security, facilities maintenance, grounds keeping and janitorial staff, has been meeting since 1999 to discuss staff development needs and issues. The membership's goals are to enhance communications between the O&M staff and the Leeward CC community, improve their work environment, and promote professional development. The new auxiliary services officer was hired in August 2010.

Student Government - The Associated Students of the University of Hawaii at Leeward Community College (ASUH-LCC) receives their charter from the Board of Regents to establish a student government which administers expenditure of student activity fees and represents student interests on campus. ASUH-LCC also provides student members the opportunity to represent student interests via participation in Academic Grievance Committee.

Nā 'Ewa Council's charter states that it will "provide advocacy, leadership and support for Native Hawaiians through higher education." Since 2002, Leeward CC's Native Hawaiian interests and needs have been represented by Nā 'Ewa members at Pūko'a Council's meetings. Nā 'Ewa invites all faculty and staff members who are interested in Native Hawaiian issues and advocacy to participate in meetings where position statements and program designs are drafted. Once Nā 'Ewa Council members reach consensus, these statements are taken to the college's governing bodies and administration as well as the Pūko'a Council, which serves as an advisory board to the university president, for their support on Native Hawaiian issues

Appendix IVA-B

Student Government Representation

Committee	Description	Voting Rights	Number of Representatives
Marketing/Public Relations	Flyers, Tabling, FB		3
Health	DSA's, Great American Smoke Out		4
Academic Grievance	Meets as needed. Regarding academic grievances.	No	1
BOSC	Meets once a month. Communication on campus/ Ka Mana'o.	Yes	2
Caucus	Meets once a month (Saturday). System wide.	Yes	2 (President and Vice) and 1 Alternate
Commencement	Meets once a month.	Yes	1
Facilities	Meets once a month. Discuss construction, new projects.	Yes	1
Faculty Senate	Meets about once a month. Sit in the faculty meetings regarding curriculum.	No	1 (President)
Campus Council	Meets like three times a semester. Generally president is in attendance.	Yes	President
Campus Council Sub committee	Meets on as-needed basis.	Yes	1 (President)
IT Standing Committee	Meets as needed.	Yes	1
Ka Mole	Meets during spring to plan the event.	Yes	2
Learning Commons Advisory Board	(Effective Spring 2012)	Yes	1
Sustainability	Meets once a month. (During spring it's every other week.) Focus in on how to keep the college sustainable.	Yes	2
Student Success	Campus wide meets once a month to discuss "how to ensure students succeed."	Yes	1
Student Conduct	Meets as needed. Judicial concerns. (i.e., stealing)	TBD	2

Appendix IVA-C

Faculty Senate Committees

Committee	Evidence
Academic Support and Institutional Support Committee monitors, evaluates, and recommends policies and procedures concerning the provision of academic and institutional support services to faculty, staff, and students.	IVA-32
Budget and Planning Committee consults with and advises Administration on matters related to projected budgets, expenditure plans, program planning, and personnel, facilities, and equipment management.	IVA-32
Faculty Committee monitors and makes recommendations concerning any aspect of faculty academic activities such as sabbatical leaves, travel evaluation, committee assignments, conduct evaluations, and policy overviews.	IVA-32
Legislative Relations Committee advises and cooperates with the college Administration to maintain relations with individual legislators and legislative committees.	IVA-32
Program Review, Institutional Research, and Assessment Committee maintains a continuing overview of the instructional programs for quality and content, recommends policies and procedures related to program reviews, evaluates program reviews for acceptance, revision, or rejection and makes recommendations for academic programs developed outside of the traditional framework of classroom activity.	IVA-32
Student Committee serves as the official channel of communication between students and faculty and makes recommendations relating to student admissions, testing, counseling, retention, and grievances.	IVA-32
General Education Foundations Board engages in discussion to ensure smooth articulation of foundation courses to participating colleges, reviews proposed courses for adherence to system wide hallmarks, and ensures through periodic review that approved courses remain in compliance.	IVA-32
Curriculum Committee is a major player in the development, review, recommendation, and approval of new and revised programs and courses. This committee suggests ways to strengthen the college's curriculum, serves as the voice of the Faculty on matters relating to curriculum and educational resource allocations, and supports faculty members in the review of new approaches to instruction and cross-discipline articulations. Information regarding the Curriculum Committee is made available on the committee's web site.	IVA-32

