



2014 Annual Report
Final Submission
 04/01/2014

Kapi'olani Community College
 4303 Diamond Head Road
 Honolulu, HI 96816

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Sunyeen Pai
3.	Phone number of person preparing report:	808-734-9755
4.	E-mail of person preparing report:	sunyeen@hawaii.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2014-2015_Policies.pdf (p. A3)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.kapiolani.hawaii.edu/accreditation/accjc-accred/
6.	Total unduplicated headcount enrollment:	Fall 2013: 8,376 Fall 2012: 8,892 Fall 2011: 9,023
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,203
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,454
9.	Number of courses offered via distance education:	Fall 2013: 211 Fall 2012: 195 Fall 2011: 176
10.	Number of programs offered via distance education:	11
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,245 Fall 2012: 3,386 Fall 2011: 3,210
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	75%
14b.	Successful student course completion rate for the fall 2013 semester:	71.88%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees	795

	and certificates combined, what is it?																																														
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	477																																													
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	318																																													
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,576																																													
16b.	Number of students who received a degree in the 2012-2013 academic year:	915																																													
16c.	Number of students who received a certificate in the 2012-2013 academic year:	843																																													
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	652																																													
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	937																																													
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																																													
18b.	If yes, please identify them:	The College has, for many years, offered Academic Subject Certificates (ASC) in the Liberal Arts that focus student learning on Hawaiian, Asian, and International Studies.																																													
19a.	Number of career-technical education (CTE) certificates and degrees:	54																																													
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	54																																													
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	6																																													
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	54																																													
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																														
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	Medical Assisting	51.08	60 %	67.86 %
	Medical Laboratory Technician	51.10	60 %	71.43 %
	Mobile Intensive Care Tech	51.09	60 %	100 %
	Nursing (ADN)	51.38	60 %	82.67 %
	Nursing (PN)	51.39	60 %	67.35 %
	Occupational Therapy Assistant	51.08	60 %	25 %
	Paralegal	22.03	60 %	69.39 %
	Physical Therapist Assistant	51.08	60 %	70.83 %
	Radiologic Technologist	51.09	60 %	82.61 %
	Respiratory Care Practitioner	51.09	60 %	83.33 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>The Kapiolani Engagement, Learning, and Achievement (KELA) Model focuses the work of administrators, faculty, and staff on developing, assessing, and improving research-based high impact practices identified by the AAC&U. Engagement measures are derived from benchmarks defined in CCSSE: 1) active and collaborative learning; 2) faculty-student interaction; 3) academic challenge; 4) student effort; and 5) student support. Achievement measures support Strategic Plan measures, align with annual program review effectiveness measures, and include: 1) course success rates; 2) fall-to-spring persistence rates; 3) percent of entering fall cohorts completing 20 credits in year one (fall, spring, summer); 4) percent of entering fall cohorts completing 40 credits, a certificate, or transfer in year 2; and 5) percent of entering fall cohorts completing 60 credits, a certificate, degree, or transfer in year three. We are in dialogue with the UHCC Campus and the Chancellor's Advisory Council about more strongly aligning these measures with program review, moving to more diachronic cohort-based measures and away from synchronic, point-in-time measures. Faculty Senate is leading Learning Outcomes Assessment and applying qualitative methods.</p>			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 793
	b.	Number of college courses with ongoing assessment of learning outcomes: 793
		Auto-calculated field: percentage of total: 100
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 62
	b.	Number of college programs with ongoing assessment of learning outcomes: 62
		Auto-calculated field: percentage of total: 100
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 12
		Auto-calculated field: percentage of total: 92.3
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://ofie.kapiolani.hawaii.edu/student-learning-outcomes/
28.	Number of courses identified as part of the GE program:	355
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes

31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	355
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	60.8%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>In 2011, KCC adapted the AAC&U Essential Learning Outcomes to define its general education and institutional learning outcomes. The College's Service-Learning (SL) Assessment Team developed end of semester reflection statements aligned with these outcomes. All SL students (300 per semester) are required to address them in 4-5 page essays. Each semester 30 essays are randomly selected and scored by the Team, using rubrics adapted from the AAC&U Values Rubrics for critical thinking, written communication, analysis and inquiry, and civic engagement. The SL program has completed 3 cycles of learning assessment. The program has implemented improvements in faculty development, student leadership, and community partnerships, and developed with library staff a new Student Reflection Journal for every SL student. The quality of the SL program and its comprehensive assessment of student engagement, learning, and achievement is recognized by the Teagle Foundation, which has awarded \$270,000 to the College, and the National Center for Community Engagement for a 3-year nationwide project to promote learning of civic and moral responsibility. This work will inform the College's work with the Lumina Foundation's Degree Qualification Profile.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>As a result of course-level assessment, many courses in the Liberal Arts Program have modified course competencies or realigned them to Program Learning Outcomes. English faculty, for example, realigned competencies in English 100, Composition I; realigned and reduced competencies in English 200, Composition II; realigned and combined competencies in English 270 (alpha), Literary History, and English 271 (alpha), Literary Genre; realigned competencies in English 272 (alpha), Literature and Culture; and realigned and reduced competencies in English 273 (alpha), Creative Writing and Literature. Similar practices have been implemented in the Career and Technical Education Programs. The Hospitality and Tourism Education (HOST) faculty modified course competencies and realigned them to Program Learning Outcomes. Faculty members who teach HOST 100, Career and Customer Service Skills, engaged in collaborative assessment conversations to analyze embedded learning outcomes assessment methods ensuring that they directly measure and connect to course competencies.</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The Annual Report of Program Data (ARPD) website includes program-level SLO assessment results, which are shared with program advisory committees and motivate program changes, as attested in ARPD action plans and requests for resource allocations. The Office for Institutional Effectiveness website reports on course-level assessment results. Furthermore, faculty communicate SLO assessment results internally using a learning management system. Ongoing SLO-related professional development serves as a platform for faculty to dialogue about their assessment practices and inspires participants to actively engage in assessment activities and conversations aimed to improve student learning. New fulltime and part time evaluation policies have underlined the relationship between effective teaching and attainment of learning outcomes. Academic programs communicate learning outcomes and achievement results directly to students, faculty, and the community. For example, several outcomes are regularly monitored and published on the Nursing Program's website in order for continuous program improvement: graduate completion rate, NCLEX-RN licensure pass rate, graduated student satisfaction, employer satisfaction, and job placement rate.</p>	
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p>	

	<p>The Faculty Senate Ad Hoc Committee on SLOs sets the framework for SLO assessment and reporting: a course assessment plan, the timeline for assessment of each outcome in each course; a course learning report, fall and spring assessment results and next steps to improve student learning; a learning assessment schedule and report, the five-year schedule for every course and its outcomes, updated annually by department chairs, who then consult with Assessment Coaches on their assessment needs for the next year. The results of this faculty dialogue are integrated into the Annual Report of Program Data (ARPD), wherein faculty analyze the program's strengths and weaknesses and determine action plans and resource needs based on performance indicators and the outcomes of program learning assessment. Institutional resource allocations are based on the action plans in the ARPDs. Several Institutional Effectiveness Measures aggregate results of program effectiveness, thereby tying institutional effectiveness directly to program-level metrics. Comprehensive program reviews analyze the previous three years of ARPDs, including results of program learning outcomes assessment, and develop the program's action plans for the upcoming three years.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The Annual Review of Program Data (ARPD) emphasizes the importance of "persistence" (re-enrollment) and "success in subsequent course levels" in its annual review. English 22 writing faculty responded to these important measures through the implementation of the Accelerated Learning Program (ALP) course offerings. ALP responds to these indicators by ensuring that both numerator and denominator maintain a one-to-one ratio, establishing a 100% persistence rate for the accelerated cohort while also raising the total persistence for the entire course level. Improving "success in subsequent course levels," on the other hand, requires progressive but manageable increases in rigor that both challenge and support students as they progress through the pipeline. Kapi'olani 's implementation of ALP provides a framework for this alignment by requiring faculty to teach both course levels simultaneously necessitating constant re-evaluation of the curriculum. http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2013&college=KAP&program=86</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	A new Advanced Professional Certificate in Hospitality Management

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Hawai'i CC (EMT, MICT), Maui College (EMT, MICT); Windward CC (LPN), Leeward CC (ADN).
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

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

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