

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

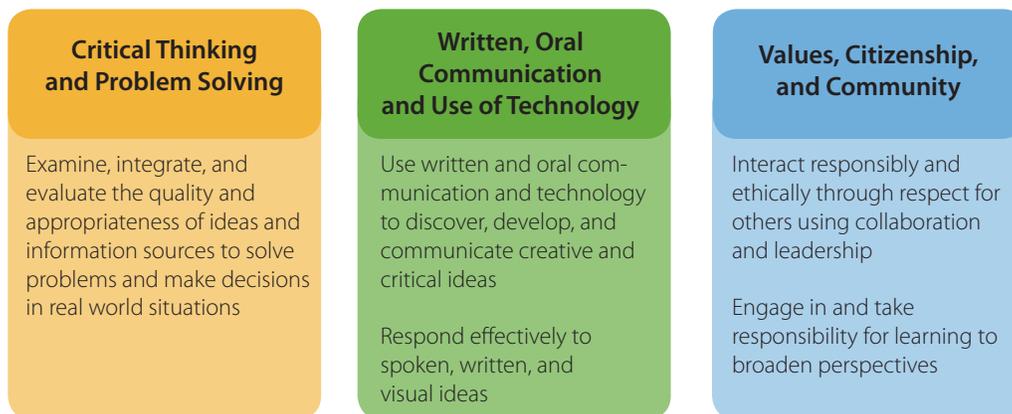
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

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, 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

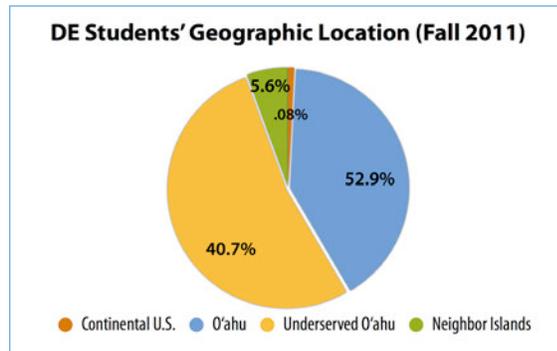


Table and Chart 44, DE Students' Geographic Location, Fall 2011

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).

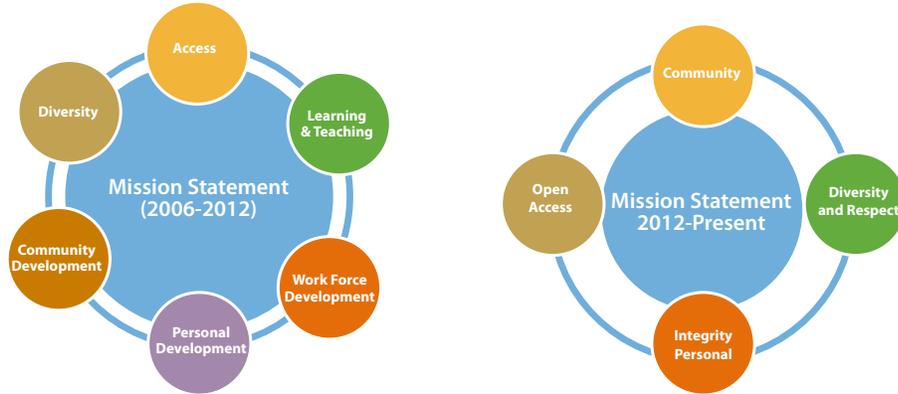


Chart 45, Number of DE Courses Offered 2007-2012

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

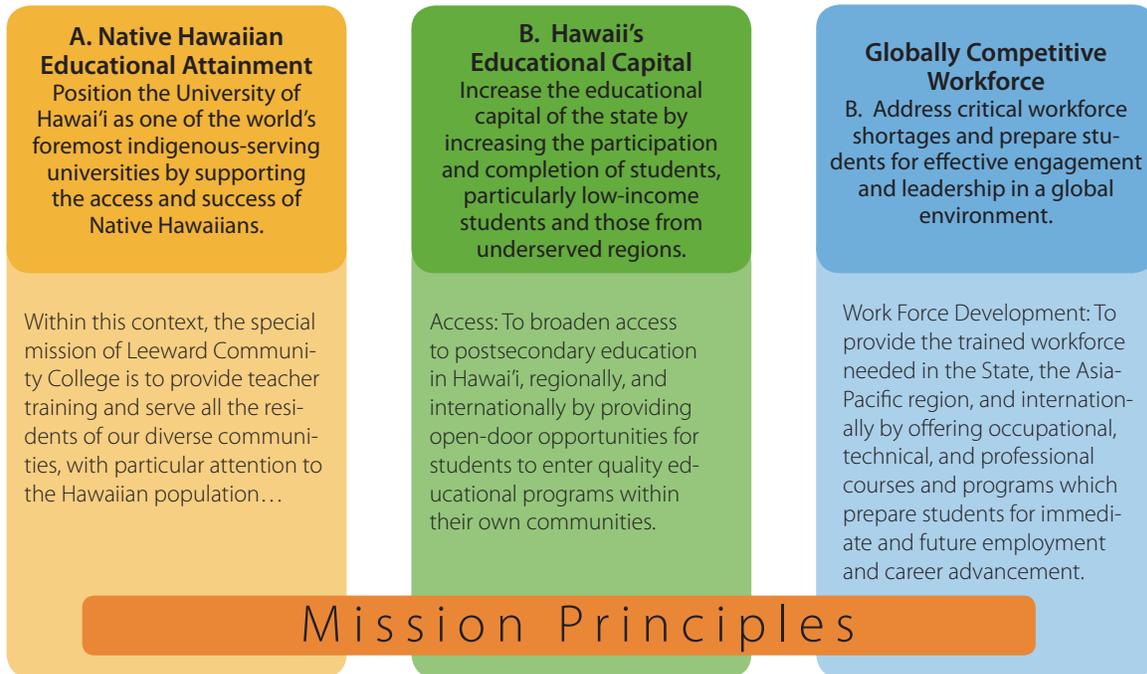
Leeward CC's mission statement provides a broad framework from which integrated planning and decision-making processes are derived. During the past six years, the college has worked diligently to link its mission statement to program review and planning processes.

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 Access Learning and Teaching Community Development 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 Learning and Teaching Community Development 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 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

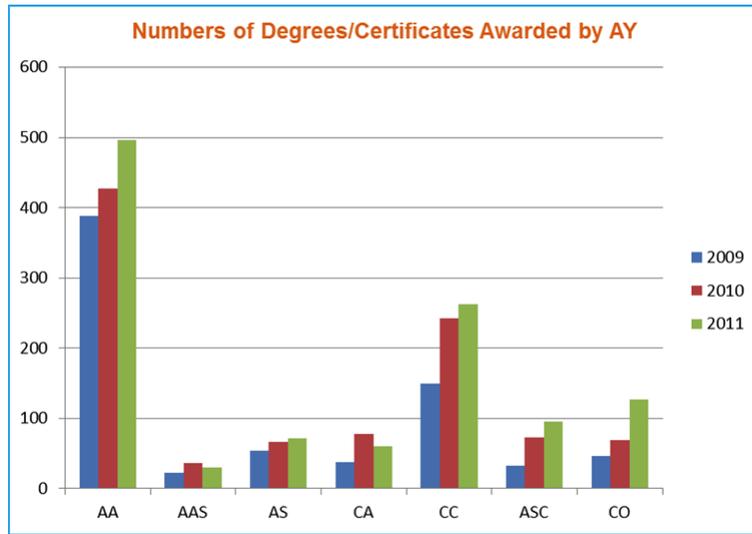


Chart 49, Number of Degrees/Certificates Awarded by AY

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

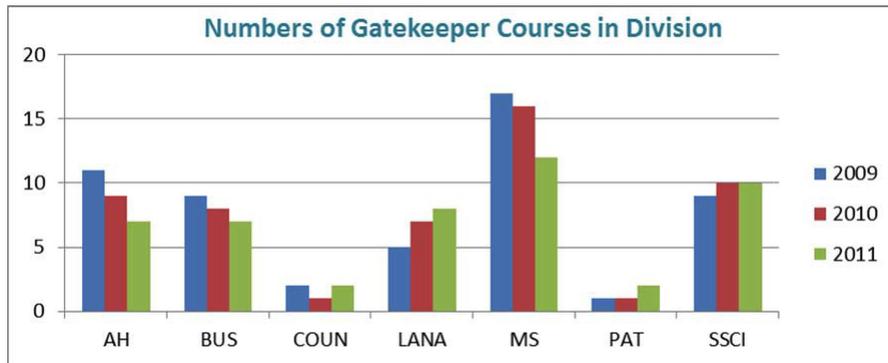


Chart 50, Number of Gatekeeper Courses in Divisions

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.

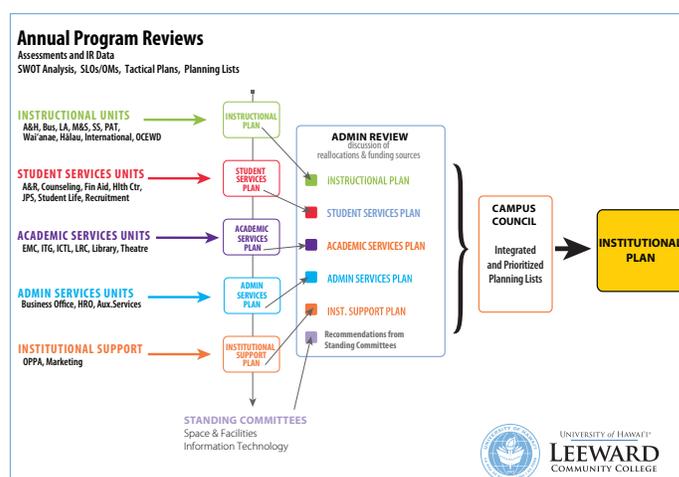
Results of assessment are used in decision making to align institution-wide practices to support and improve student learning. At the end of the APR template, divisions, areas, and programs must create a planning list and indicate priority items for resource allocations. The table below provides several 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.

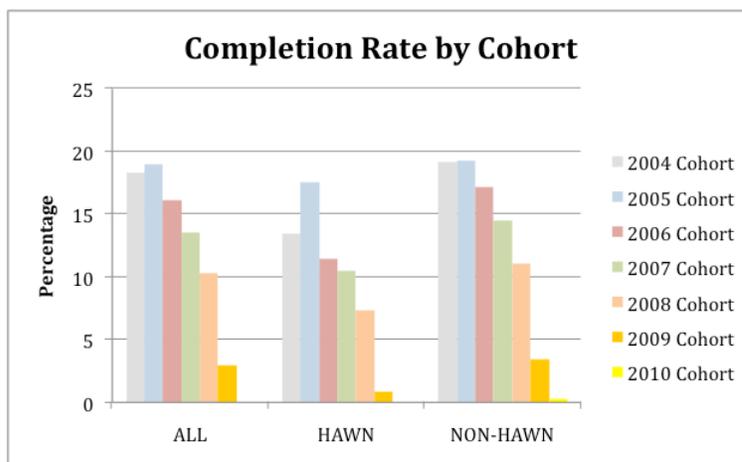


Chart 52, Completion rate by Cohort

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](#)).

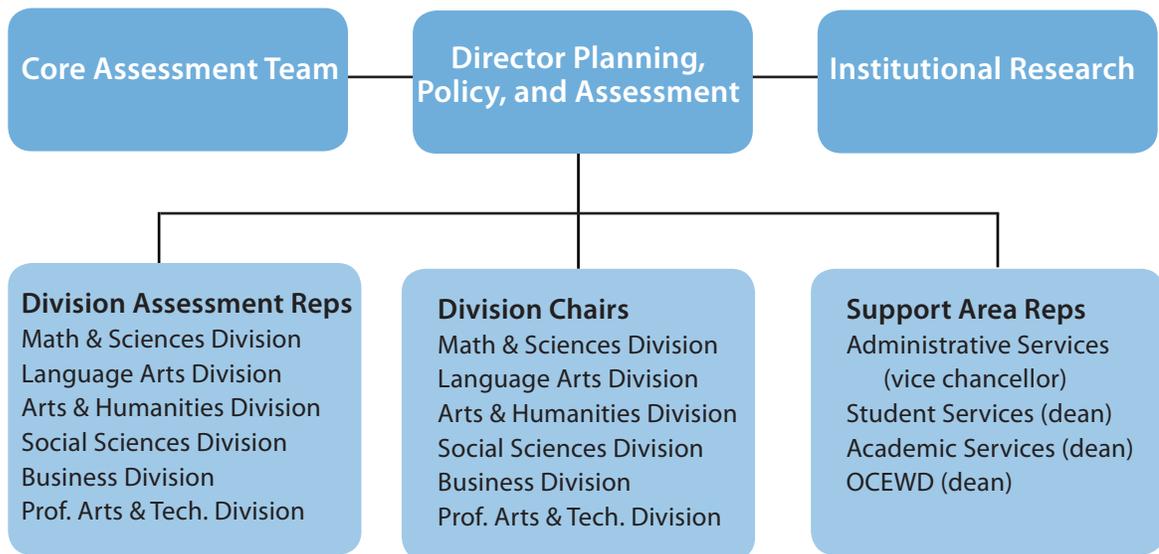
Assessment

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>