Kapi'olani Community College
Policy of Nondiscrimination

Kapi'olani Community College is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court records, sexual orientation, or status as a covered veteran. This policy covers academic considerations such as admission and access to, and participation and treatment in, the College programs, activities, and services. With regard to employment, the College is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Sexual harassment is expressly prohibited under College policy.

The College strives to promote full realization of equal opportunity through a positive, continuing affirmative action program in compliance with federal Executive Order 11246. The program includes measuring performance against specific annual hiring goals, monitoring progress, and reporting on good faith efforts and results in annual affirmative action plan reports. As a government contractor, the College is committed to an affirmative policy of hiring and advancing in employment qualified persons with disabilities and covered veterans.

Kapi'olani Community College recognizes its obligation to provide equal access to programs, services, and activities to students with disabilities.
Certification of the
Institutional Self Study

DATE: August 24, 2006

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

FROM: Kapiʻolani Community College
University of Hawaiʻi
4303 Diamond Head Road
Honolulu, Hawaiʻi 96816

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

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

Kitty Lagareta, Chair, Board of Regents, University of Hawaiʻi

David McClain, President, University of Hawaiʻi

John Morton, Interim Vice President for Community Colleges, University of Hawaiʻi

Leon Richards, Acting Chancellor, Kapiʻolani Community College

Robert Franco, Accreditation Liaison Officer, Kapiʻolani Community College

Ron Umehira, Chair, Accreditation Self Study, Kapiʻolani Community College
Certification of the
Institutional Self Study

Susan Murata, Co-Chair, Standard I, Kapi‘olani Community College

Robin Fujikawa, Co-Chair, Standard I, Kapi‘olani Community College

Kristine Korey-Smith, Co-Chair, Standard II, Kapi‘olani Community College

Tanya Kenner, Co-Chair, Standard II, Kapi‘olani Community College

Regina Ewing, Co-Chair, Standard III, Kapi‘olani Community College

Karl Naito, Co-Chair, Standard III, Kapi‘olani Community College

Susan Inouye, Chair, Standard IV, Kapi‘olani Community College

Bob Johnson, Editor, Kapi‘olani Community College

Harry Davis, Chair, Faculty Senate, Kapi‘olani Community College

Colette Higgins, Representative of Malama Hawai‘i, Kapi‘olani Community College

Gene Phillips, Chair, Staff Council, Kapi‘olani Community College

Michael Hewitt, Chair, Student Congress, Kapi‘olani Community College
# Table of Contents

**Introduction**

- College Motto .............................................. 1
- Vision and Values Statements 2003-2010 .......................... 3
- Mission Statement 2003-2010 ................................ 5
- Hawaiian Words and Proverbs .................................. 7
- History and Demographics of the College ......................... 9
- Update on Recommendations in the Last Comprehensive Evaluation ........................................ 27
- Student Achievement ......................................... 31
- Assessment of Student Learning Outcomes ....................... 39
- Off-Campus Sites and Centers, Distance Learning ............... 41
- Audits .................................................................. 43
- Campus Map ....................................................... 45

**Organization of the Self Study** ................................ 47
- Steering Committee .............................................. 51
- Standard Committees .......................................... 52
- Timeline ............................................................ 56
- Acknowledgements .............................................. 58

**Organization of the College** ................................ 61
- Certification of Continued Compliance with Eligibility Requirements ............................................. 77
- Response to Recommendations in the Last Comprehensive Evaluation .............................................. 91
- Abstract and Thematic Overview .............................. 101
- Standard One: Institutional Mission and Effectiveness ................................................................. 109
- Standard Two: Student Learning Programs and Services ............................................................... 153
- Standard Three: Resources .................................... 283
- Standard Four: Leadership and Governance .................. 393

**Appendices**

- Summary of Planning Agendas .................................. 477
- Campus Functions of the University of Hawai‘i Community Colleges ............................................ 483
- Organization Charts .............................................. 489
- Key Websites for Dissemination of College Information ............................................................... 497
- Midterm Report and Progress Reports .......................... 501
E hea i kanaka e komo maloko e hānai ʻai a hewa ka waha.
“Call to the person to enter; feed him until he can take no more.”

Originally a reply to a password into a hula school. Used later in songs and in speech to extend hospitality.
Kapiʻolani Community College is named after Julia Kapiʻolani Nāpela-Kapu-o-Kakaʻe. As an aliʻi, or chiefess, she was beloved by her people as Queen Kapiʻolani.

She and her husband, King Kalākaua, reigned during the turbulent years of 1874 to 1891. These were difficult years for the Hawaiian people as diseases and cultural shock reduced their population to less than 45,000.

As King Kalākaua struggled to revive cultural pride and political autonomy for Hawaiians, Queen Kapiʻolani dedicated herself to preserving her race. Actively soliciting funds for the care of Hawaiian women and children who could not afford modern medicines, she was instrumental in founding Queen Kapiʻolani Hospital in 1890. More than a century later, the Kapiʻolani Medical Center for Women and Children serves the Pacific Basin as a major medical facility.

Kūlia i ka Nuʻu, “strive for the highest,” was the motto she adopted for her royal seal. With pride and responsibility, Kapiʻolani Community College has assumed the Queen’s name and motto. The challenge of the College is to perpetuate that heritage of excellence.
In the tradition of Queen Kapi‘olani and her motto, “Kūlia i ka Nu‘u,” to strive for the highest, we have developed the following vision and values statements:

**Kapi‘olani Community College** prepares students for lives of critical inquiry, active participation, and leadership in careers that strengthen the health, well-being, and vitality of

• the individuals, families, and communities that support all of us,
• the cultural traditions that shape and guide all of us; and
• the land and sea that sustain all of us.

**Kapi‘olani Community College values...**

• Aloha for Hawai‘i, and its diverse peoples, cultures, languages, and environments.
• Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
• High quality, active, ongoing learning for everyone.
• Respect and appreciation for our faculty, staff, and administration in recognition of their hard work and achievements.
• Honesty, integrity, and clarity in professional relationships.
• Imagination and innovation in teaching, curriculum development, program planning, and problem solving.
• Collaboration and partnerships in working for the social, economic, and environmental betterment of the communities we serve.
Kapi‘olani Community College...

- is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum.

- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.

- strives to be the first choice for education and training for Hawai‘i’s people.

- provides open access, and promotes students’ progress, learning, and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.

- prepares students to meet rigorous employment and career standards by offering 21st century career programs.

- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.

- leads locally, nationally, and internationally in the development of integrated international education through global collaborations.

- uses human, physical, technological, and financial resources effectively and efficiently to achieve ambitious educational goals.

- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.
Hawaiian Words and Proverbs

PRONUNCIATION GUIDE TO HAWAIIAN WORDS
Kahikāhealani Wight

Hawaiian consonants are said the same as they are in English, except for $w$, which is usually pronounced like $v$ after $i$ and $e$.

Vowel sounds:
- $a$  ā like $a$ in was: (olonā)
- $e$  ē like $e$ in red: (heˈe)
- $ē$ like $a$ in baby: (nēnē)
- $i$  ī like $e$ in me: (imu, kī)
- $o$, $ō$ like $o$ in go: (kalo, kō)
- $u$, $ū$ like $oo$ in moon: (hula, paˈū)

Hawaiian words are usually stressed on the next-to-last syllable, unless there is a single line over a vowel. This line is called a macron or kahakō. It shows that the vowel should be said with stress, or longer and stronger.

Sometimes two vowels go together: $ai$, $ao$, $au$, $ei$, $eu$, $oi$, $ou$. The vowel sounds are rolled together as you say them, with the first one being stronger.

The mark like an upside-down apostrophe (‘) is called an ‘okina. It shows that there is a break in the word, as when you say the English oh-oh.

HAWAIIAN PROVERBS

Hawaiian proverbs introduce each of the eleven major sections in this Self Study. The proverbs come from the extraordinary collection of Hawaiian sayings by Mary Kawena Pukui, distinguished translator of the Hawaiian language, teacher, and author.

The proverbs are stated first in Hawaiian, followed by Kawena’s translation into English. Proverbs embody the essence and origins of traditional Hawaiian values. Kapiʻolani Community College is honored to share these proverbs in its Self Study.
History and Demographics of the College

Kapiʻolani Community College, one of seven community colleges in the University of Hawaiʻi Community College (UHCC) System, is an urban institution offering comprehensive Liberal Arts and 21st century career programs. The College bears the name of Queen Julia Kapiʻolani, who was deeply committed to the health, education, well being, and perpetuation of her people. Located on the slopes of Diamond Head, the College looks to its Hawaiian roots, as well as to the shores of Asia, the Pacific Islands, and the Americas, in visioning its future.

The College traces its origins to the years immediately after the end of World War II in the Pacific. In 1946, Kapiʻolani Technical School began as a post-secondary school administered by the Territorial Department of Public Instruction, which later became the State Department of Education. In the years before statehood (pre-1959), the Technical School provided training in Hotel and Restaurant Operations (begun in 1946), Practical Nursing (1947), Business Education (1956), and Dental Assisting (1959).

In 1965, the State Legislature incorporated the Technical School into a new community college system under the governance of the University of Hawaiʻi. Renamed Kapiʻolani Community College, the institution expanded its mission and developed a Liberal Arts program awarding the Associate in Arts degree and providing new transfer opportunities. Vocational and technical programs, community service, and continuing education have also expanded significantly.

Today, Kapiʻolani serves the numerous diverse communities primarily in East Honolulu. At the same time, several programs attract students state-wide. The College also offers the following opportunities:

- A strong developmental education program called Holomua;
- The largest liberal arts and transfer programs in the University of Hawaiʻi System;
- A state-wide Nursing and Health Sciences training center; and
- Quality training programs in Hotel Operations, Culinary Arts, Tourism and Travel, Business Education, and Legal Assisting.
By focusing on improved learning outcomes, the College prepares students to succeed in developmental education, degree and certificate completion, baccalaureate transfer, community engagement, professional careers, and lifelong learning. All these programs play a critical role in developing the community, and building marketable skills necessary to perpetuate Hawai‘i as a successful multicultural community with an increasingly diversified and globally integrated 21st century economy.

The College serves and celebrates a diverse, multicultural student population and community through strong, diverse, and responsive academic programs as shown in the following Table (see the 2005-2006 Catalog, pp. 289-392). In the Table, the number of specializations is noted in parentheses.

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Degrees Offered</th>
<th>Certificates Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>Associate in Science</td>
<td>• Accounting.</td>
</tr>
<tr>
<td></td>
<td>Accounting.</td>
<td>• Information Technology (4).</td>
</tr>
<tr>
<td></td>
<td>eBusiness.</td>
<td>• Marketing.</td>
</tr>
<tr>
<td></td>
<td>Information Technology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing.</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Associate in Science</td>
<td>• Culinary Arts.</td>
</tr>
<tr>
<td></td>
<td>Food Service with Specializations (3).</td>
<td>• Dining Room Service.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Patisserie.</td>
</tr>
<tr>
<td>Culinary Institute of the Pacific</td>
<td>Building into the AS degree in Culinary Arts the development of a bachelor’s degree in Advanced Culinary Arts with UH West O'ahu.</td>
<td></td>
</tr>
</tbody>
</table>
Table 1. (Continued)
Academic Programs at Kapi‘olani Community College

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Degrees Offered</th>
<th>Certificates Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Careers</td>
<td>Associate in Science</td>
<td>• Emergency Medical Technician.</td>
</tr>
<tr>
<td></td>
<td>• Mobile Intensive Care Technician.</td>
<td>• Community Health Worker.</td>
</tr>
<tr>
<td></td>
<td>• Medical Assisting.</td>
<td>• Dental Assisting.</td>
</tr>
<tr>
<td></td>
<td>• Medical Lab Technician.</td>
<td>• Diagnostic Medical Sonography.</td>
</tr>
<tr>
<td></td>
<td>• Occupational Therapy Assistant</td>
<td>• Medical Assisting.</td>
</tr>
<tr>
<td></td>
<td>• Physical Therapy Assistant.</td>
<td>• Adult Residential Home Care Operator.</td>
</tr>
<tr>
<td></td>
<td>• Radiologic Technology.</td>
<td>• Home Health Nurse Aide.</td>
</tr>
<tr>
<td></td>
<td>• Respiratory Care.</td>
<td>• Nurse Aide.</td>
</tr>
<tr>
<td></td>
<td>• Nursing.</td>
<td>• Practical Nursing.</td>
</tr>
<tr>
<td>Holomua</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Hospitality and</td>
<td>Associate in Science</td>
<td>• Hotel/Restaurant Operations.</td>
</tr>
<tr>
<td>Tourism</td>
<td>• Hotel/Restaurant Operations.</td>
<td>• Travel and Tourism.</td>
</tr>
<tr>
<td>Legal Education</td>
<td>Associate in Science</td>
<td>• Hotel/Restaurant Operations.</td>
</tr>
<tr>
<td></td>
<td>Paralegal.</td>
<td>• Travel and Tourism.</td>
</tr>
<tr>
<td>Liberal Education</td>
<td>Associate in Arts</td>
<td>Legal Secretary.</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate in Science</td>
<td>• Asian Studies.</td>
</tr>
<tr>
<td></td>
<td>Educational Paraprofessional with</td>
<td>• Hawaiian/Pacific Islands Studies.</td>
</tr>
<tr>
<td></td>
<td>Specializations (2).</td>
<td>• Biotechnician.</td>
</tr>
<tr>
<td></td>
<td>Exercise and Sport Science.</td>
<td>• Educational Paraprofessional.</td>
</tr>
<tr>
<td></td>
<td>Interpreting, ASL/English.</td>
<td>• Exercise and Sport Science.</td>
</tr>
<tr>
<td></td>
<td>New Media Arts, with Specializa-</td>
<td>• Interpreting.</td>
</tr>
<tr>
<td></td>
<td>tions (3).</td>
<td></td>
</tr>
</tbody>
</table>

Kapi‘olani Community College 2006 Accreditation Self Study  11
**HISTORY AND DEMOGRAPHICS OF THE COLLEGE**

Each of these academic programs provides opportunities for continuing education, career training, and academic preparation for lifelong learning, and each has developed a tactical plan for 2004-2007.

**Learning to Succeed**

The College provides programs, services, and training that help students succeed in their academic endeavors. Examples of these are the Holomua Department, Liberal Arts, and education for 21st century careers.

**Holomua.** The Holomua ("to move forward") Department provides developmental education for students who place below college-level in Mathematics and English. Holomua prepares these students for success in either the Liberal Arts or 21st century careers programs. With Title III funding, Holomua has developed a strong plan for assessment and improvement.

**Liberal Arts.** The strong Liberal Arts program offers courses that meet general education requirements for 21st century career programs, and general education and graduation requirements at all baccalaureate colleges in Hawai‘i. The departments of Math and Sciences, Social Sciences, Arts and Humanities, and Languages, Linguistics, and Literature all offer current and compelling courses in interactive classrooms and in web-based and community-based environments. The departments are also leading in assessment of student learning outcomes by using electronic portfolios.

**21st Century Career Programs.** The College offers 21st century career programs in Business and Information Technology, Culinary Arts and Hospitality, Health Sciences and Nursing, and Legal Education. All career programs at Kapi‘olani strongly support directions of the State of Hawai‘i workforce and economic development.

The College also has new, emerging programs in Biotechnology, eBusiness, Exercise and Sport Science, Educational Interpreting, and New Media Arts. To address the statewide and national teacher shortage, the College is committed to new synergies bridging preschool through 12th grade education, college education, and lifelong learning. These synergies include educational assisting, teacher preparation, Gear Up, Teaching English as a Second Language, preschool-through-college statewide Initiatives, and Service-Learning.

By creating and sustaining mutually beneficial partnerships within the University of Hawai‘i (UH) System, and with external government, private, and non-profit
HISTORY AND DEMOGRAPHICS OF THE COLLEGE

sectors, the College has strengthened its role in teaching and learning, and in development of the workforce. The College also provides system-wide leadership for the Culinary Institute of the Pacific and the Honda Center for International Education and Globalization. Additionally, the College envisions a Center for Hospitality and Tourism Education and Training.

Commitment to Diversity

The College commitment to diversity and language learning is evident in programmatic supports for Hawaiian Studies, Pacific Studies, Asian Studies, and International Studies. One example of this commitment is the Mālama Hawai‘i cross-curricular initiative. Mālama Hawai‘i is a campus community composed of Native Hawaiian faculty members and other employees who serve Native Hawaiian students; their goal is to provide a positive learning experience for students who are Native Hawaiian or who are interested in Native Hawaiian issues. The Mālama Hawai‘i Center provides support and leadership for Hawaiian and Pacific Islands students in developing Hawaiian-Pacific instruction and assessment of learning outcomes.

The College maintains a strong focus on Hawaiian and Asian languages and cultures, offering high-quality courses in English for Speakers of Other Languages, Japanese, Chinese, Korean, Tagalog, French, Spanish, and American Sign Language. These courses support a one-year, Hawaiian/Second Language requirement for all AA degree student, as well as second-year required study for students pursuing baccalaureate degrees in the College of Arts and Sciences at UH Mānoa.

Student Development and Support

The College provides excellent services for student development and support and offers credit and continuing education courses in Liberal Arts and career programs. The College is devoted to the goal of supporting seamless, lifelong learning for all students. The Kekaulike Information Service Center and a growing and improving First Year Experience program have resulted in strengthened support for learners.

The College supports five faculty-driven Emphases that weave through the Holomua, Liberal Arts, and 21st century careers curricula:

- Information Technology;
- Integrated International Education and Globalization
HISTORY AND DEMOGRAPHICS OF THE COLLEGE

- Math Across the Curriculum;
- Service-Learning; and
- Writing, Thinking, and Reasoning.

Awards and Recognition

Sustained innovation has significantly enhanced the national reputation of the College, as the following awards and recognition attest:

- The Association of American Colleges and Universities recognizes the College for overall quality in undergraduate education;
- The American Council of Education recognizes the College for implementing promising practices in institutionalizing international education and assessment of international learning outcomes;
- The National Association of Foreign Student Advisors and the American Council on International and Intercultural Education recognize the College for internationalizing its programs and campus environment; and
- The Carnegie Foundation for the Advancement of Teaching, and Campus Compact, recognize the College for its commitment to promoting civic and moral responsibility in undergraduate education and as an exemplar of institutional community engagement.

Enrollment and Demographics of Students

Enrollment. Over the decade 1994-2004, headcount enrollment has remained remarkably stable, peaking in 1994 (7,648) and 2003 (7,491), ebbing in 2000 (6,760), and averaging just over 7,000 annually. Full-time equivalent enrollment has also been stable, ranging from a high of 4,318 in 2000 (the semester with the lowest headcount enrollment) to a low of 4,139 in 2004 and 2005 (see Figure 1 and Table 2 on the following page).

Despite a decline in the percentage of June high school graduates who enroll at the College in August of the same year (“going rate”), enrollments at the College are projected to increase slightly to 7,465 in the year 2011. Increased attention to developing high school-to-college learning pathways and to the needs of returning young and older adult learners and international students may result in even greater enrollment increases by 2011. Due to impending tuition increases, the College takes a cautiously optimistic budgetary perspective (Source, MAPS Enrollment Projections University of Hawai‘i Community Colleges Fall 2005 To Fall 2011, Table 4, Middle Projection Series.)
HISTORY AND DEMOGRAPHICS OF THE COLLEGE

Figure 1.
Historical Fall Headcount and Full-Time Equivalent (FTE) Enrollment

Source: MAPS Fall Enrollment Report, University of Hawai‘i, Community Colleges Fall 2004, Table 1, Table 2.

Table 2.
Fall Headcount and Full-time Equivalent Enrollment, 2000-2005

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>6,760</td>
<td>7,081</td>
<td>7,041</td>
<td>7,491</td>
<td>7,174</td>
<td>7,289</td>
</tr>
<tr>
<td>FTE</td>
<td>4,318</td>
<td>4,253</td>
<td>4,225</td>
<td>4,308</td>
<td>4,139</td>
<td>4,139</td>
</tr>
</tbody>
</table>

Source: MAPS Fall Enrollment Report, University of Hawai‘i, Community Colleges Fall 2005, Table 1, Table 2.

Gender of Students. Similar to the national trend, the majority (57.6%) of students at the College are female. (See Table 3 on the following page). The Nursing program and international enrollments are specific internal factors that contribute to this majority.

Age of Students. In fall 2005, two students in five (40%) at Kapi‘olani CC were 20-24 years of age, the median age of the students was 24.8 years, and, interestingly, one student in eight was over the age of 35. (See Table 4 on the following page.)
Table 3.
Students by Gender, Fall 2005

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>3,067</td>
<td>42.1</td>
</tr>
<tr>
<td>Women</td>
<td>4,201</td>
<td>57.6</td>
</tr>
<tr>
<td>No Data</td>
<td>21</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Source: MAPS Fall Enrollment Report, University of Hawai‘i, Community Colleges Fall 2005, Table 3, “Selected Characteristics of Credit Students University of Hawai‘i, Community Colleges.”

Table 4.
Students by Age, Fall 2005

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>275</td>
<td>3.8</td>
</tr>
<tr>
<td>18-19</td>
<td>1,598</td>
<td>21.9</td>
</tr>
<tr>
<td>20-21</td>
<td>1,593</td>
<td>21.9</td>
</tr>
<tr>
<td>22-24</td>
<td>1,383</td>
<td>19.0</td>
</tr>
<tr>
<td>25-29</td>
<td>1,062</td>
<td>14.6</td>
</tr>
<tr>
<td>30-34</td>
<td>501</td>
<td>6.9</td>
</tr>
<tr>
<td>35-59</td>
<td>855</td>
<td>11.7</td>
</tr>
<tr>
<td>60 and over</td>
<td>22</td>
<td>0.3</td>
</tr>
<tr>
<td>Mean Age (in years)</td>
<td>24.8</td>
<td></td>
</tr>
</tbody>
</table>

Source: MAPS Fall Enrollment Report, University of Hawai‘i, Community Colleges Fall 2005, Table 3, “Selected Characteristics of Credit Students University of Hawai‘i Community Colleges.”

Ethnicity of Students. Hawai‘i has no majority ethnic group in its population. Individuals of African American, Asian, Caucasian, Native Hawaiian, Hispanic, Native American, and Pacific Islander ancestry compose the population of Hawai‘i, which bridges Asia, the Pacific, the Americas, and the world. In the 2000 Census, the State of Hawai‘i had the highest percent (21.4%) of population claiming two or more ethnic backgrounds (Alaska with 5.4% was second). In fall 2005, the College student population reflected this vibrant diversity, as Table 5 on the following page shows.
Table 5.
Kapi‘olani CC Students by Ethnicity, Fall 2005

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>69</td>
<td>0.9</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>15</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5,127</td>
<td>70.3</td>
</tr>
<tr>
<td>Asian</td>
<td>3,750</td>
<td>51.4</td>
</tr>
<tr>
<td>Chinese</td>
<td>605</td>
<td>8.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,036</td>
<td>14.2</td>
</tr>
<tr>
<td>Indian Subcontinent</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>Japanese</td>
<td>1,559</td>
<td>21.4</td>
</tr>
<tr>
<td>Korean</td>
<td>357</td>
<td>4.9</td>
</tr>
<tr>
<td>Laotian</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>Thai</td>
<td>9</td>
<td>0.1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>86</td>
<td>1.2</td>
</tr>
<tr>
<td>Other Asian</td>
<td>74</td>
<td>1.0</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>988</td>
<td>13.6</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>36</td>
<td>0.5</td>
</tr>
<tr>
<td>Hawaiian/Part-Hawaiian</td>
<td>789</td>
<td>10.8</td>
</tr>
<tr>
<td>Micronesian</td>
<td>42</td>
<td>0.6</td>
</tr>
<tr>
<td>Samoan</td>
<td>23</td>
<td>0.3</td>
</tr>
<tr>
<td>Tongan</td>
<td>7</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>53</td>
<td>0.7</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>38</td>
<td>0.5</td>
</tr>
<tr>
<td>Mixed Asian/Pacific Islander</td>
<td>389</td>
<td>5.3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>936</td>
<td>12.8</td>
</tr>
<tr>
<td>Middle Easterner</td>
<td>3</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>17</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Caucasian</td>
<td>916</td>
<td>12.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>129</td>
<td>1.8</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>5</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>110</td>
<td>1.5</td>
</tr>
<tr>
<td>Mixed Hispanic</td>
<td>14</td>
<td>0.2</td>
</tr>
<tr>
<td>Mixed Ethnic Background</td>
<td>870</td>
<td>12.0</td>
</tr>
<tr>
<td>No Response</td>
<td>143</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,289</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Course-taking Patterns. The College is beginning to observe new, diverse course-taking patterns. Just over one-third (36.22%) of all students are taking a full-time load of 12 credits or more. The other two-thirds are taking credits at other UH campuses or taking reduced credits at the College and balancing academic study, work, and family. With Title III and other external funding, the College is developing undergraduate learning pathways to better support these students and their diverse course-taking patterns. Table 6 shows the number and percentage of students who are taking various numbers of credits at the College.
**HISTORY AND DEMOGRAPHICS OF THE COLLEGE**

**Table 6.**
Student Course-taking Patterns  
**Fall 2005**

<table>
<thead>
<tr>
<th>Range of Credits</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>155</td>
<td>2.13%</td>
</tr>
<tr>
<td>Between 3 and 5.9</td>
<td>1,768</td>
<td>24.26%</td>
</tr>
<tr>
<td>Between 6 and 8.9</td>
<td>1,563</td>
<td>21.44%</td>
</tr>
<tr>
<td>Between 9 and 11.9</td>
<td>1,163</td>
<td>15.96%</td>
</tr>
<tr>
<td>12 or more</td>
<td>2,640</td>
<td>36.22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,289</td>
<td></td>
</tr>
</tbody>
</table>

Source: ODS view IRO_BASE_UH.

**Going Rate.** Figure 2 below shows that, from 2000-2004, the going rate (i.e., the percentage of June high school graduates who enroll at the College in August of the same year) has decreased from 7.0 percent (N=725) to 4.4 percent (N=574).

**Figure 2.**  
Going Rate of High School Graduates

**Students of Native Hawaiian Ancestry.** The College bears the name of Queen Julia Kapi‘olani and derives from her legacy a special responsibility to support the Hawaiian culture and its students. As an institution serving Native Hawaiians, the College has received Title III funding from the U.S. Department of Education.
HISTORY AND DEMOGRAPHICS OF THE COLLEGE

for the periods 1999-2004 and 2004-2009. The College also received a National Science Foundation grant for the period 2005-2010.

Figure 3 below shows the enrollment of Hawaiian and Part-Hawaiian students in the College in the fall semesters 2000 - 2004. The data show that, during the years 2000-2004, enrollment of Hawaiian and Part-Hawaiian students peaked in 2001 (766) and ebbed in 2004 (714). In fall 2005, the enrollment of Hawaiian and Part-Hawaiian students in the College grew to 789, the highest of the five-year period.

Figure 3.
Hawaiian and Part-Hawaiian Undergraduate Students Enrolled in Kapi'olani CC and in other University of Hawai‘i System Campuses

Hawaiian and Part-Hawaiian Undergraduate Students Fall Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>UHCC</th>
<th>Kapi'olani CC</th>
<th>UHM,UHH,UHWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3,324</td>
<td>729</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>3,367</td>
<td>766</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>3,620</td>
<td>728</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>3,845</td>
<td>763</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>3,769</td>
<td>714</td>
<td></td>
</tr>
</tbody>
</table>


Figure 4 on the following page shows the percentage of the total number of Hawaiian and Part-Hawaiian students in the UH System who have enrolled in Kapi'olani CC, at other UHCC campuses, and at four-year campuses in the UH System.
**International Students.** From 2000-2004, enrollment of non-resident students in the College has increased from 9.0% to 12.2%. This increase is primarily driven by a growing number of international students who have contributed to a more international learning environment on campus and also an important new revenue stream. The increasing enrollment of international students is particularly significant in the post 9/11 era when many American colleges and universities have experienced declining enrollments of international students. Table 7 on the following page shows the number of international students from selected countries in the period from fall 2001 through 2005.

Females make up 67.8 percent of the international student population. In 2001 and 2002, an average of 71.6 percent of international students was attending the College on F-1 visas, compared with an increased average of 86.5 percent in the period 2003-2005.
Table 7.
International Student Enrollment from Selected Countries, Fall 2001-2005

<table>
<thead>
<tr>
<th>Selected Countries</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>China</td>
<td>27</td>
<td>2</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>47</td>
<td>43</td>
<td>24</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Japan</td>
<td>235</td>
<td>219</td>
<td>236</td>
<td>292</td>
<td>335</td>
</tr>
<tr>
<td>Malaysia</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Palau</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Philippines</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>45</td>
<td>37</td>
<td>50</td>
<td>66</td>
<td>88</td>
</tr>
<tr>
<td>Taiwan</td>
<td>0</td>
<td>35</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Thailand</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Other Countries</td>
<td>66</td>
<td>67</td>
<td>56</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>448</strong></td>
<td><strong>435</strong></td>
<td><strong>416</strong></td>
<td><strong>488</strong></td>
<td><strong>563</strong></td>
</tr>
</tbody>
</table>


Faculty and Staff Characteristics

Administrators. As of fall 2005, one of the twelve administrators of the College is African American, three are Caucasian, two are Native Hawaiian, and six are ethnically Japanese.

Faculty. Table 8 below shows the ranks and number of regular faculty (regular faculty are full-time and part-time Professors, Associate Professors, Assistant Professors, and Instructors). The College has a balanced and healthy career-cycle profile for regular faculty. As Table 8 shows, approximately four in ten members (39.9 percent) of the regular faculty are in the two higher ranks, and six in ten (60.1 percent) are in the two lower ranks.

Table 8.
Regular Full-time Faculty by Rank, Fall 2005

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>55</td>
<td>24.1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>36</td>
<td>15.8</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>52</td>
<td>22.8</td>
</tr>
<tr>
<td>Instructor</td>
<td>85</td>
<td>37.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>228</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 9 below shows the number and percentage of regular faculty and lecturers and their status as full time or part time. The College has a strong ratio of full-time faculty to part-time faculty of 1.57:1 (243/155).

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>%</th>
<th>Part Time</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Faculty</td>
<td>228</td>
<td>92.3</td>
<td>19</td>
<td>7.7</td>
<td>247</td>
<td>100</td>
</tr>
<tr>
<td>Lecturers</td>
<td>15</td>
<td>9.9</td>
<td>136</td>
<td>90.1</td>
<td>151</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: UH Community Colleges Human Resources Office.

Based on fall 2005 data, 59.3 percent of faculty and staff are female. The faculty is ethnically 39.1% Asian, 50.8% Caucasian, 5.6% Native Hawaiian, and 4.5% of other ethnicities. Table 10 on the following page shows, by ethnicity, the entire faculty and staff of the College.

The College also utilizes the skills and expertise of 170 additional faculty members (part-time regular faculty, and full-time and part-time lecturers). Table 11 on page 24 shows by ethnicity and gender these additional members of the faculty.

Representation

Figure 5 on page 25, shows that the College has a large over-representation of Caucasian faculty relative to the percentage of Caucasians in the population of the State and the student population. The College has a large under-representation of Filipino and other faculty, and a smaller under-representation of faculty members of Hawaiian/Part-Hawaiian ancestry. The respective representation of persons of Chinese and Japanese ancestry on the faculty is more equal to the representation of these ethnic groups in the State and among the students. The College has an over-representation of persons of Japanese ancestry on the Administrative Staff and in Administrative, Professional, and Technical positions.
## Table 10.
Faculty and Staff at Kapi‘olani Community College
By Ethnicity and Gender, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Administrative Staff</th>
<th>Administrative, Professional, and Technical</th>
<th>Civil Service</th>
<th>Regular Instructional Faculty</th>
<th>Other Regular Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL #</td>
<td>379</td>
<td>12</td>
<td>45</td>
<td>92</td>
<td>179</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td>% of Total #</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>African American</td>
<td>0.5</td>
<td>8.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>33.6</td>
<td>50.0</td>
<td>48.8</td>
<td>36.3</td>
<td>24.02</td>
</tr>
<tr>
<td>Chinese</td>
<td>8.8</td>
<td>4.3</td>
<td>11.0</td>
<td>6.15</td>
<td>19.61</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.5</td>
<td>6.5</td>
<td>12.1</td>
<td>5.03</td>
<td>1.96</td>
</tr>
<tr>
<td>Indian</td>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>1.7</td>
<td>2.2</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>32.5</td>
<td>25.0</td>
<td>19.6</td>
<td>6.6</td>
<td>50.84</td>
</tr>
<tr>
<td>Hawaiian and Pa-</td>
<td>8.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Part-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td>16.7</td>
<td>17.6</td>
<td></td>
<td>5.59</td>
<td>3.92</td>
</tr>
<tr>
<td>Samoan</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Asian and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2.7</td>
<td>7.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.3</td>
<td>4.4</td>
<td>1.1</td>
<td></td>
<td>1.12</td>
</tr>
<tr>
<td>Other Ethnic</td>
<td>2.3</td>
<td>2.3</td>
<td>5.5</td>
<td></td>
<td>2.23</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59.3</td>
<td>41.7</td>
<td>60.9</td>
<td>67.0</td>
<td>53.1</td>
</tr>
<tr>
<td>Male</td>
<td>40.7</td>
<td>58.3</td>
<td>39.1</td>
<td>33.0</td>
<td>46.9</td>
</tr>
</tbody>
</table>

Source: Community Colleges Human Resources Office.
### Table 11.
Part-time Regular Faculty and Full-time and Part-time Lecturers
By Ethnicity and Gender, Fall 2005

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>31</td>
<td>18.2</td>
</tr>
<tr>
<td>Chinese</td>
<td>14</td>
<td>8.2</td>
</tr>
<tr>
<td>Filipino</td>
<td>9</td>
<td>5.3</td>
</tr>
<tr>
<td>Indian (Indian Subcontinent)</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Korean</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>Caucasian</td>
<td>73</td>
<td>42.9</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian /Part-Hawaiian</td>
<td>16</td>
<td>9.4</td>
</tr>
<tr>
<td>Other Asian &amp; Pacific Islander</td>
<td>8</td>
<td>4.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Portuguese</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| Gender                           |        |                  |
| Female                           | 91     | 53.5             |
| Male                             | 79     | 46.5             |

Source: Community Colleges Human Resources Office.
Figure 5.
Ethnic Diversity in State, Students, and Faculty
Kapiʻolani Community College
Fall 2004

Sources:
2) Students – MAPS Fall 2004 Enrollment Table 3, Selected Characteristics of Credit Students, University of Hawaiʻi Community Colleges.
3) Full-Time Faculty – Community Colleges Human Resource Office.
Update on Recommendations in the Last Comprehensive Evaluation

The site visit for the 2000 Accreditation Self Study resulted in four major recommendations, which have driven important changes at the College since then.

**Recommendation 1.** Assess current planning processes in order to determine and possibly revise its planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations.

**Development.** In a broadly collaborative process, the College developed an ambitious strategic plan for 2003-2010 that was aligned with UHCC and UH System planning. Based on best practice research models, the College developed three-year tactical plans for the period 2004-2007, for eight Academic Programs and nine Administrative and Educational Support Units. For example, the new Kekaulike Information Service Center has been integrated into Student Services. Internal and external funding strategies are being aligned with these tactical plans. Tactical plans and related budget decisions are developed and reviewed collaboratively with the Policy, Planning, and Assessment Council.

Since the beginning of 2005, the College has made significant progress in cultivating a culture of evidence to guide program improvement and enhance institutional effectiveness. New tactical plans, more sharply focused on learning outcomes assessment will be developed for the 2007-2010 period, and these, combined with UH System Initiatives, will drive strategic planning for the second decade of the new millennium.

**Recommendation 2.** Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.

**Development.** The Office of Planning and Institutional Research has taken the lead in improving the collection and analysis of data on prerequisites. In spring 2005, the Director of that Office and the Deans’ Advisory Council formed a Task
UPDATE ON RECOMMENDATIONS IN THE LAST COMPREHENSIVE EVALUATION

Force on Math and English prerequisites. With Perkins Leadership funds, the task force created a Course and Prerequisite Determination Form that will allow faculty to identify prerequisite skills instead of courses their students need, and then determine what percentage of Math or English course prerequisites are necessary for student success. In fall 2006, a few faculty members, on an experimental basis, will change their Math or English prerequisites from “required” to “recommended” and will assess what impact that change has on student success in their courses.

At the UHCC level, the Institutional Research Cadre, with representatives from all seven campuses, has identified a common set of data elements that will be extracted for each campus annually. These data elements describe student achievement and engagement at each of the seven campuses.

Also at the UHCC level, Deans of Instruction have been working to refine a consistent and detailed set of data that would be included in the annual process of program reviews. The College decided that detailed program-review reports will be submitted every three years and used to inform the tactical planning process described above.

The College continues to cultivate a broader base of faculty understanding, expertise, and experience in learning outcomes assessment. A Title III grant for the period 2004-2009, supports development of a Center for Excellence in Learning, Teaching, and Technology, which will support ongoing improvements in learning outcomes assessment, development of e-portfolio research, and a wide range of learning-centered opportunities for faculty development. Development of the Center should result in improved outcomes on the Community College Survey of Student Engagement.

The breadth and depth of this work have been described in earlier progress reports and is available for review at the Quill Assessment website (http://quill.kcc.hawaii.edu/page/loa.html). Additional developments in learning outcomes assessment are discussed in the section of this Self Study entitled “Assessment of Student Learning Outcomes.”

Recommendation 3. Develop solutions to issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new college organization and the provision for training for department and program staff on the financial system.
UPDATE ON RECOMMENDATIONS IN THE
LAST COMPREHENSIVE EVALUATION

Development. To comprehensively address the issues and concerns emerging from the growth of non-credit, revenue-generating centers, the College funded a comprehensive, external review of these centers in conjunction with the work of the Budget Execution Task Force in 2005. The review, conducted by a consultant from the LERN organization, recommended that the non-credit program be re-focused on continuing education and that an emerging Continuing Education Program be centralized, overseen, and supervised by a full-time director reporting directly to the Chancellor. The Acting Chancellor has appointed a task force to recommend the next steps in implementing the LERN recommendations.

Recommendation 4. Communications: Technologies, limited staffing, and the reorganized college structure have had an impact on communications within the College, as well as within the system. Methods such as electronic mail are established and widely available, but priorities, audiences, responsibilities, and so on need to be sorted out and clarified. The College used its technology well as it developed its self study. Applying these lessons to the communication infrastructure as a whole is one beginning for this process.

Development. The College website (http://www.kcc.hawaii.edu/page/home), and especially the Quill intranet site (http://quill.kcc.hawaii.edu/page/home), have greatly improved the availability of information to the College and its wider constituents. The meetings of the Policy, Planning, and Assessment Council have resulted in greater awareness of campus trends and directions by administrators, program heads, the Faculty Senate, the Staff Council, and the Student Council. The March 2006 survey of functions of the Policy, Planning, and Assessment Council provides baseline data for improvement of communication functions.

The tactical planning process, though new to most members of the campus community, has the potential to enhance communication significantly as program faculty begin to better align their roles and responsibilities around teaching, learning, and program improvement. The Deans’ Advisory Council is clarifying its purposes in implementation of policies, planning, assessment, scheduling, and budgeting.

Since the last comprehensive visit, the College was influenced by the deconstruction and later reconstruction of the UH Community College System. These changes are documented at length in UHCC and UH System midterm and progress reports. Although the UHCC System changes were significant, the College adapted a flexible administrative structure that enabled it to maintain high levels of campus dialogue and collaboration, respond effectively to major accreditation
UPDATE ON RECOMMENDATIONS IN THE LAST COMPREHENSIVE EVALUATION

recommendations, develop an evolving culture of evidence and ongoing improvement, and identify new revenue sources.

A number of personnel and programmatic changes have resulted in realignments of administrative roles and responsibilities with impact on communications (see “Organization of the Institution” and “Map of UHCC Campus-system Functions, April 2006” in this Self Study). However, most of the current administrators of the College have been at the College for a decade or more, and three of the current administrators are former members of the College faculty; these characteristics of the administration contribute stability and coherence.

Since the last comprehensive visit, and as a result of the strategic planning process, the College created a Planning and Grants Development Office. This Office, which works collaboratively with faculty, administrators, and staff, has been successful in ascertaining external funding supportive of the more ambitious goals and objectives of the College strategic plan for 2003-2010.

The challenge ahead is to develop an improved infrastructure for grants administration and for sustaining and institutionalizing grant-funded activity. This Office has delineated improvement objectives within the Executive Administration’s tactical plan for 2004-2007. In 2005, the Budget Executive Task Force made additional recommendations regarding the Planning and Grants Office, and these recommendations will be considered for action in fall 2006.
Student Achievement

Completion of Basic Skills

The College Holomua Program provides basic skills courses that are not applicable to a degree or certificate. English 21 and Math 24 are examples of such courses. These courses served 1,447 students in fall 2005.

The rates of completion of basic skills courses presented in Figure 1 on the following page are calculated from the following factors:

- Student enrollment in, and successful completion of, the final basic skills course prior to enrolling in the regular college curriculum;
- The student's successful completion of the subsequent first course in the regular college curriculum; and
- Comparison of rate of completion by the former Holomua students with the rate of completion by students who completed their first course in the regular college curriculum without having taken a basic skills course.

Former Holomua students who took English 22 completed this first English course in the regular college curriculum at a rate nearly identical to those who took their first college English course without having taken a basic skills course. The rates of completion in the regular college English and Math courses for former Holomua students who had taken English 21 and Math 24 were, respectively, just 3.6 percent and 6.5 percent below the rate of completion by students who had not taken basic skills courses in college-level English and Math courses. Figure 6 on the following page shows these comparisons. The Holomua program, with strong faculty commitment and Title III funding from the U.S. Department of Education, has taken the lead in assessing student outcomes and implementing improvement strategies.

Retention and Persistence

"Retention" refers to students who are enrolled in a course at the fall census date and who do not drop or withdraw before the end of the semester. "Persistence" is a measure of the percentage of students who continue from fall to spring semesters. Table 12 on the following page indicates that retention rates remained
STUDENT ACHIEVEMENT

relatively stable from 2000 – 2005, while persistence rates increased in 2001 then declined in the next four years.

Figure 6.
Students who Enrolled in a Regular Curriculum Course after Having Taken Basic Skills Courses, Compared with Students who Enrolled in the Regular Curriculum Course Without Having Taken Basic Skills Courses, 2005-2005

Table 12.
Rates of Retention (2001-2005) and Persistence (2000-2005), Shown in Percentages

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Not Available</td>
<td>69.1</td>
</tr>
<tr>
<td>2001</td>
<td>88.8</td>
<td>71.2</td>
</tr>
<tr>
<td>2002</td>
<td>89.0</td>
<td>69.5</td>
</tr>
<tr>
<td>2003</td>
<td>89.7</td>
<td>66.8</td>
</tr>
<tr>
<td>2004</td>
<td>89.3</td>
<td>66.5</td>
</tr>
<tr>
<td>2005</td>
<td>88.1</td>
<td>65.2</td>
</tr>
</tbody>
</table>


Completion of Degrees and Certificates
The number of students completing degrees and certificates has remained relatively stable, with minor decreases over the period 1998 to 2004. The number of students who completed Associate in Arts degrees peaked in 1999 (251), in 2001 (203), and leveled off in 2003 and 2004 (233 and 236, respectively). The annual average number of students who completed Associate in Arts degrees during the period 1998-2004 was 235 (see Figure 7 below).

Over the same period, the number of students who completed Associate in Science degrees and Associate in Technical Studies degrees peaked in 2000 (412), ebbed in 2003 (308), and rose in 2004 (355). The annual average number of students who completed Associate in Science degrees and Associate in Technical Studies degrees was 371, while the number of students who completed Certificates ranged from 56 to 67 per year over the period 2000-2004.

Figure 7.
Annual Number Degrees and Certificates Awarded

Source: MAPS Degrees and Certificates Earned Table 2C (series)
Note: Certificate data only includes Certificates of Achievement (CA).
Certificate of Completion/Competency and Academic Subject Certificates are not included.
Students Achievement

Graduation, Continuing Enrollment, and Transfer

For the period 1997-2001 (the latest dates for which this information is currently available), graduation rates for full-time, first-time students, increased from 13.0 percent to 19.9 percent. Transfer rates for these students increased from 20.3 percent to 27.2 percent, while continuing enrollments rates declined from 28.4 percent to 22.4 percent (see Figure 8 below).

**Figure 8.**
Continuing Enrollment, Transfer, and Graduation of First-time, Full-time, Degree-seeking Students within Three Years of First-time Enrollment in Kapi‘olani Community College

![Graph showing graduation, transfer, and continuing enrollments rates from 1997 to 2001.]

Source: IPEDS Graduation Rate Survey

Notes:
1) Numbers are unduplicated.
2) Graduation – first-time, full-time students who received a degree or certificate within 150% of time from first time enrollment.
3) Transfer – first-time, full-time students who transfer to another postsecondary institution within 150% of time from first-time enrollment (as matched by National Student Clearinghouse data).
4) Continuing – first-time, full-time students who are still enrolled at the same institution within 150% of the period from first-time enrollment and who have not received a degree or certificate.
5) Transfer-Out Information available beginning fall 2000 cohort.
**STUDENT ACHIEVEMENT**

The UH-IRO (Institutional Research Office) report [“Transfer, Enrollment, and Performance of UH Community Colleges Associate in Arts (AA) Graduates at UH Mānoa’’] indicates that, for the seven-year period, 1997-2003, Kapi‘olani’s AA graduates had the highest average initial enrollment rate (49%) in the fall semester at UH Mānoa, which compares favorably with this rate for the UH community colleges (27.0%).

UH-IRO also found that Kapi‘olani AA graduates in spring 1997 and spring 1998 had the following record:

- The highest rate (70%) of eventual transfer to UH Mānoa, which also compares favorably with this rate for the UH Community Colleges (42%).
- The highest average completion rate (77%) in achieving a six-year baccalaureate degree of any campus in the UH community college system.

The report concluded that, in general, students who transfer to UH Mānoa having earned an Associate in Arts degree at one of the UH Community Colleges perform as well or better than students who enrolled as first-time first-year students at UH Mānoa.

Table 13 on the following page presents data on the transfer of students (for whom records were available at the National Student Clearinghouse) whose last term of attendance at the College was within the semesters of fall 2001 to summer 2004. As some students have attended multiple colleges, the first transfer college that a student attended was selected for this analysis. The data indicate that 2,162 Kapi‘olani CC students transferred to a UH four-year institution, 1,052 students transferred to out-of-state institutions, and 149 students transferred to private institutions in Hawai‘i.

**Job Placement and Preparation**

**Employment Status**

Job placement data for graduates of career and technical programs indicate a decline in both part-time and full-time employment from 2001 to 2002, and a major increase in both part-time and full-time employment from 2002 to 2003. The percentage of these graduates working as full-time homemakers/caregivers increased sharply from AY 2000-01 to AY 2001-02. These significant swings may be related to the events of September 11, 2001. Figure 9 on the following page shows data on employment status.
### Table 13.
Kapi‘olani CC Students: Transfer Numbers and Rates
Fall 2001 – Summer 2004

<table>
<thead>
<tr>
<th>Last Term Attended</th>
<th>Total Number of Records</th>
<th>Total Transfers</th>
<th>Transfers to UH 4-Year Institutions</th>
<th>Transfers to a UH Community College</th>
<th>Transfers to Private Institutions in Hawai‘i</th>
<th>Transfers to Out-of-State Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>1487</td>
<td>570</td>
<td>174</td>
<td>240</td>
<td>19</td>
<td>137</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1546</td>
<td>517</td>
<td>181</td>
<td>189</td>
<td>22</td>
<td>125</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1886</td>
<td>616</td>
<td>271</td>
<td>213</td>
<td>24</td>
<td>108</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2118</td>
<td>531</td>
<td>269</td>
<td>195</td>
<td>15</td>
<td>52</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>1863</td>
<td>764</td>
<td>257</td>
<td>252</td>
<td>23</td>
<td>232</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>1843</td>
<td>610</td>
<td>272</td>
<td>165</td>
<td>16</td>
<td>157</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>2214</td>
<td>722</td>
<td>333</td>
<td>223</td>
<td>25</td>
<td>141</td>
</tr>
<tr>
<td>Summer 2002</td>
<td>875</td>
<td>479</td>
<td>294</td>
<td>82</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>818</td>
<td>475</td>
<td>293</td>
<td>80</td>
<td>0</td>
<td>102</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>980</td>
<td>527</td>
<td>328</td>
<td>89</td>
<td>2</td>
<td>108</td>
</tr>
</tbody>
</table>

Source: National Student Clearinghouse

### Figure 9.
Career Employment Status of Kapi‘olani CC Technical Graduates
AY 2000-01, 2001-02, 2002-03

Source: UH Community Colleges campus Graduate and Leavers surveys.


**Student Achievement**

**Graduate Satisfaction with Undergraduate Education**

Data from Graduate and College Leaver surveys indicate declining levels of reported satisfaction with the levels of preparation (Figure 10 below). From 2000 to 2003, the percentage of students reporting that they were Well Prepared declined from 53% to 33%, while the percentage reporting Moderately Well Prepared declined from 46% to 17%. These data certainly suggest the need for improvement. However, the data are derived from a small sample of former students, and the survey methodology is recognized as weak and in need of serious refinement and improvement.

**Figure 10.**

**Job Preparation of Kapi‘olani CC Graduates and Leavers**

**AY 2000-01, 2001-02, 2002-03**

<table>
<thead>
<tr>
<th>Year</th>
<th>Well Prepared</th>
<th>Moderately Well Prepared</th>
<th>Adequately Prepared</th>
<th>Poorly Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>46%</td>
<td>23%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>2002-03</td>
<td>33%</td>
<td>17%</td>
<td>11%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: UH Community Colleges campus Graduate and Leavers surveys.

**Quality of Learning Experience**

In AY 2002 and AY 2004, the College administered the Community College Survey of Student Engagement to measure the students’ perspective on the quality of their learning experience while at Kapi‘olani CC (Table 14 on the following page shows the data).

In comparison with results of the 2002 Survey, students in 2004 who had completed 0-29 credits and 30 or more credits reported more favorably on the quality
of active-collaborative learning, faculty-student interaction, and support for learners; in 2004, students who had completed less than 29 credits reported reduced levels of student effort and academic challenge; students who had completed 30 or more credits reported more student effort but less academic challenge.

Across the 2002-2004 data for students completing 0-29 credits, the College outperformed its peer institutions on seven of ten measures. However, for students completing 30 or more credits, the College was outperformed by its peer institutions on nine of ten measures, by slight margins in all cases.

Table 14.  
Results of the Community College Survey of Student Engagement, 2002-2004

<table>
<thead>
<tr>
<th>Number of Credits Students Completed</th>
<th>Years</th>
<th>Active and Collaborative Learning</th>
<th>Student Effort</th>
<th>Academic Challenge</th>
<th>Student-Faculty Interaction</th>
<th>Support for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29 KCC</td>
<td></td>
<td>41.9</td>
<td>49.3</td>
<td>48.2</td>
<td>46.2</td>
<td>57.5</td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td>38.8</td>
<td>46.6</td>
<td>47.3</td>
<td>49.2</td>
<td>55.2</td>
</tr>
<tr>
<td>30 plus KCC</td>
<td></td>
<td>43.1</td>
<td>54.5</td>
<td>46.4</td>
<td>48.7</td>
<td>57.1</td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td>43.9</td>
<td>54.6</td>
<td>51.3</td>
<td>52.3</td>
<td>59.8</td>
</tr>
</tbody>
</table>

In 2005, the College received U.S. Department of Education Title III funding and a grant from the National Science Foundation to align faculty development efforts with best practice benchmarks in the Community College Survey of Student Engagement. These external grants will enable the College to conduct the Community College Survey of Student Engagement in 2006, 2008, and 2010 and to assess the impact of new approaches to faculty development in improving the quality of the student learning experience.
Assessment of Student Learning Outcomes

In close collaboration with the Faculty Senate, the College established a Learning Outcomes Assessment Committee in October 2003; this committee has continued to facilitate a robust dialogue regarding student learning outcomes and assessment of outcomes. Specific reports of the Learning Outcomes Assessment Committee are available at http://quill.kcc.hawaii.edu/page/loa.html.

Since 2004, the College has reviewed various platforms for developing electronic portfolios for assessment of student learning outcomes and decided to join the Open Source Portfolio Initiative. In February 2005, the College was selected as the only community college to participate in the American Association of Higher Education 2005 cohort of the National Coalition on Electronic Portfolio Research (Cohort 2).

Faculty expertise in learning outcomes assessment has been developed through formative consultation and workshops for faculty in Holomua, Mālama Hawai‘i, Teacher Preparation, First Year Experience, Information Technology, and Writing Across the Curriculum.

The Service-Learning Emphasis has had a framework for student learning outcomes in place since 2000 and is working to further develop consistent pedagogical and assessment approaches to strengthen this framework.

Other important activities for learning outcomes assessment include the following:

- Development of draft rubrics for assessment of student learning across disciplines;
- Revision of student learning outcomes in the Quantitative Reasoning General Education Standard;
- Completion of a comprehensive plan for student learning outcomes assessment by the Culinary Arts Department; and
- E-portfolio assessments of learning Hawaiian values by Mālama Hawai‘i students.
Specific approaches to learning outcomes assessment in Culinary Arts and Mālama Hawai‘i were featured in an invited presentation to ACCJC/WASC representatives in Kona, Hawai‘i in March 2006.

The College maintains numerous ongoing collaborations with national higher education organizations to establish a “Best Practices” framework for assessing student learning outcomes. In each of the last three years, the College Director of Planning and Grants Development has been invited by the Director of the U.S. Department of Education Title VIA program to present, on a featured panel on assessment of international learning outcomes, at the International Studies Association annual conference. The Title VIA program requires that all directors of its currently funded projects attend this session.

The Coordinator of Learning Outcomes Assessment at the College also participates on a U.S. Department of Education/FIPSE-funded project through the American Council on Education to develop strategies for learning outcomes assessment for the “globally competent student.” These strategies provide conceptual, procedural, and technical insight for assessing student learning outcomes at the College.
Off-Campus Sites and Centers, Distance Learning

As part of its mission to provide health science and nursing programs (island-wide and statewide), the College offers the following classes at off-campus sites: 1) nursing and health science courses in Wai‘anae (in west O‘ahu), 2) Radiologic Technology in Hilo and Kona (on the island of Hawai‘i), and 3) Emergency Medical Services on the islands of Hawai‘i, Maui, and Kaua‘i.

Distance-learning opportunities continue to expand rapidly at the College. The number of courses using internet, cable, or interactive television as instructional media has grown from 18 in 2000 to over 100 in 2006. Although most of the courses are internet-based and require no traditional attendance in a classroom, the College also has three media studios for “hybrid courses” in the Naio building. Hybrid courses require occasional in-person attendance. Currently, the studios are used 10 to 12 hours a week in the fall semester, and 15-20 hours in the spring.

The Center for Excellence in Learning, Teaching, and Technology is replacing antiquated video and computer equipment in the three media studios to better support distance learning. A discussion of the College compliance with the principles in the ACCJC/WASC Distance Learning Manual for Institutions can be found at http://www2.hawaii.edu/kirkpatr/kite/.
Audits

Annual financial audits are conducted by externally contracted certified public accountants and are performed on the University of Hawai‘i’s centralized financial accounting system that services each of the ten campuses of the UH System. As part of the audit, a separate schedule is prepared for each of the community college campuses to comply with the standards of accreditation.

The Board of Regents reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. In addition, intermittent audits have been prescribed by the Hawai‘i State Legislature on specific programs or funds of the University of Hawai‘i. These audits have included the Kapi‘olani campus. The campus administration has responded to all findings and exceptions and consistently demonstrates integrity in the use of federal grant monies, which have steadily increased since 2000.
CAMPUS MAP

Kapiʻolani Community College

Handicap Parking
Staff Parking (Mon-Fri, 6:00 am to 4:00 pm)
Visitor with Permit Parking (Mon-Fri, 6:00 am to 4:00 pm)
Student and Visitor Parking (No permit required)

Motorcycle, Moped Parking
Bus Stops
Emergency Phone
Pay Phones
TDD Pay Phones

Permits required for Lot A Parking (Mon-Fri, 6:00 am to 4:00 pm)
Cars parked at red curbs will be towed!!!
ORGANIZATION OF THE SELF STUDY

‘A‘ohe hana nui ke alu ‘ia
“No task is too big when done together by all”

This Hawaiian proverb truly reflects the attitude of the 115 volunteers who developed this Self Study. These volunteers are faculty, staff, administrators, and students. The tasks of research, dialogue, and development of this Report more challenging due to the Accrediting Body’s consolidation of the ten standards in 2000 into four standards in 2006, and the integration of the six themes throughout the standards.

Nevertheless, the Self Study is done. Through the guidance of the Steering Committee, and the hard work, dedication, and commitment of all who worked on the standards, and support from administration, we are very proud to present our Self Study on where the College is, where the College wants to go, and how the College plans to get there.

Formation of the Steering Committee

In March 2004, the administration of the College asked for volunteers to guide the 2006 Self Study. These volunteers formed a Steering Committee consisting of the Chair, the Accreditation Liaison Officer, the Co-chairs of the four standards, the Editor, the Chair of the Faculty Senate, the Chair of the Staff Council, the Chair of the Student Congress, and a Representative from Mālama Hawai‘i. Eleven members of this Steering Committee had worked on the 2000 Accreditation Self Study, and three of the eleven had served on the Steering Committee for that 2000 Self Study.

ACCJC/WASC Workshop

In September 2004, a group of seven representatives from Kapi‘olani Community College (the Acting Chancellor, the Dean of Student Services, the Chair of the Steering Committee, and one chair from each of the four standards) participated in an all-day workshop on the new self study standards and the entire self study process. Deborah Blue, Vice President for Policy and Research of the Accrediting Commission for Community and Junior Colleges, along with Darlene Pacheco, described the Self Study and provided handouts, exercises, manuals, and other materials.
ORGANIZATION OF THE SELF STUDY

Formation of the Standard Committees
From November 2004 through February 2005, the Steering Committee called for volunteers to serve on the four standards. In November and December 2004, presentations geared to recruit participants were made at meetings of the Policy, Planning, and Assessment Council, the Deans’ Advisory Council, the Staff Council, and the Student Congress. In January 2005, a call for participation was made at the General Meeting of the Faculty and Staff.

During the campaign to recruit participants, announcements were placed in the campus bulletin and the student newspaper Kapi‘o Newspress. Announcements were also made at department meetings. By February 2005, 101 faculty, administrators, staff, and students had been recruited for standard committees.

Kick-Off Meeting and Special Self Study Meetings

March 4, 2005. At the College annual Excellence in Education Day, the entire morning was reserved for an official kick-off presentation of the 2006 accreditation self study process. The Steering Committee was introduced, and goals of the four standard committees were reviewed. The presentation also included discussion of the six themes and their integration throughout the standards. Following the presentation, members of each of the standard committees met.

January 4 and March 3, 2006. Special half-day meetings were organized to receive updates from the four standard committees on their progress, to review the timeline, to stress the importance of providing evidence to support findings, and to enable the committees to meet in groups. These sessions helped members of the standard committee focus more clearly on their responsibilities.

May 5, 2006. The administration and the Steering Committee met in an all-day session to review the third draft of the Self Study. The review resulted in numerous clarifications and revisions.

Drafts
From March 2005 through October 2005, the four standard committees and their sub-committees engaged in research—interviews, review of literature sources, and searches of websites—and created the first draft of the Self Study on October 31, 2005. After editorial review, the draft was published online for campus review. Members of the College were invited to review the draft in the period November 2005 through January 2006. Valuable feedback from the college
community enabled the standard committees to add and revise information in the standards.

Also during this review period, an institutional survey was administered to faculty, staff, department chairs, and students over a two-week period. The level of responses to the survey was high: 67% of the department chairs, 52% of the faculty, 51% of the staff, and 16% of the students responded to the survey. The Steering Committee viewed these numbers as reflecting keen interest by the campus community to have a voice in the Self Study.

The Director of Planning and Institutional Research compiled the survey results and made them available to the standard committees online. The committees incorporated the data into the second draft of the report, which was completed on January 30, 2006. After editorial review, the draft was published online and reviewed by the college community during a four-week period.

The committees produced a third draft on April 3, 2006. After editorial review, this draft was published online for comments from the campus community. This third draft was also subjected to intensive review at an all-day meeting of the administration and Steering Committee on May 5, 2006. The page-by-page review of the standards produced a thorough airing of strengths and weaknesses in the draft.

Draft four was finished on May 15. Draft five was produce and reviewed between July 3 and 11. The chairs produced draft six on July 19. This draft was extensively reviewed by administrators, edited again, and published as draft seven, or a semi-final draft.

On July 31, this semi-final draft was printed for distribution to the UH Vice President for Community Colleges, the UH President, and the Board of Regents. During the period August 4 through August 20, the report was subjected to intensive proofreading by the Steering Committee, administrators, students, faculty, and other volunteers from the Kapi'olani and UH community. After further revision, the final draft of the report was published and mailed to the Accrediting Commission for Community and Junior Colleges on September 5, 2006.

“Quill”

In December 2004, the College created an internal information system called “Quill” to be a repository of college documents and policies for easy access by members of the faculty, staff, administration, and students.
ORGANIZATION OF THE SELF STUDY

(http://quill.kcc.hawaii.edu/page/home). Quill also housed drafts of the 2006 Accreditation Self Study, the timeline, lists of members of the Steering Committee and the standard committees, demographic and assessment data, survey results, and supporting reference materials.

The posting of essential accreditation self study documents and reference materials on Quill began in January 2005. Draft one of the four standards was posted on November 14, 2005, draft two on February 13, 2006, draft three on April 17, 2006, draft four on May 29, 2006, draft five went through an internal review by the Steering Committee from July 15 through July 21, 2006. Draft six went through an internal review by the administrators from July 22 through July 23. During the week of July 31, draft seven, the semi-final draft, was posted on Quill for campus review.

On August 8, a link to the semi-final draft was published on the College home page. The final draft of the Self Study was posted online on September 5, 2006 (http://www.kcc.hawaii.edu/page/2006selfstudy).

Publishing the drafts of the Self Study on Quill (along with the timeline, and other accreditation documents), made all the documents easily accessible for faculty, staff, administrators, and students for review and feedback.

Completion of the Self Study

‘A’ohe hana nui ke alu ‘ia. “No task is too big when done together by all”

After 27 months since the selection of the steering committee, the 2006 Accreditation Self Study was completed in August 2006 by a very dedicated and positive group of faculty, staff, administrators, and students. Kapi’olani Community College is very proud of its 2006 Accreditation Self Study and looks forward to the visit of the team from the Accrediting Commission for Community and Junior Colleges in October 2006.
**ORGANIZATION OF THE SELF STUDY**

<table>
<thead>
<tr>
<th>STEERING COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ron Umehira</strong>, Associate Professor; Department Chair, Hospitality and Tourism Education</td>
</tr>
<tr>
<td>Chair</td>
</tr>
<tr>
<td><strong>Robert Franco</strong>, Professor, Anthropology</td>
</tr>
<tr>
<td>Director of Planning and Grants Development</td>
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<tr>
<td>Accreditation Liaison Officer</td>
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<tr>
<td><strong>Bob Johnson</strong>, Professor, Speech</td>
</tr>
<tr>
<td>Editor</td>
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<tr>
<td><strong>Susan Murata</strong>, Head Librarian</td>
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<tr>
<td>Co-Chair, Standard I</td>
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<tr>
<td><strong>Robin Fujikawa</strong>, Professor, Philosophy</td>
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</tr>
<tr>
<td><strong>Kristine Korey-Smith</strong>, Instructor, English (Holomua)</td>
</tr>
<tr>
<td>Co-Chair, Standard II</td>
</tr>
<tr>
<td><strong>Tanya Renner</strong>, Professor, Psychology</td>
</tr>
<tr>
<td>Co-Chair, Standard II</td>
</tr>
<tr>
<td><strong>Regina Ewing</strong>, Associate Professor, (Counselor) Holomua</td>
</tr>
<tr>
<td>Co-Chair, Standard III</td>
</tr>
<tr>
<td><strong>Karl Naito</strong>, Assistant Professor, Center for Excellence in Learning, Teaching, and Technology</td>
</tr>
<tr>
<td>Co-Chair, Standard III</td>
</tr>
<tr>
<td><strong>Susan Inouye</strong>, Associate Professor, English and Linguistics</td>
</tr>
<tr>
<td>Chair, Standard IV</td>
</tr>
<tr>
<td><strong>Michael Hewitt</strong>, Student</td>
</tr>
<tr>
<td>Chair, Student Congress</td>
</tr>
<tr>
<td><strong>Harry Davis</strong>, Professor, Chemistry</td>
</tr>
<tr>
<td>Chair, Faculty Senate</td>
</tr>
<tr>
<td><strong>Colette Higgins</strong>, Assistant Professor, History</td>
</tr>
<tr>
<td>Representative of Mālama Hawai‘i</td>
</tr>
<tr>
<td><strong>Gene Phillips</strong>, Offset Printer Operator, College Advancement-Marketing</td>
</tr>
<tr>
<td>Chair, Staff Council</td>
</tr>
</tbody>
</table>
STANDARD I COMMITTEE

David Behlke—Associate Professor, Art; Director, Koa Gallery
Barbara Brennan—Assistant Professor, Emergency Medical Services
Laure Burke—Instructor, Hospitality and Tourism
Chris Crabtree—Instructor, Emergency Medical Services
Lee Ann DeMello—Clerk Typist, Emergency Medical Services
Dave Evans—Associate Professor, Hospitality and Tourism
Shawn Ford—Lecturer, ESOL
Linda Fujikawa—Assistant Professor, Japanese
Lynn Hamada—Assistant Professor, Medical Assisting
Mavis Hara—Assistant Professor, English
Gail Harada—Associate Professor, English
Mike Hewitt—Student; Chair, Student Congress
George Higa—Instructor, Counselor, Student Services
Carol Hoshiko—Dean, Culinary and Hospitality Education and College Advancement
Ed Kalinowski—Professor; Department Chair, Emergency Medical Services
Russ Kinningham—Instructor, Counselor, Health Services
Aaron Koseki—Professor, Respiratory Care
Joan Matsukawa—Professor, Nursing
Harriet Miyasaki—Instructor, Library
David Nakamaejo—Professor; Coordinator, College Advancement-Marketing
Jodiann Nakaoka—Instructor, Radiologic Technology
Shellie Numazu—Secretary, Library
Sally Pestana—Professor, Medical Laboratory Technician
Michelle Sturges—Associate Professor, Cataloger, Library
Janice Walsh—Assistant Professor; Counselor, Business Education
ORGANIZATION OF THE SELF STUDY

<table>
<thead>
<tr>
<th>Standard II Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Abbott—Associate Professor, English; Chair, Holomua</td>
</tr>
<tr>
<td>Francisco Acoba—Instructor, English</td>
</tr>
<tr>
<td>Maria Bautista—Professor, Physics</td>
</tr>
<tr>
<td>Carol Beresiwsky—Professor, European Languages</td>
</tr>
<tr>
<td>Ann Ching—Assistant Professor, ESOL</td>
</tr>
<tr>
<td>Renita Cole—Assistant Professor, ESOL</td>
</tr>
<tr>
<td>Mary Hattori—Instructor; Interim Coordinator, Center for Excellence in Learning, Teaching, and Technology</td>
</tr>
<tr>
<td>Krista Hiser—Assistant Professor, English, Holomua</td>
</tr>
<tr>
<td>Keith Kashiwada—Professor, Speech</td>
</tr>
<tr>
<td>Sheila Kitamura—Assistant Professor, Dental Assisting</td>
</tr>
<tr>
<td>Lisa Kobuke—Instructor, Japanese</td>
</tr>
<tr>
<td>Davin Kubota—Instructor, English</td>
</tr>
<tr>
<td>Michael Lariccia—Educational Specialist; Coordinator, Continuing Education</td>
</tr>
<tr>
<td>Ann Low—Instructor, Physical Therapist Assistant</td>
</tr>
<tr>
<td>Lori Maehara—Associate Professor; Counselor, Culinary Arts</td>
</tr>
<tr>
<td>Mary Marko—Professor, Library</td>
</tr>
<tr>
<td>Sharoh Moore—Professor; Counselor, Holomua</td>
</tr>
<tr>
<td>Steph Nelson—Coordinator, Electronic Resources, Library</td>
</tr>
<tr>
<td>Frank Noji—Professor, ESOL; Chair, Department of Language, Literature, and Linguistics</td>
</tr>
<tr>
<td>Veronica Ogata—Instructor, Family Resources</td>
</tr>
<tr>
<td>Louise Pagotto—Acting Vice Chancellor for Academic Affairs; Interim Dean, Arts and Sciences</td>
</tr>
<tr>
<td>Saori Sato—Instructor; Coordinator, Honda International Center</td>
</tr>
<tr>
<td>LaVache Scanlan—Instructor, Learning Resources, Holomua</td>
</tr>
<tr>
<td>Sara Simmons—Director, Gallaudet University Regional Center</td>
</tr>
<tr>
<td>Anthony Silva—Instructor, ESOL</td>
</tr>
<tr>
<td>Steve Singer—Assistant Professor, Business Education</td>
</tr>
<tr>
<td>Iwalani Tasaka—Assistant Professor, Hawaiian</td>
</tr>
<tr>
<td>Sheldon Tawata—Assistant Professor; Counselor, Arts and Sciences</td>
</tr>
<tr>
<td>Gemma Williams—Counselor, Student Services, Maida Kamber Center</td>
</tr>
<tr>
<td>Palakiko Yagodich—Instructor; Coordinator, Interpret Hawai‘i, Hospitality Education</td>
</tr>
<tr>
<td>Jody Yamamoto—Instructor, ESOL</td>
</tr>
<tr>
<td>Liang-Mei (Mimi) Yen—Instructor; Counselor, Honda International Center</td>
</tr>
</tbody>
</table>
ORGANIZATION OF THE SELF STUDY

STANDARD III COMMITTEE

Brian Cassity—Assistant Professor, History
Donna DeMello—Associate Professor, Nursing
Susan Dik—Instructor, eBusiness
Lina Doo—Instructor, Music
Ron Dunn—Professor, Anatomy and Physiology
Dianne Ida—Assistant Professor, English, Holomua
Guy Kellogg—Associate Professor, ESOL
Jill Kouchi—Instructor; Counselor, Student Services
Monomita Krishna—Assistant Professor, History
Mark Lawhorn—Instructor, English
Linda Letta—Assistant Professor, Speech
Jacie Moriyama—Media Specialist, Center for Excellence in Learning, Teaching, and Technology
Debbie Nakagawa—Executive Assistant to the Chancellor
Susan Nartatez—Instructor, Counselor, Holomua
Jerome Nicolas—Circulation Manager, Library
Conrad Nonaka—Interim Director, Culinary Institute of the Pacific
Gene Phillips—Offset Printer Operator, College Advancement-Marketing
Catherine Primavera—Assistant Professor, English Literature
Arnie Reyes—Education Specialist; Manager, Computer Lab, Library
Sharon Rowe—Associate Professor, Philosophy
Sheila Rhodes—Secretary, Holomua
Kevin Roddy—Associate Professor, Library
Satoru Shinagawa—Associate Professor, Japanese
Ada Tomosada—Lecturer, Chemistry
**ORGANIZATION OF THE SELF STUDY**

**STANDARD IV COMMITTEE**

Kathy Anzelon—Instructor, Nursing  
Maureen Bogdanowicz—Professor, English  
Candy Branson—Instructor, Psychology  
Jane Calfee—Instructor, English, Holomua  
Rosalie Fernandez—Instructor, Hospitality and Tourism  
Sheryl Fuchino-Nishida—Assistant Professor; Counselor, Hospitality and Tourism  
Kelli Goya—Educational Specialist; Coordinator, Title III  
Rosie Harrington—Professor; Counselor; Chair, Department of Business Education  
Guy Inaba—Educational Support Specialist, Library  
Yukio Kataoka—Assistant Professor, Japanese  
Kris Lambert—Assistant Professor, ESOL  
Frank Leake—Professor, Culinary Arts  
Mona Lee—Dean of Student Services and Holomua  
Wesly Maekawa, Instructor; Director, Title III Bridge/FYE Project  
Elaina Malm—Assistant Professor, ESOL  
Dustin McDunn—Instructor, Journalism  
Jim Metz—Associate Professor, Mathematics  
Ken Mito—Professor, Respiratory Care  
David Namiki—Student  
Carol Paul-Watanabe—Professor, Occupational Therapy Assistant  
Barbara Ross—Professor, Economics; Chair, Department of Social Sciences  
Clarice Sawai—Instructor, Medical Assisting
### 2006 Self Study Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 23 - 26, 2006</td>
<td>ACCJC/WASC Team Visit.</td>
</tr>
<tr>
<td>September 5, 2006</td>
<td>Self Study mailed to ACCJC/WASC</td>
</tr>
<tr>
<td></td>
<td>Self Study posted on “Quill.”</td>
</tr>
<tr>
<td>August 24, 2006</td>
<td>UH Board of Regents meeting</td>
</tr>
<tr>
<td></td>
<td>(Review and approval of the Self Study).</td>
</tr>
<tr>
<td>July 31, 2006</td>
<td>Semi-final draft posted on “Quill” for campus response.</td>
</tr>
<tr>
<td>July 31, 2006</td>
<td>Semi-final draft distributed to the Office of the Vice President for Community Colleges, the UH President, and the UH Board of Regents.</td>
</tr>
<tr>
<td>July 25, 2006</td>
<td>Draft 7 (semi-final draft) produced.</td>
</tr>
<tr>
<td>July 22 - 23, 2006</td>
<td>Draft 6 reviewed by administrators.</td>
</tr>
<tr>
<td>July 19, 2006</td>
<td>Draft 6 due to the Editor.</td>
</tr>
<tr>
<td>July 15 - 19, 2006</td>
<td>Draft 5 reviewed by the Steering Committee.</td>
</tr>
<tr>
<td>July 3 - 13, 2006</td>
<td>Draft 5 due to the Editor.</td>
</tr>
<tr>
<td>May 29, 2006</td>
<td>Draft 4 posted on “Quill” for campus response.</td>
</tr>
<tr>
<td>May 15, 2006</td>
<td>Draft 4 due to the Editor.</td>
</tr>
<tr>
<td>May 5, 2006</td>
<td>Review of Standards 1-4 by administration and Steering Committee.</td>
</tr>
<tr>
<td>April 17, 2006</td>
<td>Draft 3 posted on “Quill” for campus response.</td>
</tr>
<tr>
<td>April 3, 2006</td>
<td>Draft 3 due to the Editor.</td>
</tr>
<tr>
<td>March 3, 2006</td>
<td>Special meeting of Steering and Standard Committees.</td>
</tr>
<tr>
<td>February 13, 2006</td>
<td>Draft 2 posted on “Quill” for campus response.</td>
</tr>
<tr>
<td>January 30, 2006</td>
<td>Draft 2 due to the Editor.</td>
</tr>
<tr>
<td>January 13, 2006</td>
<td>Capture deadline date for data collection for inclusion in the Self Study.</td>
</tr>
<tr>
<td>January 4, 2006</td>
<td>Special meeting of Steering and Standard Committees.</td>
</tr>
<tr>
<td>December 30, 2005</td>
<td>Analysis of survey data completed by the Office of Planning and Institutional Research.</td>
</tr>
<tr>
<td>December 9, 2005</td>
<td>Survey responses returned for analysis by the Office of Planning and Institutional Research.</td>
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</tbody>
</table>
## 2006 Self Study Timeline (Continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 28, 2005</td>
<td>Surveys disseminated to department chairs, faculty, staff, and students through campus bulletin, direct emails, and department meetings.</td>
</tr>
<tr>
<td>November 14, 2005</td>
<td>Draft 1 posted on “Quill” for campus response.</td>
</tr>
<tr>
<td>October 31, 2005</td>
<td>Draft 1 due to the editor.</td>
</tr>
<tr>
<td>March – October 2005</td>
<td>Standard committees prepare draft 1.</td>
</tr>
<tr>
<td>March 4, 2005</td>
<td>2006 Accreditation Self Study “Kick-Off Meeting.”</td>
</tr>
<tr>
<td>February 11, 2005</td>
<td>Finalization of membership of standard committees.</td>
</tr>
<tr>
<td>February 4, 2005</td>
<td>Deadline for solicitation of members of standard committees.</td>
</tr>
<tr>
<td>January 6, 2005</td>
<td>Presentation of accreditation self study project at General Faculty and Staff meeting.</td>
</tr>
<tr>
<td>January 2005</td>
<td>2006 Self Study reference materials and reports posted on “Quill” (the College internal information system at <a href="http://quill.hec.hawaii.edu/">http://quill.hec.hawaii.edu/</a>).</td>
</tr>
<tr>
<td>November 23, 2004</td>
<td>Presentation of accreditation Self Study project to the Policy, Planning, and Assessment Council.</td>
</tr>
<tr>
<td>November 12, 2004</td>
<td>Initial meeting of Steering Committee.</td>
</tr>
<tr>
<td>November 2004 – February 2005</td>
<td>Recruitment of volunteers to serve on the four standard committees.</td>
</tr>
<tr>
<td>September 2004</td>
<td>ACCJC/WASC workshop on the Self Study standards and process.</td>
</tr>
<tr>
<td>May 2004</td>
<td>Selection of Steering Committee.</td>
</tr>
<tr>
<td>March 2004</td>
<td>Recruitment of volunteers to serve on the Steering Committee.</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

An Accreditation Self Study blends the efforts of many persons. Listed below are individuals whose specific contributions are not listed elsewhere in this Self Study.

Frank Abou-Sayf, Director of Planning and Institutional Research
Developed campus surveys; provided assistance in interpreting survey results; proofreading; guidance in understanding the standards; suggestions for language and phrasing.


Cheryl Chappell-Long, Director, UHCC Office of Academic Policy, Assessment, and Planning
Along with her staff provided research and writing support for Standard IV.B.1. and IV.B.3. Authored “Interface of the University of Hawai‘i System and Kapi‘olani Community College—2002-2006”

Anne Craig-Lum, Associate Professor, Music
Proofreading.

Harry Davis, Professor, Chemistry; Chair, Faculty Senate
Proofreading.

Kauka DeSilva, Chair, Arts and Humanities; Coordinator, Mālama Hawai‘i
Proofreading.

Robert Franco, Professor, Anthropology; Director of Planning and Grants Development; Accreditation Liaison Officer

Michael Hewitt, Student; Chair, Student Congress
Proofreading.

Milton Higa, Vice Chancellor for Administrative Affairs
Assistance with Certifications

Colette Higgins, Assistant Professor, History
Proofreading; extensive suggestions on the standards.

Martin K. Holzgang, Web Team Student Assistant
Published accreditation documents on Quill.

Carol Hoshiko, Dean of Culinary and Hospitality Education
Proofreading.
ORGANIZATION OF THE SELF STUDY

Jean L. Johnson, Associate Director, UH Center on Disability Studies
Proofreading.

Dennis Kawaharada, Dean of Health, Business, and Legal Education
Proofreading.

Aaron Koseki, Professor, Respiratory Care
Co-Chair of Standard 1 until Dec 2005.

Mona Lee, Dean of Student Services
Proofreading.

Deborah Nakagawa, Executive Assistant to the Chancellor
Proofreading.

Elizabeth Nakoa, Instructor, Art
Graphic layouts throughout the Self Study.

David Namiki, Student
Editorial assistance; preparation of references for Standard 4; proofreading.

Kawika Napoleon, Assistant Professor, Hawaiian
Consultant on Hawaiian Proverbs.

Guy Nishimoto, Office of Planning and Institutional Research
Provided demographic data on students and information on student outcomes.

Dennis Nullet, Assistant Professor, Geography
Campus Map.

John Morton, Interim Vice President for Community Colleges

Louise Pagotto, Acting Vice Chancellor for Academic Affairs
Extensive information and suggestions; proofreading.

Carol Paul-Watanabe, Professor, Occupational Therapy Assistant
Early work as Co-Chair of Standard 4.


Susan Pope, Education Specialist, Curriculum Management
Consultant on Hawaiian words.

Tanya Renner, Professor, Psychology; Co-chair of Standard 2
Helping the University of Hawai‘i Community Colleges prepare for the Self Study.

Leon Richards, Interim Chancellor
Proofreading.

Ivan Sinclair, IT Specialist, College Webmaster
Published accreditation documents on Quill.
ORGANIZATION OF THE SELF STUDY

Shari Tamashiro, Educational Specialist, Library—College Cybrarian
Web publication.

Alice Tse, Professor, John A. Burns School of Medicine
Proofreading.

Leilani Umehira, Personnel Officer, Office of Vice President for Community Colleges,
Human Resources Office
Proofreading.

Ron Umehira, Associate Professor, Hospitality and Tourism
Chair of the Self Study. Authored "Organization of the Self Study."

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Bob Johnson
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Elizabeth Nakoa
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Ron Umehira

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Mary Kawena Pukui, 'Ōlelo No'eau
Hawaiian Proverbs, from her book Hawaiian Proverbs and Poetical Sayings
(Bishop Museum Press, Honolulu, 1983).

Kahikāhealani Wight, Associate Professor, Hawaiian
Pronunciation Guide for Hawaiian Words, from her book Illustrated Hawai-
Organization of the College

I ulu nō ka lālā i ke kumu.
“The branches grow because of the trunk.”

Without our ancestors we would not be here.
Interface of the University of Hawai‘i System and Kapi‘olani Community College: 2002-2006

The description of the interface was provided Cheryl Chappel-Long, UHCC Director of Planning, Assessment, and Policy Analysis. Since the last Self Study, the organization of Kapi‘olani Community College has been influenced by changes at the UH System level. In November 2002, as part of an administrative reorganization of the University System, the University of Hawai‘i Board of Regents received a proposal from the University President to reorganize the university and the community colleges. The proposal included the following changes:

- Eliminating the Office of the Chancellor for Community Colleges;
- Re-assigning the functions of that Office to system-level vice presidents;
- Changing the title of the chief executive officer of each community college from Provost to Chancellor;
- Changing the reporting relationship between the chancellors of the community colleges and the University of Hawai‘i System;
- Assigning to the chancellors of the community college certain responsibilities and authority previously delegated to the Chancellor for Community Colleges;
- Creating a Council of Chancellors (composed of the chancellors of each of the ten individual campuses—university and community college—within the UH System);
- Creating a Council of Chief Academic Officers composed of the UH Vice President for Academic Planning and Policy, academic officers of the 10 campuses (vice chancellors for academic affairs or deans of instruction), the director of UH Academic Planning and Policy; and the UHCC Associate Vice President for Academic Affairs; and
- Creating a Community Colleges Executive Council (composed of chancellors and vice chancellors of the community colleges).

The Board of Regents approved this reorganization in December 2002. Each campus chancellor assumed the responsibility and authority previously delegated to the Chancellor for Community Colleges, including (within the scope of Board of Regents and University Executive policies) the following:
ORGANIZATION OF THE COLLEGE

- Making faculty and staff appointments;
- Approving faculty promotions and tenure;
- Approving out-of-state travel;
- Approving campus budget requests and applications for external grants;
- Executing the campus annual expenditure plan;
- Approving Certificates of Completion; and
- Approving internal staff and fiscal re-allocations.

Coordination of the UH Community College System is facilitated through designated associate vice presidents assigned to the System’s vice presidents for academic affairs and administration.

In addition, the reorganization established four additional key decision-making/consultative groups: 1) the President’s senior staff, 2) the University Executive Council, 3) the President’s Advisory Council, and 4) the Council of Chief Academic Officers.

Prior to the abolition of the Office of the Chancellor of Community Colleges, policy guidance had been provided to the campuses through the Chancellor of Community Colleges Memoranda (CCCM). After the reorganization, the Community Colleges Executive Council evaluated these memoranda to determine which memoranda to continue in order to provide a core of common practices across the community colleges.

In August 2004, as noted in the WASC Special Visit to the UH System Office, the “relationship between the Board and the President had deteriorated significantly, and in turn, had affected other elements of the University.” Subsequently, the Regents rescinded authority of the President in several areas related to budget and personnel. In the summer of 2004, the President resigned from the University; the Regents named an Interim President.

In November 2004, the Interim President requested, and the Regents approved, a reorganization of the President’s Office. The reorganization reduced the number of direct executive reports and re-described other executive positions. The Council of Chancellors, which is not an administrative unit, report directly to the President and meets regularly to provide advice on strategic planning, program development, and other matters of concern.

The UH Vice President for Academic Planning and Policy convenes the Council of Chief Academic Officers, with an agenda that includes items of system-wide
academic concern. The delegation of authority from the Regents to the President and the President’s designees, which began immediately after the appointment of the Interim President, continues.

In June 2005, the Board of Regents approved a reorganization of the community colleges that included creation of a Vice President for Community Colleges. The Vice President for Community Colleges is responsible for executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and the re-consolidation of the Academic Programs and Administrative and Educational Support Units for the community colleges.

This reorganization established a dual reporting relationship whereby the chancellors of the community colleges report to the Vice President for Community Colleges for leadership and coordination of community college matters, and concurrently report to the President of the University regarding system-wide policy-making and decisions that affect the Colleges. The dual reporting relationship preserves previous action by the Board of Regents, which promoted and facilitated campus autonomy in balance with system-wide academic and administrative functions and operations. College chancellors retained responsibility and control over campus operations, administration, and management.

Campus Functions of the University of Hawai‘i Community Colleges
The most recent map of these functions was completed and disseminated on April 11, 2006. This map aligns functions of the State, the Board of Regents, the UH System, the UH Community Colleges System, and individual campuses with ACCJC/WASC accreditation standards. The map also identifies decision types and loci (see "Campus Functions of the University of Hawai‘i Community Colleges" in the Appendix of this Self Study).

Kapi‘olani Community College: Institutional Organization
In conjunction with the reorganization of the UH community colleges, Kapi‘olani Community College submitted an updated reorganization plan with functional statements. The Regents approved this plan in July 2005. In this update, the Dean of Instruction is in Academic Unit One, the Dean of Student Services is in Academic Unit Two, and the Assistant Deans for Academic Programs are in Units Three and Four. The deans share six common functions shown on the following page:
**Organization of the College**

- At least one academic program that offers credit courses;
- Non-credit and community service courses, and contract training;
- At least one support services unit;
- Recruitment, improvement, and evaluation of faculty;
- Comprehensive counseling services; and
- Efforts to develop external funding.

Due to the size and complexity of Academic Unit One, and the fact that the Dean of Instruction was appointed to serve in a system-wide function for international education, the Chancellor appointed an Interim Assistant Dean of Arts and Sciences, a position not identified in the reorganization plan approved by the Regents.

### Reorganization Plan - Approved by the Board of Regents, July 1, 2005

<table>
<thead>
<tr>
<th>Board of Regents Approved Position Titles</th>
<th>Board Of Regents Approved Position Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>Maintains a successful learning environment, responsive to the community. Provides professional development for all. Oversees management and operations of planning and research, institutional research, academic programs, international affairs, student services, library and learning resources, Information Media Technology Services, community affairs, marketing, public information, fundraising, finance, accounting, budgeting, human resource management, and auxiliary services. Plans, organizes, directs, and controls the institution’s academic and support programs at the campus level in accordance with established policy and procedural guidelines and applicable statutes.</td>
</tr>
<tr>
<td>Assistant to Senior Executive</td>
<td>Position identified but functions not described.</td>
</tr>
<tr>
<td>Vice Chancellor for Administrative Affairs</td>
<td>Oversees and supervises Business Office, Human Resources Office, Auxiliary Services, administrative policy development and implementation, legal matters, legislative and State government relations, and financial audits in conjunction with University administrative and legal offices.</td>
</tr>
<tr>
<td><strong>Board of Regents Approved Position Titles</strong></td>
<td><strong>Board Of Regents Approved Position Responsibilities</strong></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Dean of Instruction, Academic Unit 1</strong> (This position evolved into Senior Academic Dean and then Vice Chancellor for Academic Affairs)</td>
<td><strong>Oversees And Supervises</strong></td>
</tr>
<tr>
<td><strong>Academic Programs</strong></td>
<td>Arts and Sciences, Including Departments of Arts and Humanities; Language, Literature and Linguistics; Math and Sciences; and Social Sciences.</td>
</tr>
<tr>
<td><strong>Support Service Units</strong></td>
<td><strong>Paul S. Honda International Center:</strong> Develops a strong infusion of international affairs throughout the activities and curriculum of the College and multicultural activities and training in support of the international education mission of the College. The Center develops and manages international cooperative and exchange agreements; coordinates activities and protocol with official international visitors; coordinates, manages, and supports faculty international exchanges and student study abroad; coordinates recruitment and support for international students; and coordinates international education initiatives, including curriculum development, international workforce development, and other support programs.</td>
</tr>
<tr>
<td><strong>Curriculum Management:</strong></td>
<td>Provides leadership for innovation, curriculum research, and development; programs and activities integrating learning across the academic units; and training related to furthering the learning objectives of the College.</td>
</tr>
</tbody>
</table>
## Board of Regents Approved Position Titles

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Dean of Student Services, Academic Unit 2** | Oversees and Supervises Academic Program  
*Holomua (Developmental) Program*: Develops innovative remedial and developmental curriculum, delivers special programs for disadvantaged and academically under-prepared students.  
**Support Service Unit**  
Student Services is responsible for planning, developing, and implementing support services for students in all academic programs. The unit coordinates student admissions; manages registration and records for credit and continuing-education students; certifies enrollment and other statuses for educational and financial benefits; administers and provides financial aid counseling and assistance; evaluates academic credentials; supports students with disabilities; coordinates special programs and services for minority, single parent, and other targeted students; and coordinates student support functions to ensure quality control, consistency, and professional development within all academic units. This unit also coordinates student co-curricular and social activities and leadership training; administers policies related to student privacy, conduct, rights, and responsibilities; provides job placement for current students and former graduates; provides health care education and services for students; develops and implements policies; and pursues external funding. |
<table>
<thead>
<tr>
<th>Board of Regents Approved Position Titles</th>
<th>Board Of Regents Approved Position Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean, Academic Unit 3</td>
<td>Oversees and Supervises</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Programs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Health Education:</strong> Develops and delivers degree and certificate programs in Emergency Medical Services, Health Sciences, and Nursing, and develops and delivers pre-health recruitment, counseling, and educational programs.</td>
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<tr>
<td></td>
<td><strong>Legal Education:</strong> Develops and delivers degree and certificate programs in legal assisting, legal secretary, and related legal fields.</td>
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<tr>
<td></td>
<td><strong>Support Service Units</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Library and Learning Resources:</strong> Plans, develops, and delivers educational resources, information, and learning services for all academic programs; acquires, maintains, and disposes of library materials; catalogs and classifies new material; consults with faculty on learning resources; performs reference functions; provides access to online catalogs; coordinates automated activities with other libraries, vendors, and external specialists; maintains systems hardware and software; and updates and edits bibliographic databases and generates special database reports. The unit manages the circulation process and collects fines; provides student learning assistance; develops and maintains college-wide information for distribution through the College website(s); and develops and implements policies and procedures.</td>
</tr>
<tr>
<td></td>
<td><strong>Information Media Technology Services:</strong> Plans, develops, and delivers high quality computing and media resources for student learning, administrative operations, faculty development, and delivery of instruction and services; maintains and develops the College voice, data, and video networks; develops and supports local area networks; conducts demonstrations to familiarize faculty and students with available equipment; supports development and delivery of distance education through multiple media; supports classroom innovation using computers and technology; develops and maintains computing programs and services; formulates budgets in collaboration with program heads; evaluates and recommends software for purchase; coordinates and produces graphic and print materials and operates graphics and print shop; maintains and repairs media and computing equipment; provides mail and telephone services; and develop policies and procedures.</td>
</tr>
</tbody>
</table>
ORGANIZATION OF THE COLLEGE

<table>
<thead>
<tr>
<th>Board of Regents Approved Position Titles</th>
<th>Board Of Regents Approved Position Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean, Academic Unit 4</td>
<td>Oversees and Supervises</td>
</tr>
<tr>
<td></td>
<td>Academic Programs</td>
</tr>
<tr>
<td></td>
<td><strong>Business Education</strong>: Develops and delivers degree, certificate, and pre-baccalaureate programs in Business and Information Technology.</td>
</tr>
<tr>
<td></td>
<td><strong>Hospitality Education</strong>: Develops and delivers degree, and certificate programs in Culinary Arts, Hotel Operations, Tourism and Travel, and other aspects of the hospitality industry; develops and delivers pre-baccalaureate programs in Hospitality Education.</td>
</tr>
<tr>
<td></td>
<td>Support Service Unit</td>
</tr>
<tr>
<td></td>
<td><strong>College and Community Relations</strong>: plans, develops, and implements strong relationships and information flow between the College and the external community; maintains and develops marketing and recruiting programs for all College programs, including print and web-based promotional materials; markets the College training capabilities to potential clients; provides liaison with neighborhood boards, community associations, and other groups; provides public information; leads in private fund-development and donor relationships; coordinates external grant proposals; and develops appropriate policies and procedures.</td>
</tr>
</tbody>
</table>

Personnel Changes

Since, July 2005, the following personnel and programmatic changes have resulted in flexible adjustments in administrative responsibilities:

- Appointment of the former Chancellor of the College as Acting Vice President for Community Colleges;
- Appointment of the former Vice Chancellor for Academic Affairs of the College as Acting Chancellor;
- Appointment of the Interim Assistant Dean of Arts and Sciences of the College as Acting Vice Chancellor for Academic Affairs;
- Appointment of an Executive Assistant to the Chancellor. The Executive Assistant plays a central role in campus, system, and legislative coordination and communication;
ORGANIZATION OF THE COLLEGE

- Development of tactical plans by Academic Programs and Administrative and Educational Support Units;
- Resignation and relocation of the Assistant Dean for Academic Unit 3 to Leeward Community College;
- Creation of a Planning and Grants Development Office to support strategic plan goals;
- Transformation of the Information Media Technology Services unit into the Center for Excellence in Learning, Teaching, and Technology through strategic planning and use of U.S. Department of Education Title III funding; and
- Transformation of the College and Community Relations Office into the College Advancement Office, with more clearly defined tactical plan goals and objectives for 2004-2007.

These changes have resulted in a current Institutional Organization with the following working position titles and responsibilities.

Organizational Map - Administrative and Accreditation Responsibilities

<table>
<thead>
<tr>
<th>Working Position Title</th>
<th>Responsibilities</th>
<th>Tactical Plan and Improvement Responsibilities</th>
<th>Accreditation-Related Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leon Richards: Acting Chancellor</td>
<td>As approved by the Board of Regents in July 2005.</td>
<td>All Executive Administration components of International Education.</td>
<td>All Standards, UH Campus-System Organizational Map.</td>
</tr>
<tr>
<td>Working Position Title</td>
<td>Responsibilities</td>
<td>Tactical Plan and Improvement Responsibilities</td>
<td>Accreditation-Related Responsibilities</td>
</tr>
<tr>
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</tr>
<tr>
<td>Deborah Nakagawa: Executive Assistant to the Chancellor</td>
<td>Provides administrative support on multi-faceted initiatives and projects that link administrative, academic, and student services programs and UHCC system functions, under the general supervision of the Chancellor.</td>
<td>Executive Administration.</td>
<td>Standard IV, UH Campus-System Organizational Map.</td>
</tr>
<tr>
<td>Frank Abou-Sayf: Director of Planning and Institutional Research</td>
<td>As approved by the Board of Regents in July 2005: for Administrative Officer, Planning and Institutional Research position; except educational development plans have been integrated into the College strategic plan, 2003-2010, and tactical plans have been added for both Academic Units and Administrative and Educational Support Units.</td>
<td>Components within Executive Administration.</td>
<td>Provides research and evidenced-based documentation for Self Study and all Standards.</td>
</tr>
</tbody>
</table>
## Organization of the College

<table>
<thead>
<tr>
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<th>Accreditation-Related Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Milton Higa:</strong></td>
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<td></td>
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<tr>
<td>Vice Chancellor for</td>
<td>As approved by the</td>
<td>Support Service Units</td>
<td>Standards III, and IV.</td>
</tr>
<tr>
<td>Administrative Affairs</td>
<td>Board of Regents in</td>
<td>Auxiliary Services.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Human Resources.</td>
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<tr>
<td><strong>Louise Pagotto:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Acting Vice Chancellor for Academic Affairs</td>
<td>As approved by the Board of Regents in July 2005 for Dean of Instruction, but with additional responsibilities for the Center for Excellence in Learning, Teaching, and Technology. Reduced responsibilities for the Paul S. Honda International Center.</td>
<td>Academic Arts and Sciences.</td>
<td>Standards II, III, and IV.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Information Media Technology Services/Center for Excellence in Learning, Teaching, and Technology components within International Education.</td>
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<tr>
<td></td>
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<td>Curriculum Management within Executive Admin-</td>
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<td>istration.</td>
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### ORGANIZATION OF THE COLLEGE

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<th>Accreditation-Related Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mona Lee: Dean of Student Services</td>
<td>As approved by the Board of Regents in July 2005, with additional responsibilities for continuing education registration.</td>
<td>Academic Holomua. Support Services Student Services. Components within Executive Administration.</td>
<td>Standards II, III, and IV.</td>
</tr>
<tr>
<td>Dennis Kawaharada: Dean of Health, Business, and Legal Education, and Library and Learning Resources</td>
<td>As approved by the Board of Regents in July 2005, but Business Education is now assigned under this position. Information Media Technology Services becomes the Center for Excellence in Learning, Teaching, and Technology and is now overseen and supervised by the Acting Vice-Chancellor for Academic Affairs.</td>
<td>Academic Health Career. Business Education. Legal Education. Support Services Library and Learning Resources.</td>
<td>Standards II and III.</td>
</tr>
<tr>
<td>Carol Hoshiko: Dean of Culinary and Hospitality Education and College Advancement</td>
<td>As approved by the Board of Regents in July 2005, but Business Education has been reassigned, as stated above, because of greater responsibilities for College Advancement.</td>
<td>Academic Culinary. Hospitality and Tourism. Support Services College Advancement.</td>
<td>Standards I, II, and III.</td>
</tr>
<tr>
<td>Working Position Title</td>
<td>Responsibilities</td>
<td>Tactical Plan and Improvement Responsibilities</td>
<td>Accreditation-Related Responsibilities</td>
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<tr>
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</tr>
<tr>
<td>Robert Franco: Director of Planning and Grants Development</td>
<td>Plan and develop grants that support strategic plan and tactical plans goals and objectives.</td>
<td>Support to Multiple Academic Programs and Support Services. Functions within Executive Administration. Served as Acting Director of Planning and Institutional Research from fall 2001 to spring 2003 while Frank Abousayf was on leave.</td>
<td>Standards I, II and III. Accreditation Liaison Officer.</td>
</tr>
<tr>
<td>Kauka DeSilva: Coordinator of Mālama Hawai‘i, Representative of Pukoa Council</td>
<td>Oversee campus efforts to strengthen supports for Native Hawaiian students, development of faculty and curriculum, and represent the College on system-wide Pukoa Council.</td>
<td>Multiple tactical plans. Tactical plan for Mālama Hawai‘i Initiative.</td>
<td>All Standards.</td>
</tr>
<tr>
<td>Kelli Goya: Project Director, Title III</td>
<td>Develop, implement, assess, and improve Title III projects to strengthen institution.</td>
<td>Support to Multiple Academic Programs and Support Services.</td>
<td>Standards I, II, and III.</td>
</tr>
<tr>
<td>Conrad Nonaka: Director, Culinary Institute of the Pacific</td>
<td>To support UH system-wide Capital Improvement Plan collaboration and work with College Advancement Office to develop resources for new Cannon Club facility.</td>
<td>Academic Culinary Institute of the Pacific. Development of four-year Culinary Degree.</td>
<td>Standard II and III.</td>
</tr>
</tbody>
</table>
## ORGANIZATION OF THE COLLEGE

### Campus Governance

The responsibilities of campus governance bodies are mapped below. Key developments since the 2000 Self Study include the development of the Policy, Planning, and Assessment Council and a more vigorous Staff Council.

<table>
<thead>
<tr>
<th>Name</th>
<th>Composition</th>
<th>Responsibilities</th>
<th>Frequency of Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy, Planning, and Assessment Council</strong></td>
<td>Executive Administration, academic program and administrative and educational support unit heads, directors, department chairs, Faculty Senate, chairs of Staff Council and Student Council.</td>
<td>Review and approve Mission Statement. Review and recommend to the Chancellor: Policies related to planning and assessment; program review; the College strategic plan; long-range development plan; tactical plans and program reviews; assessment of progress on these; and College budget priorities.</td>
<td>Monthly (additional meetings may be called by the Chancellor).</td>
</tr>
<tr>
<td><strong>Deans’ Advisory Council</strong></td>
<td>Acting Vice-Chancellor for Academic Affairs, deans, department chairs, academic program heads, Chairs of the Faculty Senate and Staff Council, and Curriculum Specialist, and others on invited basis.</td>
<td>Plan, implement, assess, and improve instructional activities, academic support, and student activities.</td>
<td>Monthly.</td>
</tr>
</tbody>
</table>
### ORGANIZATION OF THE COLLEGE

<table>
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<tr>
<th>Name</th>
<th>Composition</th>
<th>Responsibilities</th>
<th>Frequency of Meetings</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Senate</strong></td>
<td>Each academic department elects a representative to the Faculty Senate; four educational support units are also represented; these four are College and Community Relations (now College Advancement), Information Media Technology Services, the Library, and Student Services.</td>
<td>A formal independent organization through which the College faculty can participate in the governance and policy-making of the College, and promote communication among the faculty, staff, students, administration, and the Board of Regents. Coordinates the work of seven standing committees: 1) Admission, Academic Standards, and Graduation; 2) Budget; 3) Curriculum; 4) Elections; 5) Evaluation; 6) Faculty-Student Relations, and 7) Professional Rights and Responsibilities. Oversees the work of the Learning Outcomes Assessment Committee.</td>
<td>Monthly.</td>
</tr>
<tr>
<td><strong>Staff Council</strong></td>
<td>Clerical and administrative support staff in Administrative, Professional, and Technical positions.</td>
<td>To ensure that the Council’s constituents have a formalized role in the governance of the College, and to provide a formal voice and organization to enhance professional and personal development for its members.</td>
<td>Monthly.</td>
</tr>
</tbody>
</table>
**Organization of the College**

<table>
<thead>
<tr>
<th>Name</th>
<th>Composition</th>
<th>Responsibilities</th>
<th>Frequency of Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Congress</td>
<td>Students who are elected from the student body.</td>
<td>To assist in creation, refinement, and development of student-related policy and to be the official voice of the students of the College. Represents students on the Policy, Planning, and Assessment Council and on the Faculty Senate, as well as specific standing committees of the Faculty Senate, including Faculty Student Relations.</td>
<td>Monthly.</td>
</tr>
</tbody>
</table>

**Discussions on Future Reorganization**

To initiate dialogue on the future reorganization of the College, the Acting Chancellor circulated a preliminary reorganization model in March 2006. Each department chair and dean submitted models for consideration. The Policy, Planning, and Assessment Council initiated preliminary discussions on future reorganization at its April 2006 meeting. The Mālama Hawai‘i initiative, which has been renamed Kalāualani, is formally becoming part of the governance structure of the College.

As the semester was ending, the Acting Chancellor suspended reorganization discussions so that a more thoughtful and deliberate dialogue could continue in fall 2006. The Acting Chancellor’s decision not to rush this important dialogue is evidence of his ongoing commitment to integrity in faculty, staff, and student relations, and in campus governance.
Certification of Continued Compliance with Eligibility Requirements

He ‘ike ‘ana ia i ka pono.
“It is a recognizing of the right thing.”

One has seen the right thing to do and has done it.
Certification of Continued Compliance with Eligibility Requirements

Kapi‘olani Community College presents this comprehensive Self Study with full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all the Commission's eligibility requirements as shown on the following pages.

Kitty Lagareta, Chair, Board of Regents, University of Hawai‘i  
8/24/05

David McClain, President, University of Hawai‘i  
8/24/06

John Morton, Interim Vice President for Community Colleges  
8/24/06

Leon Richards, Acting Chancellor, Kapi‘olani Community College  
8/24/06
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

1. Authority

Kapi‘olani Community College is a public two-year college operating under the authority of the State of Hawai‘i and the University of Hawai‘i Board of Regents. Governance of the University of Hawai‘i is vested in a 12-member Board of Regents. The Regents are appointed by the Governor of Hawai‘i with the approval of the State Legislature. Membership on the Board is controlled by State Law (Chapter 304-3, Hawai‘i Revised Statutes - §304-3).

The statute states that the affairs of the university shall be under the general management and control of the Board of Regents. The statute also indicates that the members of the Board of Regents are appointed by the Governor of the State of Hawai‘i, and prescribes the size of the Board, how the members are selected, their terms of office, when the Board is expected to meet, and how they are compensated. The Board of Regents authorizes all Associate Degrees of the College.

2. Mission

The College Mission Statement was reviewed and revised in 2002 with broad-based contributions from the Goals Committees and the Provost’s Advisory Council, which has now developed into the Policy, Planning, and Assessment Council. The revised Mission Statement was approved by the College Faculty Senate on October 7, 2002, and by the University of Hawai‘i Board of Regents on January 16, 2004. This was the first time that the Board of Regents approved Mission Statements of individual community colleges.

The Mission Statement reflects the College strategic plan for 2003-2010 and the tactical plans of eight Academic Programs and nine Administrative and Educational Support Units for the years 2004-07. The next cycle for tactical planning for 2007-2010 will include a comprehensive review of the Mission Statement. The Mission Statement is broadly communicated to the public on the College intranet website Quill and the College Catalog, which is available in hard copy and online at the College website.

3. Governing Board

The functioning governing board for Kapi‘olani Community College is the University of Hawai‘i Board of Regents. The Bylaws and Policies of the Board of Regents define the duties and responsibilities of the Board and its officers and
committees. The Board is responsible for the internal organization and management of the University of Hawai‘i System, including the following:

- Establishing the general mission and goals of the System and approving any changes to the mission and goals;
- Adopting documents for academic planning and facilities planning for the System and the campuses;
- Adopting broad policy that guides all aspects of University governance;
- Appointing and evaluating the President;
- Establishing the administrative structure and approving major administrative appointments;
- Approving all major contractual obligations of the University;
- Approving new academic and other programs and major organizational changes;
- Reviewing all fiscal audits of University operations; and
- Approving the University budget, long-range financial plans, and budget requests for state funding.

The UH Board of Regents is an independent policy-making body reflecting constituent and public interests in Board activities and decision-making. A majority of the Board members have no employment, family, ownership, or other personal financial interests in the University. The Board of Regents adheres to a policy governing conflicts of interest, assuring that those interests are disclosed and that they do not interfere with the impartiality of the governing board members or outweigh their greater duty to ensure academic and fiscal integrity of the University and of Kapi’olani Community College.

4. Chief Executive Officer

Dr. Leon Richards has served as Acting Chancellor since his appointment by the UH Board of Regents in July 2005. He is a full-time administrator who does not serve on the governing board of the University of Hawai‘i System. He has the requisite authority to administer board policies.

5. Administrative Capacity

The College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission, goals, and objectives. The administrative staff is made up of twelve members, eight of whom are in executive/managerial positions. The administrative staff also includes a representative of Mālama Hawai‘i. (As noted earlier in the Self Study,
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

Mālama Hawai‘i is a campus community composed of Native Hawaiian faculty members and other employees who serve Native Hawaiian students; their goal is to provide a positive learning experience for students who are Native Hawaiian or who are interested in Native Hawaiian issues.) The members of the administrative staff hold one baccalaureate degree, six master’s degrees, and five doctorates. These administrators come to their roles and responsibilities with substantial training, experience, and expertise.

6. Operational Status
From 2000-2005, the College experienced stability in headcount and full-time enrollment, retention, and persistence. Over the period 1998 to 2004, the number of students completing degrees and certificates has also remained relatively stable. Completion of Associate in Arts degrees ebbed in 2001 (203) and rose to level off in 2003 and 2004 (233 and 236, respectively). Over the same period, completion of Associate in Science and Associate in Technical Studies degrees peaked in 2000 (412), ebbed in 2003 (308), and rose in 2004 (355). Completion of Certificates ranged from 56 to 67 per year over this same two-year period.

For all college programs, the most recent figures from the Integrated Postsecondary Education Data System (IPEDS) indicate that, over the period 1997-2001, for first-time, full-time students within 150 percent of time of enrollment, the graduation rate increased from 13.0 percent to 19.9 percent. The transfer rate increased from 20.3 percent to 27.2 percent, and the rate of continuing enrollment (with no completion of a degree) decreased from 28.4 percent to 22.4 percent. From 2000-2005, the enrollment of Native Hawaiian students increased from 729 to 789, while enrollment of international students grew from 448 to 563.

7. Degrees
Academic programs at Kapi‘olani Community College emphasize the outcomes of learning rather than the experience or time spent in learning. The College offers an Associate in Arts (AA) degree, an Associate in Science (AS) degree, an Associate in Technical Studies (ATS) degree, Certificates of Achievement (CA), Certificates of Competence (CC), Certificates of Completion (CC), and Academic Subject Certificates (ASC).

A “degree” is an academic credential awarded in accordance with UH Board of Regents approval and consists of the components of the general education core requirements, college/program requirements, major requirements (if any), electives (if any), and additional degree requirements. Additional degree requirements
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

include items such as total credit requirement, minimum cumulative grade point ratio, minimum grade point ratio, or grades for courses applied to the “major or program requirements,” and other related requirements such as writing-intensive classes and classes in second languages.

A significant proportion of students at the College are enrolled in degree programs. Of the 7,289 students enrolled at the College in fall 2005, 6,005 students (82.4 percent) were home-based at Kapi‘olani. Of these, 5,061 (84.3 percent) are in degree or certificate programs. Of those who were home-based at other campuses, about 1,180 (91.9 percent) were enrolled in degree or certificate programs at other campuses.

8. Educational Programs

The principal degrees of the College are congruent with its mission to prepare students to meet rigorous baccalaureate requirements and career standards, and to engage in ethical, responsible community involvement. The degrees are based on recognized higher education disciplines, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

Degree programs require at least two years of academic study. Degree programs on campus are carefully and professionally developed to articulate with UH baccalaureate-degree granting institutions. For example, new two-year degrees in Life and Physical Sciences are being developed through collaborative dialogue with other UH campuses and the UHCC System office.

Six academic programs—Arts and Sciences, Business Education, Culinary Arts, Health Careers, Hospitality and Tourism, and Legal Education—provide two-year degree and certificate programs. The Culinary Institute of the Pacific is an emerging academic program that supports Culinary Education within the UH Community College System and the development of a four-year advanced Culinary Education degree in collaboration with the UH West O‘ahu campus.

All eight of these Academic Programs have developed tactical plans for 2004-2007 that emphasize student learning, assessment, evaluation, and improvement. The tactical plans of these Academic Programs are supported by tactical plans of nine Administrative and Educational Support Units in their common goal to improve student learning.
9. Academic Credit
Kapi‘olani Community College uses the generally accepted Carnegie unit as the basis for awarding credit: one semester hour (one credit) is equivalent to one hour of lecture per week. Additional equivalences also follow established practice: two hours of lecture/lab are equivalent to one credit. Three hours of lab are equivalent to one credit.

Certain other types of courses have different equivalencies. For example, one credit of a cooperative education course is equivalent to a one-hour-per-week seminar plus three-hours-per-week work experience. The College also has policies governing the transfer of credits into the College and transfer from the College to other schools in the UH System. The UH Board of Regents policy on transfer addresses the need for the process to be “as simple and predictable as possible.”

10. Student Learning Achievement
All courses and programs at the College have explicit student outcomes, which are listed in the Catalog. All course outcomes are assessed by instructors and grades awarded based on student attainment of the outcomes. Students are required to attain at least a 2.0 grade point ratio in all the courses required for degrees and certificates.

Attainment of program outcomes can also be demonstrated by students’ success in subsequent endeavors: upon transfer, in licensure examinations, or obtaining employment. Liberal Arts majors and other students who transfer to four-year institutions in the UH System demonstrate the attainment of the program outcomes by their success in subsequent courses. Data over the last three years (2003-2005) indicate that the cohorts for fall 2003, fall 2004, and fall 2005 have been successful in their upper division courses in UH System, with the following mean grade point ratios, respectively: 2.79, 2.59, and 2.49.

Program outcomes are assessed in part by evaluating student performance on licensure examinations. For example, both the Emergency Medical Services and Mobile Intensive Care Technician programs have seen a 100 percent pass rate for their graduates on the EMT-I and MICT-P exams, respectively, over the last seven years. Moreover, graduates from these programs scored a minimum of 20 percent above the national average on these exams.
**CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

Other health sciences have similar pass rates: 100 percent pass rates in Medical Lab registry or certification, 100 percent pass rates in the Occupational Therapy Assistant certification exam, 100 percent pass rates in the Physical Therapist Assistant licensure exam, 100 percent pass rates in the Radiologic Technician registry exam, and 100 percent pass rates in the Respiratory Therapy registry exam. The pass rate in the Medical Assisting AAMA certification exam is 94.4 percent.

Through its Learning Outcomes Assessment Committee, the College is developing a robust set of strategies for assessing student learning outcomes. In this endeavor, the College is also receiving support from the U.S. Department of Education, the American Council on Education, the National Coalition for E-portfolio Research, and the National Science Foundation.

**11. General Education**

All associate degrees at the College require successful completion of General Education courses. Associate in Science degrees require a minimum of 15 credits of General Education: three credits in communication, three in mathematical reasoning, and three in each of the following: Humanities, Natural Sciences, and Social Sciences; the 2006-2007 Catalog (pp. 44-279) lists the courses in the major discipline areas. Courses required for written communication and mathematical reasoning are found in descriptions of the individual programs.

An Associate in Arts degree requires 60 credits, all of which are General Education courses and 42 of which are in specific areas. Foundation courses include written communication (3 credits), symbolic reasoning (3 credits), and global and multicultural perspectives (6 credits). The major areas of knowledge are addressed by diversification requirements: 6 credits in Arts and Humanities, 7 credits in Natural Sciences, and 6 credits in Social Sciences.

In addition, to graduate with an AA degree, a student must take an oral communication course (3 credits) and two semesters (8 credits) of language instruction. The remaining 18 credits for the AA degree may be from Liberal Arts courses or courses in the career and vocational education programs that have been articulated with the four-year campuses.

General Education courses provide students with the capabilities to be lifelong learners. Courses applicable to the AA degree are listed on page 37 of the 2006-2007 Catalog. Course outlines for many of the classes are available at [http://www2.hawaii.edu/~currcomm/history.htm](http://www2.hawaii.edu/~currcomm/history.htm). The Arts and Sciences program,
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

in its tactical plan for 2004-2007, is exploring the integration of ethics and effective citizenship (including the well-established Service-Learning Emphasis of the College) into General Education requirements.

General Education courses promote academic inquiry and are delivered with the rigor appropriate to institutions of higher learning. All Liberal Arts courses at the College are articulated with their counterparts at the University of Hawai‘i at Mānoa, the main destination for Kapi‘olani’s transfer students.

12. Academic Freedom

Board of Regents Policy 9-15 (b) establishes the UH System policies on safeguarding the faculty’s freedom to pursue academic endeavors (http://www.hawaii.edu/offices/bor/policy/borpch9.pdf). Article IX-A of the faculty bargaining agreement with the Regents also addresses faculty rights to academic freedom:

“Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attached to all other citizens. When thus speaking as a citizen, they should be free from censorship or discipline” (2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, p. 16).

13. Faculty

The College employs qualified faculty with full-time responsibilities for program development, program delivery, and learning support. Faculty responsibilities are listed in position descriptions in job advertisements, and include student advising, professional development, and learning outcomes assessment, as shown here in a recent advertisement for a position in Art:

“Instructor in Art (New Media Arts), Position No. 86870T, Kapi‘olani Community College, temporary, non-tenure track, full-time, 9-month contract, general funds, pending position clearance, availability of funds and actual staffing requirements, to begin approximately 08/04. Duties: Under general supervision to teach transfer-level courses in 2D design, Web de-
CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

sign, interface/interaction design, typography, graphic symbolism and corporate identity design and digital imaging; to develop curriculum, facilitate equipment purchase and maintenance activities in these areas; to develop teaching strategies, instructional materials and methods which (1) emphasize writing as an important skill for students, (2) use computers in instruction where appropriate, (3) integrate instruction of appropriate thinking skills into course content, (4) articulate instructional objectives in terms of learning outcomes; base instruction and assessment on student learning outcome; and (5) address the needs of community college students. Related activities include, but are not limited to, developing an approved program of professional self-improvement; maintaining at least one office hour per week for each course taught; advising students; preparing and revising course materials, objectives and syllabi; identifying student learning needs and implementing constructive responses to them; planning, organizing, and independently carrying out instructional and non-instructional assignments. Perform related duties as assigned. Evening and non-credit classes may be assigned as part of regular workload. Duties and responsibilities may include instructional assignments involving distance education.”

The College maintains quality programs through the efforts of its faculty, whose relevant characteristics are detailed below. In fall 2005, the College had 228 full-time regular faculty (regular faculty are professors, associate professors, assistant professors, and instructors), 15 full-time lecturers, 19 part-time regular faculty, and 136 part-time lecturers.

The College has a balanced and healthy career-cycle profile for regular faculty. As shown in Table 1 below, approximately four in ten (39.9 percent) members of the regular faculty are in the two higher ranks and six in ten (60.1 percent) are in the two lower ranks.

Table 1.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>55</td>
<td>24.1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>36</td>
<td>15.8</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>52</td>
<td>22.8</td>
</tr>
<tr>
<td>Instructor</td>
<td>85</td>
<td>37.3</td>
</tr>
<tr>
<td>Total</td>
<td>228</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: UH Community Colleges Human Resources Office

84 Kapi‘olani Community College 2006 Accreditation Self Study
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

Table 2 below shows the number and percentage of regular faculty and lecturers and their status as full time or part time.

| Regular Faculty and Lecturers, Full Time and Part Time, Fall 2005 |
|---------------------------------|--------|--------|----------|--------|
| (Department)                    | Full Time | %     | Part Time | %     | Total | %       |
| Regular Faculty                 | 228     | 92.3  | 19        | 7.7   | 247   | 100     |
| Lecturers                       | 15      | 9.9   | 136       | 90.1  | 151   | 100     |

Source: UH Community Colleges Human Resources Office.

The College has a strong full-time faculty to part-time faculty ratio of 1.57:1 (243:155). These data show that the majority of members of the faculty are full-time, allowing for a stable and cohesive college culture.

The College utilizes the skills and expertise of 170 other faculty (part-time and full-time regular faculty, and part-time lecturers). In certain career and vocational education programs offered at the College, and certain performing arts courses, minimum qualifications may allow faculty to teach without a graduate degree. (A complete listing of faculty and their degrees is found in the 2006-2007 Catalog, pp. 375-387.) Faculty assignments are found in the Schedule of Classes, which is also online (http://www.kcc.hawaii.edu/page/soc).

14. Student Services

Student Services provides a wide range of support activities across the academic programs for students or potential students. Services include the following: GEAR-UP Bridge activities, counseling, academic advising, First Year Experience, orientation, admission, financial aid, student activities, student publications, student government, and career and other bridge programs. Specific support services are designed for Native Hawaiian students, single parents, TRIO-Students, and students with disabilities. Through tactical planning, Student Services has begun developing and assessing student learning outcomes for continuous improvement in the quality of the students’ experience.

To enhance its services, the College is in the process of purchasing the Student Accountability and Record System (SARS) to track the utilization and success of the programs. Counselors are also developing procedures and policies for e-counseling to meet the needs of the growing activities in distance learning at the College.
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

Federally funded grants administered by Student Services include Native Hawaiian Career and Technical Education, TRIO-Student Support Services, and GEAR-UP. Student Services also receives federal funds through campus-coordinated Title III and Carl Perkins grants. These grants support Native Hawaiian students, students from special populations, disadvantaged students, and students who represent the first generation of their families to enroll in college.

The Student Services Council provides a communication link among the counselors who are assigned to various Academic Programs and Administrative and Educational Support Units headed by deans. The Council coordinates student-support functions within those units to provide quality control, consistency, and professional development for personnel in Student Services.

15. Admissions

The admission policy of the College is consistent with Board of Regents policy and with the College mission to provide open access. Anyone 18 years of age or older, or who has earned a high school diploma or equivalency, meets the criteria for eligibility to attend the College. Other eligibility requirements apply to high school students participating in the Running Start or Early Admit Programs, and international students on F-1 visas. The Kekaulike Information and Service Center serves as the one-stop location for admission, financial aid, registration, and payments.

16. Information and Learning Resources

The Library and Learning Resources Unit (consisting of the Library, a Campus Web Team, Open Computer Labs, and a Testing/Placement Lab) supports the vision and curriculum of Kapi‘olani Community College by providing an innovative environment for learning and research. Internet access, system-wide borrowing at any UH Library, and remote access to electronic resources are provided without charge to students and faculty. Other services include library orientation, reference assistance, group study rooms, wireless access to the campus internet network, photocopiers, online testing, placement testing, and continuous CNN newscasts. College-wide information is disseminated through the campus website as developed by the web team.
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

17. Financial Resources

Kapi‘olani Community College is supported by and dependent upon multiple sources of revenue. The revenue categories include State of Hawai‘i General Funds, tuition and fees special funds, continuing education special funds, Summer Session special funds, revolving funds, grants, and donations. Until 1996, the campus and the University of Hawai‘i in general were totally dependent on appropriated state General Funds for funding of personnel and operations. As part of the legislation that gave the University significant administrative autonomy from the State, the University and the College were allowed to keep tuition revenues.

While the College initially anticipated that the tuition revenues would increase the total resources available for the College and the University, the unfavorable economic conditions in Hawai‘i during the late nineties led to a reduction in appropriated General Funds. Tuition revenues, therefore, became an essential source of funds to balance the budget instead of a means to enhance or enrich programs. The College was able to maintain its level of services without resorting to significant reductions of programs or instructional offerings.

Currently, General Funds are barely adequate to support the current level of service at the College. However, improvement in the State’s economic outlook and increases in tuition have provided renewed financial stability. In addition, a Grants Development Office and entrepreneurial members of the faculty have been successful in identifying and obtaining external funding for program improvement and innovations.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. The annual audit is performed on the University of Hawai‘i centralized financial accounting system that services each of the ten campuses of the University of Hawai‘i System. As part of the annual financial audit, a separate schedule is prepared for the community college campuses in order to comply with the standards of accreditation.

The Board of Regents reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. In addition, intermittent audits have been prescribed by the Hawai‘i State Legislature on specific programs or funds of the University of Hawai‘i, including the Kapi‘olani campus. The College administration has
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

responded to all findings and exceptions. The College consistently demonstrates integrity in the use of federal grant monies, which have increased steadily since 2000.

19. Institutional Planning and Evaluation

Institutional planning and program evaluation is systematic for all Academic Programs and Administrative and Educational Support Units at the College. The focus of each of these programs and units is on improved student learning and student achievement of educational goals. Each of these programs and units is implementing three-year tactical plans aligned with the College strategic plan for 2003-2010.

Programs receive annual health indicator reports and are required to submit program review reports every three years. Program review reports drive tactical planning for improvement. The Policy, Planning, and Assessment Council oversees program review and tactical planning through an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. New stocktaking processes are linking campus and system planning and budget preparation for 2007-2009, and long-range planning is underway.

20. Public Information

Kapi‘olani Community College publishes an official Catalog, which includes the following: general information such as official name and address, telephone numbers, and website URL; mission, vision and values statements; admission, eligibility, attendance, tuition/fee and registration requirements; degrees, programs and length of programs, courses; financial aid policies, refund policies; academic freedom; and student-support services, regulations, and available learning resources. The Catalog also lists college policies and procedures; as well as academic credentials of faculty and administrators and names of advisory committees and members. The Catalog is carefully checked for accuracy and updated regularly. Schedules of Classes and the College website include abridged versions of this information.

21. Relations with the Accrediting Commission

Kapi‘olani Community College has consistently adhered to the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose
CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College are complete, accurate, and honest. The signatures of the official representatives affirm these relations.
Response to Recommendations in the Last Comprehensive Evaluation

ʻAʻohe ʻuhu e loaʻa i ka pōkole o ka lou.

“No breadfruit can be reached when the picking stick is too short.”

There is no success without preparation.
RESPONSES TO RECOMMENDATIONS IN THE 
MOST RECENT COMPREHENSIVE EVALUATION

On December 18, 2000, the College received the ACCJC/WASC “Evaluation Report: Kapi‘olani Community College,” representing the findings of the accreditation site visit team from October 24-26, 2000. The team made four major recommendations and five other specific recommendations to the College.

Major Recommendations

1) Assess its current planning processes in order to determine and possibly revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations.

Response: In a broadly collaborative process, the College developed an ambitious strategic plan for 2003-2010 that was aligned with UHCC and UH System planning. Based on best practice research models, the College then proceeded to develop three-year tactical plans for 2004-2007, for eight Academic Programs and nine Administrative and Educational Support Units. For example, the new Kekaulike Information Service Center has been integrated into the Student Services tactical planning. Internal and external funding strategies are being aligned with these tactical plans. Tactical plans and related budget decisions are developed and reviewed collaboratively with the Policy, Planning, and Assessment Council.

Since the beginning of 2005, the College has made significant progress in cultivating a culture of evidence to guide program improvement and enhanced institutional effectiveness. New tactical plans, more sharply focused on learning outcomes assessment, will be developed for the 2007-2010 period, and these, combined with UH System Initiatives, will drive strategic planning for the second decade of the new millennium.

2) Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.

Response: The Office of Planning and Institutional Research has taken the lead in improving the collection and analysis of data on prerequisites. In spring 2005, the Director of that Office and the Deans’ Advisory Council formed a Task
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

Force on Math and English prerequisites. With Perkins Leadership funds, the Task Force created a Course and Prerequisite Determination Form that will allow faculty to identify prerequisite skills instead of courses their students need, and then determine what percentage of Math or English course prerequisites are necessary for student success. In fall 2006, a few faculty members, on an experimental basis, will change their Math or English prerequisites from “required” to “recommended” and will assess what impact that change has on student success in their courses.

At the UHCC level, the Institutional Research Cadre, with representatives from all seven campuses, has identified a common set of data elements that will be extracted for each campus annually. These data elements describe student achievement and engagement at each of the seven campuses.

Also at the UHCC level, Deans of Instruction have been working to refine a consistent and detailed set of data that would be included in annual process of program reviews. The College has decided that detailed program review reports will be submitted every three years and used to inform the tactical planning process described above.

The College continues to cultivate a broader base of faculty understanding, expertise, and experience in learning outcomes assessment. A Title III grant for the period 2004-2009, supports development of a Center for Excellence in Learning, Teaching, and Technology, which will support ongoing improvements in learning outcomes assessment, development of e-portfolio research, and a wide range of learning-centered opportunities for faculty development. Development of the Center should result in improved outcomes on the Community College Survey of Student Engagement.

The breadth and depth of this work have been described in earlier progress reports and is available for review at the Quill Assessment website (http://quill.kcc.hawaii.edu/page/loa.html).

3) Develop solutions to issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new College organization and the provision of training for department and program staff on the financial system.

Response: To address comprehensively the issues and concerns emerging from the growth of non-credit, revenue-generating centers, the College funded a
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

comprehensive, external review of these centers in conjunction with the work of the Budget Execution Task Force in 2005. The review, conducted by a consultant from the LERN organization, recommended that the non-credit program be refocused on continuing education and that an emerging Continuing Education Program be centralized, overseen, and supervised by a full-time director reporting directly to the Chancellor. The Acting Chancellor appointed a Task Force to recommend next steps in implementing the LERN recommendations.

4) Communications: Technologies, limited staffing, and the reorganized College structure have had an impact on communications within the College, as well as within the system. Methods such as electronic mail are established and widely available, but priorities, audiences, responsibilities, and so on need to be sorted out and clarified. The College used its technology well as it developed its self study. Applying these lessons to the communication infrastructure as a whole is one beginning for this process.

Response: The College website (http://www.kcc.hawaii.edu/page/home), and especially the Quill intranet site (http://quill.kcc.hawaii.edu/page/home), have greatly improved the availability of information to the College and its wider constituents. The meetings of the Policy, Planning, and Assessment Council have resulted in greater awareness of campus trends and directions by program heads, the Faculty Senate, the Staff Council, and the Student Council. The March 2006 survey of functions of the Policy, Planning, and Assessment Council provides baseline data for improvement of communication functions.

The tactical planning process, though new to most members of the campus community, has the potential to enhance communication significantly as program faculty begin to better align their roles and responsibilities around teaching and learning and program improvement. The Deans’ Advisory Council is clarifying its purposes around implementation of policies, planning, assessment, scheduling, and budgeting.

Since the last comprehensive visit, the College was influenced by the deconstruction and later reconstruction of the UH Community College System. These changes are documented at length in UHCC and UH System midterm and progress reports. Although the UHCC System changes were significant, the College adapted a flexible administrative structure that enabled it to maintain high levels of campus dialogue and collaboration, respond effectively to major accreditation recommendations, develop an evolving culture of evidence and ongoing improvement, and identify new revenue sources.
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

A number of personnel and programmatic changes have resulted in realignments of administrative roles and responsibilities with impact on communications (see “Organization of the Institution” and “Map of UHCC Campus-system Functions, April 2006” in this Self Study). However, most of the current administrators of the College have been at the College for a decade or more, and three of the current administrators are former members of the College faculty; these characteristics of the administration contribute stability and coherence.

Since the last comprehensive visit, as a result of the strategic planning process, the College created a Planning and Grants Development Office. This Office, which works collaboratively with faculty, administrators, and staff, has been successful in ascertaining external funding supportive of the more ambitious goals and objectives of the College strategic plan for 2003-2010.

The challenge ahead is to develop an improved infrastructure for grants administration and for sustaining and institutionalizing grant-funded activity. This Office has delineated improvement objectives within the Executive Administration’s tactical plan for 2004-2007. In 2005, the Budget Executive Task Force made additional recommendations regarding the Planning and Grants Office, and these recommendations will be considered for action in fall 2006.

Other Specific Recommendations

The team recommends that the College assess the effectiveness of its institutional reorganization in terms of measuring student outcomes, adequate allocation of College resources, and allowing for meaningful communication of traditional disciplinary areas.

Response: The College maintains numerous ongoing collaborations with national higher education organizations to establish a “Best Practices” framework for assessing student learning outcomes. The College, in close collaboration with the Faculty Senate, established a Learning Outcomes Assessment Committee in October 2003. This committee has continued to facilitate a robust dialogue regarding student learning outcomes and assessment of outcomes. Specific reports of the Learning Outcomes Assessment Committee are available at http://quill.kcc.hawaii.edu/page/loa.html.

Since 2004, the College has reviewed various platforms for developing electronic portfolios for assessment of student learning outcomes and decided to join the Open Source Portfolio Initiative. In February 2005, the College was selected as...
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

the only community college to participate in American Association of Higher Education 2005 cohort of the National Coalition on Electronic Portfolio Research (Cohort 2).

Faculty expertise in learning outcomes assessment has been developed through formative consultation and workshops for faculty in Holomua, Mālama Hawai‘i, Teacher Preparation, First Year Experience, Information Technology, and Writing Across the Curriculum.

The Service-Learning Emphasis has had a framework for student learning outcomes in place since 2000 and is working to further develop consistent pedagogical and assessment approaches to strengthen this framework.

Other important activities for learning outcomes assessment include the following:

- Development of draft rubrics for assessment of student learning across disciplines;
- Revision of student learning outcomes in the Quantitative Reasoning General Education Standard;
- Completion of a comprehensive plan for student learning outcomes assessment by the Culinary Arts Department; and
- E-portfolio assessments of learning Hawaiian values by Mālama Hawai‘i students.

The Office of Planning and Institutional Research provides timely access to data on student outcomes through the Banner Student Information System and the University of Hawai‘i System Institutional Research Office. This Office administers the Community College Survey of Student Engagement in even numbered years (2002, 2004, and 2006), and other targeted surveys of students, staff, and faculty that enhance the evolving culture of evidence on the campus. The Office also supports the tactical planning and assessment efforts of the Academic Programs and Administrative and Educational Support Units. These tactical plans are being aligned with budget decision-making processes and timelines.

Substantial, meaningful discussion of traditional disciplinary areas has been spurred by General Education reform at UH Mānoa, the creation of new requirements for the Associate in Arts degree, current discussions of appropriate articulation processes for General Education, as well as heightened interest in assessment of student learning outcomes. The College has also taken the lead in
RESPONSES TO RECOMMENDATIONS IN THE
MOST RECENT COMPREHENSIVE EVALUATION

developing new AS degrees in Life and Physical Sciences. Moreover, dialogues on traditional science disciplinary areas are underway on campus and throughout the UH System.

The team also recommends that the College implement its planning agenda to provide learning disability assessment services and increase the availability of tutorial services for all students.

Response: Prior to the 2000 visit of the accreditation team, the College had been successful in networking with other state agencies to provide free disabilities testing for students seeking post-secondary education services. However, because those networks are no longer available to the College, the current practice is to refer students to the Learning Disability Association website, (http://www.ldahawaii.org/) for testing information.

At the postsecondary level, per federal regulations, the student bears the responsibility for providing documentation of disabilities. At this time, the College is not seeking funds for testing but has focused its efforts on increasing counseling and tutorial services for students who have documented disabilities. In 2006, the College will be receiving funds from the Hawai‘i State Legislature to support a 1.0 FTE position for disability support services. This position will help provide improvements in support services for this targeted population.

The team recommends that the College develop a comprehensive, integrated College plan for the future of information and learning resource units that incorporates the purchase and servicing of administrative and instructional computer equipment; utilization processes, procedures and standards; a review of communication routes between and among all units and with faculty and staff; assessing the existing parity in staffing; faculty and staff training; how information on programs and services is disseminated; and resource allocation.

Response: The University system has a technology plan in place that provides a framework for campus-based planning. Rather than developing an overarching operations-focused technology and learning resources plan for the campus, the College has been moving toward development of various technology plans tied to addressing student learning outcomes and business operations.
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

In 2005-06, a US Department of Education Title III grant resulted in the transformation of the Information Media Technology Services unit into the Center for Excellence in Learning, Teaching, and Technology. This transformation represents a significant new commitment to developing technology in support of enhanced student learning. However, this transformation has slowed the development of a comprehensive and integrated College plan for the future of information and learning resources.

In April 2006, at the Deans’ Advisory Council meeting, the Interim Coordinator for the Center for Excellence in Learning, Teaching, and Technology, presented an overview of how the College uses technology resources and recommended that a Campus Technology Plan be created. The Deans’ Advisory Council supported the recommendation and further agreed that the Coordinator should convene a committee, consisting of personnel from Academic Programs and Administrative and Educational Support Units across the campus, to work on the plan.

At that April meeting of the Deans’ Advisory Council, a rough draft of a strategy was proposed to and accepted by the Council. This technology planning will be integrated into the new tactical planning for Academic Programs and Administrative and Educational Support Units for 2007-2010. The technology plan will address procurement of equipment, review of communication routes, information dissemination, and resource allocation. In AY 2006-07, the completed technology plan will be submitted for review and recommendation to the Faculty Senate, the Staff Council, the Student Congress, and the Policy, Planning, and Assessment Council.

The team recommends that the College strengthen its efforts to respond to any imbalances between the ethnic composition of the faculty and staff and the racial and ethnic distribution of the student enrollment.

Response: The policy of Kapi‘olani Community College is to base all employment decisions on the principles of equal employment opportunity and to take affirmative action in the employment of women, minorities, individuals with disabilities, and veterans. The following is the specific College policy:

- To recruit, hire, promote, reassign, train qualified persons, and administer all personnel actions, such as compensation, without regard to race, gender, age, religion, color, national origin, ancestry, disability, marital status, arrest and court records, sexual orientation, or status as a covered veteran,
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

and to comply with all applicable federal, state, and local regulations regarding discrimination in employment.

- To undertake, through affirmative efforts, to improve employment opportunities for minorities, women, people with disabilities, and veterans,
- To provide reasonable accommodations where feasible, and otherwise treat equally, all qualified individuals with disabilities.

In accordance with this policy, Kapi‘olani Community College has established specific hiring policies and guidelines, including the annual development and implementation of an Affirmative Action Program. The scope of the Affirmative Action Program includes a profile of the workforce within each organizational unit or department. This array or display identifies distribution of the College workforce by pay, race, gender, and job title by each department. The report profile provides an overview of the workforce at the beginning of each year of the Affirmative Action Program and may assist in identifying any areas where women or minorities could be considered as underrepresented.

The formation of “job groups” is an essential step in the College development of its Affirmative Action Program. All job titles in the workforce are assembled into discrete groupings based on similar pay, content, and opportunity. The analysis includes a list of all positions by the following: 1) job title; 2) salary grade EEO-1 category for each job group, in ascending salary grade order; 3) the total number and percentage of incumbents by gender, race, and ethnic group; 4) the total number and percent of minorities; and 5) the total number of employees. The College has identified seventeen job groups.

An availability analysis is conducted to determine how many women and minorities are theoretically qualified for and interested in employment with the College. Such analysis is performed separately for women and for all minorities and takes into account not only how many individuals are available from the outside labor market but also how many individuals could be promoted or transferred from within the College workforce.

The availability data are used in combination with the job-group analysis to determine if underutilization exists in any job group. This process is referred to as “incumbency to availability” (also known as “utilization”) and is a process that compares the percentage of minorities and women in the College workforce with the percentage of qualified minorities and women in the relevant labor market.
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

Many rules may be applied when analyzing “incumbency to availability” for minorities and women. The College applies the “80% rule.” This rule states that whenever there is any difference between 1) the actual representation of women and minorities in the College workforce and 2) their relative availability in the relevant labor market, and 3) that difference is less than 80% of the sum of the external and internal availability and equals one person, a goal must be established for that particular job group.

The College follows special procedures for affirmative action recruiting. Positions in the underutilized groups are advertised during at least a 15-working-day period rather than the normal 10-working-day period; the positions are advertised twice on the University’s website and in a newspaper of general circulation; and letters are sent to organizations and agencies representing women and minorities.

The College is a gathering place where cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum. The College is recognized nationally by the American Council on Education, the Association of American Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching, and the Campus Compact for its exceptional commitment to diversity and the student learning experience.

The team recommends that the University system accounting processes and the financial management system be reviewed and revised in order to allow for better data collection and accounting, as well as the timely reporting of funds.

Response: In 2003, adjustments were made to the accounting system to allow the reporting of information to match the organizational structure of the College. Previously, reports could be generated either for the College as a whole or for individual accounts, but reports could not be generated for organizational or program units within the College. The new coding enables these additional levels of reporting.

The conversion to a new student information system (Banner) and subsequent report development associated with that project have created improved reports related to generation of tuition by program. In 2003, the College anticipated that continuing education/non-credit revenues and expenses would be tracked in the Banner system. However, continuing education programs cannot be integrated into the regular Banner system until 2007 at the earliest. Currently, the commu-
RESPONSES TO RECOMMENDATIONS IN THE MOST RECENT COMPREHENSIVE EVALUATION

nity college directors of Continuing Education and Training are examining an interim solution being piloted by Maui Community College.

In 2003, the University created a Business Process Council with explicit instructions to review and develop a project plan to replace or improve the University-wide Financial Management Information System (FMIS). Since 2003, improvements spearheaded by the Business Process Council and other partners include the following:

- An online system for automated preparation of travel requests and approvals;
- Continued enhancement in the online purchasing environment;
- Implementation of a financial datamart and report system;
- Near completion of a payroll projection system;
- Design and initial development for a unit budgeting system;
- Joining a new initiative implementing a new open-source financial system of, by, and for higher education;
- Selection, purchase, and initial implementation of an electronic research administration system; and
- Implementation of an online inventory system and online student employment system.

The College, as part of University-wide initiatives, participates in a new quarterly reporting system intended to meet the needs of top-level administrators and the Board of Regents in monitoring the fiscal health of the institution. The College budgeting systems, particularly at the program level, are based on Excel spreadsheets with interface to the UH Fiscal Management and Information System (FMIS). The College provides online access to FMIS data to department chairs, program and unit heads, and principal investigators of grants.

To improve financial management, the University has developed a fiscal data warehouse, with related management reporting. The warehouse is complete, and reports are now in development. The UH System provides access to the data warehouse program (Discoverer) so that users can create reports with financial data as needed. Workshops are being offered to train staff in the use of this program. Some reports should be available for analysis in FY 2007.
Abstract and Thematic Overview

Nā maka o ka makani.
“Eyes of the wind.”

Clouds, which show direction of the wind.
Standard 1: Institutional Mission and Effectiveness

Like a native plant that grows from our soil, Kapi‘olani Community College is organic in aspiration and elegant in structure. A shining mission pulls and tests its integrity at all times.

The College Mission draws and defines the College strategic plan, the tactical plans of the Academic Programs and Support Units, and the related responsibilities of the Policy, Planning, and Assessment Council. The Mission provides a natural and systematic internal coherence and external responsiveness to the interlocking mechanisms of decision-making, action, communication, evaluation, and periodic revision. The calendar for these documents and reports provides a multi-leveled planning cycle that includes annual program reviews, three-year reviews of tactical plans, and six-year reviews of the strategic plan.

Five Cross-Curricular Emphases and four Cross-Curricular Initiatives together enhance the meaning, effectiveness, and uniqueness of student learning at the College. Just as the Mission provides the reason that pulls, student learning is the motive that propels, and the test of effectiveness of the whole is to be found in the nature and degree of individual student learning, particularly as conceptualized in the institutional mission. Since 2003, student learning outcomes have been self-consciously developed as a primary way of determining if endeavors of the College are working and how they can be strengthened.

Prominent Themes in Standard 1

The new planning framework, derived from engaged and sustained dialogue, provides cycles of evaluation, goal setting, resource distribution, implementation, and reevaluation. The Strategic and tactical plans, and the organizing role of the Policy, Planning, and Assessment Council, demonstrate strong institutional commitment to the College Mission. Specific mission statements and related programmatic implementation show strong institutional commitment to student learning outcomes.
Standard 2: Student Learning Programs and Services

Instructional Programs

Instructional programs are aligned with the College mission, are learning-centered, evidence-based, and are geared to promote a variety of delivery and instructional strategies. Assessment and improvement of programs are promoted through multi-level, structured dialogue about learning outcomes assessment, and achieved through ongoing, systematic evaluation and integrated planning throughout the College. Through the Faculty Senate, the faculty has a major role in establishing and revising the curriculum.

A comprehensive assessment of programs and certificates is carried out every three years. This assessment coincides with the triennial revision of tactical plans of the academic programs, which in turn are tied to the seven-year strategic plan of the College. This alignment of College, program, and course planning provides a high level of dialogue and integration.

Student Support Services

Student Services is dedicated to helping the diverse population of students at the College attain their highest potential, and to providing them with a firm foundation for lifelong learning. To this end, the College offers a variety of services and programs that support student learning and encourage personal growth. The Student Services unit engages in program review and tactical planning as a way to identify student needs and to ensure the success and continued improvement of its services and programs.

Library and Learning Support Services

The Library and Learning Resources unit supports student learning by providing a plethora of resources to aid students and faculty. The College librarians play a pivotal role in ensuring that students learn to use both print and electronic sources to develop skills in information competency. The library, like all other support units, develops a tactical plan every three years. The plan outlines the library’s goals, objectives, and evaluation strategies to ensure continued improvement of its services.

In addition to the library, the College provides other learning support services, including computer labs and learning centers. Since the College does not have a centralized learning assistance center, the computer labs and learning centers are connected to individual academic programs. Support services provided in these
labs and centers are evaluated and improved through tactical planning efforts of the programs.

Prominent Themes in Standard 2

Instructional programs, student support services, and library and learning support services demonstrate the commitment and organization of the College around improved student learning outcomes and assessment. Planning and reporting cycles, with high levels of dialogue and integration, direct evaluation and improvement. Dialogue about student learning outcomes includes a broad range of stakeholders and demonstrates institutional integrity.

Standard 3: Resources

As the largest community college in the University of Hawai‘i System, Kapi‘olani Community College manages its relatively limited resources well. The College institutional commitments and evaluation, planning, and improvements are clearly seen in its Mission Statement and its strategic planning as well as in the manner in which it addresses its use of resources.

The Policy, Planning, and Assessment Council, made up of the leadership of departments and programs, provides the venue for strategic and transparent short-range and long-range planning, including planning for College resources. Dialogue critical to planning and institutional integrity is apparent in the strategic plan 2003-2010 as well as in tactical plan of each academic program. The planning entities support each resource area and the development and implementation of student learning outcomes.

A. Human Resources

The faculty and staff at Kapi‘olani Community College are well qualified, hardworking, and dedicated. They participate in many campus and system-wide committees and projects. They share their expertise with colleagues through such activities as New Faculty Orientation, Teachers Talking to Teachers about Teaching (4Ts), mentoring and peer-coaching programs, and Teaching and Learning with Electronic Networked Technologies. They participate in national conferences and system-wide meetings. They work together to support faculty and staff training to increase skills and collegiality.
ABSTRACT AND THEMATIC OVERVIEW

B. Physical Resources

While virtually all instruction takes place on the Diamond Head campus, the College utilizes off-campus space for nursing and some continuing education training at the State of Hawai‘i’s Le‘ahi Hospital, and the Wai‘anae Coast Comprehensive Health Center. The College also provides courses in health education and Emergency Medical Services on the islands of Hawai‘i, Maui, and Kaua‘i. Additionally, classes for the paralegal program are held at the Law School of the University of Hawai‘i at Mānoa.

Availability of classrooms and parking is strained at peak hours. The shortage of auditorium space and large classroom space continues to be a problem. The building of a new Culinary Institute of the Pacific is planned close to the campus, and a structure with a performance area has been proposed.

Maintenance of the College facilities remains a major challenge. Normal wear and tear is taking its toll on buildings and equipment. Regular, systematic preventive maintenance is critical for extending the use of existing equipment. The College is committed to making the campus accessible to all, barrier free, and a place where health, safety, and security are paramount.

C. Technology Resources

Providing effective and up-to-date technology is the focus of many areas at the College: the Center for Excellence in Learning, Teaching, and Technology, E-Sources, computer labs, Library and Learning Resources, and computer-equipped classrooms. In 2004, the Center for Excellence in Learning, Teaching, and Technology was created out of the former Information Media Technology Services. All E-Sources have evolved to become valued assets for teachers and students.

Technology-intensive programs, such as Health Education and New Media Arts, require current, state-of-the-art, equipment to ensure that the graduates have a learning experience compatible with industry standards. Computer-equipped labs across the campus as well as computer-equipped classrooms make current technology available to students. The College continues to upgrade its resources and is committed to supporting the technology essential to providing a successful learning environment.
**D. Financial Resources**

In the evolving atmosphere of State funding for higher education, the College continues to seek sources of funds for its advancing needs. Entrepreneurial activities, including continuing education and training, recruitment of international students, identifying the availability of grants, and seeking private donations, help fill in the void created by reduced State funding. These efforts continue to evolve and grow as the College adapts to the changing environment. Efforts to improve the decision-making process on the College budget also continue to evolve. Areas needing improvement have been identified, and work continues to position the College for future challenges.

**Prominent Themes in Standard 3**

Institutional commitments and evaluation, planning, and improvement are evident in the College Mission Statement and its strategic and tactical planning. Decisions about limited resources require sustained dialogue about institutional quality and improvement. Efforts to improve the budget decision-making process and align it with planning cycles are underway as the College enhances its organization to focus on student learning, required resources, evaluation, and improvement. This enhancement will further strengthen the integrity of the institution for all stakeholders.

**Standard 4: Leadership and Governance**

The governance structure at Kapiʻolani Community College allows for shared responsibility of governance and provides opportunity for involvement by students, staff, faculty and administrators in developing campus policy. These constituencies are also involved in planning, evaluating, and improving student learning at the College. Students, staff, faculty, and administrators work together to develop strategic plans that affirm the values, vision, mission, function, long-term goals, and short-term objectives of the College.

The eight Academic Programs and nine Administrative and Educational Support Units develop their own three-year tactical plans that state their goals and objectives. The governance structure also provides the framework for supporting further intra-campus dialogue at all levels of the College, including the Faculty Senate; the Deans’ Advisory Council; the Policy, Planning, and Assessment Council; the Staff Council, and the Student Council.
The Policy, Planning, and Assessment Council includes levels of governance and management and serves as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and program assessment. The Deans’ Advisory Council meets monthly to coordinate instructional activities, academic support, and student activities. The Staff Council works to ensure that staff members in clerical and secretarial positions and in Administrative, Professional, and Technical positions have a formal role in governance of the College.

The Faculty Senate serves as an advisory body to the administration, and recommends policies regarding community relations, educational curricula, personnel, academic freedom, standards of teaching and scholarship, and other areas that affect students and the faculty. The Student Congress contributes to establishing campus policy and day-to-day operations by having student representatives on committees such as Faculty Senate (non-voting), the Student Conduct Code Committee, and the Accreditation Self Study Steering Committee.

Administrators at the College are the Acting Chancellor, two vice chancellors (administrative services and academic affairs), and four deans of academic units. The Acting Chancellor guides improvement of a learning-centered institution by establishing a collegial process that involves the participation of students, staff, faculty, and administrators to establish values and goals that are aligned with the Mission Statement.

High-quality research and analysis based on a culture of evidence are used to make specific plans to target those goals. The Acting Chancellor uses established processes to plan, organize, budget, and maintain institutional effectiveness, with added suggestions and help from students, staff, faculty, and administrators.

The College demonstrates honesty and integrity in its relationships with external agencies such as the United States Department of Education and the ACCJC/WASC. The Advancement Office provides and coordinates distribution of public information electronically and in print, and offers a first-stop source of information to the community. The Accreditation Liaison Officer has submitted timely annual and substantive change reports and worked with the Director (later the Acting Vice Chancellor) of Administrative Services to submit timely annual financial reports to ACCJC/WASC.

The mission and policies of the Board of Regents support the educational programs of the College. The ultimate responsibility of the Board of Regents for
ABSTRACT AND THEMATIC OVERVIEW

educational quality, legal matters, and financial integrity is established under State law. The Board of Regents appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, and deans.

Financial integrity is maintained through Board of Regents’ participation in the University budget process and through external audits. Legal matters are managed by the Board of Regents, with the assistance of the University’s Office of Legal Affairs and General Counsel.

In June 2005, the Board of Regents approved a reorganization of the University of Hawai‘i system-wide administration, creating the position of Vice President for Community Colleges. The position of Vice President for Community Colleges allows the community colleges to be heard as one voice rather than seven separate campuses. Chancellors of the community colleges have a dual reporting responsibility to the President of the University of Hawai‘i System (for university system-wide policy-making and decisions affecting the campuses) and to the Vice President for Community Colleges (for leadership and coordination of community college matters).

In September 2006, the Board of Regents reorganized and expanded the Community College Standing Committee to address ACCJC concerns. The Community College Standing Committee provides leadership in policy, planning, and fiscal operations for the College and improves opportunities for dialogue between the College and the Board to better support student learning.

Prominent Themes in Standard 4

As the University of Hawai‘i Community College System was deconstructed and reconstructed, dialogue about campus and system quality and improvement has been extensive. Flexible, expanded, and shared campus governance, along with the involvement of multiple stakeholders in developing policy, planning, evaluation, and improvement, has contributed to strong institutional integrity through a period of significant system-wide change.

Improvements in policies, practices, and procedures, as well as programs and support units, are underway through a cyclical process of evaluation, planning, budgeting, and improvement that integrates the College with the University of Hawai‘i System.
Standard One
Institutional Mission and Effectiveness

I haʻaheo nō ka lawaiʻa i ka lako i ka ʻupena.
“The fisherman may well be proud when well supplied with nets.”

Good tools help the worker to succeed.
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.

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

Descriptive Summary

The Mission Statement of Kapiʻolani Community College demonstrates the College commitment to student learning, to accountability and institutional integrity, and to the needs of the community and students. The Mission Statement is communicated clearly and broadly through the College Catalog and through Quill—the College intranet website (References 1:01 and 1:02).

As a legacy from Queen Kapiʻolani, the College adopted her name and her motto: “Kūlia i ka Nuʻu,” “Strive for the highest.” The Queen’s motto unites the vision, values, and mission of the College. The motto drives institutional strategic planning and continuous improvement in all units of the College and in student learning outcomes. These aims are reflected in the Mission Statement.

As presented on the following page, items in the Mission Statement are numbered to facilitate the discussion of the varied commitments of the College. Items 3, 4, 5, 6, 7, and 8 of the Mission Statement reflect the College commitment to student learning. Items 1, 2, 9, and 10 reflect the ongoing efforts of the College to improve student learning experiences. Items 1, 3, 6, 7, 8, and 10 reflect the College commitment to the community and students. Items 1, 10, and 11 reflect the College plan for accountability and institutional integrity.
MISSION STATEMENT 2003-2010

Kapi‘olani Community College...

1. ...is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration, and curriculum.

2. ...is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.

3. ...strives to be the first choice for education and training for Hawai‘i’s people.

4. ...provides open access, and promotes students’ progress, learning, and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

5. ...prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.

6. ...prepares students to meet rigorous employment and career standards by offering 21st century career programs.

7. ...prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.

8. ...leads locally, nationally, and internationally in the development of integrated international education through global collaborations.

9. ...uses human, physical, technological, and financial resources effectively and efficiently to achieve ambitious educational goals.

10. ...builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

11. ...uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Commitment to Student Learning

Items 3, 4, 5, 6, 7, and 8 of the Mission Statement reflect the College commitment to student learning. Kapi‘olani Community College began in 1946 as a
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

small technical school near downtown Honolulu. In 1965, the school was transferred into the University of Hawai‘i system and expanded its occupational offerings. The College also added the Liberal Arts program, which allows students to undertake coursework toward a baccalaureate degree.

**Comprehensive Academic and Occupational Offerings.** As shown in the College Catalog, the College offers a variety of academic and occupational programs, courses, degrees, and certificates designed to fulfill its mission and meet the needs of its student population (Reference 1:03). The College offers courses, programs, and services that provide a diverse selection of educational opportunities and outcomes, including those listed below.

- Academic instruction that leads to the AA degree and prepares students for transfer to four-year institutions;
- Occupational instruction that prepares students for a career in the professions;
- Associate degrees and certificates;
- Basic skills instruction;
- Continuing education;
- English as a second language;
- Opportunities in distributive education/Distance learning; and
- Workforce improvement.

**Career programs.** Career Programs, which support development of the State workforce and economy, have active advisory committees to ensure that program curricula meet the needs of students and potential employers. Programs and courses are developed, evaluated, and revised based on information from industry partners and on analyses of workforce needs in the community.

**Services.** A broad range of services support the College mission and facilitate the success of students. In academic year 2001-2002, the Office of Student Services began a methodical planning process to create and develop a “one-stop” information and service center. As a result of this planning, the College opened the Kekaulike Information and Student Center in spring 2002. The Center features redesigned and integrated services (admission, registration, and payment of tuition and fees), generalist and specialist counseling services, and improved workflow between customer service and back-office processing.

Since 2000, the College also developed the following services: the Office of Service-Learning (2001), an Internet Café for students (2002), the Honda Interna-
Standard One

**Institutional Mission and Effectiveness**

Among the many students served by the College are students who have physical or learning disabilities, who are deaf or hard of hearing, who are single parents and homemakers, and who are Native Hawaiian. Providing services to these students involves a strong emphasis on partnering among faculty, counselors, administrators, and staff to improve the quality of student learning experiences.

**Advising and Counseling.** The College also provides extensive advising information and counseling services and programs to support student access and improve persistence (continued enrollment) and retention (course completion) in all academic programs. The College aims to provide services to all students, including first generation students, economically disadvantaged students, and minority students.

**Co-curricular Activities.** To foster student engagement through leadership and service, the College provides opportunities for student participation in co-curricular activities. Such opportunities are provided through the Student Congress, the Board of Student Publications, and the Board of Student Activities. Student clubs, with support from the Board of Student Activities, frequently sponsor activities that promote learning about ethnic, cultural, and academic diversity. The College also has a thriving Honors Program. In addition, the College annually sponsors an International Education week and an International Festival.

**Commitment to Improve Student Learning Experiences**

Items 1, 2, 9, and 10 reflect the ongoing efforts of the College to improve student learning experiences. The College is committed to integrated learning and teaching and provides students with coherent learning experiences through Cross-curricular Emphases and Initiatives. (An Emphasis is broad in scope and adopted college-wide, whereas an Initiative may be narrow in scope and limited to several departments only.)

**Emphases and Initiatives.** Since 1996, five Cross-curricular Emphases (Writing Across the Curriculum/Thinking and Reasoning (WAC+); Information Technology; Math Across the Curriculum; International Education; and Service-learning) have encouraged faculty dialogue and collaboration on enhanced student learning.
Standard One

Institutional Mission and Effectiveness

Four Cross-curricular Initiatives (First Year Experience; Learning Communities; Mālama Hawai‘i; and Teacher Preparation) have been developed since 2003. (Mālama Hawai‘i is a campus community composed of Native Hawaiian faculty members and other employees who serve Native Hawaiian students; their goal is to provide a positive learning experience for students who are Native Hawaiian or who are interested in Native Hawaiian issues.) These Initiatives were begun through a process of national research on best practices, faculty and staff collaboration, adaptation to the needs of students, and strong administrative support.

Faculty Participation in Assessment and Research. In October 2003, in collaboration with the Faculty Senate, the College created the Learning Outcomes Assessment Committee. This Committee brings together faculty from a variety of disciplines to work on projects that improve the identification and assessment of student learning outcomes.

Center for Excellence in Learning, Teaching, and Technology. In 2005, the College established this Center to synergize its Emphases, Initiatives, best practices, and ongoing innovation. The result is a coordinated, high-quality program for faculty development.

Commitment to Needs of the Community and Students

Items 1, 3, 6, 7, 8, and 10 in the Mission Statement reflect the College commitment to the community and students. In this commitment, the Mission statement is aligned with the Board of Regents policy that the College shall be an “open-door, low-tuition institution offering associate degrees and certificate programs in academic, technical, and occupational subjects” (Reference 1:04).

As an “open-door college,” Kapi‘olani Community College welcomes any person who is 18 years of age or older or who has earned a high school diploma or equivalent. Reflecting Hawai‘i’s local heritage, its ethnic and cultural diversity, and its natural landscape, the College welcomes all who come seeking to fulfill their educational needs.

As the largest community college (Reference 1:05) in a ten-campus University of Hawai‘i System, the College serves the post-secondary educational needs of the local East Honolulu community and, increasingly, greater geographic areas.

Commitment to Accountability and Institutional Integrity

Items 1, 10, and 11 reflect the College dedication to accountability and institutional integrity. To carry out these commitments, the College has eight Academic
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Programs and nine Administrative and Educational Support Units.

Academic Programs. The eight Academic Programs house 21 degree programs and 24 certificate programs:

- Arts and Sciences
- Business Education
- Culinary Arts
- Culinary Institute of the Pacific
- Health Career Programs
- Holomua
- Hospitality and Tourism
- Legal Education

Administrative and Educational Support Units. These units provide support services to the students, faculty, staff, and administration:

- Auxiliary Services
- Business Office
- College Advancement
- Executive Administration
- Human Resources
- Information Media Technology Services
- International Education
- Library and Learning Resources
- Student Services

The College is in transition from the Board of Regents Approved Reorganization in July 2005 to a new Reorganization Plan that will be presented for dialogue and decision-making in fall 2006. In the Board of Regents Approved Reorganization, specific deans and assistant deans oversee an “Academic Unit” that houses an academic program and at least one support unit (See Tables in the “Organization of the College”).

Since 2004, the College has been developing a new process of tactical planning that uses the term “Academic Programs” to describe eight programs: six programs offer degrees and certificates, one offers developmental courses, and one is
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

in the process of developing a baccalaureate degree through UH West O‘ahu (See Table 1 in “History and Background of the College”). In this tactical planning process, nine Administrative and Educational Support Units are identified as separate from “Academic Programs.”

In spring 2005, the eight Academic Programs and nine Administrative and Educational Support Units developed tactical plans that, for the first time, set forth their specific goals, their plans for reaching the goals, and benchmarks for evaluating their progress (Reference 1:06). (These plans will be discussed in more detail later in this Standard.)

**Self Evaluation**

The College meets the Standard. Through a regular and systematic process, Kapi‘olani Community College has developed mission documents that accurately reflect its institutional priorities. The mission documents promote academic excellence in student learning, show an appreciation for diversity, reflect the needs of its diverse constituencies, and recognize the broader community that the College serves.

The Mission Statement is aligned with the Board of Regents policy that requires the College to provide academic, technical, and occupational education with open access and low-cost tuition. The Mission Statement is consistent with the broader Mission Statements established for the University of Hawai‘i Community Colleges and the University of Hawai‘i System (Reference 1:07, Reference 1:08).

Numerous educational programs and student-support services are designed to meet the characteristics and needs of the student population of the College. These activities have involved an increasingly wider group of campus constituents and are reflective of the College purpose and character.

With the tactical planning in place as of 2005, all Academic Programs and Administrative and Educational Support Units are now synchronized with the planning process. Objective analysis and assessment of programs and the effectiveness of the planning processes will become available only after the first year of the process, in spring 2006 (Reference 1:09).

**Planning Agenda**

None
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

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

Descriptive Summary

The current Mission Statement was drafted in 2002 through the work of the campus Goals Committee and the Provost’s Advisory Council, now known as the Policy, Planning, and Assessment Council. A values survey completed by faculty and staff contributed to development of the Mission Statement by providing statements of vision and values.

The Faculty Senate formally approved the Mission Statement on October 7, 2002. The Board of Regents approved the Mission Statement on January 16, 2004; marking the first time the Board acted on individual college plans. The Mission Statement is broadly communicated to the public in the College Campus Policies section of Quill—the College intranet website (Reference 1:10) and in the Kapi‘olani Community College Catalog (Reference 1:11).

Self Evaluation

The College meets the Standard. The Mission Statement is approved by the governing board and published.

Planning Agenda

None

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

The Mission Statement is reviewed and revised as part of the College strategic planning process, which, as the Board of Regents stipulates, must be conducted once every 15 years (Reference 1:12). The policy of Kapi‘olani Community College is to review and revise the Mission Statement every six years in collaboration with faculty, staff, students, administrators, and community members. The current Mission Statement was last reviewed and approved as part of the 2003-2010 strategic plan. The next review of the Mission Statement is scheduled to take place in 2009.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

The process for revising the vision, mission, and goals of the College requires substantial contribution from the campus community and approval by the Policy, Planning, and Assessment Council, as stated in campus policy K4.200 (Reference 1:13). The process also involves the Strategic Planning Committee and the Planning Context of the College. The Policy, Planning, and Assessment Council serves as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and assessment of programs.

Strategic Planning Committee
The Strategic Planning Committee included the deans, directors, program and unit heads, the chair of the Faculty Senate, the chair of the Student Congress, numerous faculty and staff from across the campus, and a student.

Planning Context
Transparency of institutional planning is a matter not only of announcement, but of involvement as well. To facilitate planning, the College formulated, approved, and publicized a Planning Context, which can be found at the following website: http://quill.kcc.hawaii.edu/object/IO_404.html (Reference 1:14).

The Planning Context involved some members of communities outside the College. These “external communities”—businesses and institutions that provide clientele for continuing education courses at the College—contributed informally to the planning through contact with coordinators of continuing education courses in the academic departments.

Moreover, the Culinary Arts Department, in addition to its ongoing communications with businesses in the food and hotel industries, conducted a series of “charrettes”—focus group consultations with industry representatives—in 1998 and 2003. These consultations were part of a planning stage of the Culinary Institute of the Pacific at the College and were used in generating the Mission Statement. (The Culinary Institute of the Pacific will be discussed later in this Self Study).

Value Statements
Development of the current Mission Statement was also accompanied by assembling a list of values from which institutional priorities are determined. Along with the published Planning Context, the statement on the following page lists the values of the College (Reference 1:15).
Kapi‘olani Community College
College Values

- Aloha for Hawai‘i and its diverse peoples, cultures, languages, and environments.
- Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
- High quality, active, ongoing learning for everyone.
- Respect and appreciation for our faculty, staff, and administration in recognition of their hard work and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in teaching, curriculum development, program planning, and problem-solving.
- Collaboration and partnerships in working for the social, economic, and environmental betterment of the communities we serve.

Participation in Developing the Mission Statement
As a part of the governance and decision-making processes of the College, the Mission Statement should ideally be reviewed and revised by its many stakeholders, which include faculty, staff, students, administrators, and community members (Reference 1:16).

While it is clear that the faculty and administrators were directly involved in the most recent version of the Mission Statement, the level of participation of staff, students, and community members is less clear. Staff members were part of the Provost’s Advisory Council during the review and approval process, although it is not evident that the staff as a whole through the Staff Council was a part of this process. As for student representation, the chair of the Student Congress was a member of the Faculty Senate and sat on the Provost’s Advisory Council during the review and approval process.

Community members apparently played an indirect role in the review and approval process. However, campus administrators stress that department advisory committees, composed of community members from 21st Century career programs, continually provide recommendations to department chairs. Thus, department chairs receive information about community needs and trends in career programs and can blend that information as part of the process of creating the Mission Statement.
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

Additional contact with the community comes through the Chancellor and deans, who interface with the community and convey back to the College valuable information from external constituencies. As is evidenced by available documentation, staff, students, and community members appear to have more indirect rather than direct involvement in the review and approval of the Mission Statement.

**Self Evaluation**

The College meets the Standard, although is in its first phase of its cycle of implementing the Mission Statement. As will be described elsewhere in this report, the cycle includes development of three-year tactical plans. According to the timeline by which the College formulates, executes, and tests its activities, the minimum amount of time by which mission objectives can be implemented, tested, and assessed is five years. Tests of progress on a shorter cycle would risk testing results from a previous mission cycle. Perhaps more importantly, the six-year model adopted by the College is aligned with the six-year Accreditation cycle of Self Study and Midterm Report.

The next review of the Mission Statement will occur in 2009, the same year the Accreditation Midterm Report is due. Hence, the six-year cycle of review of the mission is consistent with planning and review cycles both within and outside the College.

The College follows a process for review of the Mission Statement as delineated in campus policy K4.200 (Campus policy K4.200 can be viewed at [http://quill.kcc.hawaii.edu/attach/8954?type=support&primitive=0](http://quill.kcc.hawaii.edu/attach/8954?type=support&primitive=0)). The review process is appropriate, legitimate, and transparent.

While it is clear that the faculty and administrators were directly involved in the most recent version of the Mission Statement, the level of participation of staff, students, and community members needs to be clarified. Explicit effort should be made to include staff, students and the community in the process, and evidence of their involvement should be recorded for future reference.

**Planning Agenda**

During the process of developing a new strategic plan, the College will involve the Staff Council, the Student Congress, and members of Program Advisory Committees in reviewing the Mission Statement and the Vision and Value Statements.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

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

Descriptive Summary

The College Mission Statement is the reference point and standard for all institutional planning and decision-making. The Mission Statement focuses on creating a learning-centered environment that meets the needs of its diverse students. The statement is intended to serve as the primary guide for College planning.

The Mission Statement provides the overarching structure for developing College goals, and it plays a formative role in developing its strategic plans. The diversity of programs and course offerings is evaluated regularly. Beginning in spring 2006, all Administrative and Educational Support Units will conduct annual program reviews for the first time, as outlined in policy K5.202 (Reference 1:17).

Planning and decision-making at the College are primarily focused on fulfilling the Mission: to support student learning and help students achieve their educational goals. The planning process is intended to guide decision-making at all levels: generation of program data every year, analysis of program data every three years, three-year cycles for tactical plans, and finally, six-year cycles when the Mission Statement is revised in conjunction with revision of the College strategic plan.

Strategic Plan Goals

The College Mission Statement drives strategic planning, which includes establishing goals, objectives, and action strategies. Approved by the Faculty Senate these goals, objectives, and action strategies are communicated to the internal and external communities to make the planning process transparent. Table 1 on the following page shows the College Strategic Plan Goals for 2003-2010. Each of the Strategic Plan Goals and approved objectives are published as part of the strategic plan 2003-2010 (Reference 1:18). Worthy of note is that each of the Strategic Plan Goals includes the word “Learning” and that collectively the goals statements emphasize learning for all.
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

Table 1.
Kapi'olani Community College
Strategic Plan Goals 2003-2010
Approved by the Faculty Senate October 7, 2002
(Reference 1:19)

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>To Promote Learning and Teaching for Student Success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>To Build a Learning, Partnering, and Service Network for Student Success.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>To Build A Learning, Partnering, and Service Network for Workforce and Economic Development.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>To Champion Diversity in Local, Regional, and Global Learning.</td>
</tr>
<tr>
<td>Goal 5</td>
<td>To Invest in People: Professionals in a Learning Organization.</td>
</tr>
<tr>
<td>Goal 6</td>
<td>To Invest in the Learning Environment.</td>
</tr>
<tr>
<td>Goal 7</td>
<td>To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning.</td>
</tr>
</tbody>
</table>

**Tactical Plans**

As mentioned earlier in this Standard, eight Academic Programs and nine Administrative and Educational Support Units developed tactical plans for the first time in spring 2005 (Reference 1:20). The tactical plans for all of these Academic Programs and Support Units are now aligned with the goals of the College strategic plan. The College Mission Statement not only drives planning by way of the strategic plan, it guides planning that begins at the program and unit level.

Achievable within both the Mission Statement and Strategic Plan Goals, the 17 tactical plans are developed with an eye on short-range objectives that arise out of needs and capabilities specific to each program or unit of the College. Tactical plans have a shorter cycle of three years and include their own mission statements and objectives. The 17 tactical plans are formulated and published to make the planning process transparent (Reference 1:21).

To keep track of these institutional planning activities, the Planning and Grants Development Office at the College developed and maintains a “Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting” (Reference 1:22). Commonly known on campus as “the multi-colored planner,” the timeline assists in the coordination of dates of tactical plans (every three years), strategic plans (every seven years), accreditation (every six years), program review (every three years), budget preparation (annually), budget execution (annually), Title III and
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

Perkins grant reports (annually), and the Community College Survey of Student Engagement (bi-annually).

In September 2004, the College established the Policy, Planning, and Assessment Council to serve as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and assessment of programs (Reference 1:23). In addition to institutional-level planning, many important decisions related to curriculum, student support services, campus-support services, and budgetary funding take place at the department or program level and through joint, cross-campus committees.

**Program Review**

Since spring 2004, the campus-wide process of planning at the College has incorporated elements that link new processes of institutional planning, outcomes assessment, program evaluation, program improvement, budget development, and budget allocation. Program planning in academic programs begins with an analysis of annual program review data, also known as “program health indicators.” The College developed these indicators in collaboration with the Office of Institutional Research in the University of Hawai‘i Community College (UHCC) System. The program review data provide a succinct overview of program demand, efficiency, and outcomes.

Until 2004, department chairs only reviewed the data and provided a brief analysis that would be incorporated into an annual report on academic programs presented to the Board of Regents (Reference 1:24). Now these data are to be incorporated into the tactical plans of the Academic Programs. The plans have a clear focus on evidence-based improvement.

The UHCC Office of Institutional Research is developing a more comprehensive and common set of “program review data elements.” These will be further integrated into planning for improvement in academic programs in 2007-2010.

The Administrative and Educational Support Units do not yet have a common set of data elements for their planning processes. However, the UHCC Office of Institutional Research is developing a comprehensive and common set of data elements for these units to use in planning for improvement in 2007-2010.

All tactical plans are intended to focus the units of the College on specific actions that will implement the College Mission Statement and the seven goals of the
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

strategic plan. The tactical plans will be coincident with the three-year analysis of program reviews.

Planning and Budgeting
In spring 2006, the College, through the Policy, Planning, and Assessment Council, linked biennium budget requests for 2007-2009 with UHCC and College strategic plans. Budget requests were also linked to plans for improvement developed by Academic Programs and Administrative and Educational Support Units, plus an early draft of UH System’s “Second Decade Project” (Reference 1:25). The Second Decade Project is a plan that seeks to identify the state’s higher education needs in the next decade, determine which of those needs should be met by which campuses, and develop a set of priorities that will enable the University to plan for the next decade (2020). The project is a two-to-three year undertaking.

The improved biennium budget process explicitly links budget decisions to improvement in Academic Programs and in Administrative and Educational Support Units. Also in spring 2006, the College moved to integrate Planning Agenda Items from the Self Study into the planning of the Academic Programs and Administrative and Educational Support Units for years 2007-2010.

Self Evaluation
The College meets the Standard. The major strength of the planning process is that it is broad-based and multi-leveled. Institutionally, the College is adhering to the Standard and continues to improve the connection between budget allocations, program reviews, and tactical plans.

Planning Agenda
None
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

**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 the following: 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**

Programs to enhance student learning and institutional processes are subject to a structured and ongoing dialogue within and among four primary stakeholders (students, faculty, administrators, and staff) that constitute the College. Integral to the organizational structure of the College, this dialogue is essential to the College self-assessment and the durability of self-improvement.

**Students**

Beginning with the students, dialogue is promoted through surveys (conducted by the Office of Planning and Institutional Research, the Office of Student Services, departments, and instructors) and through other activities. One example of these surveys is the Community College Survey of Student Engagement (Reference 1:26). Other activities (e.g., Student Congress activities, mediation services for grievances, mentoring for First Year Experience, and New Student Orientation) provide students with contacts, answers to their questions, information, and advice.

**Faculty**

Dialogue between faculty and students is facilitated by such means as the following:

- Classroom Assessment Techniques (CATs), which are instructional tools used at the discretion of instructors but with institutional support;
- Mid-semester assessments (also at the discretion of instructors); and
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

- The Student Feedback Survey (Reference 1:27), which is the student evaluation of instruction, mandatory for teaching faculty who are seeking retention, tenure, and promotion.

In applications for contract renewal, tenure, and promotion, faculty must use the data from the Student Feedback Survey to assess their teaching effectiveness and reflect on student learning. Lecturers must also evaluate their teaching effectiveness (Reference 1:28; Reference 1:29; Reference 1:30).

Dialogue among members of the faculty, and between the faculty and the administration, proceeds through the Faculty Senate, Faculty Senate Committees, the Deans’ Advisory Council, General Faculty Meetings, and the Policy, Planning, and Assessment Council. In addition, the College Bulletin is distributed over the internet. Quill (the faculty/staff intranet site) is also available online.

Faculty dialogue also occurs through department and unit meetings, and activities such as “Teachers Talking to Teachers about Teaching” (4 Ts, monthly) and “The Hidden Intellectual Network at Kapi’olani” (THINK, twice-monthly).

**Administrators and Staff**

The third stratum is the administration and staff. Their primary mode of dialogue with students is through Student Services, and their primary mode of dialogue with faculty is through the Deans’ Advisory Council, the Policy, Planning and Assessment Council, the Staff Council, the Faculty Senate, and Faculty Senate Committees.

Additionally, the Office of Planning and Institutional Research designs and conducts surveys that provide information the College uses for assessment and planning. Among the reports generated by the Office of Planning and Institutional Research is the program review Health Indicator Report, an overview and analysis of the performance of degree-granting programs on campus.

**Deans’ Advisory Council.** At the administrative level, the Deans’ Advisory Council and the Policy, Planning and Assessment Council represent all levels of governance and management. The Deans’ Advisory Council—composed of the Vice Chancellor for Academic Affairs, three deans, department chairs, and program directors—often deals with day-to-day issues affecting college operations and provides opportunities for department chairs to share among themselves and with other college administrators any concerns about issues affecting the educational objectives of the College.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Policy, Planning, and Assessment Council. This Council (formerly the Provost’s Advisory Council) serves as the principal mechanism for discussion, analysis, and recommendation related to matters of program assessment, policy, planning, and budgeting. The Council, which was established in fall 2004 in response to a recommendation in the Accreditation Self Study 2000, is chaired by the Chancellor and is composed of the Vice Chancellor for Academic Affairs, the deans and directors, department chairs, the chair of the Faculty Senate, the chair of Student Congress, and the chair of the Staff Council.

The Policy, Planning, and Assessment Council is the largest and most broad-based vehicle for dialogue about continuous improvement in student learning and institutional processes at the College. The Council meets monthly during the semester and at other times as needed to set priorities, monitor and evaluate progress, and respond to changes (Reference 1:31).

Staff Council. The Staff Council was established in September 2000 and is the major forum for staff to contribute to College governance. The Staff Council is composed of representatives of the following Bargaining Units (BU):

- BU 1: United Public Workers (UPW);
- BU 2: Hawai‘i Government Employees Association (HGEA) for blue collar supervisors;
- BU 3: HGEA for White Collar Employees; and
- BU 8: HGEA for University of Hawai‘i Administrative, Professional, and Technical (APT) Employees.

The Council meets six times per year, holds quarterly funding meetings, and holds two general meetings for staff members each year. The Council also provides funds for staff members to participate in professional development. The Council is recognized as part of the governing processes of the campus.

The Faculty Senate and Student Learning

The Faculty Senate is a formal, independent organization through which faculty can participate in the governance and policy-making processes of the College. The Senate is composed of representatives from the academic programs and the support units of the College. It carries out its mission through seven standing committees. Through these committees, the Senate continuously reviews academic standards, curriculum, the College budget, all credit courses, peer review procedures, professional rights and responsibilities, and faculty-student relations.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

In the area of student learning, the underlying assumption at the College is that curriculum is the responsibility of the faculty, and all curriculum proposals originate from faculty members in their specific disciplines. The process of curriculum development is well-defined, and each year the Faculty Senate Curriculum Committee engages in a review and analysis of all program proposals and course proposals.

Curriculum content is reviewed at discipline, departmental, interdepartmental (Curriculum Committee and Faculty Senate), and administrative levels, and by faculty members from various disciplines. While the process may be cumbersome, it ensures that the faculty has a strong voice in curriculum decisions regarding the content of student learning.

Over the course of several years, the Faculty Senate and its subcommittees have also been engaged in a discussion and analysis of student learning in several ways; some examples are listed below:

- Courses and programs providing equivalent lower division preparation for students desiring to transfer to four-year and two-year, upper division institutions in the University of Hawai‘i system (Reference 1:32);
- Course prerequisites and their relationship to the competencies and learning outcomes of the courses (Reference 1:33);
- Guidelines for the review of prerequisites for English and Math content courses (Reference 1:34); and
- Placement test scores for the COMPASS test for placing students into levels of remedial, developmental, and college-level English and Math courses (Reference 1:35).

Learning Outcomes Assessment Committee

With a strategic plan emphasizing learning for all, the discussion of student learning outcomes was formalized through the Faculty Senate with the Learning Outcomes Assessment Committee, created in 2003. This Committee has worked with multiple disciplines and departments across the campus, and has assisted faculty through demonstration projects that illustrate the integration of assessment and evaluation into the cycle of planning and improvement. Listed on the following page are some of these projects:
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

- *Mālama Hawai‘i Nā Wa‘a*: Learning Hawaiian values through e-portfolios—a project that enables students to document their ongoing, multi-semester learning of important Hawaiian values.
- *Service-learning and Critical Thinking in the Pacific*: a project to develop measurements of global, international, and multicultural learning outcomes (ACE/FIPSE grant) derived from service-learning pedagogy.
- *First Year Experience*: a project, in collaboration with Student Services, the Kekaulike Information and Service Center, and the Office of Planning and Institutional Research, that measures the impact on student success (persistence and retention) for students attending the College New Student Orientation.
- *Science, Technology, Engineering, and Math (STEM)*: a project supporting Native Hawaiian students to prepare them for success in Science, Technology, Engineering, and Math majors (funded by a National Science Foundation grant).
- *E-portfolio*: an assessment project focused on discovering the best portfolio platforms for learning and assessment (American Association for Higher Education).

The first three projects listed above support the unique goal in the College strategic plan: Championing Diversity. The latter three support other Strategic Plan Goals and Objectives.

Campus Emphases and Initiatives

As described in Standard 1.A.1, the College has Cross-curricular Emphases and Initiatives that are a source of pride to faculty (an Emphasis is broad in scope and adopted college-wide, whereas an Initiative may be narrow in scope and limited to several departments only). Shown on the following page are the Cross-curricular Emphases and Initiatives:
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Cross-curricular Emphases
- Information Technology
- International Education
- Math Across the Curriculum
- Service-Learning
- Writing Across the Curriculum

Cross-curricular Initiatives
- First Year Experience
- Learning communities
- Mālama Hawai‘i
- Teacher Preparation

These Emphases and Initiatives provide forums for institutional dialogue and promote collaboration among faculty across disciplines and departments. These forums enrich student learning and help improve retention and standards of excellence at the College. The Math Across the Curriculum Emphasis will be revitalized through new tactical planning in AY 2006-07.

Partnerships with the Community
The College Advancement Office works to promote the mission and goals of the College through alumni development, community and government relations, corporate relations, fundraising, and marketing. Through its focus on external relations, the College Advancement Office fosters and maintains partnerships between the College and its external University of Hawai‘i and community constituencies.

Furthermore, the Office works closely with the University of Hawai‘i Foundation to identify and secure private or foundation funding for the College. The Office also works with governmental agencies and legislators to identify potential federal and state funding for workforce and economic development.

The Service-Learning emphasis promotes reciprocal community partnerships based on the following items: clear lines of communication; clear roles and responsibilities; campus-community needs-assessment and assets mapping; strategic planning toward mutually beneficial goals, evaluation, and continuous improvement; and active collaborative learning for all.

As a community college, Kapi‘olani CC maintains an active dialogue with the surrounding local community. Industry contacts in Culinary Arts, Hospitality and
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Tourism, Health Sciences, Nursing, New Media Arts, Business, and Pre-Law provide up-to-date appraisals of industry needs to which the College must respond.

Self Evaluation

The College meets the Standard. The integrity of the College educational programs and services is sustained through on-going discussions of planning, development, and evaluation of courses and programs. These discussions occur throughout the campus, are focused on learners, and are driven by faculty.

The dialogue mechanism of the College is broad-based and effective. A number of activities will provide opportunities for further dialogue, including the following: baccalaureate degree programs; educational services to the military; student-driven resource allocation; continuing education; orientation, and advising for First Year Experience; and the growing role of international students.

Planning Agenda

In spring 2006, the College will work with the Cross-curricular Emphases and Initiatives on new tactical plans.

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

In 1996-97, the President of the UH system called for strategic plans to be developed at all levels—the UH system, the UH Community College System, and individual campuses. At Kapi‘olani Community College, a Strategic Planning Council developed a College strategic plan, with goals and performance objectives that were congruent with the overall goals set by the UH System Strategic Plan. The directions and benchmarks in the College strategic plan became the foundation for the College Academic Development Plan (Reference 1:36).

In 2002, the UH Community College System underwent a reorganization, which eliminated the office of Chancellor of the Community Colleges, thus decentralizing responsibilities for policy and planning. At that point, each community col-
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

In 2004, the College expanded the previous Provost’s Advisory Council by reorganizing and renaming it the Policy, Planning, and Assessment Council.

The criteria now used to establish directions and goals are guided by and aligned with the College strategic plan for 2003-2010. Even though the UH Community Colleges are decentralized, the Kapi’olani strategic plan was written in alignment with five common UH Community College goals (Reference 1:37). The fourth goal, which is concerned with championing diversity, reflects the unique commitment of Kapi’olani to Native Hawaiian Education, International Education, and Entrepreneurial programs.

**Tactical Plans**

As stated earlier in this Standard, the College has developed tactical plans in all eight Academic Units and nine Administrative and Educational Support Units. This effort began in 2004, when the College responded to the concern that strategic planning was not integrated with the various programs, because programs were never linked to budgeting, planning, assessment, and improvement. The College initiated a process of developing tactical plans that incorporated results of program reviews. These plans were aligned with the College strategic plan.

Each department articulated goals on a standardized template, which included activities and interventions, connections, timelines, resources, roles and responsibilities, criteria for measuring success, and use of results. All tactical plans provide a vision and values statement in alignment with the College Strategic Plan Goals. The plans outline each department’s mission and goals, and share a common reporting structure.

These tactical plans, available for viewing on the Quill website (http://quill.kcc.hawaii.edu/page/tactical.html), represent a grass-roots, ground-up, approach to goal setting and planning that had not previously existed. The process for developing tactical plans required that each department link its goals with those of the College strategic plan and the Mission Statement.

**Budgeting**

The main impediment to achieving planned outcomes has been the budgeting process, which is being linked to the process of setting goals and planning. In addition, the budgeting process was perceived as a top-down activity that had little or no relevance to departmental initiatives or activities. In 2005, efforts
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

were made to connect the budgeting process to the process for developing tactical plans.

The administration intends that the budgeting process will become a bottom-up activity, linking planning, goals, and activities with the budget. In summer 2005, the College made a commitment to change its budgeting process by establishing the Budget Execution Task Force, headed by the Director of the Office of Planning and Institutional Research.

The Task Force was charged with studying, reviewing, and making recommendations on budget execution, including conducting an in-depth analysis of programmatic deficits by departments to determine problems and solutions. In July 2005, the Task Force recommended plans of action to the Acting Chancellor (Reference 1:38).

Based on the report of the Task Force, the Acting Chancellor issued directives on putting together the College biennium budget requests, which must now refer specifically to tactical and strategic plans in justifying requests. Considerable attention has been given to creating goals with specific, tangible degrees of measurability.

The departments are now engaged in gathering additional data, conducting workshops and surveys, and pursuing formal and informal methods of ongoing, self-reflective dialogue to assess their progress toward meeting objectives. Department chairs and program directors also meet with the Acting Chancellor to bring the administration up-to-date on progress toward meeting goals. This process will allow departments to assess the degree to which each goal is met.

**Self Evaluation**

The College meets the Standard by conscientiously working to be responsive to the needs of current and prospective students, and taking steps to align instructional programs and services with the mission and goals of the College. As summarized in the April 1, 2005, Progress Report to the Accrediting Commission for Community and Junior Colleges, “Kapi’olani Community College is deeply engaged in all facets of improving its use of analytical information and assessment to help improve student learning and improve services. . . The ultimate goal is to create a culture of evidence” (Reference 1:39).

The tactical plans of the College are aligned with the seven goals of the strategic plan. Since the tactical plans have just been completed and published on Quill,
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
The 2000 Accreditation Self Study for Kapi‘olani Community College identified the UHCC Strategic Plan and the College Academic Development Plan as the primary documents that direct the planning processes at the College. Since the 2000 Self Study, the College has been engaging in ongoing planning at the program, department, and campus levels in light of the reorganization of the UH system and of the College itself.

In 2002, the impending reorganization of the Office of the University of Hawai‘i Community Colleges prompted the College to develop a seventh goal in its strategic plan: “To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning.” The 2003 Focused Midterm Report details the process the College used to complete the strategic plan during a two-day retreat in May 2002 (Reference 1:40).

The Faculty Senate approved the new strategic plan on October 7, 2002. In spring 2003, the College further assessed its planning processes and realized there needed to be a more explicit connection between programs and the new strategic plan. Therefore, in spring 2005, all units of the College drafted three-year tactical plans that linked their plans to the strategic plan. Data from the reports on program review Health Indicators are being integrated into updates of all tactical plans.

The College receives its budget from legislative funds (General Funds), tuition and fees, revenues from continuing education, and grants. Budgeting cycles are complex and follow this sequence: 1) budget decisions are made at the College
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

(within UHCC and UH System planning and guidelines); 2) the UH and UHCC budgets are submitted to the State legislature and Governor; 3) legislative and gubernatorial decisions are made and budget amounts are allocated back to the UH and UHCC System; and 4) the final allocation is made to the College.

**Budgeting**

Although the College is engaged in many planning activities, the planning and budget cycles are being linked to budgeting of resources. The Faculty Senate Budget Committee FY 2002/2003 described the primary areas of concerns regarding the College internal budgeting practices and made recommendations to address these concerns.

As noted earlier, in summer 2005, the Acting Chancellor created and charged the Budget Execution Task Force with studying, reviewing, and making recommendations on resource allocation.

The Budget Execution Task Force studied overall issues that affect the College and identified the following issues:

- Accuracy of financial reports;
- Appropriateness of financial reports;
- Adequacy of the allocation process; and
- Effectiveness of consequences of financial performance.

The Task Force was also directed to conduct an in-depth analysis of deficits by departments, determine the causes, and to recommend solutions.

The Task Force presented its final findings to the Acting Chancellor (Reference 1:41). In September 2005, the Acting Chancellor asked the Budget Execution Task Force to recommend changes in the budget planning processes.

**Office of Planning and Institutional Research**

To ensure the systematic and data-driven assessment of goal-directed effectiveness of its various functions, the College has an Office of Planning and Institutional Research, staffed with a director, a programmer with expertise in SCT BANNER, and a Webmaster. This Office annually generates 22 program review health indicator reports, tabulates student feedback surveys, and provides additional data reports upon request.
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

The Office responds to individual needs and inquiries from the departments, helping departments identify their needs for data, providing sources of existing data (e.g., the Management and Planning Support system-wide reports, which include enrollment reports, retention/persistence/graduation rates, and continuing education enrollment), and helping departments collect and analyze data.

The Office also provides data and analysis to develop grant proposals for external funds to improve the College effectiveness. The Office has also provided data for programs funded by grants such as the Science, Technology, Engineering, and Math (STEM) grant to increase the number of Native Hawaiian students in the sciences, the E-portfolio grant to assess student learning, and the First Year Experience. The Office publicizes its reports at the following web address: http://www.kcc.hawaii.edu/object/opir.html.

**Tools for Assessing Student Learning**

The College applies a variety of tools for assessing student learning, as discussed below.

**Community College Survey of Student Engagement.** Beginning in 2002, the College has administered the bi-annual national Community College Survey of Student Engagement to assess the quality of its educational programs, practices, and services for students. The Survey’s five benchmarks of effective educational practices encompass multiple indicators, provide the College with comparisons with peer institutions, and serve as baseline indicators against which future progress can be measured. The last survey was administered in 2006.

**Assessment Reports.** The second tool is the Hawai‘i Community College Annual Assessment Report, which includes the following: quantitative indicators for program review (e.g., demand/efficiency and outcomes); results of student assessment for student learning outcomes in programs; curriculum revision; analysis of data; an action plan; and budget implications.

**Other Tools.** As part of its ongoing cycle of evaluation, planning, and allocation of resources, the College will continue to investigate additional tools for assessing student learning and institutional effectiveness. One tool is the Kapi‘olani Self Study Demographic Information and Achievement Data. This report will include information on student enrollment, including enrollment of Native Hawaiian and Part-Hawaiian students, college participation rate, diversity, employee profile, and student profile.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Self Evaluation

The College meets the Standard. Departments across campus are using the objectives set in their tactical plans to improve services and outcomes. Ongoing assessment utilizes data provided by the Office of Planning and Institutional Research.

Planning Agenda

None

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

The process of institutional planning at the College is not only broad-based, but multi-leveled. The cycle of planning begins with the annual program reviews in both the Academic Programs and the Administrative and Educational Support units. The Office of Planning and Institutional Research supports and facilitates these reviews.

A comprehensive analysis is conducted every three years in conjunction with the revision of the tactical plans. Program reviews and the cycle of developing tactical plans drive the College budget request and form the basis for budgeting internal allocations and program expenditures.

In 2003, the former Chancellor created the Office of Planning and Grants Development for the purpose of surveying grant opportunities to support and enhance campus activities. Since development of that Office, examples of funding for Initiatives include 1) Title III, 2) Perkins 3) National Science Foundation – TCUP, 4) Special Student Services, 5)Title III Supplemental, and 6)Health Resources and Services Administration.

Program Reviews, Tactical Plans, and Strategic Planning

At its most fundamental level, the planning process is based on yearly program reviews of Academic Programs and, as of 2006, the Administrative and Education Support Units. The program reviews of academic programs report data on program demand, outcomes, and efficiency. They provide basic documentation
for immediate decisions. These reviews are issued in March and are intended to help academic programs plan their budgets for the next academic year.

Program reviews are a major effort at the College. Each year, program reviews are conducted for instructional units and cross-curricular Emphases and Initiatives. The process of program reviews includes developing formal statements of the programmatic mission and goals, reviewing programmatic and student learning outcomes, gathering data about those outcomes, and developing recommendations about the future of the program based on the data collected.

Although specific components of program reviews vary with each program, the reviews typically involve gathering data about the following items: trends in the program, health indicators (enrollments, sections, staffing); program completers, alumni, and employers. The reviews also require an assessment student learning outcomes for knowledge, skills, abilities, and attitudes specific to the program.

Programs with external advisory committees rely on these committees to provide feedback about the currency and relevancy of programs and to suggest program changes in response to workforce demands.

Faculty and department chairs are responsible for analyzing the data, and deans or program directors are responsible for using the results of program reviews in making decisions related to program improvement and allocation of resources. An analysis of program data is conducted every three years; these comprehensive analyses are the basis for developing the tactical plans.

Tactical plans are intended to drive budgeting decisions, which include allocating resources for staffing and other operational expenses, technology, capital equipment and improvements, and renovation and construction of facilities.

The cycle of three-year tactical plans rolls into the six-year cycle of strategic planning conducted by the Policy, Planning, and Assessment Council. The Council is ultimately responsible for synthesizing the 17 tactical plans into the final strategic plan.

The planning process has been in place since spring 2004, and all departments are now engaged in reviewing their tactical plans to assess their achievement of objectives.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Self Evaluation

The College meets the Standard. The College incorporates participation of external communities in its planning mechanisms. Internally, multiple levels of institutional constituents are similarly incorporated within the structure of planning mechanisms. The College Planning and Grants Development Office is continually engaged in exploring and pursuing grant opportunities to support and enhance student learning. Major effort has gone into revising previous policies and processes for program reviews.

The Office of Planning and Grants Development and the Office of Planning and Institutional Research continue to collaborate in communicating information about campus activities, planning, extramural funding, and implementation of initiatives. The collaboration has provided opportunities for initiatives to be planned, implemented, and evaluated for effectiveness campus-wide.

Since spring 2004, assessment and evaluation activities have become increasingly more systematic and directly relate to the College vision, values, mission, goals, and objectives. Planning is highly participatory.

Planning Agenda

None

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

Descriptive Summary

A wide spectrum of documented data on assessment relating to the educational activities of the College is available to the public online. The online reports of the University of Hawai‘i Institutional Research Office Management and Planning Support provide a wealth of data at its publicly accessible website (Reference 1:42). The data are also analyzed and made available to the public by the University of Hawai‘i System Administration in a variety of reports such as progress reports, legislative reports, and economic impact reports, all of which are available online from the University of Hawai‘i System website (Reference 1:43).

Additionally, the College collects and communicates data to the United States Department of Education as required. Some data (such as statistics on campus
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

security) are accessible on links from the College website, (Reference 1:44). The College also participates in the Community College Survey of Student Engagement, a national organization that makes survey results available at its website (Reference 1:45).

In addition to quantitative data, information resulting from assessment activities is also publicly available from the faculty and staff intranet site, Quill (Reference 1:46). For example, the following information can be reviewed at the Quill site: self-assessment information from the accreditation process, information from the College Learning Outcomes Assessment Committee, minutes from all major committees involved in the College planning and governance processes, and the College tactical plans and strategic plans.

Internally, the College Office of Planning and Institutional Research collects and analyzes data to assist programs and administrators in planning and decision-making. Upon request, the Office performs specialized surveys and provides an analysis of the resulting data for any unit at the College. Such specialized data may be used by a career track or liberal arts program as part of assessment when working with its specific accrediting organization or with an advisory committee.

Specialized data may also be requested by a unit involved in meeting a specific need on campus. For example, Holomua (Developmental Education) has a long-standing practice of working closely with the Office of Planning and Institutional Research to collect data about its program. In addition to providing specialized data on request, the Office also regularly provides data and analyses to academic departments for developing tactical plans.

**Program Health Indicator Reports**

As described earlier, one of the mechanisms for assessment by the Office of Planning and Institutional Research is an annual program health indicator report that analyzes and summarizes data collected from Management and Planning Support reports and other sources. The objective is to provide each instructional unit with information on three health indicators: demand, outcomes, and efficiency.

The annual report on program health indicators is a graphics-heavy overview of an academic program’s performance and serves as a quick and easy aid for decision-making. Health indicator reports from the Office of Planning and Institutional Research will also play a central role in the three-year program-review cycle implemented by campus policy K5.202 (Reference 1:47).
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

The website of the Office of Planning and Institutional Research also provides tools and guidelines to help clients in interpreting reports such as results of student feedback surveys (Reference 1:48).

**Self Evaluation**

Kapi’olani Community College meets the Standard. The College monitors and evaluates college educational activities in a systematic, quantifiable way and makes the resulting assessment data available to all interested and concerned parties in a number of online venues.

The College recognizes that data collection and dissemination are dynamic activities that require their own ongoing evaluation and refinement. The College tactical plans and strategic plans include a number of action strategies designed to continually improve the collection of relevant data and dissemination of the data to concerned constituencies.

**Planning Agenda**

The 2003-2010 College strategic plan (Reference 1:49) includes Action Strategies to facilitate attainment of specific goals in the Plan. The Strategies are guided by the philosophy from the College Mission Statement: “to use cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives” (Reference 1:50).

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

**Descriptive Summary**

Planning and decision-making at the College are primarily focused on fulfilling the mission of the institution to support students in achieving their educational goals. The planning process is intended to guide decision-making at the following levels: 1) program reviews (annual cycle), 2) tactical plans (three year cycle), and 3) strategic plan (six year cycle).
The following procedures have been established in Campus Policy K5.202:

“The Policy, Planning, and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program reviews and related recommended actions, monitoring the overall College compliance with program reviews, and in reviewing and approving common outcomes definitions for use with program assessment.

At the conclusion of each program review cycle, each program head and related Dean or Director will review the measures and content of the program review to ensure that the review provides the information necessary for program and assessment and improvement” (Reference 1:51).

Program reviews are conducted by the faculty and staff of the program, with the assistance of the Office of Planning and Institutional Research. The intent of these annual reviews, which are based on agreed-upon measurements, is to provide assessment of the effectiveness of degree programs. Several continuing education programs whose scope is comparable to a credit degree or certificate granting program are also reviewed annually. Program reviews are also performed for all Cross-curricula Emphases that are adopted by the College and Administrative and Educational Support Units. (Appendix A of Campus Policy K5.202 identifies all programs that are subject to reviews.)

The College strategic plan details the College activities and its purpose as a learning-centered institution. The plan identifies current and emerging programs and external factors that affect institutional change.

Less formal reviews are performed on an ongoing basis through the monthly meetings of the Policy, Planning, and Assessment Council and the Deans’ Advisory Council. In addition, the College deans communicate with department chairs regarding planning and budget allocation at the department level. The management, allocations, and requests for resources must be linked to strategic and tactical plans. The approval of budget requests is linked directly to these documents.

In the summer 2005, the College made a commitment to change its budgeting process by establishing the Budget Execution Task Force, headed by the Director of the Office of Planning and Institutional Research. The Task Force was charged with studying, reviewing, and making recommendations on budget execution,
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

including conducting an in-depth analysis of programmatic deficits by departments to determine problems and solutions.

The Task Force presented its preliminary findings to the Acting Chancellor and the Task Force has since been charged with addressing and following up on the different issues in its Phase Two Report (Reference 1:52).

**Self Evaluation**

The College partially meets the Standard. The College will continue its efforts in allocating resources based on tactical plans. Based on the findings of the Budget Execution Task Force, the College should establish incentives for sound fiscal management and ensure that these incentives are clearly disseminated. The Policy, Planning, and Assessment Council and the Deans’ Advisory Council will continue to participate with the administration regarding planning and allocation of resources at the department level.

The College has a process for global assessment, review, and modification through the College strategic plan. The three-year cycle for developing and evaluating tactical plans involves all academic programs.

**Planning Agenda**

The College should implement the recommendations in the Budget Execution Task Force Reports. Implementation ensures effectiveness of planning and resource allocation. The College is planning to review all major offerings of continuing education.

*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**

The mission, vision, and values of the College provide the cornerstones of the College evaluation process. Assessment of the College evaluation mechanisms is governed by the Policy, Planning, and Assessment Council. Procedures have been established in Campus Policy K5.202:
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

“The Policy, Planning, and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program reviews and related recommended actions, monitoring the overall College compliance with program reviews, and in reviewing and approving common outcomes definitions for use with program assessment” (Reference 1:53).

Thus, the Council is charged with not only assessing the overall program review, but also evaluating the assessment measures and procedures to determine if improvements are necessary. In March of each year, members of the Council are surveyed to assess the effectiveness of the Council.

Evaluation Mechanisms

Upon completion of program reviews in spring 2004, many heads of programs met with the Director of Planning and Grants Development (who had recently transitioned from the position of Acting Director for Planning and Institutional Research) to assess the methodology for program review. These sessions revealed a significant “disconnect” between current practice on the one hand, and understanding the program review process and the programs’ needs on the other. Specific issues that arose from this analysis of program review as an evaluation mechanism are delineated in the progress report to ACCJC/WASC in October 2004 (p. 15).

As a result of this analysis, the College developed a new policy of program review that continues the current practice of an annual reporting of key indicators but places the analysis of the program on a three-year cycle in conjunction with tactical planning cycles.

A revised set of procedures provides for a clearer understanding of the following roles: 1) the role of the Office of Planning and Institutional Research in providing data; 2) the role of the program head and program faculty in reviewing and analyzing the data; and 3) the role of the deans and directors and the Policy, Planning, and Assessment Council in overseeing the review process and using information resulting from the program review.

During fall 2004, the Policy, Planning, and Assessment Council began the first step of the review process. Academic Programs and Administrative and Educational Support Units initiated their three-year tactical plans, which serve as the primary tools for planning, assessment, and improvement. These tactical plans supported the goals of the College strategic plan. The tactical plans roll into the
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

six-year cycle of the College strategic planning process, which is conducted by the Policy, Planning, and Assessment Council.

Keeping focused on the College mission, all Academic Programs and Administrative and Educational Support Units are charged with creating tactical plans using student learning outcomes. The ten-column tactical plan model includes a section on assessment. Assessment evaluates progress towards reaching goals set forth by the units.

Other evaluation mechanisms that have been implemented include student surveys such as the Community College Survey of Student Engagement (Reference 1:54) and the 2006 Self Study.

The Office of Planning and Institutional Research obtains data at the system and campus levels. The student information system used on each University of Hawai‘i campus tracks student information, program statistics, and data for individual campuses. The Office analyzes the information and organizes it into a useful reporting system.

Examples of Office reports that have been used to evaluate programs and services include reports about student grades, transfers, certifications, licensing exams, and job placement statistics. Other examples of studies that the Office has conducted are included in this Self Study.

To assist its work, an analyst from the Office of Planning and Institutional Research meets with institutional researchers from other colleges monthly to discuss issues related to institutional and program review, as well as the relationship of such reviews to tactical planning. The discussions over 2005-2006 have been dominated by program review, covering such topics as sharing common (and reliable) sources of data for program review, establishing common definitions across campuses, determining how the data might or should be used in the review process, critiquing the current process of program review, and suggesting ways by which the process might be improved.

The group of institutional researchers has also invited representatives from the Deans of Instruction and Deans of Student Services to share in its discussions. These activities have been part of an effort to make institutional assessment and program review more systemic and consistent across the campuses.
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

The Office of Planning and Institutional Research has worked with the Policy, Planning, and Assessment Council, as well as the Deans’ Advisory Council to implement elements of this more-systemic and consistent method of assessment at the College, especially in regard to program review. The Office will also be following through as it participates in and helps guide the review of the process of program review and tactical planning that is already under way.

External grants from the United States Department of Education (Title III, Perkins, Title VI, Funds for Improvement of Postsecondary Education) and the National Science Foundation have also encouraged ongoing attention to improving assessment and evaluation mechanisms. For example, reports required by Title III and Perkins grants use measures that define the success of each program in numbers of majors, graduates, and alumni who find jobs.

The College also uses state and federal government data to delineate labor trends and salary ranges and provide a picture of programmatic demand. Such reporting requirements have led, not only to the application of required measures to the programs benefiting from the grants, but also to re-evaluation of the applicability and accuracy of those measures and, further, to understanding of their use.

Additional external sources of data in the College evaluation process are community members and employers. Discussions with community stakeholders have been ongoing in such venues as meetings with program advisory boards, consortiaums, and special-event advisory councils. Administrators and faculty have also participated in community meetings and one-to-one consulting sessions with industry professionals to obtain suggestions and information for evaluating programs. Students in vocational programs often enroll in internships. Their skills are then assessed by their supervisors.

**Program Reviews**

Each program is required to assess its course offerings annually based on data collected from program reviews. Health indicators reflect patterns and trends that serve as the impetus for program changes. This analysis compares data from current and previous years to identify trends. Data tracked on a longitudinal graph identifies upward or downward trends. Upon analyzing data, programs look at ways to change or improve.

Programs have also set up student learning outcomes, specifying skills and knowledge that students must acquire to be successful in their major field of study or career area. Student learning outcomes include jobs skills, knowledge,
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

attitudes, growth, strengths, and career plans. Some programs have set benchmarks for achieving student learning outcomes.

During each annual program review, the faculty, the advisory boards, and student evaluations determine the health and viability of the program by how well benchmarks have been met. If the review indicates that a change is needed, a plan is developed to upgrade the program. The plan is submitted to the administration along with a budget request to implement the changes. The process also includes a review by the Policy, Planning, and Assessment Council as stated in policy K5.202 (Reference 1:55).

Examples of programs in which evaluation results have supported program development include the following: New Media Arts, Exercise and Sport Science, Biotechnology, Teacher Preparation, and Interpretation and Translation. The College has also spearheaded several new Initiatives such as the learning communities, Mālama Hawai‘i, and the First Year Experience.

Evaluation methods included in the tactical plans have been posted on Quill, along with policies and other data focusing on improving Academic Programs and Administrative and Educational Support Units. Further, minutes of the Policy, Planning, and Assessment Council are posted on Quill.

Another example of how the College evaluates its mechanisms for evaluation is a survey that the Policy, Planning, and Assessment Council conducted among its 36 members in March 2006. The survey asked members of the Council to rate the Council’s evaluation of program reviews. The mean rating by the 19 members who responded to the survey was 2.53 (on a 5-point scale where 1 = “totally inadequate” and 5 = “totally adequate”). The low mean rating highlights the need for the Policy, Planning, and Assessment Council to examine its own methods for evaluating program reviews (Reference 1:56).

**Action Strategies**
The College Strategic Plan Goals 2003-2010 cite numerous Action Strategies specifically related to assessment, as shown in Table 2 on the following page.
Table 2.
Action Strategies Related To Assessment
Kapi‘olani Community College
Strategic Plan Goals 2003-2010

1) Support the development of a comprehensive system of qualitative and quantitative assessment (Reference 1:57).

2) Design assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Holomua programs and service (Reference 1:58).

3) Develop and offer end of second year capstone courses and experiences which will provide opportunities to assess student learning outcomes (Reference 1:59).

4) Develop a college-wide program review and assessment system to monitor the effectiveness of learning support services (Reference 1:60).

5) Establish an assessment program to monitor whether students achieve stated learning outcomes (Reference 1:61).

6) Continue to evaluate the reliability and validity of assessment measures and processes used in program reviews (Reference 1:62).

7) Promote greater faculty participation in and publication of classroom assessment and research (Reference 1:63).

8) Develop clear program benchmarks, student learning outcomes, and assessment processes, with an emphasis on student-constructed learning and portfolio development (Reference 1:64).

9) Develop a center for sustaining innovation in teaching excellence (SITE) to support the College “Teachers Talking to Teachers,” and “Classroom Assessment Techniques” Initiatives, new faculty orientation, mentoring, peer coaching, staff development and mediation training. Further the SITE center will support interdisciplinary collaborations and the development of assessment processes in the following areas:
   Writing/thinking and reasoning, service-learning, quantitative reasoning, information technology, Holomua, educational assisting and teacher preparation.
   Integrated International Education and Globalization, including English for Students of Other Languages, English for Special Purposes, international workforce development, education, and training (Reference 1:65).

10) Advance the Integrated International Education and Globalization program by developing curriculum and learning outcomes assessment focusing on:
   The cultures, languages, histories of indigenous and multicultural Hawai‘i
   The cultures, languages, histories of Oceania and Asia
   Contemporary interactions between nations, states, territories, and indigenous peoples
   Evolving globalization
   Social and civic responsibility locally, nationally and globally (Reference 1:66).

Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

Self Evaluation
The College partially meets the Standard in that systems are in place to assess the evaluation mechanisms through systematic reviews. As noted earlier in the Standard, the College has not completed the full review cycle because implementation of the new policy began in spring 2004.

The Action Strategies related to assessment (as shown in Table 2) show that the College is implementing plans for improving assessment.

Planning Agenda
The Executive Administration Tactical Plan 2004-2007 includes action strategies to facilitate attainment of campus goals, including, “To improve institutional research, program review, and assessment at the College” (Reference 1:68).
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

References in Standard One

1:01 Kapi‘olani Community College Catalog, http://kcc.hawaii.edu/attach/13561?type=support&primitive=0, retrieved 03/31/2006. Also available in print form in the Team Room.


1:03 Schedule of Classes.


1:07 See Reference 1:04.


1:11 See Reference 1:01.

1:12 See Reference 1:07.


1:17 See Reference 1:09.


1:20 See Reference 1:06.

1:21 See Reference 1:06.
INSTITUTIONAL MISSION AND EFFECTIVENESS

1:22 Kapi‘olani Community College Timeline for Ongoing Improvement: Planning, Assessing and Budgeting.
1:24 Sample Program Review—print copy available in Team Room.
1:27 Student Feedback Survey—copy available in the Team Room.
1:28 Lecturer Assessment Guidelines
1:33 Faculty Senate Minutes, Draft Prerequisite Guidelines, http://old.kcc.hawaii.edu/~senate/ay04_05/index.html.
1:35 Adoption of Evidence Based on Test Prerequisites-COMPASS Action Memo.
1:41 See Reference 1:38.
Standard One

**INSTITUTIONAL MISSION AND EFFECTIVENESS**

1:42 MAPS Data, [http://www.hawaii.edu/iro/maps.htm](http://www.hawaii.edu/iro/maps.htm).
1:43 University of Hawai‘i System website, [http://www.hawaii.edu/about/](http://www.hawaii.edu/about/).
1:45 See Reference 1:26.
1:46 Faculty and Staff Intranet, Quill [http://quill.kcc.hawaii.edu/page/home](http://quill.kcc.hawaii.edu/page/home).
1:47 See Reference 1:09.
1:49 See Reference 1:18.
1:51 See Reference 1:09.
1:52 Budget Execution Task Force Phase Two.
1:53 See Reference 1:09.
1:54 See Reference 1:26.
1:55 See Reference 1:09.
1:56 Policy, Planning, and Assessment Council Survey Results, March, 2006.
Standard One

INSTITUTIONAL MISSION AND EFFECTIVENESS

1:66 Kapi‘olani Community College Strategic Plan Goals 2003-2010, 

1:67 Kapi‘olani Community College Strategic Plan Goals 2003-2010, 
http://quill.kcc.hawaii.edu/object/IO_405.html, Goal 5, Objective 1, Action Strategy 9

1:68 Executive Administration Tactical Plan, Quill, 
http://quill.kcc.hawaii.edu/attach/5508?type=support&primitive=0.
Standard Two
Student Learning Programs and Services

E kuhikuhi pono i nā au iki a me nā au nui o ka ‘ike.
“Instruct well in the little and the large currents of knowledge.”

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

STUDENT LEARNING PROGRAMS AND SERVICES

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

II.A. Instructional Programs

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

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

Descriptive Summary

Kapi‘olani Community College is an urban institution that serves a culturally diverse community. The College has developed a strategic plan and Mission Statement, which declare the College determination to provide a first-rate education to the wide array of students who come through its doors (Reference 2A:01). The Mission Statement, as shown on the following page, is presented with items numbered to facilitate the discussion of the varied commitments of the College. In Standard I, discussion of the Mission Statement focused on the commitment to student learning, commitment to improve student learning, commitment to the community and students, and, finally, commitment to accountability and institutional integrity. Here in Standard II, the discussion of the Mission Statement illustrates the following commitments:

- Service to a Diverse Community;
- Education that Leads to a Variety of Degrees and Certificates;
- Integrated, Diversified Educational Offerings; and
- A Wide Scope of Areas of Study.
MISSION STATEMENT 2003-2010

Kapiʻolani Community College...

1. ...is a gathering place where Hawaiʻi’s cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration, and curriculum.

2. ...is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.

3. ...strives to be the first choice for education and training for Hawaiʻi’s people.

4. ...provides open access, and promotes students’ progress, learning, and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

5. ...prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.

6. ...prepares students to meet rigorous employment and career standards by offering 21st century career programs.

7. ...prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.

8. ...leads locally, nationally, and internationally in the development of integrated international education through global collaborations.

9. ...uses human, physical, technological, and financial resources effectively and efficiently to achieve ambitious educational goals.

10. ...builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

11. ...uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.
Standard Two  

**STUDENT LEARNING PROGRAMS AND SERVICES**

**Service to a Diverse Community**  
(Item 1 in the Mission Statement.) The population of Honolulu, approximately 900,000, includes people from many cultural and ethnic backgrounds, creating a richly diverse local culture that has no majority ethnic group. As shown in Standard 3, the student body of the College reflects the diversity of the community. In fall 2005, 7,289 students were enrolled in the College. The FTE enrollment was 4,139. The age of the majority (63%) of the students was from 18 to 24 years old; 42.1% were male, and 57.6% were female (data on gender was not available on 0.3% of the students). The majority of students are Hawai‘i residents; 7.7% of the students come from outside the State.

**Education that Leads to a Variety of Degrees and Certificates**  
(Items 3, 4, 5, and 6 in the Mission Statement.) The College offers students a variety of opportunities that lead to an Associate in Arts degree, an Associate in Science degree, or an Associate in Technical Studies degree. The College also offers Certificates of Achievement, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates.

This range of degrees and certificates can meet the needs of a variety of students:

- Students interested in transfer (Associate in Arts);
- Students interested in career programs (Associate in Science);
- Students interested in upgrading their skills (Certificate of Competence or Completion);
- Students interested in rising to the next step on career-ladders (Certificate of Competence followed by a Certificate of Achievement, which may, in turn, be followed by an Associate in Sciences degree); and
- Students interested in developing their own degree (Associate in Technical Studies).

**Integrated, Diversified Educational Offerings**  
(Items 1, 3, 4, 5, and 6 in the Mission Statement.) The College provides education that emphasizes student learning outcomes. These outcomes are acquired through general education courses and 21st century career courses. The College integrates course content and provides cohesive learning contexts through its cross-curricular Emphases and Initiatives (described in Standard I.B.1).

**Wide Scope of Areas of Study**  
(Items 1, 3, 4, 5, and 6 of the Mission Statement.) The College provides a general liberal arts education for students who intend to transfer to baccalaureate institu-
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

tions, services to students who need special services or who are not prepared to enroll in regular college courses, and opportunities for training in such areas as business, health, information technology, legal education, culinary arts, hospitality, and tourism. The College offers the following areas of study to meet the needs of its students and the community:

- Liberal Arts;
- 21st Century Career Degree and Certificate Programs;
- English for Speakers of Other Languages;
- Developmental Education through the Holomua Department;
- Honors Program;
- Services for Special Students;
- Intensive Preparatory Program for Deaf Students;
- Continuing Education for Personal Enrichment and Professional Development; and
- Continuing Education Contract Training.

Liberal Arts. (Items 3, 5, and 11 of the Mission Statement.) The Liberal Arts program at the College offers an Associate in Arts degree. In fall 2005, 3531 Kapi‘olani CC students declared themselves Liberal Arts majors, and 939 students from other campuses were taking Liberal Arts courses at Kapi‘olani. In comparison with the other six UH community colleges, the College transfers the largest number of AA degree completers and non-AA degree completers to UH Mānoa.

Of the Liberal Arts majors in academic year 1999-2000, nearly 2,500 were college-ready, and 875 of these college-ready students successfully transferred to four-year institutions. Under a University of Hawai‘i Executive Policy (Reference 2A:04), the University considers students who transfer with an articulated Associate in Arts degree from Kapi‘olani CC as having fulfilled the University’s General Education core requirements (Reference 2A:02, p. 36).

Analysis of grade point ratios indicates that academic achievement of Kapi‘olani students who transfer to the University of Hawai‘i at Mānoa is comparable to the academic achievement of students who began their academic career at the University (Reference 2A:03).
21st Century Career Degree and Certificate Programs. (Items 3, 4, and 6 of the Mission Statement.) In fall 2005, 1,545 students were enrolled to obtain Associate in Science degrees, Associate in Technical Studies degrees, Certificates of Achievement, and Certificates of Completion. A summary of degree and certificate programs is listed in the Kapi‘olani Community College General Catalog, (Reference 2A:02; p. 34; see also “History and Demographics of the College” in this Self Study).

Some of the programs offered by the College are unique within the UHCC System, e.g., the Health Sciences Programs in Radiologic Technology, Medical Laboratory Technician, and Respiratory Care, among others.

English for Speakers of Other Languages. (Items 1, 3, 4, 5, and 8 of the Mission Statement.) In fall 2005, 15.9% of the students at the College did not speak English as their first language. For this substantial population, the College offers two specialized curricula in English for Speakers of Other Languages (ESOL): 1) an Intensive Transition Program within Continuing Education, and 2) ESOL courses for college credit.

International students with TOEFL (Test of English as a Foreign Language) scores of 400-499 enroll in the Intensive Transition Program, where they receive 20 hours per week of classroom instruction, including seminars on academic culture, advising, registration, and other topics necessary to help them pursue their college careers. Upon successful completion of the Intensive Transition Program, students may enroll in degree programs, select a major, and begin taking regular courses concurrently with courses for college credit in ESOL.

The ESOL credit courses consist of a series of four courses designed to take students from beginning to advanced levels of proficiency in English. Students earning college credit in ESOL receive approximately 10 hours per week of instruction in the classroom and computer labs.

Developmental Education through the Holomua Department. (Items 1, 2, 3, 4, 9, 10, and 11 of the Mission Statement.) Based on 1998-2000 and 2000-2001 studies of developmental education courses offered in the Language Arts Department and the Math and Sciences Department, the College created the Holomua Department, the only basic/developmental department in the University of Hawai‘i System. (Holomua is a Hawaiian word that means “to make progress, improve, move forward.”) The Holomua Department was approved by the Board
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

of Regents in October 2001 and began operating officially as a department on January 1, 2002.

The Holomua Department offers three pre-college courses: Pre-college Math 21, Math 23, and Pre-college Communications 20. Holomua also offers five developmental courses: English 21 and 22; and Math 24, 25, and 81. In addition, the department offers a learning skills course (LSK 97G), and English 102, a transition college-level reading course.

Students are placed into pre-college courses based on their scores on the COMPASS placement test. Basic and developmental courses in reading, writing, and mathematics help students gain appropriate knowledge, skills, and attitudes for college-level courses.

Basic and developmental Math and English courses were moved into a department separate from the Math and Sciences Department and the Language Arts Department (now the Languages, Linguistics, and Literature Department) to accomplish the following purposes:

- Create a safe environment for students to learn foundational skills and adjust to college life;
- Increase communication among faculty in English, Math, and counseling to provide positive learning environments and classroom interactions that promote a closer integration of these disciplines;
- Provide necessary academic and counseling support to pre-college students as they complete their basic and developmental courses;
- Allow faculty to become expert resources in developmental education; and
- Attract and hire faculty with a commitment to basic and developmental education.

Creation of the Holomua Department corresponds with Goal 1 of the College Strategic Plan 2003-2010: “To promote learning and teaching for student success” (Reference 2A:01). Objective 1 of the plan is to “Strengthen campus support for Holomua, the remedial and developmental program that integrates student learning skills with academic instruction in English and Math and fosters behavioral changes necessary for student success in the liberal arts and career programs.”
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The Holomua Department also offers academic counseling to help students strengthen their skills for a successful transition to the college environment. Teachers and counselors work as a team in department personnel and hiring committees, tactical planning, and in every aspect of the department. To provide necessary learning support to Holomua students, Holomua counselors participate with every section of every course offered.

**Honors Program.** (Items 1, 3, 4, 5, 9, and 10 of the Mission Statement.) The Honors Program provides an opportunity for high-achieving students to interact with each other and to enroll in courses that are especially challenging academically. In academic year 2005-2006, 40 students participated in the Honors Program.

Honors education has two distinct parts: The Honors Curriculum Program and the Phi Theta Kappa International Honor Society of the Two-Year College. Eligibility requirements are the same for both programs. Students receive letters of invitation when they have completed 12 or more credits at 100-level or above and have attained a cumulative grade point ratio of 3.5 or above.

The Honors curriculum allows academically excellent students to enroll in Honor classes, of which there are two types: 1) small seminar classes, which enroll only students in the Honors Curriculum Program (these classes may offer a more individualized teaching style and course materials than those found in a regular class), and 2) Honors classes within regular classes (Honors students complete the regular class with the other students but also work with the instructor outside of class meetings to design and complete an Honors component). All Honors classes are Writing Intensive.

**Services for Special Students.** (Item 4 of the Mission Statement.) Through its Special Student Services Office, the College serves the needs of approximately 250 students with disabilities each semester. The Office offers counseling and ensures that appropriate accommodations are provided. Among its programs is the federally-funded TRIO program that helps students who have disabilities, who are economically disadvantaged, or who are the first generation of their families to attend college.

**Intensive Preparatory Program for Deaf Students.** (Items 1, 3, 4, 9, and 10 of the Mission Statement) This program offers specialized remedial English courses for deaf and hard-of-hearing students. These courses are taught in American Sign Language and are designed to prepare the students for transition into the devel-
Standard Two

\textbf{STUDENT LEARNING PROGRAMS AND SERVICES}

Opamental English courses as well as to strengthen these students’ skills for success in college. In academic year 2005-2006, eight deaf and hard-of-hearing students participated in this program.

\textbf{Continuing Education for Personal Enrichment and Professional Development.} (Items 1, 3, 4, and 10 of the Mission Statement.) The College offers a variety of continuing education programs that enable community members to cultivate their interests and broaden their learning horizons, personally and professionally. In fall 2005, 2,739 individuals enrolled in the College continuing education courses. A schedule of continuing education offerings is mailed to a target population on the island of O‘ahu three times each year. The schedule is also included in a local newspaper and available through a link on the College website (http://programs.kcc.hawaii.edu/~continuinged/).

Continuing Education offers courses in the following categories: American Sign Language/Interpreter Education, Business Management, Computer Technology, Culinary Arts, Culture and Arts, Health Education, Interpret Hawai‘i, Language and Culture, New Media Arts, and Wellness of Body and Mind.

\textbf{Continuing Education Contract Training.} (Items 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11 of the Mission Statement.) The College also provides contract training courses that are customized to meet the needs of businesses, employees, community groups, and career-oriented and life-long learners. The College and the contracting entity agree upon the modes of instruction in these courses. The four types of contract-training programs are 1) domestic on-campus programs, 2) domestic on-site programs, 3) international on-campus programs, and 4) international on-site programs. These programs provide training in professional development to participants from educational institutions, companies, government agencies such as military units, and other private and public organizations. In 2005, the College provided about 30 international contract training programs.

The following are examples of contract training the College provides:

- \textit{Domestic on-campus program}—Hawai‘i Restaurant Industry Employment Training Trust; culinary program for the U.S. Navy.
- \textit{Domestic on-site program}—Berlitz foreign language training of military personnel at Pearl Harbor.
- \textit{International on-campus program}—Teacher-training program in “Japanese as a Foreign Language” provided for Ritsumeikan University.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**


Continuing education and training programs that entail Certificates of Competence, and Contract Training follow defined sequences and evaluative processes. These processes ensure attainment of specific learning objectives congruent with anticipated student learning outcomes. Examples of evaluative instruments include the American Culinary Federation testing guide, the Honda International Center summative reports for international contract-training programs, and the Massage Therapy Program final program evaluation form.

Development of additional processes of assessment is being explored to strengthen standards and guidelines throughout the Continuing Education and Training curriculum. In 2005, the programs in Continuing Education and Training were evaluated by the Learning Resource Network (LERN).

LERN’s primary recommendation was to consolidate the separate continuing education units (which presently function within academic departments) into one unit. The LERN recommendations are currently under advisement (Reference 2A:11). Implementing the LERN recommendations for more productive organizational structures and strategies will help the College better assess and serve the needs of the community.

*Policies Regarding Course Offerings*

(Item 3, 5, 6, 9, and 11 of the Mission Statement.) Kapi‘olani Community College ensures that all its courses fit the mission of the institution. All course proposals are screened by the Faculty Senate Curriculum Committee. In addition, the College policy is to update all courses every five years to determine appropriateness and currency. To ensure that programs and services are of high quality and appropriate to an institution of higher education, the College evaluates programs and services for transfer and articulation. Discipline-specific accrediting agencies for selective programs (e.g., Nursing) also evaluate courses in the College.

To further ensure that offerings are appropriate and relevant, the College conducts surveys to determine the needs and interests of students. Additionally, Advisory Committees review programs regularly to determine the appropriateness and currency of the programs. The College Catalog lists the Advisory Committees (Reference 2A:02).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Electronic Portfolios*
(Items 1, 3, 4, 5, 6, 9, and 11 of the Mission Statement.) In 2003, the College began planning an e-portfolio system, the Open Source Portfolio (Reference 2A:05). The e-portfolios are places where students and faculty can publish collected works online, reflect on learning experiences, and share their work and reflections with others. Pilot e-portfolio projects for students began in 2006 with students in Culinary Arts and Mālama Hawai`i.

The system meets the needs of a wide variety of programs, courses, faculty, and students. All users will employ the same platform for collecting evidence of their academic and extracurricular work. The interface is designed for individual use, as well as group collaboration.

This resource is tied to a system for course teaching tools called the Sakai Project, which offers an alternative to WebCT (Reference 2A:06). Together, the e-portfolio and Sakai software will provide dynamic new opportunities for the ongoing evaluation of learning by students and faculty, both qualitatively and quantitatively.

*Self Evaluation*

The College meets the Standard by offering a wide variety of programs and services to address the needs of its diverse population. Kapi`olani Community College, as an open-door institution (as defined in Standard I.A.1), is challenged with accommodating students at many different levels of development, preparedness, and experience. The College does an excellent job of providing opportunities for success.

By providing opportunities for contract training, the College has made a concerted effort to meet the ongoing needs for continuing education in business, government, and other professional communities. However, the Continuing Education program training has largely been reactive to the requests of private and public businesses and institutional communities. A more proactive approach seeking to gain data on educational needs in both the domestic and international communities might better serve both communities.

*Planning Agenda*

Arts and Sciences, in its tactical plan for 2004-2007 (Reference 2A:07), plans to develop methods for strengthening Arts and Sciences support for Holomua, by providing data on student performance in English, Math, and selected Liberal
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Arts classes” (Reference 2A:07). The goal is to promote greater success in learning and teaching for Arts and Science students by gathering data and making the data available to faculty to use in evaluating effectiveness of their courses.

Business Education, in its tactical plan for 2004-2007, plans “to develop linked learning-community courses for targeted student populations, e.g., Holomua.” (Reference 2A:08). These learning communities will assist students by making explicit the interdisciplinary links between Business Education courses and the Math and composition and reading courses that students in Holomua are required to take.

The e-portfolio system, along with the Sakai course management tools, will eventually be used by a wider range of programs and courses. Emphasis will be on identifying student learning outcomes and assessing those outcomes.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary**

The College 2003-2010 Strategic Plan includes objectives explicitly focused on its commitment to meet the learning needs of its students and provide them with coherent learning experiences (Reference 2A:01). The College is committed to making every learning opportunity challenging, informative, and useful. The goal is to meet the needs of diverse students and incorporate their experiences, contributions, expectations, and dreams into their educational experiences.

To ensure currency of its education offerings, and their compatibility with the needs of students, the College use the following methods: 1) engages in extensive assessment of instruction and instructional methods, 2) provides a wide range of traditional and nontraditional learning opportunities, and 3) engages in a cycle of review of its curriculum that includes scrutiny of the delivery systems and modes of instruction.

**Evaluation of Instruction**

The effectiveness of instruction by part-time and probationary teaching faculty is monitored every semester through peer and student evaluations (tenured teaching faculty are not required to take student evaluations of their teaching). In addition,
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

to further evaluate the quality of instruction, the College surveys students who graduate from or leave the College.

The College encourages faculty dialogue about delivery systems, modes of instruction, and classroom assessment techniques. These dialogues take place in departments, majors, and programs. Effectiveness of instruction is determined in part from data collected by the Office of Planning and Institutional Research, which looks at grade distribution, grade point ratios for majors, transfer of students to four-year campuses, and student performance on program and certification exams.

In addition, the College opened the Center for Excellence in Learning, Teaching, and Technology (known on campus as “CELTT”) in spring 2005 to “create a Center that uses learning-college principles to provide faculty with one-stop support for improving learning.” The Center “serves as a focal point for leadership in improving teaching and learning” (Reference 2A:12). The Center offers workshops to improve teaching and learning and provides other opportunities for professional development for faculty.

*Methods of Instruction*

In fall 2005, as part of this accreditation Self Study, the College surveyed faculty on their methods of teaching. Responses from 140 faculty members to the question, “What methods of teaching do you use in your class? (check all that apply)” are listed in Table 1 on the following page (Reference 2A:13). As Table 1 shows, faculty members employ a wide variety of methods of teaching.

In addition to the more traditional teaching methodologies and modes of delivery, the College also provides service-learning opportunities, learning communities, and distance learning through televised and online courses, as described below.

*Service-Learning.* Service-Learning is a teaching and learning method that connects community service experiences with academic learning, personal growth, and civic responsibility. Students sign up for Service-Learning as part of an academic course. The Service-Learning experiences enhance what is taught in the classroom by providing opportunities for students to use newly acquired skills and knowledge in their own communities.
Table 1.
Methods of Instruction
Fall 2005 Survey of Faculty

<table>
<thead>
<tr>
<th>Method</th>
<th>Percent of Faculty Members Who Use This Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture</td>
<td>90</td>
</tr>
<tr>
<td>2. Group discussion</td>
<td>74</td>
</tr>
<tr>
<td>3. Collaborative projects</td>
<td>59</td>
</tr>
<tr>
<td>4. Student individual presentations</td>
<td>56</td>
</tr>
<tr>
<td>5. Demonstrations</td>
<td>56</td>
</tr>
<tr>
<td>6. Group presentations</td>
<td>56</td>
</tr>
<tr>
<td>7. Multimedia presentations</td>
<td>54</td>
</tr>
<tr>
<td>8. Out-of-class projects</td>
<td>54</td>
</tr>
<tr>
<td>9. Practical applications</td>
<td>52</td>
</tr>
<tr>
<td>10. In-class projects</td>
<td>52</td>
</tr>
<tr>
<td>11. Supplemental online materials</td>
<td>51</td>
</tr>
<tr>
<td>12. Group work</td>
<td>49</td>
</tr>
<tr>
<td>13 Individual presentations</td>
<td>44</td>
</tr>
<tr>
<td>14. Lecture and labs</td>
<td>44</td>
</tr>
<tr>
<td>15. Observations</td>
<td>41</td>
</tr>
<tr>
<td>16. Problem-based learning</td>
<td>41</td>
</tr>
<tr>
<td>17 Performance activities</td>
<td>36</td>
</tr>
<tr>
<td>18. Service-learning</td>
<td>32</td>
</tr>
<tr>
<td>19. Games</td>
<td>31</td>
</tr>
<tr>
<td>20. Role playing</td>
<td>29</td>
</tr>
<tr>
<td>21. Computer-assisted simulations</td>
<td>28</td>
</tr>
<tr>
<td>22. Socratic Methods</td>
<td>24</td>
</tr>
<tr>
<td>23. Team teaching</td>
<td>20</td>
</tr>
<tr>
<td>24. Workshops/Seminars</td>
<td>19</td>
</tr>
<tr>
<td>25. Practicum</td>
<td>18</td>
</tr>
<tr>
<td>26. Clinicals</td>
<td>12</td>
</tr>
<tr>
<td>27. Other</td>
<td>6</td>
</tr>
</tbody>
</table>

Most Kapi‘olani Community College students who choose to participate in Service-Learning (more than 6,000 since January 1995) will serve at one of more than 70 nonprofit organizations and schools in the East Honolulu area (Reference 2A:14). Students are typically encouraged to serve at least 20 hours per semester.

As part of the experience, students write critical reflective journals that link their service experience to the course curriculum. The College also promotes Service-Learning pathways, which connect courses to community issues and encourage students to serve for multiple semesters.

**Learning Communities.** Learning communities began at the College in 1997. A group of students enrolls in the same two or more classes, and faculty members integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning communities give students an active, experiential way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members. Learning communities also provide a satisfying and creative experience for faculty members, who gain new insights into their academic subject area and develop collaborative relationships with faculty partners and with students.

As of July 2006, about 30 instructors have conducted learning communities. Examples of disciplines involved are English, Mathematics, Biology, Chemistry, History, and Religion. Some examples of learning communities offered in spring 2006 are these:

- “Beakers, Creatures: Where’d Ya Get Those Features?” (combined Biology 171 and Chemistry 161);
- “Herbage, Verb’age, and Garbage,” (combined Botany 130, Botany 130L, and English 100); and
- “He Mau Nane Ka Po: Riddles in the Dark,” (combined Hawaiian Studies 107 and Astronomy 110).

**Distance Learning.** Distance learning occurs when a student learns at a location separated from the instructor, resources, or other students, but connected using electronic technology. The College provides students opportunities to access courses and programs in higher education through distance-learning technologies at any time, from anywhere.

Course offerings through interactive television, cable television, and the internet are designed to combine individual and group activity with interaction among
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

students and between students and instructors. Within available resources, credit courses and continuing education offerings are made available to students who are qualified and are committed to pursuing post-secondary education, but who cannot, or choose not to, attend as on-campus students.

**Self Evaluation**

The College meets the Standard. The College employs a variety of modes of instruction and a variety of delivery systems in keeping with the objectives of the curriculum and with the College commitment to meeting the learning needs of students.

As stated in 2003-2010 Strategic Plan, the College has focused its commitment to meeting the learning needs of its students and providing them with coherent learning experiences (Reference 2A:01). The College will continue to meet these objectives through faculty participation in classroom assessment, programs for professional development, the cross-curricular emphases, and pedagogical approaches based on established best practices in enhancing student learning.

The Center for Excellence in Learning, Teaching, and Technology will continue to provide services to improve teaching and learning, showcase best practices and products, and demonstrate new technologies and innovative teaching methods.

**Planning Agenda**

None

*II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Descriptive Summary**

The College has a long history of identifying what students should learn from the curriculum. All credit courses and some continuing education courses in the curriculum have been developed to provide specific course competencies for students. These competencies are similar to student learning outcomes.

In a 2004 concept paper on assessment and student learning outcomes, the College defined student learning outcomes as abilities that students acquire by attending a learning institution (Reference 2A:16). In keeping with this definition,
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

the College has begun to translate its course competencies into student learning outcomes. This activity will result in major revisions to many course outlines.

Student learning outcomes are designed to support the students’ development. A student learning outcome is typically stated in a sentence that includes a measurable criterion with a focus on an action verb (e.g., “Communicate clearly and concisely the methods and results of logical reasoning.”). Student learning outcomes are cognitive and affective. Cognitive outcomes include knowledge, understanding, skills, and abilities. Cognitive outcomes are usually defined after discussing the question, “What should students know and be able to do at the completion of a course, certificate, degree, or specified number of credits?”

Affective outcomes include attitudes, beliefs, values, opinions, dispositions, and sensitivities. Affective outcomes are usually defined after discussing the question, “What values-framework should students have constructed at the completion of a course, certificate, degree, or specified number of credits?” Some individual courses, disciplines, and certificates may place more emphasis on one kind of student learning outcome than another. Degree programs, however, provide a holistic, coherent ensemble of both cognitive and affective learning outcomes that are intended to prepare students for transfer, work, and society.

Degrees at Kapi‘olani Community College
The College offers three degrees: Associate in Arts, Associate in Science, and Associate in Technical Studies. Student learning outcomes have been specified for each degree.

Associate in Arts. The Associate in Arts (AA) degree is a two-year liberal arts degree, consisting of at least 60 semester credits. The degree provides students with skills and competencies essential for successful completion of a baccalaureate degree.

The learning outcomes for AA degree students at Kapi‘olani CC are divided into six general education “academic skill standards.” Each course in the general education curriculum addresses at least one of these academic skill standards. Table 2 on the following two pages shows the academic skill standards for the AA degree and the specific skills that constitute each standard (Reference 2A:02).
## Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Table 2.

Student Learning Outcomes for
General Education Academic Skills Standards
Associate in Arts Degree

<table>
<thead>
<tr>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and state problems, issues, arguments, and questions contained in a body of information.</td>
</tr>
<tr>
<td>2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
</tr>
<tr>
<td>3. Formulate research questions that require descriptive and explanatory analyses.</td>
</tr>
<tr>
<td>4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
</tr>
<tr>
<td>5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
</tr>
<tr>
<td>6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</td>
</tr>
<tr>
<td>7. Synthesize information from various sources, drawing appropriate conclusions.</td>
</tr>
<tr>
<td>8. Communicate clearly and concisely the methods and results of logical reasoning.</td>
</tr>
<tr>
<td>9. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Retrieval and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use print and electronic information technology ethically and responsibly.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</td>
</tr>
<tr>
<td>3. Recognize, identify, and define an information need.</td>
</tr>
<tr>
<td>4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</td>
</tr>
<tr>
<td>5. Create, manage, organize, and communicate information through electronic media.</td>
</tr>
<tr>
<td>6. Recognize changing technologies and make informed choices about their appropriateness and use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and analyze the audience and purpose of any intended communication.</td>
</tr>
<tr>
<td>2. Gather, evaluate, select, and organize information for the communication.</td>
</tr>
<tr>
<td>3. Use language, techniques, and strategies appropriate to the audience and occasion.</td>
</tr>
<tr>
<td>4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</td>
</tr>
<tr>
<td>5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</td>
</tr>
<tr>
<td>6. Use competent oral expression to initiate and sustain discussions.</td>
</tr>
</tbody>
</table>
### Quantitative Reasoning
1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Communicate clearly and concisely the methods and results of quantitative problem solving.
4. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
6. Assess the validity of statistical conclusions.

### Written Communication
1. Use writing to discover and articulate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Gather information and document sources appropriately.
5. Express a main idea as a thesis, hypothesis, or other appropriate statement.
6. Develop a main idea clearly and concisely with appropriate content.
7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
8. Demonstrate proficiency in revision and editing.

### Understanding Self and Community
1. Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
2. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
3. Communicate effectively and acknowledge opposing viewpoints.
4. Use the study of a second language as a window to cultural understanding.
5. Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai‘i’s and the world’s past, present, and future.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Associate in Science.* The Associate in Science (AS) degree is a two-year 21st century career degree, consisting of at least 60 semester credits. This degree provides students with skills and competencies for gainful employment. The student learning outcomes for the AS degree specify that, upon completion of any AS degree, students should be able to perform the actions shown in Table 3 below (Reference 2A:02, p. 39).

<table>
<thead>
<tr>
<th>Table 3. Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate in Science Degree and Associate in Technical Studies Degree</strong></td>
</tr>
<tr>
<td>1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.</td>
</tr>
<tr>
<td>2. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.</td>
</tr>
<tr>
<td>3. Recognize effects of technology and science on the natural and human environments.</td>
</tr>
<tr>
<td>4. Understand contemporary issues and problems and respond to the impact of current conditions.</td>
</tr>
<tr>
<td>5. Demonstrate proficiency in conceptual, analytic, and critical modes of thinking.</td>
</tr>
<tr>
<td>6. Develop insights into human experience and apply them to personal, occupational, and social relationships.</td>
</tr>
<tr>
<td>8. Demonstrate competence in a selected program of study.</td>
</tr>
</tbody>
</table>

*Associate in Technical Studies.* The Associate in Technical Studies (ATS) degree is a two-year technical-occupational-professional degree, consisting of at least 60 semester credits. Instruction provides students with skills and competencies for gainful employment. The degree must be customized by integrating courses from two or more existing approved programs and is intended to target emerging career areas that cross traditional boundaries.

The ATS degree must have educational objectives that are clearly defined and recognized by business, industry, or employers who have a need for specialized training for a limited number of employees. The degree must have advanced approval and cannot be based upon previously completed course work. The student learning outcomes for the ATS degree are the same as those for the AS degree (Reference 2A:02, p. 40).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Assessment of Student Learning Outcomes*
Several efforts to assess student learning outcomes are currently taking place on campus. These include the formation of a campus-wide Learning Outcomes Assessment Committee in fall 2004, and the appointment, also in fall 2004, of a Learning Outcomes Assessment Coordinator to assist faculty in developing measures for assessing student learning outcomes in courses and programs.

In addition, tactical plans to implement the College strategic plan and assess the General Education Learning Outcomes are being developed by the cross-curricular emphases—Writing across the Curriculum/Thinking and Reasoning, Information Technology, International Education, and Service-learning—and the curricular Initiatives—First Year Experience, Learning Communities, Mālama Hawai‘i, and Teacher Preparation.

The College applied for and was awarded a National Science Foundation Tribal College and Universities (TCUP) grant in August 1, 2005. Assessment plays a major role in this grant and focuses on the success of Native Hawaiian students in transferring to Science, Technology, Engineering, and Mathematics at baccalaureate campuses.

Career-programs are exploring *WorkKeys* and *KeyTrain* assessment tools, and exit-exam strategies, and are intentionally integrating authentic assessments from industry and program advisory boards. Program faculty and coordinators assess student learning outcomes and modify teaching materials, courses, and programs to improve the outcomes.

Nationally, the Community College Survey of Student Engagement (CCSSE) is becoming an established tool for two-year campuses to assess best practices in teaching and learning (Reference 2A:15). In 2002, the College participated in the Survey for the first time. The College also conducted the CCSSE in February-March 2004 and will do so again in spring 2006. Results from 2002 and 2004 student surveys have been compiled and distributed to all department chairs (Data for the College for 2004 may be viewed at the CCSSE website (Reference 2A:15).

*Program Health Indicators*
The College considers improving assessment for student learning outcomes as not only the work of the faculty but as an institution-wide responsibility. For Kapi‘olani Community College, this holistic responsibility is captured in the
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

concept of the “learning-centered institution” defined in the College strategic plan (Reference 2A:01):

...institutions weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula are attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students learn to integrate general education, the major, and electives into a coherent ensemble (AAC&U Greater Expectations, 2002).

Since spring 2004, the campus-wide process of planning at the College has incorporated elements that link institutional planning, outcomes assessment, program evaluation, program improvement, budget development, and budget allocation. Planning in academic programs begins with an analysis of annual program review data, also known as “program health indicators.” These indicators have been developed by the University of Hawai‘i Community College (UHCC) System Office of Institutional Research. The program review data provide a succinct overview of program demand, efficiency, and outcomes.

Self Evaluation

The College partially meets the Standard. The College has in place (for credit courses and some continuing education courses) structures for identifying student learning outcomes for courses, programs, certificates, and degrees; and for assessing student achievement of those outcomes. Procedures for using results of these assessments to make improvements are being developed. However, more work needs to be done to develop the evidence in the form of stated student learning outcomes and to formulate an assessment process that is entirely centered on these outcomes.

In addition, while some continuing education programs have developed student learning outcomes, the College has many continuing education courses where outcomes are not specified. Furthermore, the College lacks formulation of student learning outcomes for its Administrative and Educational Support Units.

The overall plan for assessing student learning outcomes is reflected in the tactical plans developed by Academic Programs and (after 2006) Administrative and Educational Support Units (see Standard I) and in the criteria required annually for Program Reviews. The 2004 concept paper on assessment and student learn-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

...ing outcomes summarizes the efforts of the College to develop data on student learning outcomes as a primary basis for decision-making (Reference 2A:16).

**Planning Agenda**

By fall 2007, under the leadership of the Vice Chancellor for Academic Affairs, in collaboration with the Learning Outcomes Assessment Committee, the College will implement assessment of student learning outcomes for the majority of programs.

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, mode of delivery, or location.**

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

**Descriptive Summary**

The College has an established procedure for the creating and reviewing courses and programs. The procedure ensures that faculty members have significant involvement. The Curriculum Committee of the College, whose responsibilities include reviewing curricular documents, is a standing committee of the Faculty Senate, whose membership and scope of responsibility are determined by the Faculty Senate Constitution.

Faculty members initiate the process by which new courses are developed and existing ones are modified. Faculty proposals are presented to the department or program, where a vote is taken to support the submission of the proposals to the broader process of faculty review. In the curriculum review, the proposal for a course or program is assigned to a subcommittee that looks at competencies, justifications for a new course, how the course fits into the program, and the impact of the proposed course on the program, department, campus, and students.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

During the review process, interested faculty can consult with subcommittee members, the campus Curriculum Specialist, the chair of the Curriculum Committee, and the chair of the originating department. Discussions occur between the members of the subcommittee and the author. Once that process is completed, subcommittees can present proposals to the Curriculum Committee for review.

The Curriculum Committee votes and sends its recommendations to the Faculty Senate. After the Faculty Senate votes, the proposal goes to the Vice Chancellor for Academic Affairs, and then to the Chancellor. After formal approval has been obtained, the proposal goes to the Curriculum Specialist, who ensures that changes are entered in the Catalog and the Schedule of Classes (References 2A:02 and 2A:17).

At the beginning of the semester (usually in the fall), new Curriculum Committee members receive information about curriculum forms and content of proposals. Members are also trained by former committee members of their department. Some departments have two members, one a voting Curriculum Committee member, and one who shadows the voting member and eventually replaces the voting member at the end of that member’s term.

**Study of Prerequisites**

In response to the Accreditation Team’s recommendation about prerequisites, following the College 2000 Self Study, the College created a Prerequisite Task Force to study methods for establishing pre-requisites and to develop alternatives to prerequisites that require an entire course.

Prior to creation of the task force, departments could determine if a course should continue to have a prerequisite by admitting into a course students who did not have the course prerequisites along with students who did. Faculty would then try to compare the success rates of students who had taken the prerequisite courses with success rates of students who had not taken the prerequisite courses.

To examine the validity of this practice (based on the earlier actions and requests of the Senior Academic Dean and the Faculty Senate), the Director of Planning and Institutional Research conducted a literature review on establishing and evaluating prerequisites, including a focus on the practices in selected California community colleges.

The Director then submitted a concept paper for discussion by the Faculty Senate and administration (Reference 2A:18). In 2004, the Faculty Senate adopted a
recommendation that departments engage in a robust analysis of their course prerequisites and the relationship of prerequisites to the competencies and learning outcomes of the courses (Reference 2A:19).

On February 16, 2005, the Deans’ Advisory Council discussed the need for guidelines and procedures for establishing prerequisites in English and Math content courses. Draft guidelines were created and circulated among the deans and other key administrators. These guidelines focused attention on student learning outcomes and require a four-step process for analyzing a course in which a prerequisite exits or is being proposed: 1) Task Analysis, 2) Skills Analysis, 3) Alignment of Required Skills, and 4) Identification of Learning Outcomes in prerequisite courses. Faculty were required to engage in this process prior to establishing (or re-establishing) a prerequisite.

After further refinement of the draft document, the guidelines were presented for implementation in spring 2005 (Reference 2A:20). However, the Deans’ Advisory Council chose to continue the study of English and Math prerequisites through a task force guided by the Director of Planning and Institutional Research.

In the meantime, all members of the faculty have been encouraged to review their course prerequisites for their courses without relying on correlation techniques to determine the need for prerequisites. Faculty members are asked to identify the prior skills and knowledge that are essential to student success in their courses and to identify methods by which students may acquire these prior skills and knowledge. The methods might include completing a previous course, completing supplementary online modules, or learning the specific skill in class.

The Director of Planning and Institutional Research identified members of the faculty who were willing to go through the appropriate curriculum processes in fall 2006 to try, for one semester, on an experimental basis, either suspending an English or Math prerequisite, or changing a prerequisite to “Recommended Preparation.”

The Task Force has created a new Course and Prerequisite Determination Form, which will allow faculty to identify prerequisite skills instead of courses their students need, and then determine the percentage of the English or Math course prerequisites necessary for student success. At the Deans’ Advisory Council meeting on September 20, 2005, the Director of Planning and Institutional Research...
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Research presented an update on prerequisite issues and is conducting other related studies (Reference 2A:21).

**Review and Revision of the Curriculum Process**

In spring 2004, the College convened a Curriculum Review Committee to review the curriculum process. Members of the Committee include current and former members of the Curriculum Committee and Faculty Senate, a department chair, the dean who oversees curriculum management, the Curriculum Specialist, and other interested faculty.

The Curriculum Review Committee initiated its work in response to ongoing complaints about the review process being too slow, too tedious, and too antagonistic. The Committee’s goal is to improve the quality of proposals that are submitted and streamline the review process. The first phase of the Committee’s work, redesigning the process, has been completed, endorsed by Faculty Senate, and approved, with amendments, by the Acting Chancellor (Reference 2A:22).

The redesigned process includes two major phases: pre-submission and official submission. In the pre-submission phase, the author consults with relevant constituents to establish the need for the course, the currency of the content and outcomes, the impact on learning resources, and the impact on other departments. The author also meets with the Curriculum Specialist to ensure that the information is technically correct and that the proposal form is accurate and complete prior to submitting it for formal approvals.

In the second phase of the submission process, the proposal is reviewed and approved. The department chair takes responsibility for submitting the proposal to the reviewing bodies. Because the pre-submission stage requires authors to consult with relevant bodies and to work with the Curriculum Specialist to get the information correct, proposals are expected to be accurate and complete before submission. Reviewers can, thus, concentrate on the content of the proposal, not on its format. Each of the reviewing bodies is responsible for assessing specific items in the proposal.

Proposals can be submitted at any time during the academic year. Proposals are compiled once per month, according to a schedule, and reviewed by the next level of review, typically the Curriculum Committee and the appropriate program dean. The Curriculum Committee establishes the maximum number of proposals that it will review and communicates this quota to the faculty at the start of the academic year.

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Kapi’olani Community College 2006 Accreditation Self Study 177
**Standard Two**

**STUDENT LEARNING PROGRAMS AND SERVICES**

The Curriculum Committee guarantees that it will complete the review of the proposals and make its recommendation within one month. Proposals are forwarded to subsequent levels of review with all comments from the previous reviewing body. Depending on the nature of the proposal and the need for the modifications to be included in the Catalog and other public documents (e.g., Schedule of Classes), review deadlines may be established for particular kinds of actions.

The Learning Outcomes Assessment Committee (Reference 2A:23), has taken on the task of creating documents that support the focus on student learning outcomes and assessment. The work of this Committee will create the necessary supporting documents to assist faculty in formulating observable and measurable course and program learning outcomes and integrating authentic assessment tools to measure them. New forms and the revised review process are expected to be implemented, and faculty trained in their use, in time for submission of spring 2007 curriculum proposals.

**Evaluation of Courses**

Competencies for all courses and programs are included in the College Catalog. Faculty members must include in their class syllabi the course competencies as listed in the Catalog.

Instructors of all courses offered by the College are subject to evaluation by the students who are enrolled in them. Credit courses, regardless of their level, are evaluated by a standard student evaluation survey, used across all departments in the College (Reference 2A:24). Evaluation instruments for continuing education courses and contract training vary by department, but all departments use them to assess the effectiveness of their offerings (Reference 2A:25).

Classes that are delivered through distance learning technologies have an online evaluation form, which includes the standard Kapi‘olani Community College course-evaluation instrument as well as questions relevant to the mode of delivery (Reference 2A:26).

Faculty members are expected to use the results of peer and student evaluations to improve the quality of the learning in their classes. Evidence of effective teaching must be included in documents that teaching faculty submit in applications for contract renewal, tenure, and promotion. Applicants must also provide interpretations and responses to these results.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

**Self Evaluation**

The College meets the Standard. The curriculum process engages faculty at the most important points in the development and review of curriculum. The layers of review ensure that the broader institutional goals are used to assess, and recommend for approval, courses that meet the institutional mission.

Crucial to the improvement of the current system, however, is the important work of the groups that are redesigning the curriculum process and curriculum documents. This work is a means of addressing the need to make explicit to faculty and students the learning outcomes of each course, how those outcomes relate to program outcomes, and how those outcomes are assessed in the course.

**Planning Agenda**

By spring 2007, a new curriculum review process will be implemented. By fall 2008, the effectiveness of the new process will be assessed.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

**Descriptive Summary**

Departments and programs rely on faculty expertise to create and revise curricula. All programs rely heavily on advisory committees, some of which are described below.

**Hospitality**

The Hospitality and Tourism Education Department relies on the Hotel/Restaurant advisory committee and Travel and Tourism advisory committee. Each committee comprises ten to twelve industry executives. The department also relies on the Program Coordinating Council, a system-wide partnership composed of program coordinators from the Kaua‘i, Kapi‘olani, Maui, and Hawai‘i Community Colleges.

**Nursing**

The Nursing Department also has two advisory committees. One is external, comprising hospital administrators who discuss how the College nursing faculty
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

and students are performing in the field. The other is an inter-disciplinary council for general education faculty to advise nursing faculty. The nursing curriculum is based on national standards of practice. At the national level, the National League of Nursing advises the College Nursing Department on what an AS degree in nursing must include.

**Paralegal**

The Legal Education Department works with the Hawai‘i Paralegal Association—the national organization of paralegal educators. Members of this group discuss curricular changes and industry’s demand for new courses.

**Emergency Medical Services**

In some cases, such as the Emergency Medical Services, department chairs report that competencies and curriculum are based on national norms with some local modifications.

**Self Evaluation**

The College meets the Standard. Program outcomes are specified in each of the degree and certificate programs of the College. Student attainment of these outcomes is included in the College process of program review and is demonstrated through indicators of student achievement. These indicators include the number of program graduates and, where applicable, the number of transfers. For the career and technical education programs, student achievement is also monitored through data collected for compliance with Perkins funding.

**Planning Agenda**

None

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Descriptive Summary**

Kapi‘olani Community College ensures quality of instruction in numerous ways. The College adheres to nationally accepted norms for collegiate-level work; the norms require a minimum of 60 semester credits and a minimum cumulative grade point ratio of 2.0 (of possible 4.0) for all AA and AS degrees.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

**Hiring and Assessment of Teaching Personnel**
Hiring procedures for faculty ensure that faculty members meet or exceed minimum qualifications in their disciplines. Once employed, non-tenured faculty members are required to conduct student evaluations for all courses taught each semester. Peer evaluations are also required every semester for probationary and temporary full-time faculty, and every year for lecturers. These peer evaluations and summaries of student evaluations are reported to department chairs and program administrators in periodic self-assessment documents. Tenured faculty members are encouraged to conduct student evaluations in their courses and must include such evaluation data in their applications for promotion.

**Assessment by Previous Students**
Student feedback on the quality of instruction is overwhelmingly positive. Surveys taken in 2003 and 2004 (the most recent years for which comparable data are available) found that graduates and others who have left the College to transfer, or for other reasons, are very pleased with the overall quality of their academic experience at the College, with 89% (2003) and 96% (2004) rating their academic experience as “good” or “excellent.” Asked to rate the academic preparation they received, 96% wrote “satisfied” or “very satisfied” in both 2003 and 2004 (Reference 2A:27 and 2A:28).

**Performance by Graduates of Professional Programs**
In addition to student opinion, other stakeholders have validated the Kapi‘olani Community College commitment to high-quality instruction. For example, as of spring 2004, all of the Dental Assisting Program graduates who sought employment were employed, and in fall 2005, about 78% were employed (Reference 2A:49). Also, according to the Summary Report to Educators sent to the College by the American Registry of Radiologic Technologists (the national certification agency), since 1990, our average certification test score has been higher than the national average in every year (Reference 2A:53).

**Recognition and Awards**
Another indicator of the high quality of education that Kapi‘olani CC provides is seen in awards received by the College. For example, in 2001 the College was recognized as one of 16 “innovative, learning-centered colleges and universities serving as models of best practices in liberal education” (American Association of Colleges and Universities, Greater Expectations Initiative: The Commitment to Quality as the Nation Goes to College in 2001).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The College is also among eight colleges in the nation honored in 2002 for quality programs in international education by the American Council on Education’s Promising Practices Initiative. Similar recognitions for best practice in international education have come from American Council on International/Intercultural Education and the National Association of Foreign Student advisors.

In addition, the College has been recognized twice, in 2000 and 2005, for its Service-Learning and Community Engagement programs by The Carnegie Foundation for the Advancement of Teaching, and in 2004 by Campus Compact (the sole mission of the latter organization is to promote service and community engagement in higher education).

**Program Breadth, Depth, and Rigor**

Program breadth is evidenced in requirements for degrees. Among these requirements are foundation and diversification requirements for the AA degree, and the general education requirements for the AS degree. (Later in this Standard is a discussion of foundation and diversification requirements.)

Additionally, the Catalog lists requirements for certification in paraprofessional programs as well as for earning specific certificates (Reference 2A:02). Depth and rigor of courses within individual programs can be determined based on course descriptions in the course outline, by course syllabi, and by individual program competencies listed in the Catalog.

Other evidence of breadth and rigor are found in the process for course proposal and review used by the Faculty Senate Curriculum Committee. This process places faculty in a central role in assuring the quality of courses (as described in II.A.2.a).

In addition, many of the College career and technical programs, such as Nursing and Culinary Arts, meet or exceed standards set by external review and program accreditation bodies, further ensuring appropriate depth and rigor of these programs (Reference 2A:29).

Appropriate breadth, depth, and rigor are further evidenced by the courses that can transfer to or are articulated with the University of Hawai‘i at Mānoa campus. Over 300 courses, from Anthropology to Zoology, meet the University’s standards for courses fulfilling foundation and diversification requirements and for graduation (Reference 2A:30).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Course Sequencing
Appropriate course sequencing is determined by establishing prerequisites and co-requisites through the process of course proposal and review, overseen by the Faculty Senate Curriculum Committee. Where appropriate, sequencing may also be influenced by external accrediting and review bodies.

As noted earlier, in response to the suggestion by the 2000 accreditation site-visit team, that the College review mechanisms by which it establishes prerequisites, the College has modified the process of identifying co-requisites and prerequisites at the course proposal and review stages. A pilot study to determine the usefulness of alternative approaches to prerequisites is underway (see Standard II.A.2.a).

Timely Completion of Programs
Timely completion of programs is fostered by providing suggested timelines for students. These timelines map a schedule for completing a program of study in two years for degrees, such as an AS degree in Accounting, or an AA degree in Liberal Arts. Less time is proposed for certificates, such as a Certificate of Achievement in Information Technology, or a Certificate of Completion in Dental Assisting.

These timelines are included in the Programs and Curricula section of the College Catalog (Reference 2A:02, pp. 289-394). In addition, a number of different courses are available to satisfy foundation and diversification requirements for the AA degree, and general education requirements for the AS degree.

Additional avenues available to students wishing to accelerate their progress through a program are courses offered in the evening, on weekends, through online and distance learning, and in summer sessions. Nontraditional methods for acceleration include the College Credit Equivalency Program (which allows students to demonstrate competency through examination) and articulation with high school courses.

Integration of Learning
Integration of learning is essential in college education. The College has adopted a number of cross-curricular emphases to ensure such integration for writing and critical thinking, information technology, quantitative reasoning, Service-Learning, and international education across the liberal arts and career programs.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

This integration adds coherence across courses and semesters of the undergraduate experience. For example, the Writing across the Curriculum/Thinking and Reasoning emphases imbue all degree programs and foster critical thinking. Development of critical thinking is a major component of student learning outcomes for both the AA and AS degrees. The Service-Learning emphasis allows students to connect academic learning to experiences in community service.

Furthermore, a number of programs include capstone experiences in which students learn to apply areas of learning to a complex task. These capstone experiences take the form of practica (in medical assisting, educational paraprofessionals, and educational interpreting), internships (in Food Service, Hotel and Restaurant Operations, Emergency Medical Technician, and New Media Arts), and clinicals (in Respiratory Care, Medical Laboratory Technician, and Dental Assisting). Other examples of capstone experience are described in the “Programs and Curricula” section of the Catalog (Reference 2A:02 pp. 289-394).

Self Evaluation

Kapiʻolani Community College clearly meets the Standard. High-quality faculty, curricula, and instruction combine to allow students to obtain an equally high quality education that has been validated by the students themselves, as well as other stakeholders.

Although occasional low enrollment in some classes has the potential to affect time to completion, multiple-course options for fulfilling requirements, diverse delivery modes, and nontraditional methods of gaining college credit equivalency allow students to successfully complete their college goals.

Planning Agenda

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

To further the goals in the College strategic plan and make explicit how they are to be achieved, Academic Programs and Administrative and Educational Support
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Units have developed goals in their tactical plans. For example, the following two are in Goal 1 of the Arts and Sciences Division tactical plan:

- Goal 1: “To promote learning and teaching for student success.”
- Goal 1, Objective 5: “Ensure quality of teaching, increased productivity, and increased learning-centered behavior.”

**Diversity in Methods for Delivering Instruction**

Consistent with these goals and objectives, the College supports an array of modes for delivering courses: face-to-face lecture, laboratory, multi-media, distance learning, online, television, interactive television, and hybrid (which combines in-class and online instruction). Each semester, the College offers nearly 50 online courses and 19 hybrid courses (14 in-class/internet classes, one cable TV/internet class, and 4 interactive television/internet classes). Instructors employ myriad teaching methodologies, as described in Standard II.A.1.b.

**Diversity in Methods for Assessing Student Learning**

According to the fall 2005 Faculty Survey Summary Report (Reference 2A:13), diversity in teaching is supported by a similarly diverse approach to assessment of student learning. Table 4 on the following page shows the percent of faculty (out of a total of 140 respondents) who reported using at least one of 14 methods for assessing learning.

The bi-annual Community College Survey of Student Engagement, which the College has conducted since spring 2002 provides additional evidence of the diversity and appropriateness of pedagogies and evaluation at the College. Specifically, results from the survey taken in 2004 show that Kapi‘olani Community College is at the 80th percentile compared with medium-sized colleges in the following two areas (Reference 2A:13):

1) **Active and Collaborative Learning** (the extent to which students are actively involved in their learning through discussions, presentations, group projects, and community projects); and

2) **Academic Challenges** (the nature and amount of assigned academic work, the complexity of cognitive tasks required of students, and the standards that faculty members use to evaluate student performance).
Table 4.
Methods for Assessing Student Learning
Fall 2005

<table>
<thead>
<tr>
<th>Method</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>83%</td>
</tr>
<tr>
<td>Written papers or reports</td>
<td>72%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>67%</td>
</tr>
<tr>
<td>Multiple choice tests</td>
<td>65%</td>
</tr>
<tr>
<td>Essay tests</td>
<td>51%</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>51%</td>
</tr>
<tr>
<td>Fill-in-the-blank tests</td>
<td>44%</td>
</tr>
<tr>
<td>True-false tests</td>
<td>43%</td>
</tr>
<tr>
<td>Oral performance</td>
<td>30%</td>
</tr>
<tr>
<td>Oral interviews</td>
<td>21%</td>
</tr>
<tr>
<td>Written portfolio</td>
<td>23%</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>23%</td>
</tr>
<tr>
<td>Speeches</td>
<td>13%</td>
</tr>
<tr>
<td>E-portfolios</td>
<td>8%</td>
</tr>
</tbody>
</table>

Programs for a Diverse Student Body
The following programs are examples of efforts at the College to respond appropriately and effectively to its students’ diverse educational needs.

- Access to College Excellence
- Customized Training
- Distance Education and Computer-assisted Education
- Earned-Credit Alternatives
- English for Speakers of Other Languages
- Honda International Center
- Independent Study
- International Café
- Learning Communities
- Learning Styles Education
- Multi-media Technology
- On-site Practica
- Service-Learning
- Services for Students with Disabilities
- Study Abroad
- Training Abroad
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

- Writing Intensive Classes

These programs are described below.

**Access to College Excellence (ACE)**
Cohort groups such as single parents and displaced homemakers, neighbor islanders, and immigrant students who use English as a second language can take clustered courses through the Access to College Excellence program. The general practice is for department chairs to reserve up to 10 spaces in paired courses, both of which students must sign up for. A counselor and faculty member of one of the classes, or both faculty members, meet with their clusters for a weekly seminar designed to address the particular needs of each group. This is a program designed for first-year students.

**Customized Training**
The College offers a variety of continuing education and training intensive modular courses customized to meet the needs of businesses, employees, community groups, and career-oriented and life-long learners. The College and the contracting entity agree upon the modes of instruction in these courses.

Continuing Education programs include American Sign Language/Interpreter Education, Business Management, Computer Technology, Culinary Arts, Travel Learn, Culture and Arts, Health Education, Interpret Hawai‘i, Language and Culture, New Media Arts, and Wellness of Body and Mind.

The College is involved in domestic and international contract-training for personal and professional development for private agencies, businesses, and institutions. Continuing education and training programs offer recreational courses, Certificates of Competence, and professional development.

**Distance and Computer-assisted Education**
The Hawai‘i Interactive Television System (HITS) allows the College to broadcast interactive, closed-circuit television courses to other campuses in the University of Hawai‘i System. In addition courses can be broadcast directly to students’ homes through designated cable channels called ‘Ōlelo.

The College also offers courses taught entirely online to meet the needs of students who choose not to, or may not be able to, enroll in on-campus courses. These courses utilize the internet to provide interaction between the instructor and students. Students use on-campus computer labs or their own computers, either
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

on- or off-campus, to participate in online classes and to perform word processing, do online research, engage in graphic design, develop spreadsheets, and build databases. To facilitate a broader range of technologically based instructional tools, faculty gain expertise in emerging technologies through college-funded workshops and seminars.

**Earned-Credit Alternatives**
The College recognizes experience as an alternative instructional mode. Students who prove through documentation that their life experiences fulfill stated course outcomes can receive credit for courses through the Life/Learning Experience Assessment Program (LEAP). In addition, students can receive credit by examination for some courses.

Additionally, variable credit classes are designed to meet individual academic needs of students. Programs bridging credit and continuing education and training courses (e.g., the ESOL and Holomua programs) prepare students for Liberal Arts education or career and technical education. The Running Start Program, provided in partnership with the State Department of Education, allows juniors and seniors in public high schools to attend college classes while earning high school and college credits.

**English for Speakers of Other Languages**
As discussed in Standard II.A.1.a, the College offers two specialized curricula in English for Speakers of Other Languages (ESOL): 1) an Intensive Transition Program within Continuing Education, and 2) ESOL courses for college credit.

**Honda International Center**
The Honda International Center provides international students with services including admission, orientation, registration, assistance with the transition to college, academic advising, career counseling, information regarding visa regulations, health insurance and housing, and any issues that may arise from students’ living and studying in Hawai‘i.

The Center takes an active role in the development of student leadership, friendship, and cultural awareness through the International Club. A special international student seminar is offered through the Intensive English Program to provide first-semester support in students’ orientation to higher education in the United States, cultural awareness, career exploration, and skills for college success.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The Honda International Center also coordinates agreements for international study abroad and scholarship programs, providing students with exciting opportunities to travel and study in other countries. Another important function of the Center is to develop and coordinate customized education and training programs for the UHCC System. Customized education and training is offered in topics such as short-term and medium-term intensive and specialized English training, American and Native Hawaiian culture, culinary arts, hospitality, health sciences, and information technology.

**Independent Study**
This program lets students participate in designing and selecting their learning experiences, based on personal interest, aptitude, and desired outcome. Students collaborate with a faculty member in developing their program of independent study.

**International Café**
Assistance for international students and for local students who are studying a foreign language is provided through the International Café. This intercultural gathering space, coordinated by a faculty member, organizes a volunteer tutor-exchange program whereby international students can receive peer tutoring for content-area classes in exchange for their providing tutoring in other languages. In fall 2005, 147 students were registered members of the International Café; 100 were engaged in tutoring-exchange services in languages such as Japanese, Chinese, Korean, and French, and content-area courses such as Economics, Chemistry, Philosophy, and Psychology.

The International Café provides other service also. For high-demand content-courses such as Linguistics and American Sign Language, large study groups have formed. Also, since spring 2005, an English instructor has been providing voluntary tutoring for English courses. In addition to these services offered through the International Café, a volunteer peer tutor of English and computer skills has been made available through the ESOL Program.

**Learning Communities**
For some classes, traditional disciplinary approaches to learning are being integrated into learning communities, which engage multiple perspectives of thematic content (learning communities began at the College in 1997). Students enroll in the same two or more classes and faculty members collaborate to integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning communities give students an active, experiential
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members.

In fall 2006, the College will offer nine learning communities. Rubrics are being developed to assess the unique student learning outcomes that may arise when academic material from different disciplines is integrated through a learning community.

**Learning Styles Education**
To help students discover their learning styles, the College offers courses in College Success (IS 103, courses in Learning Skills, and (to help students make the transition from high school to college) bridge programs (References 2A:32, 2A:33).

One example of these courses is the Title III-funded Summer Bridge program that ran from 1999 to 2004 (Reference 2A:31). Another type of offering is the Secrets of Success (SOS) workshops, a series that features a Learning Styles Workshop every semester and is open to all students. SOS workshops also provide guidance in how to prepare for and survive an online class (Reference 2A:34).

**Multi-Media Technology**
On campus, faculty members have incorporated multi-media technology into their classrooms, including electronic projection of websites, computer-generated presentations designed by instructors, and internet forums. These multi-media technologies are used in addition to traditional approaches to instruction.

**On-Site Practica**
These courses provide practical training experience for students at community based agencies and institutions such as hospitals and clinics, and with agencies affiliated with Service-Learning. The faculty monitors students through guided internships, mentoring, and direct supervision as they apply skills learned in classroom and laboratory settings.

**Service-Learning**
The Service-Learning Office registers and connects approximately 300 students per semester to community-based, intercultural, and intergenerational opportunities for service and reflection. As mentioned earlier, the College received national recognition for its programs in Service-Learning and Community Engagement by the Carnegie Foundation for the Advancement of Teaching (in 2000 and 2005), and by Campus Compact (in 2004).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

As an educational method, Service-Learning provides students an opportunity to grasp and test concepts presented in the classroom, and to actualize relevant issues in the service setting. The College began its Service-Learning initiative in 1995. Since that time, more than 6,000 students have contributed 150,000 hours of service to the community (an average of 25 hours per student per semester).

A research project conducted at the College compared surveys of both Service-Learning students and non-Service-Learners in the same course in 1996-97, 1998-99, and 2000-01. Results indicated statistically significant improvements in Service-Learners’ attitudes about teamwork, their ability to make a difference in the community, and their perception of instructors as caring individuals. These data have been used to further strengthen the program, primarily by demonstrating to interested faculty how the service experiences can enhance learning in a variety of disciplines (References 2A:35 and 2A:36).

**Services for Students with Disabilities**

The College offers students with disabilities access to note takers and ADA compliant websites as well as translation of textbooks, learning materials, and assignments into audio file or into Braille with Braille machines.

The College also offers a comprehensive college-preparatory course for deaf and hard of hearing students to improve their language abilities. This credit/no credit course, affiliated with the Gallaudet University Regional Center on campus, provides additional preparation to students who wish to successfully transition into college level courses. Instruction is in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge are also included in the course work. In academic year 2005-2006, eight deaf and hard-of-hearing students participated in this program.

**Study Abroad**

Goal 4 of the College strategic plan states that the College champions “diversity in local, regional, and global learning” (Reference 2A:01). The College offers students the opportunity to study abroad in Chile, China, France, Italy, Japan, Korea, Mexico, and Spain.

In fall 2003, the College was awarded a $1.2 million Freeman Foundation grant to develop intensive language learning programs in Japanese, Chinese, and Korean. The grant provides funds for Hawai‘i community college students to participate in one semester of intensive language study and then spend a semester of
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

study abroad in Japan, China, or Korea. The overall goal is to promote international understanding.

The College also offers Freeman scholarships each semester. The scholarships support full-time UHCC students in any field of study to participate in a one-year program. Pre-study tests and post-study tests are administered and quantitative and qualitative assessments are made. In addition, students complete a capstone project and presentation based on their international learning experience. Students are also invited to collect the best examples of their work during the Freeman program and submit them electronically for assessment by faculty raters.

These faculty raters are specially trained in the use of assessment rubrics that have been designed as part of the International Learning Education Outcomes Assessment Project. The project is sponsored by the American Council on Education and funded by Fund for the Improvement of Postsecondary Education. The College is one of six colleges participating in this project nationwide.

The data from the project will be used to assess the impact of the international learning experiences on students’ knowledge, skills, and attitudes. The data will also be used to improve Kapi’olani CC’s offerings in international education and experiences (Reference 2A:72).

**Training Abroad**

The College maintains partnership agreements with several international institutions such as China’s Beijing Union University, Korea’s In Ha University, and Japan’s Kansai University. Faculty are contracted and sent abroad to teach students in workshops and seminars. To ensure that training activities meet the College standards, departmental faculty and staff are involved in planning, development, and evaluation.

**Writing Intensive Classes**

In Writing Intensive courses, students learn while refining their writing skills. Students must complete two Writing Intensive classes to earn an AA degree. Through dialogue that is actively supported by the Writing Across the Curriculum/Thinking and Reasoning emphasis, faculty members from Liberal Arts and Technical, Occupational, and Professional Programs are encouraged to integrate writing, reading, and thinking strategies into their course objectives and activities. Some faculty offer selected sections of regular courses as Writing Intensive. This option provides students with opportunities to experience writing as a mode of learning in many different disciplines.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Support for Faculty to Provide Diverse Pedagogies
The College provides ongoing support for the development and implementation of pedagogies that will meet students’ needs. Faculty members may attend workshops and conferences on campus, intrastate, nationally, and internationally, to share and learn innovative teaching methods.

On campus opportunities to discuss diverse pedagogies include the following: a series of meetings called the “4Ts” (Teachers Talking to Teachers about Teaching), the Teaching and Learning Workshop Series, and New Faculty Orientation workshops. These sessions provide faculty opportunities to discuss and share from experience the most useful approaches in teaching (Reference 2A:37).

Further, in March 2004 and March 2006 the College representative to the Wo Learning Champions, a system-wide group of faculty and staff supported by an endowment funded by a private gift, coordinated faculty development workshops for the College faculty during Wo Innovations in Learning Day.

Additionally, a free, three-day faculty workshop by Skip Downing in February 2004 was also made possible with funding by Wo Learning Champions, and from the Carl D. Perkins Grant. Substantial new funding from successful grants (e.g., Title III and Title VI) also supports a wider range and greater depth in faculty development, especially through the College Center for Excellence in Learning, Teaching, and Technology.

Additional evidence of support for faculty excellence in diverse pedagogies is found in a survey of department chairs, where 77% of department chairs said hiring committees of their department query candidates for evidence of competence in a variety of teaching strategies (Reference 2A:38).

Self Evaluation
The College meets the Standard. The College provides a broad range of delivery systems and modes of instruction in both credit and continuing education and training courses. The many opportunities for teaching and learning described in this section demonstrate the multiplicity of efforts of the College to respond appropriately and effectively to its students’ diverse educational needs.

Planning Agenda
None
II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The College utilizes two mechanisms for the systematic review of courses and programs.

Courses

Credit courses are subject to a five-year review cycle. Current courses are submitted to the departmental faculty, the Curriculum Committee, and the Faculty Senate. The courses are reviewed for the appropriateness of the course competencies, the currency of content and pedagogy, and their alignment with Programs (Reference 2A:39).

Continuing education courses are reviewed by participants for relevance and effectiveness and by coordinators for currency and viability. Methods used to evaluate continuing education courses and programs include student surveys to ascertain satisfaction with course features and expectations. Instructors and employers are also surveyed, the latter with respect to professional development programs.

Programs

The process of initiating and developing new programs is governed by Board of Regents Policies 5-1a (1) and (2) and 5-2a (2) (Reference 2A:40) and University of Hawai‘i Executive Policy E5.201 (Reference 2A:41). Specific procedural guidelines are provided in Chancellor for Community Colleges Memos (Reference 2A:42, CCCM 6001). After the reorganization of the University of Hawai‘i Community College (UHCC) system office in 2002, these CCCMs were no longer applicable; however, they continue to be used as guidelines.

Once approved, programs are reviewed regularly, again subject to university policy: Board of Regents Policies 5-1a (3) and 5-2a (Reference 2A:40), Executive Policy E5.202 (Reference 2A:43), and University of Hawai‘i Community Colleges Policy 5.202 (Reference 2A:44).

The UHCC policy 5.202 requires annual review of program data and a comprehensive review and analysis of data at least every five years. The data include program health indicators and benchmarks, historical trends, and future needs as well as external factors that directly affect program viability.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Updates to the program review process in 2005-2006 now require both instructional and non-instructional programs to undergo this systematic assessment. Effective October 2005, the new policy focuses campus endeavors on collecting data about program performance, including program learning outcomes, and analyzing those data with the goal of improving program effectiveness (Reference 2A:44).

**Program Reviews**

The College has developed and approved its own campus-specific policy for program reviews under policy K5.202 (Reference 2A:45). The policy specifies what programs will be reviewed, the frequency of the review, the content of the review, the dissemination of the results, and the mechanism to assess the review process.

The policy also requires that learning outcomes for programs be assessed as part of program review. For example, the English for Speakers of Other Languages (ESOL) Program undergoes program review regularly, submits and revises its courses through the curriculum revision process, and requires each of its instructors to have a master’s degree in the discipline.

The quality of the program is further assured through end-of-semester student feedback surveys and annual faculty peer evaluations. The intended outcome of the ESOL Program is to provide students with the ability to succeed in college. Data on achievement of this outcome are collected through the Office of Planning and Institutional Research.

In the ESOL program reviews, measures of achievement include the following: 1) aggregate student grade point ratios in eleven courses commonly taken to fulfill general education core and certificate program requirements, 2) overall completion rate of the ESOL Program, and 3) transfer rate to University of Hawai‘i at Mānoa.

The data are analyzed for changing trends in student performance and then used to help inform the ESOL Program of areas that are potentially in need of attention. Results and concerns are discussed at semi-annual, pre-semester meetings of the ESOL faculty. Appropriate course and curricular changes are made as necessary to effect ongoing improvement and development in courses and in the program.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Self Evaluation
The College partially meets the Standard. With the inclusion of assessment of program learning outcomes as part of the process of systematic program review, the College policies now put the College in alignment with this Standard. However, failure to implement policy is a concern. While the College has a five-year review cycle for courses, the period for updating some of the courses extended much longer than five years. A proposal to the Faculty Senate included provisions for enforcing the five-year cycle by programming expiration dates on the courses in the Banner Catalog, which is the database for course scheduling (Reference 2A:02). The proposal was being discussed by faculty in spring 2006. The College was scheduled to conduct the first program reviews under the revised process in spring 2006.

Most importantly, K5.202 mandates assessment of program outcomes but does not include guidelines for conducting that assessment. Individual programs must develop appropriate and effective mechanisms to assess how well their majors are achieving the intended program outcomes. The College e-portfolio initiative may provide that mechanism; however, implementation of the e-portfolio initiative has just begun, and not all programs can implement e-portfolios as program assessment tools in time for the first cycle of the new process for program reviews.

Planning Agenda
By the end of spring 2006, as part of the 2007-2010 Tactical Plan of the Center for Excellence in Learning, Teaching, and Technology, the College planned to develop a timeline for the implementing e-portfolios for programs that wish to use these tools for assessment of program outcomes.

By the end of spring 2007, the College will develop a mechanism for supporting faculty in the timely review of courses so that review of all courses in the Catalog will be in compliance with the five-year review cycle.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Descriptive Summary**

Kapi‘olani Community College has ongoing, systematic evaluation and integrated planning throughout the institution. The College 2003-2010 strategic plan (Reference 2A:01), with its central emphasis on student success, drives the College toward its goal of becoming an increasingly learning-centered institution. The college-wide goals articulated in the strategic plan form the basis for the development of tactical plans in each of the eight Academic Programs. These documents are publicly available on the College website (Reference 2A:46).

Currently, the tactical plans discuss learning outcomes assessment in a variety of contexts (see, for example, tactical plans for Arts and Sciences, Business Education, Culinary Arts, Health Career Programs, Hospitality and Tourism, and International Education, References 2A:07, 08, 10, 77, 78, and 79). In the next round of planning, the academic programs will be encouraged to focus on learning outcomes assessment as a central goal.

The discussion of student learning outcomes was formalized through the Faculty Senate with the Learning Outcomes Assessment Committee, which was created in 2003. This committee has worked with multiple disciplines and departments across the campus, and has assisted faculty through demonstration projects that illustrate the integration of assessment and evaluation into the cycle of planning and improvement. Listed below are some of these projects:

- **Mālama Hawai‘i Nā Wa‘a:** Learning Native Hawaiian values through e-portfolios: a project that enables students to document their ongoing, multi-semester learning of important Native Hawaiian values.
- **Service-learning and Critical Thinking in the Pacific:** a project to develop measurements of “global,” “international,” and “multicultural” learning outcomes (ACE/FIPSE grant) derived from service-learning pedagogy.
- **International Learning Outcomes Assessment:** a six campus national project funded by the American Council on Education and U.S. Department of...
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Education Fund for Improvement in Postsecondary Education, and reported on at the annual conference of the International Studies Association.

- **First Year Experience:** a project—in collaboration with Student Services, the Kekaulike Information and Service Center, and the Office of Planning and Institutional Research—that measures the impact on student success (persistence and retention) for students attending the College mandatory New Student Orientation.

- **Science, Technology, Engineering, and Math (STEM):** a project supporting Native Hawaiian students to prepare them for success in Science, Technology, Engineering, and Math majors (funded by a National Science Foundation grant).

- **E-portfolio:** an assessment project focused on the best use of portfolio platforms for learning and assessment (American Association for Higher Education).

Campus-wide, student learning outcomes for individual courses are assessed by faculty, who determine and measure learning outcomes for course content and sometimes for general education standards. Training for individual faculty members in writing and assessing learning outcomes is provided by the Course-Specific Intended Learning Outcomes Committee, which is a subcommittee of the Learning Outcomes Assessment Committee, and which is made up of primarily faculty members and one or two administrators.

Another subcommittee, the “Hi-grids,” has developed strategies for aligning course learning outcomes with those of programs and the College. The Learning Outcomes Assessment Committee is developing a website that will provide ongoing support for faculty and staff interested in writing and assessing learning outcomes for courses, programs, and Administrative and Educational Support Units.

Individual courses also undergo a curriculum revision and update process at five-year intervals (see II.A.2.a. and II.A.2.e, above, for details), at which time student learning outcomes are fine-tuned as necessary. Progress of ensuring that all courses undergo such revision can be tracked on the Curriculum Committee website (Reference 2A:39).

The Emphases and Initiatives have, or are in the process of developing, assessment strategies for general education standards such as written communication, critical thinking, and understanding self and community. (These cross-curricular Emphases and Initiatives are described in Standard I.B.1).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

All current certificates and programs are provided annual reports, prepared by the Office of Planning and Institutional Research that document outcomes performance and program health indicators (Reference 2A:68).

A more comprehensive assessment of programs and certificates is carried out every three years. This assessment coincides with the triennial revision of the Academic Program tactical plans (Reference 2A:46), which in turn are tied to the seven-year strategic plan of the College (Reference 2A:01). This alignment of College, department, and course planning allows for a high level of dialogue and integration. One result of this planning process (student graduation and persistence rates), is published each semester in the Schedule of Classes (Reference 2A:17).

**Self Evaluation**

The College has made substantial progress towards meeting the Standard, as seen in the implementation of its strategic plan, tactical plans, updated process of curriculum revision, development of demonstration projects, and multi-level, structured dialogue about learning outcomes assessment.

**Planning Agenda**

All academic programs will integrate learning outcomes assessment as a goal (rather than just an objective or action strategy) in their 2007-2010 tactical plans.

Beginning in fall 2006, the Learning Outcomes Assessment Committee will have a website for faculty and staff to learn more about writing and assessing student learning outcomes.

**II.A.2.g. If an institution uses departmental course or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**Descriptive Summary**

Most of the courses and programs of the College do not use common course or program examinations. However, the remedial Mathematics course PCM 23—"Pre-College Mathematics"—requires a student to have a minimum competency of 70% on a common course final examination. Students must have a minimum average test score of 70% during the semester in order to take the final exam.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Students will not receive a passing grade for the course unless they meet this requirement.

The PCM 23 final examination has not been validated for its effectiveness in measuring student learning. However, test bias is minimized by the objectivity of the test. Further, every instructor of the course customarily grades each student’s final exam, thereby eliminating bias by an individual instructor. The Director of Planning and Institutional Research calculated the validity of the PCM 23 common final over six semesters, from spring 2002 to fall 2005.

Faculty for Developmental English 22—”Beginning Composition”—use a common rubric they developed to evaluate student portfolios to ensure consistency in measuring the course competencies.

**Self Evaluation**

The College partially meets the Standard. The PCM 23 final examination has not been validated for its effectiveness in measuring student learning.

Faculty for Developmental English have institutionalized the process of portfolio assessment by writing the portfolio requirement into the official Course Outline and Course Competencies. The portfolio has been effective in identifying students who need additional support or additional alternatives to continue improving their writing.

The faculty for Developmental English 22 will continue using portfolios for programmatic assessment. They will also continue using portfolios to identify students needing additional support and work to provide more learning options for those students.

**Planning Agenda**

By spring 2007, the College plans to validate evaluations in departments that have common final exams.
II.A.2.h. The institution awards credit based on student achievement of the stated learning outcomes in its courses. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

For each course, competencies are integrated into the Course Outline as measurable learning objectives linked to the course content, assignments, and methods of instruction and evaluation (Reference 2A:39). In the Catalog, course descriptions list competencies that identify the skills, knowledge, and behaviors that students should be able to demonstrate upon successful completion of the course (Reference 2A:02, p. 43). Credit is awarded for successful achievement of the course competencies.

The College Catalog states that a credit (also called a semester hour or credit hour) “is awarded for satisfactory work accomplished during one hour per week of lectured instruction during a sixteen-week semester. For a combination lecture/lab class, a credit represents two hours of instruction a week” (Reference 2A:02, p. 28). This ratio of credit-to-contact-hour is the standard Carnegie unit.

The College also offers a college-credit equivalency program that awards credits based on an assessment of examinations, portfolios, and records of non-college courses and training as well as on College Board Advance Placement Exams and the College Level Examination Program. To apply for such credit, students need to present an official transcript of exam results and complete a Request for Transcript Evaluation (Reference 2A:02, p. 27).

Other means of meeting college credit through the equivalency program are credit by examination and the Life/Learning Experience Assessment Program, for which students must submit a portfolio demonstrating that they have achieved knowledge and skills that may qualify for college credit (Reference 2A:02, pp. 27-28).

Credit policies conform to the generally accepted norms. According to University of Hawai‘i Executive Memo E5.209, updated in June 1998, “University of Hawai‘i System and campus policies and practices for the transfer of students and credits will conform to accreditation requirements of the Western Association of Schools and Colleges and, insofar as possible, will be consistent with the Joint Statement on Transfer and Award of Academic Credit adopted by the Council on Postsecondary Accreditation, the American Association of Collegiate Registrars...
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

and Admissions Officers, and the American Council on Education” (Reference 2A:47, pp. 2-3).

**Self Evaluation**

The College meets the Standard insofar as it awards credit based on student achievement of the stated competencies of a course. Moreover, all the 100-level and 200-level courses of the College transfer to baccalaureate institutions in the University of Hawai‘i System. Currently, the faculty relies on the students’ level of achievement of the competencies when determining course grades. However, this measure is reliable only insofar as the measures used to determine the course grades align with the course-specific competencies.

Discussions of student learning outcomes and their assessment make it clear that the faculty at the College will need to re-examine their policies on grading and look more closely at how best to award grades based on the assessment of the intended learning outcomes for the course.

The College campus-wide Learning Outcomes Assessment Committee promotes and sustains an ongoing campus-wide discussion of student learning outcomes. The committee does this through subcommittees that define student learning outcomes, train faculty on ways to revise current course competencies when a course comes up for revision in the five-year cycle, and train faculty in the assessment of these student learning outcomes.

This process of developing student learning outcomes will include the training of members of the Faculty Senate Curriculum Committee who need to fully understand student learning outcomes. Also in need of training will be department chairs who guide the discussions within departments, and discipline coordinators who are responsible for leading the process as each course comes up for review.

**Planning Agenda**

None
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

**Descriptive Summary**

For all AA and AS degrees, students must complete all required courses applicable to the degree and earn a grade point ratio of 2.0 or higher. In this way, the institution can be assured that students have completed their courses at a satisfactory level. Likewise, for all Certificates of Achievement, students must earn a grade point ratio of 2.0 or higher for all courses required in the certificate.

Certificates of Completion require a grade of “C” or higher in all courses required for the certificate. The College also awards Academic Subject Certificates, for which students must earn a grade point ratio of 2.0 or higher in all courses required for the certificate (Reference 2A:02, pp. 289-394). Continuing education program certificates are awarded after students have acquired the requisite number of program-related “credits.”

These degree and certificate requirements are all in accordance with generally accepted norms or equivalencies in higher education. The underlying goal of the College is the achievement of students learning outcomes, as indicated in the Mission Statement (see Standard II.A.1.c).

**Self Evaluation**

The College meets the Standard in that it bases its awarding of degrees and certificates on student accomplishment of student learning outcomes described in the college Catalog (see Standard II.A.1.c; Reference 2A:02).

**Planning Agenda**

The College will continue to focus its courses and programs around student learning outcomes. By fall 2006, the Learning Outcomes Assessment Committee will have completed materials to support faculty development in student learning outcomes and assessment of student learning outcomes.

The Committee will also have developed workshops for faculty and curriculum committee members, and will continue the process of training faculty in these measures. In addition, the Committee will also have an interactive website to support faculty in writing and assessing learning outcomes.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

**Descriptive Summary**

“Kapi’olani Community College believes that education is the key to personal growth, and it is dedicated to the notion that learning is a lifelong process. To encourage students to Kūlia i ka Nu‘u, strive for the highest, and develop the skills and attitudes they will need to become lifelong learners, the College relies on some of the latest technologies and instructional approaches to offer a wide range of innovative programs” (2005-2006 Catalog, p. 9).

The student learning outcomes for general education at the College are based on this philosophy.

**Associates in Arts**

As stated in Standard II.A.1.c, the Associate in Arts (AA) degree is a two-year liberal arts degree, consisting of at least 60 semester credits, which provide students with skills and competencies essential for successful completion of a baccalaureate degree. The requirements for the AA degree are 60 credits in courses numbered 100 or higher as listed in the Liberal Arts Program, a minimum grade point ratio of 2.0 or higher for all courses applicable toward the degree, and course selection as described under the Liberal Arts program (Reference 2A:02, p.34).

To fulfill the minimum outcomes of general education, or complete the AA degree requirements, a student at Kapi’olani Community College must fulfill the foundation and diversification focus requirements. The foundation requirements include three credits of written communication, three credits of symbolic reason-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

ing, and six credits from two of three groups for global and multicultural perspectives (Reference 2A:02, p. 38).

The following are the diversification requirements

- Six credits in Arts and Humanities, two courses from two of three groups, Arts, Humanities, and Literature and Language;
- Seven credits in Natural Sciences, three credits each in Biological Sciences and Physical Sciences, and one credit of lab;
- Six credits in the Social Sciences with two courses from two different disciplines;
- Completion of 101 and 102 or equivalent of Hawaiian or a second language, and
- Three credits of Oral Communication (Reference 2A:02, p. 38).

The focus requirements of the AA include two Writing Intensive courses, and one course in Hawaiian, Asian, and Pacific Issues. The requirements also include a minimum of 18 credits of electives in Liberal Arts courses numbered at or above the 100-level or non-Liberal Arts courses that meet major requirements. (For a sample of approved non-Liberal Arts courses that can be used as electives for the AA degree, see the College Catalog, p. 38—Reference 2A:02. For the AA degrees offered at Kapi‘olani Community College, see pp. 369-378 of the Catalog—Reference 2A:02).

**Associate in Science**

The Associate in Science (AS) degree is a two-year Technical Occupational Professional degree, consisting of at least 60 semester credits with a minimum of 15 credits in related general education courses. The degree provides students with skills and competencies for gainful employment and, in some cases, continuing education.

General education courses generally applicable to AS degrees are listed in the Catalog (Reference 2A:02). The minimum requirements for skills in communication and Math and logical thinking are listed in the individual program curricula, as are the courses required by major programs, and electives as needed to meet total credit-hour requirements (Reference 2A:02, p.39).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

As an example of an AS degree program, the following are general education requirements for an AS degree in Accounting:

- English 160;
- Business 100;
- An AS Arts and Humanities Elective (100 level or higher);
- An AS Natural Science Elective (100 level or higher); and
- An AS Social Sciences Elective (100 level or higher) (Reference 2A:02, p. 292).

The minimum General Education requirements for the AS degree and certificates are specific to the individual program curricula (Reference 2A:02, pp. 290-368 and pp. 379-392). (A complete list of all courses that fulfill the College AS degree requirements can be found on page 41 of the 2005-2006 Catalog.)

Associate in Technical Studies

The Associate in Technical Studies (ATS) degree is a two-year degree consisting of 60 semester credits. This degree also prepares students with skills and competencies for gainful employment. The ATS degree is customized for an individual student by integrating courses from two or more current approved programs. The degree is intended to target emerging career areas that cross traditional boundaries.

The ATS degree requires a minimum of 60 credits, a grade point ratio of 2.0 or higher, and the general education requirements of at least 9 credits with at least one course in each of these three areas: Social Sciences, Natural Sciences, and Arts and Humanities (Reference 2A:02, pp. 40).

Certificates

The College also offers Certificates of Achievement, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates. The general education requirements are specific to the certificate (Reference 2A:02, pp. 290-392).

General Education

The basic content and methodology of traditional areas of knowledge in general education are determined through the Curriculum Committee, a standing committee of the Faculty Senate. As discussed in Standard II.A.2, the College has an established procedure for the creation of courses and programs. Individual course
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

outlines ensure that general education courses include appropriate content and methodology. Campus policy is that course outlines are reviewed every five years. As discussed in Standard II.A.3.b, each course offered in the AA degree general education curriculum must address at least one of the academic skill standards or student learning outcomes.

**Self Evaluation**

The College meets the Standard. A student must have the minimum general education requirements to be awarded an AA, AS, or ATS degree. Therefore, successful completion of general education courses demonstrate that students have achieved the specified learning outcomes and can apply that knowledge to subsequent coursework. All the courses that are designated as meeting the diversification areas (humanities, natural sciences, social sciences) must meet hallmarks, which include the content and the methodology of the discipline (Reference 2A:02). The College has accepted the University of Hawai‘i at Mānoa hallmarks, which ensures transferability of courses.

Collection of data that indicate students’ ability to apply vocational and technical skills to employment or other endeavors is discussed in Standard II.A.5.

The review process of the Curriculum Committee ensures that general education courses include appropriate content and methodology. Course outlines must address at least one of the academic skill standards. However, student learning outcomes have not yet been developed for some of the sub-components of general education, global-multicultural perspectives, and diversification areas.

**Planning Agenda**

None

**II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Description**

As noted in Standard II.A.1.c, each academic course included in the general education curriculum required for the AA degree should address at least one of
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

the student learning outcomes or General Education Academic Skill Standards shown in Table 5 below.

### Table 5.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>General Education Academic Skill Standards</th>
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<tbody>
<tr>
<td>Associate in Arts Degree</td>
<td>• Critical thinking.</td>
</tr>
<tr>
<td></td>
<td>• Information retrieval and technology.</td>
</tr>
<tr>
<td></td>
<td>• Oral communication.</td>
</tr>
<tr>
<td></td>
<td>• Quantitative reasoning.</td>
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<tr>
<td></td>
<td>• Written communication.</td>
</tr>
<tr>
<td></td>
<td>• Understanding self and community.</td>
</tr>
</tbody>
</table>

These skill standards represent the minimum outcomes expected of students who have completed their general education experience at the College (Reference 2A:02, pp. 34-35). These minimum outcomes are not achieved in a single course or in the courses within a single department (Reference 2A:02, p. 371). The review process of the Curriculum Committee ensures that the expected skill levels are included in course outlines. To be considered a general education course, a course must demonstrate in the course outline that it meets at least one of the required skill standards.

Students who complete courses for the AS and ATS degrees will achieve student learning outcomes shown in Table 6 on the following page (Reference 2A:02, pp 39-40).

Along with the stated student learning outcomes, both the AS and ATS degrees include eight General Education competencies shown in Table 7 on the following page (Reference 2A:02, p. 39).

In addition, curricular education at Kapi‘olani CC is supplemented by the cross-curricular emphases, Writing across the Curriculum/Thinking and Reasoning, Information Technology, International Education, and Service-Learning, and the curricular Initiatives, First Year Experience, Learning Communities, Mālama Hawai‘i, and Teacher Preparation. The articulation agreements with the University of Hawai‘i at Mānoa, as mentioned in Standard II.A.3.a, ensure that the required skill levels meet collegiate standards (Reference 2A:045).
Table 6.
Student Learning Outcomes
Associate in Science Degree
Associate in Technical Studies Degree

1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.
2. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
3. Recognize effects of technology and science on the natural and human environments.
4. Understand contemporary issues and problems and respond to the impact of current conditions.
5. Demonstrate proficiency in conceptual, analytic, and critical modes of thinking.
6. Develop insights into human experience and apply them to personal, occupational, and social relationships.
8. Demonstrate competence in a selected program of study.

Table 7.
General Education Competencies
Associate in Science Degree
Associate in Technical Studies Degree

• Understanding of self.
• Understanding of one’s place in the world.
• Understanding and appreciation of diverse cultures.
• Understanding of communication in society.
• Understanding of science as a driving force.
• Understanding of the dynamics of change.
• Understanding of the aesthetics of human experience.
• Understanding of the need for lifelong learning.

Self Evaluation

The College meets the Standard. General Education Skills Standards, Student Learning Outcomes, and General Education Competencies for degrees the College offers clearly emphasize that learners will be trained in skills that include oral and written communication, information competency, computer literacy,
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

The general education curriculum has specific, comprehensive learning outcomes for the students. Successful completion of general education courses should demonstrate that students have achieved the specified knowledge and can apply that knowledge to subsequent coursework. Faculty members use a variety of assessment techniques and teaching strategies to measure students’ acquisition of knowledge, skills, and attitudes during the course. However, a consistent and continuous process of identifying and assessing student learning outcomes in courses and programs should be established.

Planning Agenda

As mentioned in the planning agenda of Standard II.A.2.e, by the end of spring 2006, the College will have developed a timeline for implementing e-portfolios for programs that wish to use this tool for assessment of program outcomes. Workshops will continue to be refined and conducted to assist faculty in identifying, articulating, and measuring learning outcomes in courses and programs.

The College plans to consolidate General Education outcomes for the College and the AA, ATS, and AS degrees, and to align the consolidated outcomes with the ACCJC General Education guidelines and the University of Hawai‘i at Mānoa General Education core requirements.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

As discussed in Standard II.A.2.e, the College has been recognized for its best practices in liberal education, for its quality programs in international education, and for its programs in Service-Learning and Community Engagement.

International Education

The College offers students the opportunity to study abroad in Chile, China, France, Japan, Korea, Mexico, and Spain. The College promotes international
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

understanding through support for intensive second-language training and international travel and study to China, Japan, and Korea.

The College will use data collected from international travel and study to China, Japan, and Korea to assess how the international learning experiences affect students’ skills, abilities, and attitudes. This assessment will help the College improve the College international educational offerings and experiences.

**Service-Learning**
The General Education Skill Standard, “Understanding Self and Community,” provides a college-wide framework for ethics and civic learning. Service-Learning is one way in which this skill standard can be achieved, through community service experiences that provide students with opportunities for academic learning, personal growth, and civic responsibility.

Evidence of whether students are achieving “Understanding Self and Community” is provided when students engage in Service-Learning projects. However, not all students participate in Service-Learning. Students’ willingness to assume civic responsibility roles after leaving the College would verify that students have developed these ethics. Evidence indicates that Service-Learning participants improved their perception of their ability to make a difference in the community (Reference 2A:36).

**Student Conduct**
All students are expected to behave according to the conduct codes of the College and the conduct codes of specific programs, as outlined in student handbooks. Disciplinary actions are taken when the codes are violated and violations may result in failure of courses or expulsion from the College. (See Standard II.7.b for additional discussion.)

**Self Evaluation**
The College partially meets the Standard. Opportunities for students to learn to be an ethical human being and effective citizen are provided through courses that have Service-Learning components and programs. Additionally, since students must fulfill the minimum general education course requirements to obtain an AA, AS, or ATS degree, an appreciation of ethical principles, respect for cultural diversity and historical and aesthetic sensitivity for some programs can be achieved through courses that address these academic skill standards.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

The College cross-curricular Emphases and Initiatives will develop new tactical plans in 2006-2007 that focus on how to better support these learning outcomes for all students.

The Arts and Sciences Tactical Plan for 2004-2007 includes the possible development of a service-learning General Education requirement.

Service-Learning will attempt to verify that students have developed a willingness to assume civic responsibility roles after leaving the College.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The course requirements, competencies, and individualized areas of study for degree programs are clearly outlined in the General Catalog. A degree is an academic credential awarded in accordance with University of Hawai‘i Board of Regents approval and consists of the components of General Education core requirements; college program requirements; major requirements and objectives, if any; and additional degree requirements (Reference 2A:02).

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

The interdisciplinary core for the AA degree program is identified by the diversification requirements, which are consistent with the diversification requirements at the University of Hawai‘i at Mānoa. These requirements are listed in the Catalog (Reference 2A:02, pp. 39 & 43).

The following are diversification areas:

- Arts and Humanities;
- Natural Sciences; and
- Social Sciences.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The Associate in Science degree is a dual-purpose program, preparing students for gainful employment or further education. The Associate in Technical Studies (ATS) degree is a customized program that uses course study from two or more degree programs and is intended to target emerging career areas that cross traditional boundaries. The AS and ATS degrees require at least five General Education courses in their curricula. In addition, some AS degree programs have other General Education courses as prerequisites for entry into the programs.

For the AS degrees, each program has a set of required courses that defines the area of focused study. These programs and required courses are listed in the Programs and Curricula section of the Catalog (Reference 2A:02, pp. 311-426).

**Self Evaluation**

The College meets the Standard. Programs and program requirements are clearly described in the College Catalog. The interdisciplinary core for the AA degree is consistent with the diversification requirements at the University of Hawai‘i at Mānoa.

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

**Planning Agenda**

None

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

Student preparedness for employment may be monitored and evaluated in several ways. These include performance in required and elective courses (all programs), employer surveys regarding requisite skills and knowledge, employer surveys regarding performance of students who have graduated and are working in the field, and pass/fail rates on national licensure/certification.
**Standard Two**

**STUDENT LEARNING PROGRAMS AND SERVICES**

The career programs survey employers regarding graduates of their programs. The results of the survey are reported in the annual program health indicator reports.

With the exception of Dental Assisting, which is not an accredited program, accrediting bodies of all Health Science programs require the programs to survey employers and program graduates regarding satisfaction with the program. With the exception of the Respiratory Therapy survey, which is accessed directly by employers or graduates from the Council of American Respiratory Care website, all surveys are sent to graduates and employers by the program directors.

Graduates of the following programs are required to take National Certification Examinations: Emergency Medical Technician, Medical Laboratory Technician, Mobile Intensive Care Technician, Radiologic Technology, Respiratory Care, Pharmacy Technician, Occupational Therapist Assistant, and Nursing (NA, PN, RN). Graduates of the following programs have the option to take National Certification exams: Medical Assisting, Physical Therapist Assistant, and Dental Assisting (Reference 2A:51, 2.A:52, and 2A:53).

Pass rates for exams for all credit health education programs, except for Emergency Medical Services and Dental Assisting, are published in annual Program Health Indicator Reports. Each year, a report lists the names of all persons in Hawai‘i who passed the National and State Certification Exams for Emergency Medical Technician Basic and Paramedic Mobile Intensive Care Technician. In the five-year period 2000 through 2004, all Kapi‘olani Community College graduates passed the Emergency Medical Technician Basic and Mobile Intensive Care Technician National and State Certification Exams (Reference 2A:54).


The continuing education Pharmacy Technician program reports that, for cohorts of summer and fall 2004 and spring and fall 2005, 100% of the graduates passed the Pharmacy Technician Certification Board Examination (2A:62).

**Self Evaluation**

Based on the results of employer and graduate surveys, and pass rates on national certification exams reported in the annual Program Health Indicator reports, the College meets this standard.
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College employs several methods to ensure that transfer courses are clearly identified, comparable, and appropriately articulated with other institutions. These methods include quality assurance of catalog entries, the process of curriculum development and review, the process of articulation development and review, and direct communication with students and faculty about course syllabi.

Quality Assurance of Catalog Entries

The College requires that all courses state intended learning outcomes. All degree and certificate programs must also state intended student learning outcomes. All of these course and program outcomes are printed in the Catalog. Catalog entries are scrutinized for accuracy. When errors appear in the Catalog, updated information is posted on the College website, in the online Catalog (Reference 2A:02).

Printed guidelines provided to (mainly new) faculty state what essential information must be included in a syllabus (e.g., information about the instructor, the course, and course policies; Reference 2A:66, Classroom Concerns, Course Outlines and Syllabi).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

To ensure that these guidelines are followed and that the information is consistent with that in the Catalog, department chairs and discipline coordinators review faculty syllabi each semester. In addition, the College forms for peer evaluation and lecturer assessment contain specific areas to assess whether a colleague’s course syllabus clearly states objectives or expected outcomes; whether course content is appropriate to planned outcomes and competencies; and whether learning strategies and resources are appropriate to course content and planned outcomes. (Table 8 below shows the areas on the form that address course objectives and outcomes.)

<table>
<thead>
<tr>
<th>Course Syllabus</th>
<th>Course Content</th>
<th>Learning Strategies and Resources</th>
<th>Grading Procedures and Strategies</th>
<th>Self Evaluation and Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives or outcomes are clearly stated.</td>
<td>Logical organization and sequencing of course topics and appropriateness to planned outcomes and competencies.</td>
<td>Appropriateness to course content and planned outcomes.</td>
<td>Clarity, appropriateness, and provision for keeping students informed of their progress.</td>
<td>Use of feedback from students and peers to review course content, strategies and outcomes as appropriate.</td>
</tr>
</tbody>
</table>

Acceptance of Transfer Credits

Policies governing transfer of credits into the University of Hawai‘i System are found in the Student Transfer Handbook, originally published in 1989, and most recently revised in October 2001 (Reference 2A:61).

Transfer policies are provided in print and are online (Reference 2A:02, p. 27). Forms for requesting transfer evaluation are also available online (Reference 2A:62). In addition, students transferring from out of state can access an online, out-of-state, course articulation database. This database allows students to verify which of their previous college courses will transfer to the College (Reference 2A:76).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The policy regarding transfer of credits into the College is regularly evaluated by the College registrar and the University System’s Council of Chief Academic Officers. The form for requesting a Transcript Evaluation form was last updated on November 13, 2003.

In general, the College bases decisions to accept courses that apply to its degrees and certificates on the University of Hawai‘i articulation database (a database of courses that helps colleges determine equivalencies of courses from diverse institutions and with different course-names and numbers). Several staff members of the Kekaulike Information Service Center have been trained in transcript evaluation.

Using a compiled database of course descriptions and course transfer history, each transcript from outside the University of Hawai‘i System is analyzed to determine transferability to the College. If the College does not have an appropriate catalog on file, the student is asked to provide a course catalog, course syllabus or outline, or other documentation from the student’s previous college.

The course is screened for course content, course competencies, academic level, number of contact hours, and methods of evaluation. When appropriate, the Kekaulike Information Service Center consults the academic department granting the student’s degree to determine course transferability into the College.

Since 2000, the mix of students at the College has been marked by increases in the number of transfer and international students. During this same period, the College has increased its offerings of certificates and degrees, thus requiring an expansion of the transfer credit-course database. The increase in the number of international and transfer students has also increased the complexity of transcript evaluations, and the additional number of certificates and degrees has required more resources to complete the additional research in course articulation.

Policy Review
To maintain and update articulation agreements, the College Acting Vice Chancellor for Academic Affairs meets monthly with the University of Hawai‘i System’s Council of Chief Academic Officers—the body tasked with overseeing academic affairs and articulation.

Self Evaluation
The College partially meets the Standard and is making progress toward meeting the Standard completely. Intended student learning outcomes in past catalogs, as
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

well as in course syllabi, have been described as course competencies. As the College has moved toward clearly defining student learning outcomes, a great deal of dialogue about the actual differences between a student learning outcome and a course competency has occurred.

As indicated in the planning agenda below and in Standard II.A.f, substantial effort is being invested to determine exactly how student learning outcomes are defined and will be defined and how they will be integrated into course content, the syllabus, and programs across the campus.

Further, the College should closely monitor changes in enrollment of international and transfer students, as well as the number of new degrees and certificates offered, and increase transcript evaluation services accordingly to ensure that timely evaluations are completed.

**Planning Agenda**

To further expedite the transcript evaluation process, the University of Hawai‘i System’s Institutional Research Office is working with the College and other system colleges to create an inter-college articulation database (Reference 2A:77).

II.A.6.b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

**Descriptive Summary**

Requirements for degrees and certificates are listed in the Kapi‘olani Community College General Catalog (Reference 2A:02, pp. 34-41). The requirements are also available from counselors, on advising sheets, and at advising sessions for groups and individuals.

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

**STUDENT LEARNING PROGRAMS AND SERVICES**

According to the Acting Vice Chancellor for Academic Affairs, elimination of a College program has not occurred since the Office Administration Technology Program was eliminated in academic year 1995-1996. However, two programs have been stopped or offered in alternative modes or time frames.

The College has a process for helping students who are enrolled in academic programs that have been changed or eliminated. Based on Board of Regents policy, students earning a degree or certificate in a program that is eliminated are allowed to graduate in their intended program of study (Reference 2A:48, p. 5-2).

Students who attend Kapi‘olani Community College are bound to the program and degree requirements in effect upon their acceptance into the College, provided they continue without a break in enrollment. Whenever program requirements have significantly changed, students can choose to follow the original requirements at entry into the system or the new requirements (Reference 2A:02, p.35).

According to the Acting Vice Chancellor for Academic Affairs, the College informs students of program changes through the following methods: Kapi‘o Newspress (the campus newspaper), the College website, direct contact with a counselor, the College Catalog, and information sessions.

Most programs on campus offers an information session highlighting the changes to the program requirements. Students can attend these sessions to learn more about how they will be affected by any changes. Information sessions related to academic advising are scheduled each semester.

**Self Evaluation**

The College meets the Standard by accommodating students so that they can complete their degree when program requirements are significantly changed or when programs are eliminated.

**Planning Agenda**

None
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Kapi‘olani Community College publishes a Catalog, Schedule of Classes, and brochures about the institution and its programs (Reference 2A:02 and 2A:17). The College also maintains a website http://www.kcc.hawaii.edu/. These publications and the website provide the main channels for the students and community to access information about the College.

**Catalog**

The College has specified a content structure for the Catalog that delineates sections in the Catalog to ensure the consistency of the information after each revision (Reference 2A:02). (The content structure is available at the Office of the Dean of Student Services. Some examples of these sections in the Catalog are: the mission statement, innovations and awards, admission registration and financial information, college policies and regulations, degree and certificate programs, name of faculty/staff, administrative staff, Board of Regents, advisory committees, and adjunct faculty.)

In 2005, responsibility for publication for the Catalog was moved from the Dean of Student Services to the Dean of Culinary, Hospitality, and College Advancement. The publications at Kapi‘olani are regularly updated and revised. The website version of the Catalog provides specific information about revision dates and most recent updates (Reference 2A:02).

**Schedule of Classes**

The Schedule of Classes is published twice a year. The spring issue covers the summer session and the fall semester. The fall issue covers the spring semester (Reference 2A:17). This expanded schedule provides information on academic calendars, course offerings and times, fees, policies, and student regulations. Updates and corrections are provided as needed throughout the year. A “Class Availability” website provides the most updated information about classes and their current enrollment (Reference 2A:69).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

**College Website**
The website includes the College Catalog, Schedule of Classes, information about programs, the campus, the faculty and staff resources, and student publications. Additionally, the website includes information about the library and a link to a user guide and online reference desk. The College general contact information is provided at the bottom of each webpage in the site.

An internal information system intended primarily for Kapiʻolani CC faculty and staff is provided at [http://quill.kcc.hawaii.edu/page/home.html](http://quill.kcc.hawaii.edu/page/home.html). This site, known as “Quill,” can also be linked directly from the homepage under the top menu bar “One-Stop.” New sections and information are added as necessary.

**Student Services**
The Office of Student Services uses a variety of means to provide students with information about the College. These include student orientation sessions, student publications, electronic publications, and information provided through faculty. A student survey in January 2005 conducted by the Dean of Student Services found that the students find college information mainly through the website and from instructors. Beginning in spring 2006, the College also adopted the policy of using students’ University of Hawaiʻi email addresses as the main channel for sending information to students (Reference 2A:71).

**Plans**
The College Academic Development Plan was last revised in 1997. As described in Standard I.B.2, after development of its 2003-2010 Strategic Plan, the College moved to a new model of planning, assessment, and improvement resulting in the three-year tactical plans beginning in 2003. All Academic Programs and (beginning in spring 2006) Administrative and Educational Support Units began to develop these plans (Reference 2A:46).

**Faculty Handbook**
The Faculty Handbook was most recently revised in summer 2005 by the Faculty Development Leaders and the Center for Excellence in Learning, Teaching, and Technology. The handbook will be evaluated and updated each fall (Reference 2A:64). The online version has been available since January 2006, and can also be accessed through Quill by clicking on “The 411” (Reference 2A:70).

Utilizing the newly developed tactical plans (Reference 2A:46), and with the involvement of the Learning Outcomes Assessment Committee, the College regularly plans, assesses, and improves its services to students and its community.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

at all levels. Through its publications, the College regularly updates and reviews the institutional policies and procedures to ensure integrity in all representations about its mission, programs, and services.

Self Evaluation

The College meets the Standard, providing current, relevant, and accurate information to its constituencies, prospective and current students, and the general community through the Catalog, Schedule of Classes, Faculty Handbook, and the extensive websites.

Planning Agenda

None

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing-board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The College policy on academic freedom demonstrates institutional commitment to the pursuit and dissemination of knowledge; the College is pro-active in supporting academic freedom. This policy is published in the 2003-2009 Agreement between the University of Hawai‘i Professional Assembly (the faculty union) and the Board of Regents of the University of Hawai‘i.

The agreement is distributed to all faculty members and available online (Reference 2A:65, Academic Freedom, Article IX, pp. 16-17). Information regarding these policies is also published online in the Faculty Handbook under Academic Freedom and Responsibility (Reference 2A:66). The faculty handbook is discussed with new faculty in an orientation session.

If anyone perceives a threat to academic freedom, a Faculty Advisory Committee on Academic Freedom is convened by the appropriate administrative office. If the
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

individual(s) is (are) not satisfied with the results of that hearing, the individual may file a grievance according to the procedures set out in the 2003-2009 Agreement (Reference 2A:67, Grievance Procedure, Article XXIV, pp. 43-46).

In the exercise of academic freedom, faculty members are held to the professional responsibilities set forth in Article IV, Faculty Workload and Professional Responsibilities, of the 2003-2009 Contract (Reference 2A:67, pp. 3-4) and the University of Hawai‘i Community College Statement of Professional Ethics (Reference 2A:66). Faculty responsibilities include distinguishing between personal conviction and professionally accepted views in a discipline, and presenting data and information fairly and objectively. A student can file a complaint according to the terms of the Academic Grievance Policy (Reference 2A:67) and at the Student Services Office, 'Ilima 205.

The College uses mechanisms that provide the opportunity to determine how effective faculty are in distinguishing in the classroom between personal conviction and professionally accepted views, and whether faculty engage in dialogue to deepen their understanding of this expectation. These mechanisms include contract-renewal documents, anonymous student feedback surveys of faculty (collected by the faculty at the end of each semester), and peer evaluations by faculty.

**Self Evaluation**

The College meets the Standard. The College has established and published governing policies on academic freedom and responsibility and grievance procedures. Policies are reviewed and revised as necessary with each new faculty collective bargaining agreement.

**Planning Agenda**

None

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

**Descriptive Summary**

The Student Conduct Code explains the College academic honesty policy and how it is enforced. The Student Conduct Code is published each semester in the Schedule of Classes, which is distributed to students free of charge, and the College Catalog in the section on Student Regulations (Reference 2A:02, pp. 30-31).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

A copy of the Student Conduct Code may also be obtained from the Office of the Dean of Student Services, ‘Ilima 205. Many instructors refer to the Student Conduct Code in their syllabi.

The Student Conduct Code was last updated in May 2004. Generally, the Code is reviewed by the university administration and is aligned with other student conduct codes within the University of Hawai‘i System.

The Student Conduct Code addresses a variety of topics, including academic dishonesty, cheating, and plagiarism. Disciplinary action is exercised through the Student Conduct Committee and is subject to collective bargaining agreements. Disciplinary actions that the College may impose include a formal warning, probation, suspension, and dismissal.

Self Evaluation

The College meets the Standard. The Student Conduct Code adequately communicates expectations concerning student academic honesty and the consequences for dishonesty. Though the Student Conduct Code was last revised in May 2004 and is updated as necessary, no formal process for revision exists. The College should establish formal review procedures so that the Student Conduct Code is reviewed and updated regularly.

Planning Agenda

None

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog or appropriate faculty or student handbooks.

Descriptive Summary

The College does require students to conform to a specific code of conduct. Additionally, programs such as Legal Assisting, Health Education, and Culinary Arts have their own student handbooks that outline specific behaviors required of their students. The College subscribes to policies of nondiscrimination and freedom from sexual harassment and expects staff, faculty, administrators, and students to adhere to these policies. These are published in the Catalog, in the
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Schedule of Classes (Reference 2A:17), and in the online Catalog (Reference 2A:02, pp. 2, 31).

The mission and educational philosophy of the College are based on its role as a community college serving the community of Hawai‘i. The College has adopted visions and values statements in the tradition of the College namesake, Queen Kapi‘olani and her motto, “Kūlia i ka Nu‘u,” to strive for the highest. All of these policies are published in the print Catalog (Reference 2A:02, p. 2), the Appendix in the Schedule of Classes (Reference 2A:17), and in the online Catalog (Reference 2A:02, pp 8-9).

The College does not seek to instill specific beliefs or world views.

**Self Evaluation**

The College meets the Standard. The College informs the public through several channels of its policies of nondiscrimination and freedom from sexual harassment. The College also publicizes its mission, educational philosophy, and values.

**Planning Agenda**

None

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Descriptive Summary**

At this time the College does not offer curricula in foreign countries. Faculty from Emergency Medical Services, Culinary Arts, Hospitality, and English for Speakers of Other Languages have offered short term, customized training overseas, but there is no coordinated series of credit offerings that lead to a degree or certificate.

**Self Evaluation**

Not applicable.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

Not applicable.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2A


2A:11 LERN recommendations.


Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**


2A:22 April 18, 2005, memo from Curriculum Committee to Faculty Senate, May 3, 2005, endorsement from Faculty and September 22, 2005, response from the Chancellor.


2A:25 Continuing education student feedback surveys.


2A:31 Summer Bridge Syllabus.

2A:32 Syllabi for Learning Skills Courses.

2A:33 Syllabus for Interdisciplinary Studies 103, “Introduction to College.”


Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**


2A:39 Course Outline Form and Guidelines, [http://www2.hawaii.edu/~currcomm](http://www2.hawaii.edu/~currcomm).


2A:49 Director of Dental Assisting Program, (email communication from the Director).


2A:52 EMS yearly comparison of pass rates of Registry Exams, (housed in the office Chair of Emergency Medical Services).


2A:54 Employer Surveys for Physical Therapist Assistants, (located in Program Director’s office).

2A:55 Employer Surveys for Dental Assistants, (located in Program Director’s office).

2A:56 Employer Surveys for Culinary Arts, (located in Program Director’s office).

2A:57 Employer Surveys for Employer Surveys for Medical Laboratory Technicians, (located in Program Director’s office).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

2A:58 Employer Surveys for Respiratory Care Therapists, (located in Program Director’s office).

2A:59 Employer Surveys for Occupational Therapist Assistants, (located in Program Director’s office).

2A:60 Pharmacy Technician Program Coordinator.


2A:63 Occupational Therapist Assistant Program Director, (email communication from Chair of Health Sciences Department).

2A:64 Faculty Handbook, [http://www2.hawaii.edu/~celtt/Faculty_Handbook](http://www2.hawaii.edu/~celtt/Faculty_Handbook).


2A:66 University of Hawai‘i Community Colleges Statement of Professional Ethics, [http://www2.hawaii.edu/~celtt/Faculty_Handbook/overview/ethics.html](http://www2.hawaii.edu/~celtt/Faculty_Handbook/overview/ethics.html).


Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**


Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Kapi’olani CC is dedicated to helping its diverse students attain their highest educational potential and to providing them with a firm foundation for lifelong learning. The College is committed to offering a diverse program of student services to support and promote attainment of student educational goals. Major components of this network are available to students from the beginning to the end of their tenure at the College.

Kekaulike Information and Service Center

As with any community college, some student services provide direct support to student learning while others provide support indirectly. The Kekaulike Information and Service Center is in the latter group: a one-stop physical location that supports student learning by continuing to make improvements to the admissions and registration processes.

The Kekaulike Center is staffed by 22 full-time staff members and provides services for students in the following areas: admissions, registration, graduation, transcripts, financial aid, and records. The Center is divided into four main areas: Admissions, Registration, Financial Aid, and Records. However, the Kekaulike staff members are cross-trained to deliver multiple services and do not specialize in only one area.
Maida Kamber Center for Career and Transfer Services
The Maida Kamber Center for Career and Transfer Services provides a comprehensive array of services, which include career assessment, career counseling, career exploration and planning, and academic and transfer advising. The Center also assists students in transferring to four-year colleges by providing updated program information from all the University of Hawai‘i System campuses and also from private universities and colleges. The Center organizes and implements career and transfer workshops each semester and coordinates a yearly transfer fair that attracts representatives from 35 to 40 colleges.

From fall 2002 to spring 2005, the staff of the Maida Kamber Center saw approximately 4000 students in individual appointments and walk-in advising. These students filled out evaluations of these services; 94 % of the students indicated that the counselor understood their needs and provided useful information. 89 % of the students also indicated that Focus II, a career planning assessment instrument, helped them to clarify their interests and goals (Reference 2B:01).

Job Placement Services
The College also provides job placement services through its Job Placement Office. This office has one counselor who serves as a point of contact for business and industry representatives who have vacancies and are looking for qualified students to fill positions. The Job Placement counselor coordinates closely with the College vocational programs and other counselors to provide job skill seminars and to identify internship and employment opportunities for students.

Services for Students with Disabilities—Special Student Services Office
As discussed in II.A.2.d, the College provides services to help students with disabilities achieve equal access to instruction and other campus activities. The Special Student Services Office has two counselors who coordinate classroom accommodations, provide counseling services, and support faculty and staff in ensuring access for students with documented disabilities.

The College also provides crisis counseling for students when necessary. This service is contracted out and performed by a professional who specializes in crisis situations.

TRIO-Student Support Services Project
The TRIO Support Services Project has three counselors available exclusively for students who are the first generation in their family to attend college, students who are economically disadvantaged, and students who are minority students.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The counselors offer academic advising, personal and career counseling, and financial aid information. The TRIO project also helps faculty better understand the needs of students who are the first generation in their family to attend college, or come from economically disadvantaged families or who are minority students.

**Services for Deaf and Hard-of-Hearing Students**

The College is also the site of the Kapi’olani Deaf Center. This Center encompasses the following programs and services: the Gallaudet University Regional Center, Intensive Preparatory English and Math Programs for deaf and hard-of-hearing students, academic counseling services from a counselor who is fluent in American Sign Language, and the Educational Interpreters and Assistants Project.

The Deaf Center provides support services that include American Sign Language interpreters, computer assisted note-takers, student note-takers, and tutors fluent in American Sign Language. The Center also has nine part-time freelance interpreters working on campus. The Deaf Center houses the Gallaudet University Regional Center Lending Library with books, videos, and DVDs on a variety of topics related to deafness.

**First Year Experience Services**

The College, through First Year Experience, provides students with learning tools, training, and support necessary for the journey toward academic and personal success. Upon completing the first year, students have the direction and the skills necessary to move forward on their learning and personal paths. To achieve these goals, activities in First Year Experience include Bridge programs for transition into Kapi’olani CC, new student orientation, and Access to College Excellence.

**Bridge.** The Bridge project at the College is for Native Hawaiian and pathway students. Although it is a Title III program, it falls within the purview of First Year Experience and the Student Services Unit. The College has five Bridge programs that help students to transition from 1) high school to college, 2) first-year to second-year in the liberal arts, 3) first-year to second-year in career programs, 4) second-year to degree or certificate, and 5) transfer to a four-year institution or into a career. The Bridge programs are funded through a Title III grant.

Since the Bridge project began in fall 2005, only the first Bridge has been implemented. The College had a cohort of thirty students participating: 17 entered in fall 2005 and 13 entered in spring 2006 (Reference 2B:02). The second Bridge
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

experience will begin in fall 2006 and will run concurrently with the first Bridge, which itself will have a new cohort of students participating in fall 2006.

*Orientation.* In addition to Bridge, First Year Experience also includes orientation. Students who are new to the campus attend an orientation session where they meet with counselors, faculty advisors and student mentors who introduce them to the College, talk with them about what it means to be a college student, and provide specific information concerning registration procedures and course selection. In a survey administered in spring 2005, 39.5% of students indicated they attended an orientation session, and 34.8% of those thought it was helpful in identifying academic goals (Reference 2B:03).

To address these low numbers, the College is piloting a mandatory orientation program for all incoming public and private high school graduates from the class of 2006 who were enrolling in the fall 2006 semester. A First Year Experience sub-committee developed a “concept and design” paper that detailed the goals and student learning outcomes for the orientation (Reference 2B:04).

*Access to College Excellence.* First Year Experience also includes College Skills classes and Access to College Excellence (ACE). In Access to College Excellence, clusters of 10 students take two or three classes together during their first or second semester and meet once a week for a special seminar related to college success. One faculty member receives reassigned time to coordinate and provide leadership in this initiative.

*International Student Services*  
The Honda International Center provides assistance and support for international students, promotes study abroad programs for all students, and implements campus intercultural activities. The Honda International Center is also a resource center for the University of Hawai‘i Community College System. The Center provides a broad range of programs and services for the System (Reference 2B:05).

*Services for Native Hawaiian Students*  
*Kūlia Ma Kapiʻolani,* the Native Hawaiian Project, is federally funded through the Native Hawaiian Career and Technical Education Program of ALU LIKÉ Inc. Staffed by two counselors, the goal of the project is to increase retention and placement of Native Hawaiian students in career and technical education in the community colleges. The services of *Kūlia Ma Kapiʻolani* include personal and career counseling, financial aid information and support.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Single Parents and Displaced Homemakers Services*
The Single Parents and Displaced Homemakers Services helps eligible single parents and displaced homemakers gain marketable skills through vocational education. A full-time counselor provides services, which include academic, career, and personal counseling; referral networks; career and life planning seminars; financial aid; child care information; workshops, and club activities.

*Office of Student Activities*
The Office of Student Activities provides many activities and services to students, including help in buying passes for “The Bus” (Honolulu’s mass transit system), musical performances, ice cream socials, information about health insurance and off campus housing, and discount movie tickets. This Office also coordinates “Study with Your Buddy” prior to final exams. During final exam week the College cafeteria remains open at night so that students can work together to prepare for final exams. Some faculty members also attend to answer questions and assist students. The Office of Student Activities has a full time coordinator.

*Assessment Activities*
Kapi‘olani CC assures the quality of its support services by surveying current students to evaluate campus activities, including student support services. A Kekaulike Student Satisfaction survey was administered in fall 2004 and will be administered again in fall 2006 (Reference 2B:06). This survey provides feedback from students about the effectiveness of the Kekaulike Information and Service Center, which handles matriculation including admissions, registration and financial aid.

In fall 2004, 70–84% of students indicated that the Kekaulike Center staff was knowledgeable, helpful, and polite, and 60 % found them to be efficient and service-oriented. Additionally, 60% of the students indicated that extra staff was needed at the Kekaulike Center during peak times and 58% wanted more forms available online (Reference 2B:07).

A Student Services Survey was also administered in fall 2004 and will be administered again in fall 2006. The results from both the Kekaulike Student Satisfaction survey and the Student Services Survey are being used to inform tactical plans for the Student Services Unit and Kekaulike Information Service Center (Reference 2B:08).

Support units, including student services, collect data through surveys and other means. Student Services uses two surveys—the Kekaulike Center Student Satis-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

faction Survey and the Student Services Survey. The Student Services survey was intentionally narrow in its scope; only the Career and Transfer Services are mentioned on the survey. Due to technical problems, other service areas such as Single Parents and Displaced Homemakers Services were not included on the fall 2004 survey but will be incorporated into the fall 2006 survey. The fall 2006 survey results will help the other service areas measure the quality of their services and their impact on student learning.

The Student Services Unit will undergo a program review every three years. The first student services program review was completed in June 2006. Program review is an evaluation and improvement exercise that examines several aspects of each student services program to identify new, changing, and ongoing needs to assure that services effectively meet these needs. The program review specifically analyzes the quality of matriculation services, retention services, transition services and the quality of resources (Reference 2B:09).

Certain support programs also undergo state and federal review, audits, and require regulatory and statistical reporting of outcomes. In addition, the Kekaulike Information and Service Center (which houses the Financial Aid Office) and the College federal programs, are audited yearly by external auditors to ensure compliance with guidelines for federal programs.

**Self Evaluation**

Overall, the College meets the Standard. In several ways the College ensures the quality of student support services and demonstrates that these services support student learning and enhance achievement of the Mission of the College. All Academic Programs and Administrative and Educational Support Units are beginning to use data and utilize student feedback to inform the development of tactical plans.

**Planning Agenda**

None
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

**II.B.2.** The institution provides a catalog for its constituencies with precise, accurate, and current information concerning General Information, Requirements, Major Policies Affecting Students, and Locations or publications where other policies may be found.

**II.B.2.a. General Information**

**Descriptive Summary**

The Kapiʻolani Community College Catalog contains the required general information components. Included as part of this section are the College official name, address, telephone number, and website address; educational mission; course, program and degree offerings; academic calendar and program length; statement on academic freedom; student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members (Reference 2B:10).

**Self Evaluation**

The College meets the Standard. The Catalog contains precise, accurate, and current information.

**Planning Agenda**

None

**II.B.2.b. Requirements**

**Descriptive Summary**

Clearly presented in the College Catalog is information on admissions, student fees and other financial obligations, degrees and certificates, and policies concerning graduation and transfer. Course requirements are listed under each specific program for degrees and certificates. More specific details are included in the Schedule of Classes, which is published twice each year. Information contained in the Catalog is reviewed annually (Reference 2B:11).

**Self Evaluation**

The College meets the Standard.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda
None

II.B.2.c. Major Policies Affecting Students

Descriptive Summary
The Catalog provides a clear and concise section on “College Policies and Regulations.” Academic regulations including academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, and the sexual harassment policy are found in this section. Information on refund of fees is included in the Financial Information section (Reference 2B:12).

Self Evaluation
The College meets the Standard.

Planning Agenda
None

II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary
In addition to the College Catalog, the College publishes a Schedule of Classes, which delineates specific course information relevant to a specific semester. The Schedule also includes information about the Student Conduct Code, the Policy on Sexual Harassment, and the Policy on Sexual Assault. The Schedule also states where students can receive printed copies of institutional policies. College policies, including nondiscrimination and affirmative action, are located on the College website as well (Reference 2B:13).

Self Evaluation
The College meets the Standard.

Planning Agenda
None
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College participates in surveys and studies in an ongoing effort to continue to understand its student population. The Office of Planning and Institutional Research collects information on demographics, achievement, attitudes, and opinions. The data reveal areas where support is needed to give students a better chance at success.

The College monitors enrollment patterns at the institutional and department levels. The Dean of Student Services tracks enrollment activity using information collected in previous years. Departments monitor increases and declines in enrollment through program reviews. The College also monitors the number of applications, transcripts, and financial aid applications received and processed to identify any major changes in student demand for these services.

The Office of Planning and Institutional Research tracks data on retention, persistence, and success. The Office sends these data to individual programs to facilitate decisions about approaches to providing learning support. This Office also tracks the progress of students in basic skills courses (English and Math courses not applicable to a degree or certificate).

Achievement data collected by the Office of Planning and Institutional Research show student success in meeting objectives. In fall 2001, overall retention rates (students who do not drop or withdraw before the end of the semester) were 88.8%, and as of fall 2003 persistence rates (continued enrollment) were 73.3% (Reference 2B:14). Other achievement data show that, after three years of full-time study, about 70% of students graduate, transfer to other postsecondary schools, or continue at Kapiʻolani Community College (Reference 2B:15).

The Holomua (Developmental) Department, which houses the basic skills courses, is especially interested in achievement data to help the faculty ensure that students coming out of developmental courses successfully complete the next level of courses. Data from 2004 show that 69.6% of students completing the final basic skills course in English went on to successfully complete the next-level English course. This percentage compared favorably with the 70.5% completion rate of non-developmental students who enrolled in that English course without having taken a basic skills course (Reference 2B:16).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Identifying Student Needs*

The Office of Planning and Institutional Research, the Planning and Grants Development Office, and the deans of the College work collaboratively to collect and analyze data on the needs of the College student population and the needs of the community. These data are used to inform College grant proposals, including Title III, National Science Foundation—Tribal Colleges and University Programs grant, the Carl D. Perkins Vocational and Technical Education grant, and other campus programs.

In the case of the National Science Foundation—Tribal Colleges and University Programs grant, the College received a one-year assessing and planning grant that enabled a faculty planning and leadership team to identify the needs of Native Hawaiian students in math and science.

The process of program reviews, which has been required of all Academic Programs and, beginning spring 2006, was required of all Administrative and Educational Support Units, includes survey results to evaluate and measure student satisfaction with programs and the campus environment. The program review helps the Support Units set goals that will enable them to deliver better services to students.

Program goals that arise from the program review process will be stated in tactical plans, required of all Academic Programs and Administrative and Educational Support Units. The tactical plans also provide a mechanism for ongoing analyses and improvement. Both the Program Reviews and the tactical plans encourage a systematic approach to identifying student needs and allocating resources to address them.

*Self Evaluation*

The College meets the Standard. Academic Programs and Administrative and Educational Support Units are engaging in tactical planning and program reviews, which helps identify gaps and concerns in support for student needs. Based on these activities, the Academic Programs and Administrative and Educational Support Units are able to implement or revise procedures that help the students. The College is emphasizing tactical planning as a means to identify student needs and create and adapt new approaches based on best practices. The College Office of Planning and Grants Development will eventually align its work with the identified needs stated in the tactical plans.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

None

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location of the services or method of delivery.

Descriptive Summary

Kapi‘olani Community College provides a wide array of support services and programs for its students and the diverse community that surrounds it. Generalized services including the Kekaulike Information and Service Center and counseling, benefit all students. Specialized support services, including the Bridge programs and Disability Services described earlier in Standard II.B.1., benefit specific student populations in need of unique services. The College also has developed other methods for serving students, as discussed below.

Liaisons with High Schools

Students have their initial contact with the College through outreach efforts coordinated by the College Advancement Unit and Student Support Services. These services include faculty and counselor liaisons that work with high school students and high school counselors and other community members interested in Kapi‘olani Community College.

Through these efforts, many faculty and counselors have developed a relationship with the high school counselors, who work to ensure that information about the College programs and upcoming opportunities is communicated to potential new students. The Bridge, the National Science Foundation—Tribal Colleges and University Programs, and Gear-Up projects have coordinators who work with students while they are still in high school so that students who may benefit from these projects are identified.

The College also has a unique partnership with the Department of Education. In this partnership, public high school juniors and seniors attend classes at the College while earning both high school and college credits. Called “Running Start,” the partnership allows students who participate to earn college credits, which are transferable to any University of Hawaiʻi degree-granting institution.
Ambassadors Campus Tours
In addition to the liaison outreach efforts, the College provides general and personal tours of the campus and academic programs. These tours are adapted to meet the needs of the visitors who include prospective students as well as groups of elementary school students. The College has 15 trained tour guides and 35 support personnel who sustain this program.

New Student Orientation
Other efforts include a comprehensive college website, new student orientation sessions, and program information sessions. The goals of the orientation and program information sessions are to inform students about the demands of college life, interpret placement test results and requisites, explain general preparation for certificates, graduation, and transfer, and advise students on other significant aspects of college culture and available support services. Additionally, the College is working on making the orientation accessible to a larger audience through online video, podcast, and an online text version (Reference 2B:17).

Internet Resources
The College maintains a comprehensive webpage at http://www.kcc.hawaii.edu where potential and current students can find information about the support services that the College provides as well as information about academic programs. Links on the website lead students to forms such as application for admission, application for financial aid, change of address, and grade requests.

The College is also working on an online advising system. Additionally, policies and procedures are being drafted for advising through email (Reference 2B:18). Finally, the College uses an online employment database that allows campus employers and students to engage in the process of University of Hawai‘i student employment with relative ease.

Kekaulike Information and Service Center
As stated earlier, the Kekaulike Information and Service Center provides student access through its centralization of services, enabling students to receive immediate, coordinated services in a student-friendly and efficient manner. The staff of the Kekaulike Information Service Center, along with the College counselors and high school liaisons, provides workshops and staff tables during orientation sessions to provide information about applying for admission and for financial aid.

The staff of the Kekaulike Center helps students accurately apply for Federal Student Aid. Moreover, the Kekualike Center began sending institution-to-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

student mass emails in spring 2005. These emails contained information about important dates, deadlines, and activities.

**Outreach to Students with Disabilities**
Counselors for Disability Services also provide information to potential and current students to identify those who are eligible for its programs. Upon confirmation of eligibility, students meet with appropriate staff to discuss support needs, which might include counseling, tutoring, interpreters, note takers, use of adaptive equipment, extended time for test taking, and other available services.

**Bridge Project**
As described earlier in Standard II.B.1., through the College Title III grant, a Bridge project has been developed to help Native Hawaiian students at various stages of their college career. The first Bridge experience helps students to transition from high school to college. As part of the first Bridge project, students benefit from intervention strategies and support services to help them through their first academic year.

Students in the Bridge project meet with other bridge students and faculty members before the semester starts in order to create a positive and nurturing learning environment. Incoming students are assigned a peer mentor, who helps students during their first year to make the transition to college.

**Mentoring**
Many of the Academic Programs at the College outline in their tactical plans strategies for assuring access to prospective students. For example, Culinary Arts established a mentorship program with local high schools to improve the flow of information to students interested in pursuing a degree or certificate in this area. Culinary Arts is also collaborating with the State Department of Education and with public and private high schools to sponsor a statewide student culinary expo.

These types of efforts raise awareness and help the College make contact with many people who are interested in continuing their education (Reference 2B:19).

**Self Evaluation**
The College meets the Standard for assuring equitable access to all students by providing appropriate, comprehensive, and reliable services through multiple approaches. The College is beginning to evaluate these services through tactical planning efforts and program reviews. The feedback from students and the community helps the College monitor the changing needs of prospective and current
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

students. The feedback also stimulates continuous dialogue among support services and academic programs regarding increased awareness and coordination of efforts.

The College recognizes the critical stages of growth of the students throughout their college career. The goal of the College is to ensure that all students have an opportunity to attend college, and, once they are admitted, that they complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the college support services staff and College faculty. The College strives to *mālama* (take care) and support students in meeting their educational needs.

**Planning Agenda**

None

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**Descriptive Summary**

The College values integrity, hard work, community, and personal growth, and as such, the College aims to pass these values on to its students by providing a learning environment that reflects these values and by offering students numerous opportunities to develop intellectually, aesthetically, and personally.

**Office of Student Activities**

As an example, the Office of Student Activities provides a wide range of opportunities through co-curricular educational, cultural, social, and recreational student activities and programs. The motto of the Office is “There is more to college than da books.” In exemplifying this motto, the Office celebrates and promotes its role on campus in helping students develop personal and civic responsibility through student clubs and student government activities.

The Office of Student Activities also hosts guest speakers that introduce students to career opportunities and social/cultural issues. The Office provides support for the Board of Student Activities, Student Clubs, the Board of Student Publications, and Student Congress.
STUDENT LEARNING PROGRAMS AND SERVICES

**Board of Student Activities.** The Board of Student Activities, under the Office of Student Activities, acts as support to student clubs that benefit Kapi‘olani CC students. Student organizations, including the American Sign Language Club, the Alma Latina Spanish Club, and the International Student Club, offer a glimpse of the diverse interests of the students who attend Kapi‘olani Community College. During the 2005-2006 academic year, the College had seven active student clubs.

At the start of each semester, a Club Day is held at the ‘Ohi‘a Café to promote each club and encourage students to join. Although these student clubs are a way for students to build skills in leadership and teamwork, only 14% of students in fall 2004 indicated that they were a member of a student club (Reference 2B:20). The 2004 survey also found that 50% of students indicated that they know about the clubs but did not participate.

The Board of Student Activities consists of six voting members of the student body, three voting members of the faculty or staff, and the coordinator/advisor of the Office of Student Activities. Members of the Board of Student Activities interview all qualified students, staff, and faculty who apply for positions on the Board of Student Activities. The Board submits a recommendation to the Dean of Student Services, who then makes the final decision.

**Board of Student Publications.** The Board of Student Publications publishes the *Kapi‘o Newspress* (the weekly student newspaper), *Diamond Journal* (an anthology of essays by students in writing classes), *Horizons* (a journal of Asian-Pacific writing and art), and *Spectrum* (a magazine featuring the best student writing and art). The Board of Student Publications also sponsors writing contests and readings to encourage student writers.

All students who serve on the Board of Student Publications are encouraged to publish. The faculty advisor for the Board indicated in an interview that these publications are read by many members of the community and provide a sense of civic responsibility through the development of articles that concern community issues. The student newspaper is a valued source of information for students. The fall 2004 student services survey found that 66% of students indicated that *Kapi‘o Newspress*, kept them well informed about current campus issues (Reference 2B:21).

**Student Congress.** The Student Congress represents the student body and, as such, is the official channel of communication between students and the administration. Officers in the Student Congress serve on various committees and have a
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

seat on the Faculty Senate. In addition, members of the Student Congress are selected to represent each registered student club, the Board of Student Activities, and the Board of Student Publications.

All students attending the College are eligible to vote for members of the Student Congress; however, only those with a 2.0 grade point ratio or higher are eligible to serve as officers. Those serving on the Student Congress participate in electing the Chair, Vice-chair, Treasurer, Public Relations Officer, and Secretary of the Student Congress.

Honors Program
As described in Standard II.A.1.a, the College also has an Honors society, Phi Theta Kappa, which recognizes and encourages excellence and scholarship among two-year college students. The Program provides many opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programs. As of spring 2006, Phi Theta Kappa had about 250 members (Reference 2B:22).

Service-Learning
The College also encourages civic responsibility and personal development through its Service-Learning Program. Many courses feature Service-Learning as part of the curriculum. Students have benefited from learning in environments that include local botanical gardens and outreach programs to senior citizens.

Service-Learning is a teaching and learning method that connects community service experiences with academic learning, personal growth, and civic responsibility. At the end of each semester, students write a capstone essay focusing on specific learning outcomes, including personal growth and individual responsibility to the community.

Other Activities in Community Service
Additionally, many of the College academic programs encourage their students to participate in community service. For instance, the first-year students of the Respiratory Care Program become “asthma educators” by taking a six-hour workshop called Open Airways. Then they talk with elementary school students about self-care; the talks include discussion of asthma. The second-year students in the Respiratory Care Program participate in a two-day event called “Asthma Camp.”

Other parts of the College also promote community service. For example, local chefs have called on the College Culinary Arts students to volunteer their services
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

in events benefiting Big Brother and Big Sisters, Muscular Dystrophy, Easter Seals, and other charitable organizations.

In addition, the Student Nursing Association has collected monies, toiletries, and scrubs for nurses working in relief shelters assisting victims of hurricane Katrina. The nursing students have also conducted outreach efforts to local retirement homes and senior citizen fairs. These service programs provide opportunities for student intellectual and personal growth.

Self Evaluation

The College meets the Standard for providing an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. From student clubs to Service-Learning, students have opportunities to add depth to their learning experience at Kapiʻolani Community College.

Planning Agenda

None

II.B.3.c. The institution designs, maintains, and evaluates programs for counseling and academic advising to support student development and success and prepares faculty and other personnel who are responsible for the advising function.

Descriptive Summary

Each of the twenty full-time Program-Specialist Counselors is assigned to one of nine instructional programs. Program-Specialist Counselors provide academic advising, personal and financial counseling, learning support, and career counseling. They collaborate with faculty and department chairs to plan, assess, and evaluate the department’s services and provide support services to help students reach their academic and career potentials.

Twelve Support-Specialist Counselors are assigned to the Student Services Unit. Support-Specialist Counselors are responsible for helping students based on the students’ unique needs and characteristics (e.g., Native Hawaiian, Single Parent and Displaced Homemakers, Students With Learning Disabilities) or for providing services for campus-wide activities (e.g., registration, First Year Experience, student activities, career and transfer assistance). They work with instructional
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

faculty, grant and program officers, and the Dean of Student Services to plan, assess, and evaluate counseling and academic advising services.

The College offers academic advising to students who want to transfer to four-year institutions. Pre-Transfer Advisors are trained faculty members who are well-versed in transfer advising and transitional counseling. The following programs have Pre-Transfer Advisors: Art, Business, Education, Engineering, Information and Computer Sciences, Psychology, Sciences, and Travel Industry Management.

During the spring 2004 semester, the “Counseling Competencies 1998” was replaced by the new “Core Principles of Academic Advising 2004.” These principles include advising hallmarks and a formal statement of academic advising for the campus (Reference 2B:23). The counselors also agreed on a list of student and counselor responsibilities. This list is published in the Schedule of Classes (Reference 2B:24).

An Academic Advising Council, consisting of one counselor from all the degree programs, was also created. The Academic Advising Council has several functions, including 1) reviewing annually all operations of advising and 2) writing student learning outcomes for advising.

In spring 2006, the Academic Advising Council adopted two learning outcomes, which were renamed as student development outcomes. The College must still integrate these student development outcomes with instructional/program learning outcomes in courses and programs, and faculty and counselors need to work collaboratively to assess these outcomes (Reference 2B:25).

Based upon individual programs, counselors utilize a variety of assessment strategies including anecdotal feedback, written and verbal feedback from students and faculty, student surveys, and longitudinal studies of first year students to help identify the support needs of their specific program and student population. All assessment activities are used to strengthen the counseling services.

Self Evaluation

The College meets the Standard in designing, maintaining, and evaluating programs for counseling and academic advising. The counselors support student development and success and train faculty and other personnel who are responsible for advising.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Planning Agenda

None

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary

Promoting student understanding and appreciation of diversity is an integral part of the identity of the College. The College Mission Statement emphasizes that the campus places the highest value on diversity: “Kapi’olani Community College is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum.” (Reference 2B:26). The College provides many activities that recognize and promote diversity.

**Activities that Promote Diversity**

Diversity is also one of the prime goals in the College strategic plan (Reference 2B:27). To meet the needs of its diverse student population, the College maintains campus-wide programs, practices, and services committed to fostering awareness and appreciation of diversity. These campus-wide Initiatives reflect and promote the richness of the multicultural student body and faculty, as well as the rich cultural diversity of Hawai‘i.

**Guest Speakers and Musical Performances.** Each semester the faculty and the Office of Student Activities invite guest speakers to share their expertise on a variety of topics, including cultural issues that promote internationalism and appreciation of diversity on campus (Reference 2B:28). Also, live musical performances are held in the ‘Ōhi’a cafeteria for students. These performances feature popular bands, comedians, and entertainers and represent the local and international cultures that Hawai‘i comprises (Reference 2B:29).

**Culinary Events.** The College also promotes college events that support and enhance student understanding and appreciation of diversity. For example, the College hosts *A Night in India*, a cultural dinner that includes special Indian cuisine prepared by a Culinary Chef and her Culinary Arts students, followed by fashion show featuring Indian saris. The year 2005 marked the seventh annual Night in India.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

*Disability Awareness Activities.* On Disabilities Awareness Day, the Hui Hoaloha Club, which is affiliated with the TRIO Student Support Services Project, hosts an event to educate Kapi‘olani CC students, faculty, and staff about types of disabilities. Activities are geared to bring greater understanding of the needs of persons with disabilities and how to meet those needs.

Also presented are Deaf Awareness Workshops for faculty. These workshops provide faculty with specific suggestions and techniques for working with deaf and hard-of-hearing students as well as with ASL interpreters. They also provide faculty with the skills necessary to build a successful learning environment for students with hearing disabilities.

*Annual International Events.* The College holds two annual events that have an international focus: the International Festival and International Education Week. The International Festival, held during four days in March, is one of the largest events on campus, and hosts many cultural activities including art exhibitions, films, dance, and panel discussions, and seminars (Reference 2B:30).

In November, International Education Week at the College provides an opportunity to highlight the benefits of international education and exchange; to express appreciation for students and scholars who study and teach at the College and in Hawai‘i; and to commend the people who build and strengthen bridges of international understanding by organizing and participating in exchange programs (Reference 2B:31).

*Diversity and Academic Degrees*

In addition to activities, workshops, and events that promote diversity, as part of the AA degree students must be able to “examine critically and appreciate the values and beliefs of their own culture and those of other cultures” and “use the study of a second language as a window to cultural understanding.” (Reference 2B:32).

To this end, students must complete courses focusing on: global and multicultural perspectives, Hawaiian or foreign language, and Hawaiian, Asian, or Pacific issues. Students can also receive Academic Subject Certificates in either Asian Studies or Hawaiian/Pacific Islands Studies (Reference 2B:33).

Additionally, Kapi‘olani CC is participating in the ACE/FIPSE International Learning Outcomes Assessment Project, a national, grant-funded project coordinated by the American Council of Education. Project participants are developing
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

instruments to measure a range of broadly defined “international,” “global,” and “multicultural” student learning outcomes. The primary goals of the project are to understand how, and under what circumstances, such learning outcomes occur, and to develop instruments that will reliably measure these kinds of learning (Reference 2B:34).

Self Evaluation

The College meets the Standard. It has designed and maintained appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda

None

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Descriptive Summary

The Office of Planning and Institutional Research evaluates the placement processes for consistency and effectiveness. All new students are required to take a placement test unless they are transferring acceptable prerequisite classes in English and Math. The placement test is used to determine the starting point for students at the College. The College uses the American College Testing COMPASS (Computerized Adaptive Placement Assessment and Support System) test to place students into English and Math classes.

Offered in a computerized format, the COMPASS test covers skills in three subject areas: Math, reading, and writing. Students, whose first language is not English, take the computerized COMPASS ESL test, which includes reading skills and grammar usage. Scores for COMPASS and COMPASS ESL are available a few minutes after the test is completed.

The University of Hawai‘i Community College System uses COMPASS because it has been effective in guarding against and minimizing cultural and linguistic biases. During development of the COMPASS test, items were reviewed both internally and externally “for fair portrayal and balanced representation of societal groups and for use of nonsexist language” (Reference 2B:35).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

To ensure consistency and effectiveness, the College has performed several studies since COMPASS was first fully installed in fall 1998. Checks on the distribution of placement recommendations are made annually to ensure that unusual shifts in population are not occurring.

Periodic reports are submitted to the University of Hawai‘i Community College system’s Academic Policy, Assessment and Planning office. These reports document the distribution of placement for recent high school graduates (Reference 2B:36).

The main tool used to monitor placement has been regression analysis, first conducted by the Office of Planning and Institutional Research in 1998-1999, then subsequently throughout the University of Hawai‘i Community College system by American College Testing in 2002-2003. These analyses produced measures of accuracy, success, and distribution that have been and are being used to validate or modify the criteria used for placement (Reference 2B:37).

To evaluate admissions into its selective-admission programs, the College uses the annual review of Program Health Indicators, generated by the Office of Planning and Institutional Research. This review reports on measures such as cohort and graduation rates, Graduate and Leaver Survey data, rates of certification and licensing, and satisfaction of students and employers (Reference: 2B:38).

**Self Evaluation**

The College meets the Standard by conducting regular evaluation of its admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Planning Agenda**

None
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Kekaulike Information and Service Center maintains student records that are permanent, accurate, and complete. All academic records are confidential and all are carefully secured against fire or theft. The records are retained according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (Reference 2B:39).

Employees at the Center receive training regarding the confidentiality of grades and handling of other private records. For all departments at the College, access to electronic student records and printed records is limited to the specific kind of access needed to perform an employee’s job.

All records are stored electronically. An electronic backup is located on a second server and two sets of CD ROMs. One clerk in the Kekaulike Information and Service Center has been allocated to convert paper files to electronic files. The clerk is converting all academic records and other required documents.

All academic paper records for active Kapi‘olani Community College students are kept in a locked file in the Kekaulike Information and Service Center. All inactive academic records are kept in locked storage rooms. Although all stored academic records are secure, the files are in different locations. The College will be consolidating the files in a new secure storage facility after other scheduled renovation projects are completed.

Policies and procedures regarding the release of student information are clearly stated in the College Catalog, the Schedule of Classes, and the College website. In all activities that involve private information, every effort is made to comply with the Family Educational Rights and Privacy Act of 1974 (Reference 2B:40).

Forms to request transcripts are available at the Kekaulike Information and Service Center and online. The Center does not release official information without a written signature authorizing release. Students may access unofficial transcripts online using their University of Hawai‘i user names and passwords. These unofficial transcripts may be used for advising purposes and for transfers within the University of Hawai‘i system.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

The College has further increased personal security for students by discouraging the use of a student’s social security number as the student’s identification number on student forms. Instead, the College issues each student a computer generated Banner I.D. number when the student is admitted into the College.

**Self Evaluation**

The College meets the Standard for permanent, secure, and confidential handling of student records and information. Staff, faculty, and students who handle sensitive information receive training on how to do so. Access to information is on a need-to-know basis. Policies regarding the release of student records are published and clearly stated.

**Planning Agenda**

None

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Descriptive Summary**

All instructional programs have been required to submit Program Reviews since 1993; however, non-instructional units have not. In spring 2006, Program Reviews were required for all Academic Programs and Administrative and Educational Support Units. The Program Review for the Student Services Unit will be completed every three years and will be used to measure progress toward achievement of established goals, identify student needs, and establish solutions to challenges that are identified.

The College requires tactical plans from every program and support unit on campus, including Student Services. These plans require a uniform format to report goals, objectives, and strategies for assessment. The tactical plans are also tied to the College Strategic Goals. Many of these tactical plans involve ongoing projects for improving services. Each program and support unit submits a progress report yearly; the report outlines progress on the tactical plan.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

As described earlier in this Report, since 2002, the College has administered the Community College Survey of Student Engagement every two years to get feedback from students on their overall satisfaction with the quality of the College, and to identify areas where the College can improve programs and services for students. The survey queries students about support for learners, collaborative learning, student effort, academic challenge, and student-faculty interaction (Reference 2B:41).

Although the survey provides national benchmarks that enable the College to compare its services with other institutions on the mainland, the College finds that the survey will be most valuable for comparing like institutions within the University of Hawai‘i System. However, little analysis has been done yet for comparisons at the system level.

The College is striving to become more efficient at assessing services and how they contribute to the achievement of student learning outcomes. Therefore, individual student service programs such as Single Parents and Displaced Homemakers services, the Student Activities Office, the Special Student Services Office, and the First Year Experience and the Bridge program are collaborating with the College Office of Planning and Institutional Research to design evaluation instruments and discuss methods for analysis and interpretation of student evaluations.

The College also receives informal feedback from State/Federal Audits. Constant informal feedback and continuous interaction with students provides quality assurance in such programs as financial aid, veteran’s benefits, Title III and TRIO grant requirements. Student concerns about services surface quickly as financial concerns drive students to seek redress when they believe they are not getting the services they need to be successful.

Although the College is still designing assessment tools for its services, the College recognizes the importance of engaging in an assessment feedback loop. Data about student services are being compiled and used to inform changes that lead to improvement and models of best practice for the College.

**Self Evaluation**

The College meets the Standard. The College continues to address the identified needs of the students. The College is working towards regular surveying of students, and using results of the surveys that are in place to make improvements to student services.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

However, Student Learning Outcomes are still being developed, and ways to measure them need to be defined among the Academic Programs and Administrative and Educational Support Units. Each of these units needs to continue to work with the Office of Planning and Institutional Research to develop assessment and analysis tools.

**Planning Agenda**

The Student Services Unit will continue to develop Student Learning Outcomes and assessment tools to measure student achievement of those outcomes.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2B

2B:01 Data from Maida Kamber Center.
2B:02 Bridge data.
2B:03 Stem Student Demographics Assessment, 2005,
2B:04 Concept Paper for New Student Orientation.
2B:05 Honda International Center Website,
   http://www.hawaii.edu/object/hondainternationalcenter.html
2B:06 Kekaulike Information and Service Center Tactical Plan, page 6,
2B:07 Dean of Student Services, and Survey Results
2B:08 Kekaulike Information and Service Center Tactical Plan and Student Services Tactical
2B:09 Student Services Program Review.
2B:10 College Catalog 2005-2006, pages 2-11, 15-23, 45-392, 396-413,
2B:13 College Catalog 2005-2006, Schedule of Classes (Fall 2005), College website,
2B:14 Self Study Achievement Data, 2005, pgs 15-16,
2B:15 Self Study Achievement Data, 2005, pg 18,
2B:16 Self Study Achievement Data, 2005, pg 20,
2B:17 New Student Orientation Online: http://www.kcc.hawaii.edu/nso.
2B:18 Draft of online advising policies.
2B:20 Fall 2004 Student Services Survey Data.
2B:21 Fall 2004 Student Services Survey Data.
2B:22 Phi Theta Kappa Enrollment data.
**Standard Two**

**STUDENT LEARNING PROGRAMS AND SERVICES**

2B:24 Schedule of Classes Summer/Fall 2006, pg 8.
2B:27 College Strategic Plan 2003-2010, Goal 4,
2B:28 Office of Student Activities Schedule of Speakers, Fall 2005.
2B:29 Office of Student Activities Schedule of Entertainers, Fall 2005
2B:30 International Festival, Schedule of Events.
2B:31 International Education Week, Schedule of Events.
2B:34 ACE/FIPSE Documents and Minutes of Meetings.
2B:38 Program Health Indicator Document and Graduate and Leaver Survey Results,
2B:41 Community College Survey of Student Engagement Graphs,
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning-technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution’s mission.

Descriptive Summary

The Library and Learning Resources Unit (Library, Campus Web Team, Open Computer Labs, and Testing/Placement Lab) supports the vision and curriculum of Kapi‘olani CC by providing an innovative environment for learning and research. The library webpage is at the following address: http://library.kcc.hawaii.edu/main/index.html.

The Library and Learning Resources Unit focuses on providing access to and instruction in the use of information tools and resources. The Unit also collaborates with faculty, staff, students, and the community to enhance instruction, learning, and research, and to become a gathering place, both physically and virtually, for cultural exchange and diversity in learning. The Unit accomplishes these goals through development of collections, creation of original content, and participation in exhibits and performances (Reference 2C:01).
Library Equipment

General library equipment includes the following:

- **Public Computers**: 23 Windows-based PCs with Microsoft Office, Internet Explorer Browser, and Adobe Acrobat. These computers are available to all users on a first-come, first-served basis, with priority given to Kapi‘olani CC students using them for academic purposes. These computers were donated to the library in 2003, when they were two years old. According to a student survey conducted in fall 2005, 197 (60%) of 328 students responding indicated that library computers or printers were insufficient in quantity or currency.

- **Public Laptops**: 16 Windows-based wireless laptops with Microsoft Office, Internet Explorer Browser, and Adobe Acrobat. These laptops are available to Kapi‘olani CC students for a three-hour loan period for use in the library.

- **Americans with Disabilities Act Workstation**: one ADA-compliant computer workstation with Kurzweil equipment and other tools for the visually-impaired. This workstation is maintained by the College Special Student Services Office; students needing to use the assistive software have priority on these workstations.

- **Networked Printers**: one black and white laser printer and one color laser printer. These printers are available to all library computer users through a debit-card networked printing system.

- **Audiovisual Alcove**: a large-screen television that provides continuous local, national, and international news. Closed captioning for deaf and hard-of-hearing users is always on.

- **Photocopiers**: three black and white photocopiers and one color photocopier. These copiers are available to all users.

- **Microform Reader/Printers**: two microfilm reader/printers, two InfoTrac cartridge reader/printers, and one microfiche reader/printer. These are available to all users.

- **Study Rooms**: five study rooms with conference table seating and whiteboards. These rooms are available to groups of up to eight students on a first-come, first-served basis. Priority is given to students with special needs and for testing purposes of the Special Student Services Office.
**Standard Two**

**STUDENT LEARNING PROGRAMS AND SERVICES**

- **Study Carrels**: approximately 290 carrels and 388 additional seats with tables. These are available to all users on both floors of the library. About 35% of the carrels are wheelchair-accessible.

**Library Materials**

Library materials include books, periodicals, reference materials, online resources, videotapes, and general and special collections. The library’s holdings currently exceed the University of Hawai‘i Chancellor for Community Colleges’ minimum standard: 60,000 volumes for 4,000 FTE students (Reference 2C:02).

The library has 70,559 print volumes, 257 print serial subscriptions, 972 audiovisual items, and 18,349 microforms. Additional volumes are awaiting processing before being added to the collection. Over 17,000 journal titles are available online through the library’s databases, as well as over 500 full-text E-books (Reference 2C:03).

The library’s printed materials are organized into the following collections:

- **General Collection**: These books constitute the main part of the library’s circulating materials and are housed on the second floor. They cover all subject areas supporting the College curriculum and are classified according to the Library of Congress Classification System. Oversized books are shelved separately to make the most efficient use of shelf space.

- **Reference Collection**: These books include encyclopedias, dictionaries, handbooks, directories, almanacs, atlases, statistical sources, multi-volume sets, indexes, and other materials. These books are housed on the first floor behind the Reference Desk and do not circulate.

- **READ Collection**: This special literacy collection includes fiction by classic writers, selected young adult literature, myths, poetry, short stories, biographies, and other nonfiction titles. The primary purpose of the READ Collection is to have a separate location in the library for selected books that can be easily found by students in developmental reading and ESOL instruction programs. The READ Collection is located on the first floor behind the Reference Collection and circulates like the General Collection.

- **Hawaiian Collection**: These books include all of the library’s printed materials relating to Hawai‘i and some topics related to the Pacific region. These books are shelved on the first floor behind the Circulation Desk. Ex-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

cept for Hawaiian Reference materials, which must be used in the library, these books circulate for 14 days.

- **Char Collection:** The personal collection of Mr. and Mrs. Tin-Yuke Char is located in the Char Room on the second floor. The collection contains over 800 books and journals in both English and Chinese, including the Chars’ own publications. The Collection reflects the Chars’ wide range of interests in China, from scholarly works to popular readings such as Chinese philosophy, religion, genealogy, history, language, literature, food, herbal remedies, and the arts, including Peking opera, and Hakka folk songs. These materials must be used in the Char room.

- **Japan Collection:** This collection comprises approximately 3,000 English and Japanese titles about historical and contemporary Japan. The collection is designed to provide students, faculty, and community members with a resource for formal instruction as well as for learning about the Japanese people and culture. The collection also supports the College Asia-Pacific emphasis and international exchange activities. The Japan Collection is located on the second floor near the Char Room and circulates like the General Collection.

- **Asian Language Collection:** In addition to the Char and Japan Collections, these books constitute all of the library’s printed materials written in Asian language vernacular, including Chinese, Japanese, and Korean. The Asian Language Collection is located on the second floor behind the Japan Collection and circulates like the General Collection.

- **Reserves Collection:** Instructors may place materials for their courses on reserve in the library to ensure that all students have access to required, supplemental, or recommended books, articles, or videos and other items. Items on reserve are located at the circulation desk on the first floor and can be borrowed by students for the loan period the instructor has specified.

In conjunction with other Reference Librarians, The Collection Development Librarian is responsible for selecting library print materials to support the College academic programs. These materials are evaluated using standard review resources, professional journals, publisher’s catalogs, and numerous online sources.

The Collection Development Librarian also uses course syllabi, reference and IntraSystem Loan queries, and re-occurring topics for term papers as additional tools for developing the collection.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Faculty recommendations and participation are highly encouraged, especially with programs involving specific accreditation requisites. New materials are ranked by relevance to curriculum support, and recent acquisitions are listed on the library’s website when they are processed, cataloged, and ready for use (Reference 2C:04).

**Electronic Services**

The library provides the following electronic services.

- **Online Collection:** Electronic resources paid for by library subscriptions include EBSCOHost; LexisNexis Academic; Safari Technical Books Online; Issues & Controversies Online; Science Direct; MDConsult; STAT!Ref; and LWW Journals@OVID. The library also subscribes to an online service that allows users to find specific journal titles indexed in any of the library’s electronic resources with a single search or subject browse (Reference 2C:05). (See Standard II.C.1.e for additional details on these electronic resources.)

- **Web-Based Resources:** Students, faculty, staff, and the community also have access to special online databases developed by library staff. The library’s webpage provides research tips, grammar and writing assistance, tutorials on citation formats, and other resources. Students can gain access to these resources from public computers in the library and by visiting the library’s webpage (Reference 2C:06).

The Electronic Resource Management librarian is in charge of reviewing, managing, and maintaining the Library and Learning Resources Unit electronic resources. The Digital Services Coordinator librarian is responsible for designing and implementing projects to digitize and provide web-based delivery of online collections.

**Access to the University of Hawai‘i System Collection**

The library facilitates access to the University of Hawai‘i System Collection as follows:

- **Direct Access:** All University of Hawai‘i students, faculty, and staff have access via the Hawai‘i Voyager online catalog to all of the materials held in any library in the University of Hawai‘i System, comprising over 4.3 million physical items and over 37,000 virtual items. With a University of Hawai‘i ID card, users may borrow circulating books and audiovisual materials in person at any library, and return the items to any library in the
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

University of Hawai‘i System. Users may also pay library fines and fees at any library in the University of Hawai‘i System.

- **IntraSystem Loan**: Users may request that available items held at a different campus library be sent to their home library through the IntraSystem Loan service. (See Standard II.C.1.e. for additional details on this service.)

**Computer Labs and Learning Centers.**

In January 2005, the College created the Center for Excellence in Learning, Teaching and Technology (known as CELTT) to suffuse the College mission and emphasis on learner-centered education into the department formerly known as Information Media Technology Services.

The overall mission of this Center is, “to create a Center that uses learning-college principles to provide faculty with one-stop support for improving learning but also serves as a focal point for leadership in improving teaching and learning” (Reference 2C:07).

The Center for Excellence in Learning, Teaching, and Technology provides campus-wide access to information technology by supporting computer labs for students and by supporting faculty and staff through consultations, workshops and activities.

The Center encourages faculty and staff to develop innovative, learning-centered uses for new and emerging technologies. The Center also provides support for television production, distance learning, graphics, printing, development of computer software, computer maintenance, and audiovisual resources that support student learning.

The Center for Excellence in Learning, Teaching, and Technology employs two Information Technology specialists who provide support for the College computer labs and learning centers. Some computer labs are primarily used as classrooms; some are specialized for particular areas of study; some are open-use computer labs; some provide additional learning support. As the numbers of web-enhanced, hybrid, or online classes being offered increases, technical support for the computer labs is essential.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Tutoring
The reorganization of the College in 1998 created the Holomua (Developmental Studies) Department for under-prepared college students, and moved tutoring and academic support activities to the library.

Lacking additional staff and funding, the library could not sustain the tutoring, training, and academic support activities (including tape duplication for students language courses) for students in 100-level and above courses. These services, which were formerly provided by the Learning Assistance Center, now were displaced by the Holomua Center. Therefore, tutoring for academic courses at the 100-level and above is not currently centralized or institutionally supported, although the College is robust in creative alternative solutions devised by individual instructors.

As discussed in Standard II.A.1.a., the Holomua Department meets the needs of students who place below the 100-level on the COMPASS Placement Test for English and Math. Because of budget constraints, the Holomua Department partnered with the ESOL program to provide tutoring for ESOL students as well as Holomua students. The collaborative effort between ESOL and Holomua allows tutors to be on the floor for more hours per week than was previously possible.

Tutoring is provided for students enrolled in the courses shown in Table 9 (Reference 2C:08):

<table>
<thead>
<tr>
<th>Courses in Which Tutoring is Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCC 20</td>
</tr>
<tr>
<td>ENG 21</td>
</tr>
<tr>
<td>ENG 22</td>
</tr>
<tr>
<td>ESOL 90</td>
</tr>
<tr>
<td>ESOL 91</td>
</tr>
<tr>
<td>ESOL 92</td>
</tr>
</tbody>
</table>

During fall and spring semesters, eight Math tutors work a total 40 hours per week; four English tutors work a total of 35 hours per week. During the Summer Sessions, one or two English tutors work a total of 20 hours per week, and about 3 or 4 Math tutors provide a total of 30 hours of tutoring per week. Students are
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

limited to 20 minutes per session with writing tutors if other students are waiting (Reference 2C:09).

During spring 2006, the Student Congress provided $1,200 to the Holomua Department to provide tutoring for English 100, Math 100 and Math 103 students. The Holomua Department also encourages its faculty to volunteer for one or two hours a week as faculty tutors. In spring 2006, three members of the faculty volunteered their time to be faculty tutors.

In response to the lack of institutional coordination, tutoring is also sustained through the following decentralized, grassroots efforts:

- **Computer Lab Assistants**: These are students who are selected for their knowledge of subject matter and ability to tutor in addition to their lab expertise. Funding for these tutors is included in grants such as the 2004-2006 Title VI grant, *Beyond Asia*.

- **Independent Study**: Instructors in language departments offer independent study credit to native speakers and advanced students to assist with tutoring, conversational practice of another language, and cultural presentations.

- **International Café**: The Café hosts peer and instructor volunteer tutors in various disciplines, conducted in a variety of languages. The Café is open 8.5 hours per week. Students at the Café can earn Service-Learning credit by tutoring for at least 20 hours per semester and participating in at least two outside activities in community service (Reference 2C:10).

- **Disability Services**: TRIO Student Support Services provide tutoring for students who qualify for their programs as discussed in Standard II.B.1.

- **Language Volunteers**: Members of the community attend classes and dedicate many hours as native-speaker tutors for Spanish and Chinese.

- **Study with Your Buddy**: This activity is sponsored by Student Activities, which invites students, volunteer tutors, and volunteer faculty to the Cafeteria for several days at the end of the semester—late afternoons and evenings. These volunteers assist students in preparation for final exams. This event, begun in 2000 with 195 students, has sustained popularity, with 329 students participating in spring 2005 (Reference 2C:11).

- **Supplemental Instruction**: Supplemental Instruction is a nationally recognized, institution-wide approach to retention. Supplemental Instruction offers regularly scheduled, peer-facilitated study sessions. The study sessions are informal seminars in which students compare notes, discuss readings,
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

practicing problem-solving, and develop organizational strategies. Students learn how to integrate course content with reasoning and study skills. Supplemental Instruction sessions are facilitated by “Supplemental Instruction Leaders,” who have successfully completed both the targeted course as well as more advanced courses in the subject. In addition to facilitating Supplemental Instruction sessions, the leaders model successful learning strategies. Supplemental Instruction is offered to students in Math 24 (Algebra) and Food Service Hospitality Education 241 (Cost Analysis), and in fall 2006 will also be offered to Math 25 (Intermediate Algebra) students.

- Tuition Waivers: Tuition waivers are granted for tutoring work. In spring 2005, 4 of the 21 tuition waivers granted were related to tutoring (Reference 2C:12).

Self Evaluation

Library Equipment
As shown in Table 10 below, the library’s public computers do not meet microcomputer recommendations of University of Hawai‘i Information Technology Services (Reference 2C:13; 2C:14).

<table>
<thead>
<tr>
<th>Specification</th>
<th>Kapi‘olani CC</th>
<th>UH Information Technology Services Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium III</td>
<td>Celeron or Pentium 4</td>
</tr>
<tr>
<td>Processor speed</td>
<td>800 MHz</td>
<td>2.8 GHz</td>
</tr>
<tr>
<td>RAM</td>
<td>128 MB</td>
<td>512 MB</td>
</tr>
</tbody>
</table>

Library Materials
The College meets the Standard for library materials. As shown in Table 11 on the following page, the collections in the Kapi‘olani CC library exceed those of peer institutions (Carnegie Code A, Institutions Granting Associate of Arts Degrees; (Reference 2C:15).
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Table 11.
Kapi‘olani Community College Library
Library Materials
Compared with Peer Institutions

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Kapi‘olani CC</th>
<th>% of Median</th>
<th>National Peer Median</th>
<th>Libraries Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Volumes</td>
<td>70,559</td>
<td>145.9%</td>
<td>48,358</td>
<td>250</td>
</tr>
<tr>
<td>Print Serials</td>
<td>257</td>
<td>98.1%</td>
<td>262</td>
<td>245</td>
</tr>
<tr>
<td>Microform Units</td>
<td>18,349</td>
<td>226.8%</td>
<td>8,092</td>
<td>233</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>51</td>
<td>212.5%</td>
<td>24</td>
<td>225</td>
</tr>
<tr>
<td>Audiovisual Items</td>
<td>972</td>
<td>57.2%</td>
<td>1,698</td>
<td>240</td>
</tr>
</tbody>
</table>

**Computer Labs and Learning Centers**
The College meets the Standard for Computer Labs and Learning Centers. The Center for Excellence in Learning, Teaching and Technology supports student learning by providing technical support for student computer labs, and by offering workshops and other activities to faculty who want to incorporate learning-centered technologies into their teaching.

**Tutoring**
The College does not fully meet the Standard for tutoring. Although tutoring is provided for certain populations, including Holomua and ESOL students, tutoring services are not available for most students in courses numbered 100 and above. Furthermore, because of severe budget constraints, tutoring, even for Holomua and ESOL students, is limited.

**Planning Agenda**

**Library Equipment**
Objective F in the library’s tactical plan is to “Establish a 3-year replacement and maintenance plan for all computer hardware and software coordinated by [the library].” The goal is that equipment will be sufficient in volume to support the library’s users and that the time users need to wait for available equipment will be reasonable (Reference 2C:16).
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Library Materials
None

Computer Labs and Learning Centers
None

Tutoring
Included in the tactical plan of the Holomua Department is the goal of maintaining and improving tutoring services for English and Math (Reference 2C:17). Through continued partnerships with ESOL and the Student Congress, more hours of tutoring can be provided to a larger population of students. The Holomua Department will continue to encourage faculty to volunteer as faculty tutors and will recognize this activity as a service to the College. The Department will continue to improve data collection so that the need for tutoring can be documented.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library Instruction
Use of the library and other resources is promoted through printed materials plus a comprehensive program of orientation and instruction, all designed to ensure substantial use of these resources by students, staff, faculty, and administrators. Equal attention is given to the needs of traditional and nontraditional students. Information and learning resources are readily accessible to users of all levels.

Faculty frequently request librarians to present class-specific information to their students. These instructional sessions are held in the library and in internet-enabled classrooms. Librarians communicate with the faculty to review specific course content, then recommend and present available library resources. Librarians also suggest alternative methods and sources for students to search for information. The librarians design their instructional sessions to match the needs and competencies of students.

Students in courses below the 100-level are normally taught basic search techniques for retrieving information from the online catalog and uncomplicated electronic databases. These students are also taught how to find and use reference
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

resources such as encyclopedias, how to read a call number, and how to find a book in the stacks.

For students in courses numbered 100 and above, librarians usually build upon basic skills, introducing students to advanced features of the online catalog and electronic databases; demonstrating different types of searches (such as Boolean); and introducing subject-specific or complex electronic databases. Librarians also show students how to request materials through the system-wide intra-system loan service. They also discuss how to search the internet and evaluate websites. In addition, librarians introduce scholarly publications (Reference 2C:18).

Librarians use hands-on exercises to ensure that students can execute skills taught in the presentation. These exercises include scavenger hunts, answering questions utilizing print reference materials, locating books from the stacks, finding full-text articles from the electronic databases, and evaluating websites. The librarians have progressed from using public PC workstations to using wireless laptops for on-site library instruction.

**Information Literacy**

Since 2003, instructional librarians in the University of Hawai‘i System have collaborated to develop a standard for “information literacy” for writing-intensive courses and general education courses system-wide. “Information literacy” is defined as a set of skills and competencies in which students can recognize a need for information, can select appropriate methods for searching, can formulate and execute searches to retrieve information in a variety of online and print formats, can review and evaluate sources for reliability and relevancy, and can cite sources ethically and correctly, using citation styles such as MLA or APA.

Skills in information literacy are equally useful in academic, professional, and personal pursuits and for lifelong learning. In fall 2005, the University of Hawai‘i Information Literacy Committee made its “Learning Information Literacy Online” website available to all University of Hawai‘i faculty and students. The website teaches students how to select and research a topic using the principles of Information Literacy stated above (Reference 2C:19).

The website employs dynamic web technology that enables users to record answers to questions they asked about their particular research topics. Answers can be retrieved in journal form at any time, and can be emailed to instructors for review and assessment. Members of the University of Hawai‘i Information Literacy Committee work with faculty to improve and expand this website. The
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Kapi‘olani CC librarian on the Information Literacy Committee designed, edited and maintained the content of the website and the software code needed to handle data processing and storage of user input to the database.

Secrets of Success Workshops
The Secrets of Success (SOS) workshop series is intended to help students function more efficiently in college by teaching them basic learning and study skills. More than 12 workshops on various topics, including textbook reading strategies, communication skills, and test anxiety, are conducted each semester. From spring 2004 to fall 2005, 1158 students attended SOS workshops (Reference 2C:20).

Evaluations are taken after each session. On the evaluation form, participants were asked to indicate their response to the statement “The Workshop was Helpful.” The choices were “Strongly Disagree,” “Disagree,” “Agree,” or “Strongly Agree.” For computation, these responses were given numerical ratings of 1.0, 2.0, 3.0, and 4.0, respectively. The mean rating by participants when asked to indicate if their SOS workshop was helpful was 3.75 (Reference 2C:21). (See also Standard II.A.2.d. and Standard III.C.1.b.)

Self Evaluation
The College meets the Standard. Ongoing instruction for users of the library and other learning support services is integrated into the Library and Learning Resources Unit tactical plan. Outcomes related to information competency are included in the College General Education Learning Outcomes, and, thus, are integrated into course curriculum. Students who pass these courses are considered to have achieved the learning outcome (Reference 2C:22 ; 2C:23).

Planning Agenda
None

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library Access
The library is open five days a week during spring and fall semesters, Monday through Thursday from 7:30 a.m. to 7:00 p.m. and Fridays from 7:30 a.m. to 4:00...
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

p.m. During the Summer Session, the library is open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Fridays from 8:00 a.m. to 4:00 p.m. During Final Examination periods, the library provides extended hours. Students also have access to online databases at all times through remote access.

**Computer Labs and Learning Centers Access**

Hours at other learning centers and computer labs (discussed in Standard III.C.1.a) are subject to change during the semester. Several labs are open until 7 pm weekdays. The campus does not provide weekend access to computer and learning labs. The College eliminated weekend hours based on data that showed little use of facilities during weekends.

**Self Evaluation**

**Library Access**

The College partially meets the Standard for library access. The library is open 54.5 hours per week during spring and fall semesters. This is 0.9 % less than the median number of hours per week (55) of the other libraries in the University of Hawai‘i System, and 16 % less than the median number of hours per week (65) of national peer institutions (Reference 2C:24 ; 2C:25). According to a student survey conducted in fall 2005, 153 (85 %) of 181 students indicated that they would like longer library hours (Reference 2C:26).

**Computer Labs and Learning Centers Access**

The College partially meets the Standard as limited resources have led to limited hours of access to computer labs and learning centers. Most of these facilities do not have evening hours. Reductions in evening access hours have occurred due to budget restrictions. Whether this reduction has led to student dissatisfaction is not evident. In the 2004 national Community College Survey of Student Engagement 49.4% of the students surveyed, indicated that the College met the criterion, “Support for learners, providing the support you need to succeed in college, including computer labs and skills labs.” (Reference 2C:27) Discussions at the campus level should begin to address this finding to determine if this response is satisfactory.

**Planning Agenda**

**Library Access**

The library’s tactical plan, Objective G.1, is to “Expand services and hours in keeping with needs assessments and resource allocation” with the goal that 90% of students surveyed will be satisfied with the library’s hours (Reference 2C:28).
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library Maintenance
The library’s Technical Services staff is in charge of the mending and preservation activities that maintain the books and other materials in the library’s collection. The Circulation staff coordinates regular maintenance of the collection. These activities include shelving and monitoring the condition of print materials on the shelves (Reference 2C:29).

The staff of the campus Auxiliary Services is responsible for daily upkeep and cleaning of the library’s physical environment. The library roof has several leaks, and the air-conditioning system is faulty and unreliable.

Two full-time technicians are responsible for the security and maintenance of all public and staff computers and related equipment in the Library and Learning Resources Unit. These technicians attempt to keep all system updates and virus-detection software current and operational, and oversee warranty service on all hardware.

Public computers are currently running two older versions of the Windows operating system: Windows 98 and Windows 2000. Windows 98 is no longer supported by Microsoft or by University of Hawai‘i Information Technology Services, and lack of standardization makes maintenance difficult. In securing the library’s networks, the library technicians are assisted by staff of the Center for Excellence in Learning, Teaching, and Technology.

Library Security
Several security measures are in place to ensure the integrity of the facilities and collections of the library. During regular business hours, users enter and exit the library through a single door. As they exit, they pass through the gates of an electronic book-detection system, which alerts the Circulation staff if it detects a library item that has not been properly checked out. Such items include the circulating laptop computers, which are tagged so that they will set off the library’s
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

book-detection system if they are removed from the premises. Fire exit doors sound a loud audible alarm when opened.

Only staff members have keys to offices and staff areas, which are kept locked when staff members are not present. When the library is closed, an alarm system is activated; the alarm scans the integrity of all windows and doors in the building, and monitors strategically placed motion detectors, automatically contacting an alarm company if any problems occur. Campus security personnel check the exterior of the library as part of their regular rounds and are responsive to any needs for staff security.

**Computer Labs and Learning Centers**
The open access labs (Kopiko, Lama, Cybernesia, and Holomua), which are discussed in more detail in III.C.1.a., all have entry alarms that require access codes. Other labs rely on building gates, door locks, and cables. The College is in the process of assessing vulnerabilities of network security, enhancing infrastructure, and implementing information security best practices.

**Self Evaluation**

**Library Maintenance**
The College partially meets the Standard for maintenance of facilities and equipment. Maintenance of computer equipment is difficult because of inadequate budget. The leaks in the roof threaten the collections with water damage during heavy rains if staff members are not vigilant in putting up makeshift plastic covers. When the air-conditioning system fails, materials and equipment are at high risk for deterioration and permanent damage from moisture and insects.

**Library Security**
The College partially meets the Standard for physical security of the library. Although a complete inventory of the library’s collection has never been performed, only 10 books (0.01% of the total collection) have been reported missing since 2000 (Reference 2C:30).

**Computer Labs and Learning Centers**
The College meets the Standard for physical security of facilities and equipment. The College has increased security in classroom and computer labs, and no equipment thefts have occurred in the library since it installed a new alarm system. Network security has also been enhanced.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

Planning Agenda

**Library Maintenance**
Renovations in the library are scheduled to start in October 2006. Also, the library’s tactical plan, Objective F, is to “Establish a 3-year replacement and maintenance plan for all computer hardware and software coordinated by [the library]” (Reference 2C:31).

**Library Security**
An inventory of the library’s physical collections is planned.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and are utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

**Electronic Resources Consortia**
Most of the library’s electronic resources are acquired through agreements with library consortia. These consortia comprise knowledgeable librarians and library professionals who review, evaluate, and recommend resources. Pricing and contracts with electronic resource vendors are usually negotiated with significant cost discounts on behalf of the consortium, allowing the Kapi‘olani CC library to purchase electronic resources that would otherwise be unaffordable. However, electronic resources are expensive; subscription purchases are subject to inflation and account for 30% of the library’s total materials budget.

The library is a member of the following consortia:

- **Hawai‘i Library Consortium**: This statewide consortium began in 2002. Its members include academic, public, private, and special libraries throughout Hawai‘i. Through the Hawai‘i Library Consortium, the Kapi‘olani CC library receives access to a package of full-text databases from EBSCOHost covering a broad range of subjects (Reference 2C:32). EBSCOHost databases are the most heavily used electronic resources in the library (Refer-
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

ence 2C:33). The Hawai‘i Library Consortium completed an evaluation of EBSCOHost in November 2004, and decided to renew the statewide contract through 2010 (Reference 2C:34).

- **Medical Libraries Consortium of Hawai‘i**: This statewide consortium of medical libraries began in April 2004 in response to the downsizing of the Hawai‘i Medical Library, to which Kapi‘olani CC students and faculty had previously purchased access. In place of resources previously available at the Hawai‘i Medical Library, the library purchases the following medical electronic resources through this consortium: MDConsult (a reference source that integrates full text medical reference books, journals, drug information, and patient handouts), STAT!Ref (a full-text database of medical texts including tables and graphics), and an online collection of Lippincott, Williams, and Wilkins journals (covering medical, nursing, and allied health information). Since access to these resources began in early 2005, no evaluation had been performed as of January 2006. However, usage statistics have been collected (Reference 2C:35).

- **Bibliographic Center for Research**: This nonprofit cooperative organization was founded in 1935 and serves member libraries in 42 states. The Hawai‘i State Public Library System established an agreement with the Bibliographic Center for Research that allows any library in Hawai‘i to use the Center’s services. The library receives a 10% discount on the purchase of an electronic resource utility that allows users, with a single search or subject browse, to find specific journal titles indexed in any of the library’s electronic resources. This utility will be evaluated in fall 2006.

**University of Hawai‘i System Libraries**

The University of Hawai‘i Library Council, comprising head librarians of all the University of Hawai‘i campuses, meets monthly to ensure cooperation and to standardize system-wide library policies and procedures. The University of Hawai‘i Library Council emerged in 2001 out of the Community College Library Council in response to the purchase and implementation of a system-wide shared Library Integrated Management System, Hawai‘i Voyager. The Council’s Bylaws were adopted January 10, 2003 (Reference 2C:36).

The Hawai‘i Voyager library management system includes functionality for library staff to acquire and catalog materials, manage periodical issues, manage user records, circulate items, and manage reserve reading. For the public, Hawai‘i Voyager provides a web interface to all of the materials held in any of the University of Hawai‘i System libraries. Included is the ability to renew borrowed
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

items online, email search results, and click on hypertext links in bibliographic records. Users begin a Voyager search at 

The University of Hawai‘i System Libraries contract with the vendor for Hawai‘i Voyager expires in February 2008, before which time a thorough evaluation will take place. Hawai‘i Voyager currently accounts for 22 % of the library’s budget for materials.

Through IntraSystem Loan, users of the Kapi‘olani CC library may request that items held by another University of Hawai‘i System library be delivered to the Kapi‘olani campus at no charge; users at other University of Hawai‘i system libraries may likewise request items held by Kapi‘olani CC library. During Fiscal Year 2004-2005, the second year of availability of this service, the Kapi‘olani CC library sent 885 items to other University of Hawai‘i System Libraries and received 501 items requested by Kapi‘olani CC users (Reference 2C:37).

The system-wide IntraSystem Loan committee meets regularly to review policies and procedures and to discuss the effectiveness of this service. The most recent policies were approved by the University of Hawai‘i Library Council in September 2005 (Reference 2C:38).

**Self Evaluation**

The College meets the Standard. Collaborations are documented, adequate, accessible, utilized, and evaluated. In the student survey conducted in fall 2005, 91.2 % of the students responded that they were satisfied with the Library Online Article Databases (including EBSCOHost), and 88.89 % indicated that they were satisfied with the Hawai‘i Voyager online catalog (Reference 2C:39).

However, these products consume a very significant portion of the library’s budget; more of the cost for these shared resources (especially EBSCOHost and Hawai‘i Voyager) should be borne by the University of Hawai‘i System, rather than by the individual campus.

**Planning Agenda**

The University of Hawai‘i Library Council is seeking to secure ongoing funding at a system-wide level for shared resources.
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Descriptive Summary**

**Library Services**

The College evaluates the library and other learning support services to ensure that the College is meeting the identified needs of students. The library submits a tactical plan every three years. The plan outlines the library’s goals, objectives, and evaluation strategies to ensure continued improvement of its services (Reference 2C:40).

The library also works with the College faculty to determine how well students are able to utilize library resources to complete student projects, including research papers. Discussion with faculty usually happens in informal meetings between the faculty and the College information specialists who provide orientation sessions to train students how to use library resources.

In fall 2005, the library conducted its first survey since 2000 to assess the effectiveness of the library and its support services. In the survey, 91.1% of students indicated that they were satisfied with the library orientation session they participated in. The same survey found that 85% of students rated as satisfactory or higher library services including checking out library materials, using the library catalog, library hours, and access to computers and laptops (Reference 2C:41).

**Learning Support Services**

The College does not have a centralized learning assistance center. Learning support including tutoring, computer labs, workshops, and other support services are evaluated through program review and tactical planning efforts of various Academic Programs and Administrative and Educational Support Units.

**Self Evaluation**

**Library Services**

The College meets the Standard for library services. In part, this conclusion is indicated by the high level of satisfaction among library users on the fall 2005 survey of students.
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Learning Support Services
The College meets the Standard for learning support services. Through program review and tactical planning the College has a mechanism to evaluate and improve its learning support services.

Planning Agenda

Library Services
The library will assess its services regularly to measure quality and effectiveness.

Learning Support Services
None
Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2C

2C:03 University of Hawai‘i System Library Data, FY 2004.
2C:04 Sample Course Syllabi with Associated Library Purchases; Year to Year Expenditures.
2C:07 Center for Excellence in Learning, Teaching, and Technology Transition Report, November 2005.
2C:09 Holomua Center Writing Tutor Policy.
2C:11 Office of Student Activities Coordinator, Statistics from Fall 2000 to Spring 2005.
2C:12 Acting Vice President for Academic Affairs, Arts and Sciences Departmental Tuition Waivers, Spring 2005.
2C:14 List of donated computers and their specifications document.
2C:15 Association of College and Research Libraries (ACRL), data summary.
2C:18 Librarian workshop outlines.
2C:19 Learning Information Literacy Online (LILO) website, http://www.hawaii.edu/lilo/.
2C:20 Secrets of Success workshops data.
2C:21 Secrets of Success attendance data.
2C:24 University of Hawai‘i Library System Hours documents.
2C:25 Association of College and Research Libraries Personnel and Public Services Document
Standard Two

**STUDENT LEARNING PROGRAMS AND SERVICES**

2C:26 Campus wide Survey Summary Report,
2C:27 Self-Study Achievement Data, 2005, page 23,
   http://quill.kcc.hawaii.edu/page/2006selfstudy.html, and
   Community College Survey of Student Engagement Graphs,
2C:29 Schedule of Maintenance Contracts and Recurring Costs.
2C:30 List of missing items.
2C:32 EBSCOhost Hawai‘i Library Consortium database list.
2C:33 Summary of Electronic Resources Usage report
2C:35 Stateref (electronic database), MD Consult (electronic database), and Lippincott, Williams
   and Wilkins (electronic database) Usage Statistics.
2C:36 University of Hawai‘i Library Council Bylaws; University of Hawai‘i Library Council
   Information Sheet.
2C:37 Intra System Loan Statistics.
2C:38 Intra System Loan Statistics Policy.
2C:39 Campus Wide Survey Summary Report,
2C:41 Campus Wide Survey Summary Report,
Standard Three
Resources

Mōhala i ka wai ka maka o ka pua.
“Unfolded by the water are the faces of the flowers.”

Flowers thrive where there is water, as thriving people are found where living conditions are good.
Standard Three

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The criteria that Kapiʻolani Community College uses for selecting faculty and staff, including minimum and desirable qualifications, are clearly stated in the position announcements that appear in the local newspaper and online at the University of Hawaiʻi’s employment website. The College employs only faculty and staff who are fully qualified in education, training, and experience for their positions.
Standard Three

**RESOURCES**

The University of Hawai‘i System has two general categories of employees: Board of Regents employees and Civil Service employees. Board of Regents employees include the Administrative, Professional, and Technical (APT) class, Faculty, and the Executive and Managerial group. Civil Service includes all other staff on campus.

All classes of employment have position descriptions that define the duties and minimum requirements and desirable qualifications for the positions (References 3A:01 and 3A:02). These descriptions are maintained in the Kapi‘olani CC Human Resources Office and in departments.

For faculty, the University of Hawai‘i Community College system has established minimum qualifications for each of the academic disciplines including Instruction (Associate in Arts and Associate in Science), Academic Support, and Student Services (Reference 3A:03).

In addition, the Collective Bargaining Agreements for each bargaining unit specify other contractual rights. These rights may be found in the United Public Workers (UPW) Unit 1 handbook for maintenance and custodial staff, the Hawai‘i Government Employees Association (HGEA) Unit 3 and Unit 8 handbooks for clerical and APT staff, and in the University of Hawai‘i Professional Assembly (UHPA) Unit 7 Contract for faculty (References 3A:04, 3A:05, 3A:06, and 3A:07).

When hiring for a position, campus leaders (such as a department chair or a program director) create recruitment and selection committees. For faculty positions, the committees are made up primarily of faculty and may include other Board of Regents employees or Civil Service employees. Membership on the committee is determined by the department chair, program director, or dean according to predetermined standards usually created by the department or program. Each department has established guidelines and common practices for this process within the parameters of State law.

Before positions are advertised, the campus Human Resources Office approves the positions and the wording of the announcement. In accordance with the applicable Equal Employment Opportunities/Affirmative Action guidelines, positions are then advertised in the Work at UH website [http://workatuh.hawaii.edu/](http://workatuh.hawaii.edu/), in the Sunday edition of the *Honolulu Star Bulletin* and in other publications as applicable (Reference 3A:08).
**Standard Three**

**RESOURCES**

**Hiring for Faculty Positions**
For faculty positions, all applicants are screened through the recruitment and selection process to determine if they meet the minimum qualifications. Applicants are asked to provide a written statement of how they meet the minimum and desirable qualifications for the position. Desirable qualifications as advertised are also checked and ranked during the screening process. This process determines which candidates will be interviewed.

An Equal Employment Opportunities/Affirmative Action officer reviews the employment process to ensure that all requirements for Equal Employment Opportunities/Affirmative Action are met. After a candidate has been selected, a Board of Regents Recruitment/Selection Form 17 is completed to ensure that EEO/AA standards are maintained. Form 17 summarizes EEO/AA details about each candidate and the recruitment process for each position vacancy. The Form must include reasons for selecting a particular candidate (Reference: 3A:09).

Based on the academic credentials of the applicants, a review of their work experience (application form and resume), their education or training (official transcripts or certificates), and letters of reference, the College has evidence of the applicant’s knowledge and experience in the area specified by the position announcement (Reference 3A:10).

During the interview process, applicants may be asked to demonstrate or provide a sample of their work. The content of the interview questions is determined by the selection committee and approved by the campus Human Resources Office.

The College requires that official transcripts be provided from an accredited educational institution. The transcript is used to determine if the applicant meets the academic requirements for the position. International degrees are evaluated by recognized agencies to establish their equivalency to degrees from regionally accredited U.S. educational institutions.

**Hiring for Administrative, Professional and Technical (APT) Positions**
The selection process for filling Administrative, Professional, and Technical (APT) positions is similar to that of faculty except that if three or more applicants are currently in APT positions, they must be considered by the selection committee before the committee considers applications from non-APT applicants. If two or fewer applicants are currently in APT positions, the position can be made available to the general public. This part of the process is established by union contract.
Executive and Managerial Positions
Like faculty and APT positions, executive and managerial positions are recruited through processes that are subject to EEO/AA guidelines. Candidates for executive and managerial positions other than Chancellor are screened by two selection committees, one consisting of faculty and staff and another consisting of members of the administrative staff. The committees forward their recommendations to the Chancellor, who makes the final selection. The Chancellor’s selection is forwarded to the Board of Regents through the Vice President for Community Colleges and the President of the University. The Regents make the appointment.

When applicants for the position of Chancellor are recruited, the Board of Regents initiates the search and delegates the process to the Office of Vice President for Community Colleges. The selection committees may include members from outside the College, and the process is typically coordinated by staff from both outside and inside the College, with the campus-based person taking the lead. The Board of Regents approves the candidate recommended by the selection committees.

Hiring for Civil Service Positions
Vacancies for civil service positions are recruited in this order: 1) internally within the University of Hawai‘i System; 2) within other State offices/agencies (optional); and 3) from the applicant list of State Department of Human Resource Development. If no candidate is selected internally, a list of eligible candidates is requested from the State Department of Human Resource Development. This list consists of people who have taken an exam through the Department of Human Resource Development. The list is valid for a pre-determined amount of time and only individuals on the list may be selected for an interview.

The department chair or program director coordinates the interview process, including selection of the members of the interview committee, scheduling the interviews, and recommending candidates for hiring.

Delays in Selection of Applicants
The integrity of the hiring process is so structured that these requirements sometimes become barriers to hiring the best person for the position (Reference 3A:11). This result occurs most often when the process is so lengthy that the desired candidate accepts other employment before the College makes its offer of employment.
Standard Three

RESOURCES

Self Evaluation

The College meets the Standard. The hiring process for both faculty and staff is fundamentally sound and accomplishes what is required. However, the College does need to address the length of the selection process, especially as the locus of responsibility moves from the department to the dean to the Chancellor.

Planning Agenda

The interim staff of College Human Resources Office is updating and formalizing the College screening process into one written set of guidelines, improving the timelines, thereby streamlining the entire hiring process.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The College has a structured evaluation system in place to evaluate all personnel at determined intervals of employment. These procedures and employee rights are spelled out in the contracts between the University and unions (References 3A:04, 3A:06, and 3A:07).

Evaluation of the Faculty

For evaluating instructional faculty, the College uses an institutional Student Feedback Survey Form (Reference 3A:12). The student evaluation, administered in class at the end of each semester, is mandatory for all faculty until such time as they are tenured or promoted (and optional thereafter). After the instructor leaves the classroom, the students, using this instrument, evaluate instructors on a wide range of criteria ranging from “The instructor spoke clearly.” to “The instructor knew the subject area” to “The instructor treated students fairly.”

A student member of the class then delivers the completed evaluation forms in a sealed envelope to the Office of Planning and Institutional Research. The forms are computer scanned, and summaries of the evaluations are made available to instructors after the grades have been submitted at the semester’s end (Reference
Standard Three

RESOURCES

3A:13). Teaching faculty use these summaries as evidence of their teaching ability when applying for Contract Renewal, Tenure, or Promotion.

Peer evaluations are also an important part of the faculty member’s dossier for Contract Renewal, Tenure, and Promotion. Usually the department chair assigns tenured faculty to observe classes of their non-tenured colleagues and provide a written evaluation of the aspects of the class observed. Non-instructional faculty may ask tenured faculty who are familiar with their discipline to complete similar evaluations of their work. Evaluators discuss the evaluations with the instructor.

Contract Renewal for Faculty

Probationary faculty in tenure-track positions must submit dossiers in their application for contract renewal every two years during their first four years, and a final document during their fifth year when they apply for tenure. Temporary faculty, and those in non-tenure-track positions, must submit an application for contract renewal every year after their first year of hire. Levels of promotion and accompanying salary steps are specified in the contact between the University of Hawai’i Professional Assembly and the University.

A primary focus of contract renewal is evaluation of the applicant’s performance in primary responsibilities. For instructional faculty, the primary responsibility is teaching. Instructional faculty must include student evaluations and peer evaluations of their teaching and non-teaching activities. For faculty members who provide counseling and other areas of academic support, the primary responsibility is their performance in these capacities. They must submit evidence of their success in these activities.

A Department Personnel Committee reviews the dossiers and recommends renewal or non-renewal of the candidate (Reference 3A:14). Members of the Committee also suggest actions that the faculty member should undertake to improve teaching or non-teaching performance. The department chair separately reviews the documents and makes recommendations.

The recommendations from these two sources are sent to the appropriate program dean. The deans review the recommendations and write their own recommendation before sending the dossier to the Chancellor. The Chancellor makes a decision for renewing an individual’s contract, before forwarding to the Board of Regents for the final approval. This procedure applies to all faculty appointed by the Board of Regents.
Standard Three

**RESOURCES**

*Tenure and Promotion for Faculty*
Faculty in tenure-track positions apply for tenure and promotion in their fifth year of probation. (If they desire to do so, non-tenure-track faculty members may apply for promotion within the same timeframe.) Their application consists of a dossier giving evidence of their accomplishments and abilities and their ongoing value to the College (Reference 3A:15).

After being reviewed by the Department Personnel Committee and department chair, who make independent recommendations, the dossier is sent to the appropriate dean for a recommendation and then to the Chancellor. The Chancellor appoints a Tenure and Promotion Review Committee composed of three faculty members from other disciplines in the College and two from other UHCC campuses in the applicant’s discipline. Only tenured faculty members may serve on this committee, and they must be at a rank equal to or higher than the rank for which the faculty member is applying. The Tenure and Promotion Review Committee reviews the dossier and makes a recommendation (Reference 3A:16).

The recommendation is sent to the Chancellor, who reviews the document and whose own recommendation is then attached. The application is forwarded to the University President and the Board of Regents. The Regents determine whether to confer tenure or promotion, or both, on the candidate.

*Evaluation of Administrative, Professional, and Technical Personnel*
Evaluation of the Administrative, Professional and Technical personnel proceeds through an online Broad Band Evaluating System. Prior to the creation of this system, there was no formal evaluation process for APT personnel. The evaluation period is November 1 through October 31 each year for APT personnel. This evaluation is online and is completed annually by the employee’s supervisor. APT personnel who are evaluated during this period and exceed performance expectations may be recommended for performance awards.

*Executive and Managerial Personnel*
Annually, between March and June, the 360 Degree Performance Assessment of Executive/Managerial Personnel form is sent to selected members of the individual’s subordinate, peer and constituent groups (Reference 3A:17). The selected members of these groups complete the evaluation online (Reference 3A:18). The results are summarized by the Office of Human Resources and the employee’s supervisor (usually the Chancellor) discusses the results with the employee. Evaluation of the Chancellor is conducted in a similar manner involving appropriate subordinate, peer and constituent groups (References 3A:19 and 3A:20).
Standard Three

RESOURCES

*Evaluation of Civil Service Personnel*
Each year the Civil Service staff members are evaluated by their immediate supervisors. The evaluation process involves a meeting between the supervisor and the employee during which the evaluation is documented on the Annual Review of Job Performance form (Reference 3A:21). The evaluation is conducted on or near the anniversary of the employee’s first date of employment (Reference 3A:22).

*Self Evaluation*
The College meets the Standard. The faculty tenure and promotion guidelines and procedures are continually updated and are working well.

The new online broad band evaluating system for APT personnel has been met with mixed reviews. Some employees have expressed concern over the use of this system when no process was previously in place. Some employees have been pleased because the process makes it possible for APT personnel to be recommended for merit raises for exceptional work. This evaluating system may be the direction of the future for evaluating Civil Service employees as well. If this type of evaluation system allows for the possibility for “merit raises” as a reward for employees and recognition of outstanding performance, the system would undoubtedly be welcomed.

*Planning Agenda*
None

*III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

*Descriptive Summary*
Kapi‘olani has long taken a learner-centered approach to education. In the Kapi‘olani CC Catalog, course descriptions specify the competencies that students will acquire in completing the course successfully. Many of the competencies are phrased as student learning outcomes. The current challenge for the College is to complete the focus on student learning outcomes by noting the affective aspect of successful learning—the attitudinal/behavioral aspects to complement the skill and knowledge mastery of the course content. This topic is addressed more thoroughly in Standard II.
Standard Three

RESOURCES

How effectively faculty and staff produce the desired outcomes in students is in part addressed in the evaluation process (as noted in the student survey at the end of the semester). However, the current student evaluation form is solely for evaluating the teacher and not for evaluating the course or what the student learned. Student learning is, of course, a collaborative effort between the instructor and the student.

As discussed elsewhere in this Self Study, the College has established the Learning Outcomes Assessment committee (a campus-wide committee) to address development and assessment of student learning outcomes. The committee is specifically addressing policies that will be presented for action by the College.

To this end, departments are discussing new ways of looking at student learning outcomes and addressing them directly. These discussions include evaluating the effectiveness of their efforts to accomplish the desired outcomes. Some departments are more evolved in the process than others and the work proceeds. As a work in progress, the evolutionary expectation is that as some departments produce successful models, others will be inspired to do the same.

Self Evaluation

The College is in the process of meeting the Standard. Current evaluation processes and instruments do not require information on the faculty or staff role in the achievement of student learning outcomes. In addition, student learning outcomes have not been established for all academic support areas. Faculty evaluations currently ask for students’ perceptions of the instructor’s teaching ability. The instrument does not address the instructor’s effectiveness in producing the stated learning outcomes.

Similarly, in their applications for contract renewal, tenure, and promotion, faculty are asked to demonstrate their effectiveness in their primary areas of responsibility, including how they meet their students needs. While effective teaching and learning support would suggest that students are likely to attain the stated learning outcomes, current evaluation practices do not require that faculty and staff explicitly address student learning outcomes.

Planning Agenda

In accordance with the College strategic plan and departmental tactical plans, the College, through its established committees and departments, will continue to write student learning outcomes and evaluation methods compatible with realistic
Standard Three

Achievement. The results will become a component of faculty evaluations, which will examine effectiveness in producing those learning outcomes.

The Faculty Senate has asked the Evaluation Committee to revisit the Student Feedback Survey Form given at the end of each semester to ensure that the form continues to meet the evaluation needs of the College and the faculty, especially in light of the new focus on student learning outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College upholds a written code of professional conduct for all its personnel, as listed below.

- The Hawai‘i State Standards of Conduct (Ethics), Chapter 84-11, governs all State employees (Reference 3A:23).
- Faculty and departments are guided by the UH Executive Policies E5.211, “Ethical Standards in Research and Scholarly Activities,” and E5.214, “Conflicts of Interest.” These policies may be found at the following website: http://www.svpa.hawaii.edu/svpa/ep/ep.html.
- “Faculty Professional Responsibilities and Workload,” is addressed in Article IV of the 2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i (Reference 3A:07).
- The Family Educational Rights and Privacy Act (FERPA) is included in Kapi‘olani Community College Catalog and in the Schedule of Classes (References 3A:24 and 3A:25).
- Prior to providing access to confidential student records, the Kekaulike Information Service Center informs faculty and staff of FERPA policies.
- The College annually distributes the University of Hawai‘i Disclosure form regarding financial conflicts of interest (University of Hawai‘i Disclosure, AP E5.214). Completion of the form is required of all faculty members (Reference 3A:26).

The employee-union handbooks of the Hawai‘i Government Employees Association bargaining units 3 and 8 and the United Public Workers unit 1, as well as the
Standard Three

**RESOURCES**

University of Hawai‘i Professional Assembly Contract unit 7, do not specifically address ethics. Consequently, some departments have written memos that pertain to specific areas of professionalism and codes of conduct for employees (Reference 3A:27).

A handbook for faculty is currently available online. This Faculty Handbook has a section that refers to professional ethics as well as professional responsibilities. The handbook can be found at the following website: www2.hawaii.edu/~celtt/Faculty_Handbook/overview/ethics.html.

An older reference still in use is the June 1992 handbook for department chairs, includes a chapter titled, “Legal and Ethical Issues.” Included in this chapter are the following items: Employee Negligence, Stolen Equipment, Rules of Conduct and Safety, Sexual Harassment, Rights of Pregnant Women, Gifts, and Service Contracts.

Before the UH Community College System was reorganized, the Chancellor of Community Colleges Memo 2600 (April 1998) contained a Statement on Professional Ethics. Since the demise of the old system, these Memos are used for reference only.

However, in July 2006, just before the final draft of this Self Study was to be printed, the UHCC System office distributed UHCCP #5.211 dated July 2006, titled University of Hawai‘i Community Colleges Policy, SUBJECT: Statement on Professional Ethics (Faculty), with directions to the Acting Chancellor to provide a copy to all new faculty members (Reference 3A:28).

**Self Evaluation**

The College meets the Standard. Codes of ethics and ethical standards are clearly established and published for faculty members of the College. Other State employees of the College, who do not have written statements regarding ethics in their union handbooks, are held to the State’s code of ethics.

**Planning Agenda**

The Acting Chancellor will make UHCCP #5.211 available to all members of the faculty in addition to new faculty members entering in fall 2006.
Standard Three

**RESOURCES**

**III.A.2.** The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

**Descriptive Summary**

Kapi‘olani Community College maintains a sufficient number of employees to perform its mission.

**Faculty**

Kapi‘olani Community College maintains a sufficient number of qualified faculty with full-time and part-time responsibility to the College. As shown in Table 1 below, as of fall 2005, the College employed 243 full-time faculty and 151 part-time faculty: The College has a strong ratio of full-time faculty to part-time faculty of 1.57:1 (243:155).

**Table 1.**

<table>
<thead>
<tr>
<th>Regular Faculty and Lecturers, Full-Time and Part-Time, Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Regular Faculty</td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
</tbody>
</table>

Source: UH Community Colleges Human Resources Office.

Table 2 below shows the rank of full-time regular faculty at the College:

**Table 2.**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>55</td>
<td>24.1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>36</td>
<td>15.8</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>52</td>
<td>22.8</td>
</tr>
<tr>
<td>Instructor</td>
<td>85</td>
<td>37.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>228</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

All members of the faculty must meet the established minimum qualifications for their department in order to be hired. In the Liberal Arts disciplines, a master’s degree or higher is required. Depending on the minimum qualification guidelines
for the community colleges, a bachelor’s degree plus three years of professional experience in the field may be substituted for a master’s degree in some disciplines.

In disciplines offering an Associate of Science, additional appropriate degrees (usually a master’s degree or higher or bachelor’s degree plus three years of professional experience in the discipline) or certifications in the specific discipline are required. Figure 1 below shows the percentage of Kapi‘olani CC faculty who hold doctoral degrees, master’s degrees, and bachelor’s degrees or less, as of fall 2005.

**Figure 1.**
Kapi‘olani Community College
Full-time Faculty by Educational Credential Fall 2005

Support Staff
The support staff consists of 132 full-time and part-time employees and is classified in collective bargaining units 1, 3, and 8.

**Unit 1.** This unit totals 31. This unit is composed of janitors, building maintenance workers, groundskeepers, an offset press operator, a painter, a sprinkler system repairer, and a cook.

**Unit 3.** This unit contains 45 employees; these include clerks, secretaries, account clerks, stenographers, library technicians, library assistants, and a security officer. Four members of this unit have an associate degree.
Standard Three

**RESOURCES**

Unit 8. The remaining 56 staff members belong to Unit 8. Members of Unit 8 provide professional level academic support, institutional support, instruction/student support, information technology support, media design and production support, research support and physical plant management support. Degrees attained by members of this group are as follows: associate (10); bachelor’s (21); master’s (8), doctorate (1), unknown (16); (Reference 3A:29).

Administration
The administrative staff is made up of twelve members, eight of whom are in executive/managerial positions. The members of the administrative staff hold one baccalaureate degree, six master’s degrees, and five doctoral degrees (Reference 3A:29).

Plans to Increase the Number of Employees
The following tactical plans of departments address workload reduction and increase of staff size.

- The Culinary Arts Department plans to provide workload reduction to all full-time instructors to facilitate professional development efforts and provide opportunities for faculty members to obtain American Culinary Federation certification. The Health Sciences programs, in their tactical plan, state that they will expand the lecturer pool by increasing the number of eligible lecturers on the neighbor islands and develop floating general-funded key positions to meet the educational needs on the neighbor islands.
- The Administration plans to increase security by hiring, retaining, and upgrading security professional training.

Administrative Reorganization of the Community College
In November 2004, the Board of Regents approved reorganization in the administration for the Community Colleges. The reorganization created the Office of the Vice President for Community Colleges. The new position was filled in July 2005, on an interim basis by the former Chancellor of Kapi‘olani Community College.

The appointment of the former Kapi‘olani CC Chancellor to the position of Vice President for Community Colleges created a domino effect in that the former Vice Chancellor for Academic Affairs at the College was appointed Acting Chancellor, and a former interim academic dean was appointed Acting Vice Chancel-
Standard Three

RESOURCES

lor for Academic Affairs. (Standard IV provides a more complete picture of the reorganization.)

Vacancies
In spring 2006, the College had many unfilled positions: five in the Office of Human Resources (all but one position is currently occupied by retired and on-loan staff serving on an interim basis), and two in the Business Office. In addition, the position of Auxiliary Services Officer is being filled on an interim basis.

Since 2002, the processing of personnel documents in the Human Resources Office became longer than what had been customary. As a result, new hires have gone two months or more from their start of employment before receiving pay (ordinarily, even under ideal conditions, a minimum of six weeks elapsed before a new employee was paid). Additionally, documents have been misfiled or misplaced and, therefore, must be resubmitted, further delaying any action required (Reference 3A:32).

Similar problems occurred in the Business Office in July 2004. The Fiscal Officer of the Business Office was appointed to fill the position of Vice Chancellor for Administrative Services on an interim basis. The account clerk filled the fiscal officer’s position on a temporary basis. Staff in the Business Office were given overtime to handle the workload.

Of the eight Executive and Managerial personnel, four are in acting or interim positions (Reference 3A:30). There has also been a turnover in personnel at Auxiliary Services, so that those remaining have taken on additional responsibilities. Furthermore, there are vacant positions in the Library (Reference 3A:31).

Self Evaluation
The College meets the Standard with respect to faculty. A sufficient number of qualified faculty (with full-time responsibilities to the College) hold appropriate academic degrees. The College Catalog lists the faculty and administrators along with their degrees.

However, the shortages and vacancies among the support staff, specifically the Human Resources Office, the Business Office, and Auxiliary Services, have caused hardship to the campus. Clearly, the College would operate much more efficiently and effectively if the business, personnel, and auxiliary services units were fully staffed.
Standard Three

**RESOURCES**

**Planning Agenda**

The vacancies in the Human Resources Office and the Business Office have been advertised, but are not filled at the time this Report was written. Recruiting will be ongoing until the positions are filled.

The Library’s tactical plan includes securing additional staffing to meet escalating demands. The Library also plans to upgrade and increase staff salaries to be comparable with peer institutions.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**

The College has established and adheres to written policies ensuring fairness in all employment procedures. Before new employees are recruited, Kapi’olani’s Human Resources Office reviews and approves the advertisement that is then published. Professional personnel review these advertisements for Equal Employment Opportunities/Affirmative Action mandates and minimum and desirable qualifications. Records are kept of the selection process and interviews. The Human Resources Office reviews these records for compliance with governing policies. Once hired, employees are treated according to relevant requirements in union contracts, Board of Regents policies, and State law.

Personnel in the Human Resources Office assure that prescribed policy is followed at every step in the process. Although this thoroughness sometimes creates delays, the process ensures that the Equal Employment Opportunities/Affirmative Action guidelines are followed and that minimum qualifications are appropriate.

Civil service hiring is time-consuming as departments must usually work from university lists and interview each qualified university employee on the list before being able to ask for additional names from the State Department of Human Resource Development. While this process ensures that positions are filled with the best qualified individuals, it also is very time-consuming and sometimes
Standard Three

RESOURCES

results in losing the best candidates to other organizations that work more efficiently and expeditiously.

Self Evaluation

The College meets the Standard in providing written policies that ensure fairness in all employment procedures. The hiring process is conducted in a fair and equitable manner.

Planning Agenda

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel records for Board of Regents appointees are kept on file at the College Office of Human Resources. The confidentiality of the records is governed by rules in the document Administrative Procedure #A9.025, Fair Information Practice-Confidentiality of Personnel Records.

The official personnel files of terminated employees are stored on the campus for three years, after which they are transferred and archived at the State Records Center.

Staff members of the Human Resources Office review the personnel files of new employees for completeness and accuracy, as directed by Administrative Procedure #A9.025, Fair Information Practice-Confidentiality of Personnel Records, which also governs changes or corrections to records.

College personnel have access to their records upon request to the Kapi‘olani CC Human Resources Office.

Self Evaluation

The College meets the Standard. Personnel adhere to established policies regarding the security and confidentiality of personnel records.
Standard Three

RESOURCES

Planning Agenda

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The College demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. The University of Hawai‘i statement on equal opportunity and affirmative action is found at the following website:


Effective October 1, 2005, the University of Hawai‘i implemented an online system named the Board of Regents Applicant Data System. This system tracks the gender and ethnicity of all applicants. By email or surface mail, applicants are invited to disclose their gender and ethnicity. Based on the response, the Director of Equal Employment Opportunities/Affirmative Action in the Office of the Vice President for Community Colleges compiles and reviews the information.

As a State, Hawai‘i enjoys a diverse population and (shown in Tables 3 and 4 on the following pages). The College reflects this diversity in its personnel and students. Based on fall 2005 data provided by the University of Hawai‘i System, the majority of regular instructional faculty is ethnically Caucasian (50.8%), while individuals of Japanese ethnicity constitute two-thirds (66.65%) of the administrative staff, and nearly half of the APT personnel (48.8%) and other faculty (43.1%) positions; 59.3 percent of faculty and staff are female.

As for the students, 70.3 percent are of Asian or Pacific Islander ancestry, 12.8 percent are Caucasian, and the rest are of other ancestries. (See Table 4 on page 302.)
**Table 3.**
Faculty and Staff at Kapi‘olani Community College
Ethnicity and Gender, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Administrative Staff</th>
<th>Administrative, Professional, and Technical</th>
<th>Civil Service</th>
<th>Regular Instructional Faculty</th>
<th>Other Regular Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL #</td>
<td>379</td>
<td>12</td>
<td>45</td>
<td>92</td>
<td>179</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td>% of Total</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>African American</td>
<td>0.5</td>
<td>8.3</td>
<td>1.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native</td>
<td>0.8</td>
<td></td>
<td></td>
<td>1.12</td>
<td>1.96</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>33.6</td>
<td>50.0</td>
<td>48.8</td>
<td>36.3</td>
<td>24.02</td>
</tr>
<tr>
<td>Chinese</td>
<td>8.8</td>
<td>4.3</td>
<td>11.0</td>
<td>6.15</td>
<td>19.61</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.5</td>
<td>6.5</td>
<td>12.1</td>
<td>5.03</td>
<td>1.96</td>
</tr>
<tr>
<td>Indian</td>
<td>1.1</td>
<td></td>
<td></td>
<td>2.22</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>1.7</td>
<td>2.2</td>
<td>2.2</td>
<td>1.68</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>32.5</td>
<td>25.0</td>
<td>19.6</td>
<td>6.6</td>
<td>50.84</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander</td>
<td>8.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Part-Hawaiian</td>
<td>16.7</td>
<td></td>
<td>17.6</td>
<td>5.59</td>
<td>3.92</td>
</tr>
<tr>
<td>Samoan</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
<td>1.96</td>
</tr>
<tr>
<td>Other Asian and Pacific Islander</td>
<td>2.7</td>
<td></td>
<td></td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.3</td>
<td>4.4</td>
<td>1.1</td>
<td>1.12</td>
<td></td>
</tr>
<tr>
<td>Other Ethnic</td>
<td>2.3</td>
<td>2.3</td>
<td>5.5</td>
<td>2.23</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59.3</td>
<td>41.7</td>
<td>60.9</td>
<td>67.0</td>
<td>53.1</td>
</tr>
<tr>
<td>Male</td>
<td>40.7</td>
<td>58.3</td>
<td>39.1</td>
<td>33.0</td>
<td>46.9</td>
</tr>
</tbody>
</table>

Source: Community Colleges Human Resources Office.
Table 4.
Kapi‘olani Community College Students by Ethnicity, Fall 2005

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>69</td>
<td>0.9</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>15</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5,127</td>
<td>70.3</td>
</tr>
<tr>
<td>Asian</td>
<td>3,750</td>
<td>51.4</td>
</tr>
<tr>
<td>Chinese</td>
<td>605</td>
<td>8.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,036</td>
<td>14.2</td>
</tr>
<tr>
<td>Indian Subcontinent</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>Japanese</td>
<td>1,559</td>
<td>21.4</td>
</tr>
<tr>
<td>Korean</td>
<td>357</td>
<td>4.9</td>
</tr>
<tr>
<td>Laotian</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>Thai</td>
<td>9</td>
<td>0.1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>86</td>
<td>1.2</td>
</tr>
<tr>
<td>Other Asian</td>
<td>74</td>
<td>1.0</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>988</td>
<td>13.6</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>36</td>
<td>0.5</td>
</tr>
<tr>
<td>Hawaiian/Part-Hawaiian</td>
<td>789</td>
<td>10.8</td>
</tr>
<tr>
<td>Micronesian</td>
<td>42</td>
<td>0.6</td>
</tr>
<tr>
<td>Samoan</td>
<td>23</td>
<td>0.3</td>
</tr>
<tr>
<td>Tongan</td>
<td>7</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>53</td>
<td>0.7</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>38</td>
<td>0.5</td>
</tr>
<tr>
<td>Mixed Asian/Pacific Islander</td>
<td>389</td>
<td>5.3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>936</td>
<td>12.8</td>
</tr>
<tr>
<td>Middle Easterner</td>
<td>3</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>17</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Caucasian</td>
<td>916</td>
<td>12.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>129</td>
<td>1.8</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>5</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>110</td>
<td>1.5</td>
</tr>
<tr>
<td>Mixed Hispanic</td>
<td>14</td>
<td>0.2</td>
</tr>
<tr>
<td>Mixed Ethnic Background</td>
<td>870</td>
<td>12.0</td>
</tr>
<tr>
<td>No Response</td>
<td>143</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,289</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Campus Activities That Focus on Diversity

Campus emphases and initiatives (discussed in Standard 1) support and enhance the celebration of the ethnic diversity of faculty, staff, and students. The following are some of these efforts:

*International Education (formerly known as Kapi‘olani Asian/Pacific Emphasis—KAPE).* This cross-curricular emphasis provides faculty and staff with a
Standard Three

**RESOURCES**

resource and vehicle to celebrate the wide variety of ethnicities that compose the College population.

The following paragraph is from the KAPE Mission Statement:

> “The members of the KAPE committee recognize the importance of their responsibility to provide the leadership necessary in guiding the faculty, staff, students, and members of the community towards a better understanding of Pacific and Asian neighbors. KAPE, therefore, works closely with many of the departments on campus to strengthen and increase both intra campus cooperation and to foster international institutional linkages through its many important and significant activities, such as the Annual International Festival” (Reference 3A:33).

**International Festival and International Education Week.** In March, the Annual International Festival is held. It is a weeklong celebration, highlighting Pacific-Asian cultures. Faculty and staff participate in this celebration, working with students to share their many cultures.

In the fall semester, the College sponsors an international education week that is open to the public. Activities include foreign films, speakers, and student presentations. Students, faculty, and staff, as well as community members are welcomed.

**Mālama Hawai‘i Center.** Mālama Hawai‘i is a campus initiative. The aim of the Mālama Hawai‘i Center is to provide a passionate, positive, and productive learning experience in keeping with the Native Hawaiian culture for students at Kapi‘olani CC as well as the surrounding community. While primarily serving students, this Center also serves as a resource and support to faculty and staff, embracing Native Hawaiian values and culture to which the College is committed.

**Professional Development Groups.** Campus professional development groups serve to provide ethnic diversity support and training through their programs. One notable example is the Professional Development Committee for Counseling, which surveys the College counselors annually to determine training needs and interests. In 2005, professional development workshops focused on informing counseling faculty of the unique cultural needs of Pacific Islanders, the challenges
Standard Three

**RESOURCES**

of English for Speakers of Other Languages, and the unique needs of students with learning disabilities.

On February 25, 2005, a professional development workshop addressed the needs of Micronesian students. Included in the workshop was a presentation on “English for Speakers of Other Languages Generation 1.5,” and the English for Speakers of Other Languages program (Reference 3A:34). On October 11, 2005, Disability Information Sessions were held for counselors to help them understand responsibilities regarding students with disabilities (Reference 3A:35).

Individual departments may also create workshops or training sessions to meet identified needs or interests of their respective personnel.

**Self Evaluation**

The College meets the Standard. The College emphasizes attention to issues of diversity and equality. Professional Development programs address needs as they arise.

**Planning Agenda**

None

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Descriptive Summary**

The College Human Resources Office assists the Office of the Vice President for Community Colleges in preparing an annual report for the University’s Director of Equal Employment Opportunities/Affirmative Action. The report lists new hires, promotions, transfers, resignations, and retirements. The Office of the Vice President compiles data from the campuses into job categories according to gender and ethnicity. Information in this report becomes the basis for the University’s Affirmative Action Plan for the subsequent year (Reference 3A:36).

The current Affirmative Action Plan is for July 1, 2005 to June 30, 2006. Department chairs and deans of the College target under-utilized groups for recruitment into vacant positions in the appropriate job categories. Statistical data are collected for full-time and permanent part-time employees only. Lecturers and
Standard Three

RESOURCES

other casual hires are not included in the affirmative action data (Reference 3A:37).

Self Evaluation

The College meets the Standard. The College and the University have a system in place that regularly assesses employment records pertaining to equity and diversity.

Planning Agenda

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

Integrity is embodied in the words of the College namesake, Queen Kapi‘olani, whose motto is Kulia i ka Nu‘u, “strive for the highest.” The College subscribes to integrity through its mission statement and the college vision and values statement below:

- Aloha for Hawai‘i, and its diverse peoples, cultures, languages, and environments.
- Service and attention to the needs of diverse students and their experiences, contributions, expectations, and dreams.
- High quality, active, ongoing learning for everyone.
- Respect and appreciation for the faculty, staff, and administration, in recognition of their hard work and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in teaching, curriculum development, program planning and problem-solving.

The College adheres to these values and advocates integrity in its treatment of administrators, faculty, staff, and students through its policies and procedures, collective bargaining agreements, and student practices.

In addition to the recruitment and hiring practices already described, which ensure fairness and equity for those entering the institution, the College also has in
place safeguards for all employees and students should they believe they have not been treated fairly.

The University of Hawai‘i System maintains a website listing all administrative procedures, including grievance procedures, at http://www.svpa.hawaii.edu/svpa/. These procedures are also addressed in the union handbooks of the collective bargaining units: for faculty, the University of Hawai‘i Professional Association; and for staff, the Hawai‘i Government Employees Association and the United Public Workers.

As discussed in Standard II, the College has a Code of Conduct for students. The Code emphasizes mutual respect and acceptable behaviors. The Catalog and the Schedule of Classes include the Code of Conduct so that students know what is expected of them and what they have a right to expect in return. Students have access to stated procedures to redress any grievance.

The College demonstrates integrity in the treatment of its administrators, faculty, staff, and students by the following:

- Being consistent in its practice of adhering to all state and UH policies and procedures pertaining to treatment of employees and students;
- Providing workshops on sexual harassment, workplace violence, and appropriate communication;
- Providing students with workshops promoting their opportunities for success as college students (SOS – Secrets of Success series);
- Providing funds for faculty and staff to participate in opportunities for professional development;
- Providing access to free mediation services for resolving disputes between members of the college community;
- Adhering to EEO/AA policies; and
- Continuing to upgrade a safe and secure environment (allocating funds for additional security officers, better campus lighting, etc.) for all members of the college community.

Self Evaluation
The College meets the Standard and maintains integrity in its treatment of its administration, faculty, staff, and students.
Standard Three

RESOURCES

Planning Agenda
None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified needs for teaching and learning.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
Throughout the College, the tactical plans of Academic Programs and Administrative and Educational Support Units stress the importance of professional development, indicated in the examples below:

- The Arts and Sciences Division identifies the importance of “investing in people” and has an ongoing objective to “promote scholarship of teaching for improved student learning” (Goal V of Tactical Plan, accessed on Quill, the College intranet system).

- The Business Office will “continue to build a student-friendly access system that emphasizes both the importance of quality human interactions and efficiency and accuracy in the delivery of all cashiers’ services.” Feedback from the summer/fall 2005 registration will determine if “retraining of staff or hands-on workshop [is] needed” (Goal I, Objective 1.3 of Tactical Plan). The Business Office will also address hands-on training based on needs assessment (Goal 6, Objective 6.5).

- The Library and Learning Resources Unit will “identify professional development funds” and “determine professional development needs that support student learning.”

- The Culinary Arts Department will “increase professional development opportunities for faculty” (Goal I, Objective 1.5), as well as “increase faculty access to professional development opportunities” (Goal 5, Objective 5.1).

- The Culinary Institute of the Pacific will "offer professional development activities to faculty interested in teaching advanced culinary courses" (Goal 5, Objective 5.1).
Standard Three

RESOURCES

- The **Legal Education Department** echoes this same sentiment, planning to “provide more staff and faculty development opportunity” (Goal I, Objective 1.3).
- The **Holomua Department** includes technology in its plan to “create and maintain physical and online professional development resources” (Goal I).
- The **Human Resources Office** will “redefine staff rules and rewards to promote careers of professional development to Administrators, department chairs, faculty and staff in their efforts to promote improvements in student success rate and satisfaction” (Goal 5, Objective 5.2).

This emphasis on professional development is consistent with the College Strategic Plan goal V, “To Invest in People: Professionals in a Learning Organization” (Strategic Plan 2003-2010).

**Center for Excellence in Learning, Teaching, and Technology**

A key vision of the former Chancellor of the College materialized in January, 2005 with the inception of the Center for Excellence in Learning, Teaching, and Technology (known on campus as CELTT). Its goal is to “create a center that uses learning-college principles to provide faculty with one-stop support for improving learning but also serves as a focal point for leadership in improving teaching and learning” (Reference 3A:38).

The mission of the Center is to accomplish the following goals:

- Ensure the quality of teaching and learning through centralized, localized professional-development support, focused on learning-college pedagogy in classroom and clinical settings;
- Ensure the quality of teaching and learning through technology support;
- Ensure increased learning-centered behavior;
- Promote the scholarship of teaching;
- Support the enhancement of the technology infrastructure across the campus; and
- Promote more efficient provision of campus services through the use of technology (Reference 3A:38).

The Center’s personnel structure, as it pertains to professional development, consists of the coordinator of the Center, who works with a Professional Development Team. This team consists of one information technology specialist and
Standard Three

**RESOURCES**

four faculty members. These leaders have not only “assumed responsibility for most professional development activities that are currently offered on the Kapi‘olani campus,” but also “are involved in expanding and integrating these offerings as part of the Title III grant.” Eventually, the “initiatives, programs, workshops, and institutes established under the grant will become institutionalized” (Reference 3A:38).

The Center’s Professional Development Team has assumed responsibility for professional development activities that include the following activities (Reference 3A:39):

- Monthly meeting of 4Ts (Teachers Talking to Teachers about Teaching).
- Learning Communities (including the Learning Community Institute and maintenance of the WebCT LC site);
- TALENT (Teaching and Learning with Electronic Networked Technologies);
- Workshops on constructing self-assessment documents (used in applications for retention, promotion, and tenure);
- The Teaching and Learning workshop series that focuses on practical strategies in the areas of rapport, empowerment, questioning and feedback;
- New Faculty Orientations in fall and spring; and
- Update and dissemination of the Faculty Handbook via the campus intranet website (Quill).

The following are some of the new professional development activities already in operation since the inception of the Professional Development Team:

- Tailored workshops in the following topics:
  - CATS (Classroom Assessment Techniques);
  - Portfolio pedagogy;
  - Mediation skills;
  - Student Success Strategies; and
  - Demonstrations of Tablet PCs.
- Hands-on WebCT training to supplement TALENT workshops;
- One-on-one coaching for construction of self-assessment documents;
- Workshops on Microsoft Office applications such as the following:
  - Microsoft Word;
Standard Three

**RESOURCES**

- Microsoft Excel; and
- Microsoft PowerPoint.

- Data collection for surveys of faculty during the faculty/staff meeting in August; and
- Assistance in planning activities for the annual Faculty Professional Development day held on the first Friday of March.

The following are initiatives to be implemented in spring and fall 2006:

- First Year Experience Initiative for new faculty members—offering 1) “Scenarios Online: Teaching in the Learning College,” an interactive, internet-based new faculty orientation course using case studies, 2) Life Balance workshop series, 3) curriculum revision, and 4) entrance into a new Engaged Educator program (see below);
- Technology-based workshops, consisting of Webpage Creators, new Software, such as Camtasia, Inspiration, and Webstractor, and e-portfolios;
- Workshops inspired by Skip Downing, focusing on student success;
- Dream Scheme initiative—meant to shape informal leaders who will enact department tactical plans and the College strategic plans;
- Engaged Educator program—to encourage experienced and newer faculty members to combine their personal interests with the College interests;
- Faculty connections (mentoring protocols);
- A coaching program as an element of the Engaged Educator program;
- Transformed for Learning Teams—this two-part process commences in fall 2006, with five faculty members drastically redesigning their courses, and then in the following spring, sharing their experience by overseeing small groups of new faculty; and
- Technology Thursdays—these technology workshops are open to all College staff and faculty and are well attended.

Other activities that emphasize professional development include the Professional Development Committee for Counselors (as mentioned earlier in this Standard). The campus Faculty and Staff Development Committee allocates funds to applicants for conferences and workshops. In addition, the Student Services Professional Development Committee continues to arrange on-campus workshops to meet the needs of faculty members.
Standard Three

RESOURCES

Evaluation of Professional Development Opportunities
In the fall 2005 survey, 60% of the responding faculty rated the professional development opportunities at the College as good; 77% stated that they did not participate in professional development opportunities at the College.

In this same survey, 41% members of the College staff rated the opportunities for professional development at the College as good. Of the respondents, 66% claim that they did not participate in staff development activities on campus.

Self Evaluation
The College meets the Standard. Survey evidence shows that a majority of the faculty consider professional development opportunities on campus as good, although a larger percentage do not participate in the activities. Of the staff, less than half of those responding to the survey think the professional development opportunities are good. Two-thirds of the responding staff said they do not participate in professional development activities on campus. Clerical staff stated that they did not attend staff development opportunities because when they were away from the office, their work stacked up and they had more to do when they returned.

Planning Agenda
As noted above, the tactical plans of eight units address professional development. These plans are consistent with the College Strategic Plan goal V, “To Invest in People: Professionals in a Learning Organization” (Strategic Plan 2003-2010).

To increase the professional development opportunities for staff members, the interim coordinator of the Center for Excellence in Learning, Teaching, and Technology has stated that the Professional Development Team is trying to make a direct connection with the Staff Council (composed of civil service representatives across the campus) in an effort to include the staff in the Center’s planning, thereby increasing availability of appropriate professional development.
Standard Three

RESOURCES

III.A.5.b. With the assistance of the participants, the institution systematically evaluates programs for professional development and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

At Kapi‘olani Community College, responses of participants in professional development activities help determine the planning of subsequent professional development activities. For example, at the beginning of fall 2005, the Kapi‘olani representative to the Wo Learning Champions surveyed the faculty on their professional development needs. The Wo Learning Champions are a group of eight representatives from across the UHCC System who are supported by an endowment funded by two Wo Family Foundations. The representatives focus on learning and leadership, investing in junior members of the academic community, renewing its senior faculty, and promoting the enrichment of all at the State’s community colleges (http://wlc.kcc.hawaii.edu).

Two additional surveys were disseminated during the “Show and Tell” workshops in fall 2005. The information from these surveys was used to create the schedule of workshops offered in spring 2006, at the Wo Innovations in Learning Day (a non-instructional day for all UH community colleges). Results of these surveys were used to set up the next year’s opportunities.

In addition to general surveys, the Center for Excellence in Learning, Teaching, and Technology conducts evaluations after each workshop the Center presents. The results are combined and discussed with the individuals who presented the workshops. Adjustments are made to the workshop based on the results. The Professional Development Committee for Counselors uses the survey from the previous year to identify and create the topics for the next year’s workshops.

Self Evaluation

The College meets the Standard. The results of general and individual surveys determine the schedule of upcoming workshops. The dissemination of the surveys is systematic, intending to reach as broad a base as possible.

Planning Agenda

None
Standard Three

RESOURCES

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is initiated from and integrated with institutional planning through departmental tactical plans and Program Reviews. Also considered are the strategic plans of the College, the UH Community Colleges, and the UH System. Even through curricular updates and changes within courses, one of the questions that must be satisfied before new courses can be accepted is “What impact will the course have on staffing?” A large portion of the College budget is applied to staff salaries and supplemental costs, so the budgetary process must also include human resources planning.

The Policy, Planning, and Assessment Council makes recommendations based on a review of all tactical plans and requests for additional funding. Departments are required to justify their requests and provide data supporting their requests. The Council ranks these requests and submits them to the Chancellor for consideration or approval. Approved requests are submitted to the legislature through the UH System procedures. In this way, human resources planning, in conjunction with program planning, is tied to strategic plans of the campus and UH System.

Filling Human Resources positions was delayed as the staff sought to rewrite and upgrade the lead position in that office. This request was subsequently denied at a system level so that the process had to be started all over again.

Self Evaluation

The College meets the Standard. However, the ability of the College to meet its goals would be enhanced if human resources planning were to become an even more integrated component of institutional planning. Hopefully, with the implementation of the Policy, Planning, and Assessment Council as a budget planning body, staffing needs will become more apparent and given the consideration and support necessary for optimal performance. This is especially true of support staff services where staff shortages impact the whole campus.

Human resources are a critical part of the College and as unions negotiate higher, more equitable salaries and benefits for the faculty and staff, the costs increase. As noted earlier in this Standard, when staff members leave, the positions are not always filled quickly, even though the positions may be critical to the welfare of
Standard Three

RESOURCES

the College. This shortage of personnel causes extra work for others, creating lowered morale and less efficiency (see Standard III.A.2).

The Business Office, the Human Resources Office, the Student Services Center, Information Media Technology Services (now included in the Center for Excellence in Learning, Teaching, and Technology), and Auxiliary Services have all suffered shortages in staffing in the last few years and in some cases the situation is still not rectified. In this area the College can improve. Contingency planning may help alleviate the serious impact of staff shortages in the future.

Planning Agenda

Auxiliary Services and the Office of Human Resources are in the process of recruiting and filling vacancies.
Standard Three

**RESOURCES**

References in Standard 3A

3A:01 State of Hawai‘i, Department of Human Resources, Development, Policies and Procedures, Establishment of Minimum Qualification Requirements for Civil Service Classes of Work. Effective 12/3/03

3A:02 Sample Position Description.

3A:03 Liberal Arts Instruction/Academic Support/Student Services.


3A:07 2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i (Contract).

3A:08 Sample Position Announcement for Educational Specialist.

3A:09 Board of Regents Recruitment/Selection Form 17.

3A:10 Kapi‘olani College Screening Committee Procedures.

3A:11 Acting Chair, Business faculty, Interview on February 23, 2006.


3A:17 Sample email notification and instructions to provide 360 EM Assessment

3A:18 Sample of 360 EM Assessment of Administrators (online assessment emailed to selected evaluators).


3A:22 Employee Performance Appraisal Forms.

3A:23 Chapter 84, Standards of Conduct, Section 84-11.


Standard Three

**RESOURCES**

3A:26 University of Hawai‘i Disclosure Form.
3A:27 Auxiliary Service Memos.
3A:28 University of Hawai‘i Community Colleges Policy UHCCP #5.211, July 2006,
3A:30 Personnel Officer, Human Resources Office, Interview March 1, 2006.
3A:32 Clerical, Holomua Staff: Interview on October 9, 2006.
3A:34 Flyer: Understanding Micronesian College Students.
3A:35 Flyer: Jane Jarrow, PhD., Disability Information Sessions.
3A:37 Affirmative Action Plan 2005-2006, (located in a large binder in the College Human
Resources Office).
3A:38 Center for Excellence in Learning, Teaching, and Technology Transition Report, August 1,
3A:39 Center for Excellence in Learning, Teaching, and Technology Transition Report, Novem-

**Other Documents in File**

Community College 2005-2006 Tenure/Promotion Timelines.

Student Conduct Code Handbook.

General Responsibilities for Administration of Personnel Programs, Policy No. 101.001.
III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Facilities
Kapi‘olani Community College occupies 21 buildings on 44 acres of land near scenic Diamond Head crater on the edges of the Kaʻimukī and Kapāhulu neighborhoods of Honolulu. The College also uses a portion of the second floor of the Sinclair Wing of Le‘ahi Hospital (located across the street from the campus on Makapu‘u Avenue) for the Nursing Program. This space includes four faculty offices, four classrooms, and a laboratory. Kapi‘olani CC is responsible for custodial services for the floor. The hospital is responsible for maintaining the building, and has committed funds to repair a leaky roof.

On the campus, the College also maintains the ‘Alani Child Care Center, a day care center for the young children of students, faculty, staff, and the community. Off campus, the College uses classroom space at the University of Hawai‘i at Mānoa Law School for the Paralegal Education Program.

The College also administered a training center and office in Waikīkī known as the Waikīkī Lifelong Learning Center, on the second floor of the Waikīkī Town Center on Kuhio Avenue. Due to maintenance problems and the impending renovation of the Waikīkī Town Center in the next two to three years, the Waikīkī Lifelong Learning Center moved its office to the Hospitality and Tourism Education Department on campus in December 2005. Continuing education courses once offered at the Waikīkī Lifelong Learning Center are available either on campus or at meeting facilities in Waikīkī hotels.
Standard Three

RESOURCES

As part of its mission to provide health science and nursing programs island-wide on O'ahu, Kapi'olani offers health science and nursing classes and programs at Wai‘anae Health Academy in Wai‘anae (northwest of Honolulu), in partnership with Leeward Community College and the Wai‘anae Coast Comprehensive Health Center. The Wai‘anae Health Academy is located in a Leeward Community College facility on the Wai‘anae Coast.

As part of its mission to provide health science programs throughout the State, Kapi'olani CC offers a Radiologic Technology program on the island of Hawai‘i in partnership with Hilo and Kona Hospitals. The College plans to offer a similar program on Maui.

The College also offers training in Emergency Medical Services on Hawai‘i, Maui, and Kaua‘i. The classrooms are located on the campuses of Hawai‘i Community College, Maui Community College, and Kaua‘i Community College.

Campus Buildings
The 21 buildings that house the main Diamond Head campus provide a total of 240,419 square feet (total occupancy: 6,668 persons). Much of the existing campus plant was constructed during the years 1983 to 1994. These facilities provide the College with a total of 67 classrooms, 11 health science labs, 7 art labs, 1 language lab, 6 science labs, 31 computer labs, 7 food service labs, and a total of 350 offices, of which 292 are faculty offices.

Off-Campus Space for Learning Opportunities
The College has a number of formal agreements with health care centers and medical personnel, including hospitals, clinics, and physicians, to provide internships and learning opportunities for Health Education students. Students enjoy practical clinical experience at off-campus sites around O‘ahu. Signed agreements are available for review in offices of each of the Health Education departments.

Student Activity Space
Student activities generally take place in the cafeteria, ‘Ililma 202, ‘Ōhi’a 118, and on the Great Lawn. The rooms ‘Ōhi’a 101 – 104 house the offices of Student Activities, the Board of Student Activities, the Student Congress, and Phi Theta Kappa (the Honors society). Also in one of these rooms is a student lounge. ‘Ohi’a 103 now houses fitness equipment, which will be made available to students through the Exercise and Sport Science Program.
Standard Three

RESOURCES

Enrollment
Student enrollment in the College in fall 2005 was 7,289, with 4,139 FTE and 2,647 part-time students (Reference 3B:01). The original design of the campus and its facilities assumed a projected maximum capacity of 5,000 full-time-equivalent students (Reference 3B:02). Space on campus is at a premium.

Allocation of Campus Space
A single person manages the computerized system that schedules all campus classrooms and laboratories, excluding office space. Faculty can request the use of a particular room at a given time. If the requested room is not available, efforts are made to find an acceptable substitute.

The Food Service demonstration kitchen (‘Ōhi‘a 118—maximum capacity 125 persons) remains the only large meeting room on campus. The following activities compete for this room: orientation sessions, group tours for potential students, workshops, piano recitals, special activities of the International Festival, continuing education activities, private agencies services, and classes.

A major item in the Capital Improvement Program for the College is the construction of a Multipurpose Facility (Reference 3B:03). The Board of Regents has recommended initial planning funds for the project at a cost of $1,335,000, along with other System-wide Capital Improvement Program planning requests.

Computing Labs
Technology has had a significant impact on the use of campus space. The College now has 31 computing labs on campus, with a combined total of 546 seats (Reference 3B:04). Classes are conducted in these electronic classrooms, affording students and instructors the opportunity to use technology in instruction. Many of the labs serve the students and faculty of specific departments and programs and are exclusively used by those units.

Lama Library and other units offer around 100 seats at any given time for open use of computers. The increase in the number of computing labs has contributed to the decrease of available classrooms, though many classes held in these rooms take advantage of computing resources. Computer labs are either managed by individual departments or the Center for Excellence in Learning Teaching and Technology.

The Center for Excellence in Learning, Teaching, and Technology is maintained for use of faculty and staff and is the locus of technology training. Since the
Standard Three

**RESOURCES**

Center became operational in August 2005, use of the facility has increased steadily. Under the aegis of a Title III grant, the Center’s facility was renovated in 2006, and new equipment was purchased (Reference 3B:06).

**Expansion of Culinary Arts**

The College has acknowledged the importance and success of its Culinary Arts program and is working to expand it by initiating a Capital Improvements Project to create the Culinary Institute of the Pacific on the slopes of Diamond Head on the site of the former Cannon Club. One of two University of Hawai‘i Centennial Campaign Projects, the Institute will provide students of the College, students at other UH campuses, and industry professionals, the opportunity for advanced culinary training beyond the College current two-year degree program (Reference 3B:07).

This expansion supports the College Advancement Tactical Plan, Goal #1, Institutional Goal 33, Objective 3.1, to “create and sustain mutually beneficial partnerships to further develop the Culinary Institute of the Pacific statewide with construction of state-of-the-art facilities funded through external resources” (Reference 3B:08).

On September 28, 2001, the State Board of Land and Natural resources approved a lease of the 7,878 acres to the University of Hawai‘i for 65 years at a cost of $1 per year (plus $440,000 to reimburse the Department of Land and Natural Resources) to build a new culinary facility at the former site of the Cannon Club (Reference 3B:12). The University is pursuing funds from private donors, corporations, and foundations, in addition to Federal government grants, to aid in the construction of the facility (Reference 3B:03).

In May 2004, the Hawai‘i State Legislature appropriated $3,000,000 to support designing the Culinary Institute of the Pacific at Diamond Head (References 3B:09 and 3B:10). The Cannon Club property is in an environmentally protected zone within the Diamond Head State Park.

The property is located on “ceded lands,” which are former crown and government lands originally belonging to the Hawaiian kingdom now held in trust by the State. “The Cannon Club property is ceded land and the Culinary Institute of the Pacific program would fulfill the educational purpose as provided for by the public land trust of the Admissions Act. The proximity to the College and the world class site present a tremendous opportunity to further develop and showcase the Culinary Institute of the Pacific” (Reference 3B:11).
Standard Three

RESOURCES

Distance Learning Physical Resources
Distance-learning opportunities continue to expand rapidly at the College. The number of courses using internet, cable, or interactive television as instructional media has grown from 18 in 2000 to over 100 in 2006 (References 3B:12 and 3B:13).

Though most of the courses are internet-based and require no traditional attendance in a classroom, instructors of “hybrid courses” meet face-to-face with their students for some portion of the instructional time. Some faculty use the media studios in the Naio building when in-person attendance is required. Currently the studios are used 10-12 hours a week in the fall semester, and 15-20 hours in the spring semester.

The Center for Excellence in Learning, Teaching, and Technology is replacing antiquated video and computer equipment in its three media labs (Reference 3B:06).

Parking
Parking at the College has been an ongoing problem. Because fall enrollment levels continue to top 7,000, parking availability during times of peak demand continues to challenge students and employees. Reconfigurations to parking designations on campus since the last accreditation report resulted in a net gain of 11 parking spaces for students, a net gain of 8 spaces for persons who have disability access passes, and a net loss of 20 spaces for staff. Four spaces were lost as a result of a recycling bin placed in Lot C. A reciprocal arrangement with Diamond Head Theatre makes 66 additional spaces available for students during peak times.

Current parking space allotments are listed in Table 5 on the following page (Reference 3B:14).
In January 2005, the former Chancellor stated that 400 additional spaces were needed to alleviate parking congestion during peak times (Reference 3B:15). As of fall 2005, only 13% of Kapi‘olani’s 7,000+ student body could park their vehicles on campus at the same hour using the 942 parking stalls available to them. Though faculty and staff are somewhat better served (225 staff spaces for 551 staff), only 41% of faculty and staff can park on campus at the same time. When staff spaces are all occupied, faculty and staff park in student and visitor parking stalls. In total, Kapi‘olani CC has a stall-to-user ratio of one stall for every six users.

Enrollment is projected to grow slightly through fall 2011. In fall 2004, student headcount was 7,174. This number increased by 1.6% in fall 2005 to 7,219, up 2.1% since fall 2000 (Reference 3B:16).

**Action by Students.** In 2005 students began lobbying the Hawai‘i State Legislature about the parking problem. Student action led to the adoption of House Resolution 122 in spring 2005 (Reference 3B:17). The text of the resolution is shown on the next page:

**Parking Survey.** In fall 2005, three sections of English 209 (‘‘Business Writing,’’ approximately 60 students) took on the task of researching and assembling the parking report for the Legislature. Under the supervision of their professor, students conducted a campus-wide online survey from September 20, 2005 to October 20, 2005, (Reference 3B:18). Survey results were submitted to the 2006 Hawai‘i Legislature.

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### Table 5. Available Parking Distribution

<table>
<thead>
<tr>
<th>Campus Parking Areas</th>
<th>Handicapped Accessible</th>
<th>Commercial Vehicle</th>
<th>Loading Zone</th>
<th>Staff</th>
<th>State Vehicle</th>
<th>Student</th>
<th>Visitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lot A</td>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>190</td>
<td></td>
</tr>
<tr>
<td>Lot B</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td>298</td>
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<tr>
<td>Lot C</td>
<td>2</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
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<td>259</td>
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<td>Lot D</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Lot E</td>
<td>8</td>
<td></td>
<td></td>
<td>93</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Cactus Garden Service Road</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Ilma Lot</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Mānele Service Road</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>‘Ohelo Service Road</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
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<td>21</td>
<td>2</td>
<td>8</td>
<td>179</td>
<td></td>
<td>942</td>
<td>16</td>
</tr>
<tr>
<td>Diamond Head Theatre</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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WHEREAS, the Kapiʻolani Community College (College) suffers from an insufficient number of parking spaces; and

WHEREAS, students, faculty, and the community complain about the lack of parking spaces at the College and in the neighboring community, particularly during peak hours; and

WHEREAS, there has not been a study providing statistical evidence to validate the need for an additional parking structure to alleviate the parking problem at the College; and

WHEREAS, funds for a study and analysis of the need for a new parking structure for the College may be scarce, therefore the possibility of using students to conduct the study was raised; and

WHEREAS, there is an overwhelming need for and desire, particularly from the student body at the College, that a new parking structure be built; now, therefore,

BE IT RESOLVED by the House of Representatives of the Twenty-third Legislature of the State of Hawaiʻi, Regular Session of 2005, that this body supports the use of the student body of Kapiʻolani Community College to provide statistical evidence to build an additional parking facility at the College by assessing the parking needs of its student body, faculty, and the community, including data on: the number of vehicles that enter the parking lot daily; the average length of time each student waits for a parking space; the peak parking times; the duration of the peak parking times; the average number of passengers in each vehicle; and the average length of time that vehicles remain in the parking lot; and

BE IT FURTHER RESOLVED that the College is encouraged to grant academic credit to the students who work on this project; and

BE IT FURTHER RESOLVED that the students of Kapiʻolani Community College are requested to report their findings and recommendations to the Legislature no later than twenty days before the convening of the Regular Session of 2006; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be transmitted to the President of the University of Hawaiʻi, the Chancellor of the Kapiʻolani Community College, and the President of the Student Body of Kapiʻolani Community College.

Survey respondents included 1,175 students (15.7% of the student body), 184 faculty, 9 administrators, and 88 staff members (50.1% of faculty/staff). The English 209 students responsible for writing and delivering the survey were creative in promoting awareness and participation to achieve a high response rate.
Standard Three

RESOURCES

Information was also collected from the campus newspaper *The Kapi‘o Newspress; The Honolulu Advertiser;* the University of Hawai‘i Parking and Transportation Services, and the Kapi‘olani CC Office of Planning and Institutional Research. Students interviewed UH administrators, campus faculty and students; a member of the neighborhood board, the management of nearby Kahala Mall, and a representative of the Department of Land and Natural Resources.

A survey in fall 2005 asked students to indicate what means of transportation they used to commute to school. As the graph below shows, the overwhelming majority of students use an automobile to get to school.

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**Students at Kapi‘olani Community College**

**How They Get to School**

*Full Time Students, Means of Transportation*  
*n=769*

- The Bus
- Bicycle
- Driver of Carpool
- Car/Truck/Van/SUV
- Moped/Motorcycle
- Passenger in Carpool
- Walk
- Get dropped off
- Not answered

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**Periods of High Demand for Parking.** Two graphs on the following pages show the results of having too few parking stalls for students during certain high-demand periods. As the graph on the following page shows, most students arrive on campus between the hours of 7:00 am to 9:00 am. Moreover, 39% of respondents reported staying on campus more than 5 hours each day. As a result of high demand during peak periods, many students must wait an average of 16 to 30 minutes for available parking stalls.

The graph on page 326 indicates that the peak demand for parking spaces is between the hours of 7:00 am and 1:00 pm, when most complaints are filed (Ref-
Standard Three

**RESOURCES**

The competition for parking spaces has resulted in a number of arguments between students and is a growing problem. A campus security noted, “The security office receives at least one call a day regarding a problem resulting from two individuals arguing at the parking lot” (Reference 3B:20).
### Effects of the Parking Situation on Student Learning.

Two student responses taken from the 2005 campus-wide survey indicate how important this issue of parking is on campus:

*The biggest problem I have is fighting for parking spaces...* I will get to school by 10 for my 10:45 class. I will sit in a row for 30 minutes and then have someone who just arrived jump into a spot before me. It is very frustrating... Panicking before class is very disruptive (Survey, #1420).

*They need to make more parking spaces... it’s really ridiculous when we are waiting 30 minutes to an hour for parking... and when we have to wait this long for a space, it just makes us students upset and we leave and do not even attend class (Survey, #1320).*
Standard Three

RESOURCES

Information provided by student respondents in the 2005 parking survey revealed the following statistics:

- 65% said that the availability of parking caused them to be late for class;
- 25% had missed class;
- 8% had thought of dropping out of school;
- 31% experienced parking rage; and
- 332 of them even admitted parking illegally in order to make it on time to class.

Parking problems have an impact on student learning because students are often late to class, miss class entirely, or drop classes because they are unable to park their cars to attend them. Of the students surveyed, 8% said they had contemplated dropping out of school entirely because of parking problems. A majority (79%) of students surveyed said they want the campus to add more parking.

Community Use of Parking. The campus is a popular venue for workshops, conferences, and concerts. On occasion, it provides overflow parking for events in Waikiki. Event organizers then shuttle people to event locations. Events that have used campus facilities or parking lots during 2004-2006 include the following:

- Choppers Only Hawai‘i Bike Show (Great Lawn and Café)
- Hip Hop Festival
- Japanese Moon Viewing Society’s Full Moon Viewing in the fall (Great Lawn)
- Student Activities Outdoor Concerts
- The Epilepsy Foundation Bike Race (beginning and ending in the College parking lot)
- Hawai‘i United Okinawa Association (parking lots only – shuttles provided to Kapi‘olani Park)
- The Pacific Century Fellows interview, selection, and lunch
- The PGA Sony Open (parking lots only – shuttles provided to Wai‘alae Country Club)

Charges for Use of Campus Parking Facilities. Increased use of campus parking lots is a concern, as some feel the pressure to provide parking for outside groups will inconvenience faculty, staff, and students,(Reference 3B:20). In 2005, the
Standard Three

**RESOURCES**

campus began to charge organizers of outside events for the use of its parking lots. Hourly charges are: $25 for UH Affiliated Programs, $30 for Non-Profit organizations, and $40 for For-Profit Programs (Reference 3B:21).

**Complaints.** Complaints are frequently filed by the people using the parking lots at the College and by members of the surrounding neighborhoods. Auxiliary Services receives 30-40 complaints per semester, primarily from faculty. Students and visitors have also lodged complaints (Reference 3B:19). The most common complaint reported to the Honolulu Police Department from neighborhood residents is that a car is parked too close to a driveway.

Neighborhood residents are sympathetic to students who park on the streets, and know that there is not enough parking or bus service to the campus. According to the Chair of the Ka‘imukī Neighborhood Board, “Parking is a growing problem, but not from Kapi‘olani enrollment and growth alone. The State Health Department has located more employees in the area. Park usage has grown. And housing density and population has grown, too” (Reference 3B:22).

**Proposed Parking Solutions.** Possible parking solutions include the following: 1) promotion of carpooling, bicycling, and use of public transportation; 2) use of the Diamond Head Monument land (across the street from the campus); 3) use of the Cannon Club site (near the campus); 4) charging a fee for parking on campus; and 5) building a parking structure. These options are discussed below.

**Promotion of Public Transportation.** Three bus routes (3, 58, and 22) serve the campus every day (Reference 3B:23). In fall 2005, a discounted pass for college students (U-PASS) was made available for $134.00 a semester (Reference 3B:24). The impact this savings opportunity might have on campus parking has not yet been determined.

The number of survey respondents who claim they require a car to get to and from school suggests that public transportation solutions will continue to have a marginal impact on parking. According to the survey, 78% of students think they must drive a personal vehicle to and from school because of obligations outside of school.

**Use of Diamond Head Monument Land.** The Diamond Head lot is an area across the street from Kapi‘olani Community College, bounded by Makapu‘u Avenue on the Waikīkī side, and the Chapel. The area is part of the Diamond Head State Monument. According to the Auxiliary Services Officer, the area is
Standard Three

RESOURCES

part of a larger region that will one day be a linear parkway beginning at 22nd Avenue, and terminating at the site of the former Cannon Club. The State Department of Land and Natural Resources issues special permits for short-term parking in the area and did so to the campus during the bus strike of 2004.

The Coordinator of Diamond Head State Monument Park stated that parks approve temporary parking permits on park land on a case-by-case basis. The master plan of the Park calls for public use of the area. Permanent parking is not considered “compatible use” and is not permitted. The Park on occasion can provide temporary relief to the campus parking problem when the College files a formal proposal (Reference 3B:25).

Use of the Cannon Club Site. As mentioned above, Kapi‘olani CC is in the process of building the Culinary Institute of the Pacific at the former site of the Cannon Club, one-quarter mile from the campus. Parking will be available there for students, faculty, and staff. The Diamond Head Master plan, administered by the Diamond Head Advisory Committee, includes parking spaces for the Culinary Institute of the Pacific and for visitors to Diamond Head Crater. The exact number of parking spaces has yet to be determined. The Board of Regents has shown its continued support of the Cannon Club/Culinary Institute of the Pacific at Diamond Head by including the initiative in its approved budgets.

A long-range plan proposes to move the entrance tunnel to the crater from the Koko Head (southeast) side to the Waikīkī side, which will be closer to the Cannon Club site. A tram at the Cannon club site will transport visitors to and from the crater, and all vehicles will be prohibited from entering the crater.

This development will put additional strain and responsibility on the Cannon Club site, as its parking lots will have to accommodate both rental cars and buses (Reference 3B:26). Since parking at the Cannon Club/Culinary Institute of the Pacific at Diamond Head site must accommodate needs of that facility as well as visitors to Diamond Head State Monument, that additional parking space may not relieve the parking situation at the College main campus.

Charging a Fee for Parking on Campus. Students working on solutions to the parking problem looked for recent construction of parking structures at other campuses. A new parking structure at the Hawaiian Studies Center located on the UH Mānoa campus seemed to offer a suitable means for comparison. Completed in fall 2004, the Hawaiian Studies Parking Structure has 276 parking stalls on 4 levels. The total cost of the structure was $4.5 million. The fee for parking in the
Standard Three

RESOURCES

structure is $3 per vehicle, and parking is on a first-come-first-served basis (Reference 3B:27).

Two factors provide reasons for not charging a parking fee. First, Kapi’olani has had a long tradition of free parking. According to the Acting Chancellor, the tradition started as an agreement between the neighborhood and the Kapi’olani campus, so that students would not inconvenience the surrounding neighborhoods by parking on the streets.

Second, the physical layout of campus parking lots would be problematic for the installation of fee collection stations. Ingress and egress from the campus would greatly aggravate traffic problems. In the fall 2005 survey, 62% of the students surveyed replied that they would not pay for parking.

Building a New Parking Structure. The only feasible long-term solution seems to be the addition of more parking spaces, either of more paved lots or a multi-level structure. While expensive, a well-designed structure may provide the most aesthetically and environmentally appropriate solution.

According to the Auxiliary Services Officer, “a classroom building/parking structure with attractive landscaping to screen it” would be the best solution for an expansion of campus parking. A three-to-four acre parcel below the ‘Ōlapa building may be a site where additional parking stalls could be built (Reference 3B:28).

In 2004, the College made progress on parking improvements by paving a gravel lot. However, parking remains a problem.

The Chapel

The Chapel is a high-use facility located adjacent to Parking Lot C on Diamond Head Road. It was originally used for continuing education instruction but has since become a multi-use facility. It provides a large open space, two bathrooms, and several small rooms. Some cabinet spaces are used by the Office of Human Resources and the Business Office to store files. Academic courses taught in the Chapel are five sections of guitar, two sections of ballet, and one section of hula. The Arts and Humanities Department purchased mirrors and ballet barres for dance classes.
Standard Three

**RESOURCES**

The Chapel also serves continuing education courses and the needs of approximately seven off-campus groups. Efforts are underway to establish policies and procedures for use by off-campus groups.

The severity of termite damage has made the second floor inaccessible. Over the past three years, Arts and Humanities faculty members and other Chapel users have kept campus administration informed about the building’s problems and maintenance concerns.

The Auxiliary Services Officer, the Chair of the Arts and Humanities Department, and the Dean of Student Services have worked together to improve the Chapel by initiating the following repairs:

- Replacing torn screens and broken window panes;
- Repairing the windows so they can be opened;
- Repairing electrical wiring for lighting and fans for ventilation;
- Making minimal repairs to the floor; and
- Repairing the plumbing to prevent the men’s toilet from overflowing into the classroom space.

The flooring in the Chapel was replaced in spring 2006. In addition, a wheelchair ramp was constructed to comply with ADA requirements.

**Maile Performing Arts Theater**

The Maile Performing Arts Theater was built in the early 1980s. Before that time, the Chapel accommodated all performing arts classes. Maile consists of a large open room with a stage, dressing room, and two faculty offices. The building is a classroom for the 150-175 students enrolled in the 13 dance, drama, and music classes offered each semester. It also serves as an end-of-semester performance space. In addition to the credit program, continuing education offers three to four performance classes with 15 or more students per class. Heavy usage of this building makes scheduling rehearsals difficult.

Like the Chapel, Maile also suffers from extensive termite damage. Doors and doorways have been replaced and wall repairs made, but the problem is not under control. A piano that was once considered in “excellent playing condition,” became riddled with termite damage and is no longer operable. Floorboards on the stairs, balcony and the handicap ramp leading into the building, as well as the railings, are damaged. The College has made immediate and necessary termite repairs to buildings and plans to renew its termite control contract.
Standard Three

RESOURCES

The flooring is bowing in different areas. Maile’s bathrooms have experienced flooding problems. The facility lacks sufficient storage space for flats, scenery, light fixtures, costumes, props, musical equipment, choral and audience risers, audience chairs, and state mandated handicap ramps.

The performing arts faculty and the chair of the Arts and Humanities Department recommend that Maile be replaced with another facility that will provide classrooms, rehearsal and storage space and showers, and a venue for campus and public presentations.

Renovation of Mānele Building
In fall 2005, the Campus renovated the Mānele building as the Mālama Hawai‘i Center to be “a source of comprehensive support for Native Hawaiian and Pacific Islands students, curriculum development, and new Initiatives.” This action meets Goal 4, Objective 1, Action Strategy 1 of the campus strategic plan and also meets one of the departmental action strategies in the Student Services Tactical Plan (References 3B:29 and 3B:30).

Survey to Measure Satisfaction with the Campus Physical Resources
In fall 2005, the College polled faculty and staff regarding their satisfaction with campus physical resources. Below are responses to general questions asked about space, security, and lighting:

- **Workspace**: 70% of faculty, and 53% of staff felt their offices and work spaces met acceptable standards;
- **Air conditioning**: 75% of faculty, and 85% of staff rated this service as “good” or “excellent”;
- **Laboratories**: 53% of faculty, and 35% of staff felt that the laboratories where they worked met acceptable standards (50% of the staff answered “I don’t know” to this question);
- **Equipment**: 36% of faculty, and 45% of the staff thought that the equipment they used was regularly maintained by the College in regard to safety and maximum benefit;
- **Lighting**: 30% of faculty and 28% of staff thought the campus had adequate lighting, while 58% and 67% percent thought campus lighting unsatisfactory; and
- **Quality of the working environment**: When asked, “Where could efforts best be placed to improve the quality of your working environment and experience at Kapi‘olani CC?” faculty replied parking (22%), building new...
Standard Three

RESOURCES

facilities (21%), and improving office and workspace (19%). Staff replied building new facilities (22%), improving office and workspace (21%), and improving parking (19%).

Self Evaluation

The College meets the Standard, but there are signs of strain. Concerns about physical resources not adequately addressed in the 2000 Self Study must be addressed now to accommodate the growing number of programs and students since 2000. The campus still has a shortage of auditorium space and large classroom space. The food service demonstration kitchen (ʻŌhi’a 118—maximum capacity 125 persons) remains the largest meeting room on campus other than the campus cafeteria (capacity 375) in the ʻŌhi’a building.

The cafeteria serves as a space for student activities, performances, and beginning of term general faculty meetings. However, the room’s primary purpose is an eating facility, and it should not be used for large-scale student or faculty activities.

Construction of a multipurpose facility would provide the College with badly needed space for programs, classrooms, and activity areas. Added space would then allow the College to respond to emerging economic and workforce development activities of the State, including Exercise and Sport Science, Biotechnology, eBusiness, Teacher Education, and, long-term-care in health programs (Reference 3B:03). A new structure should include a large classroom or auditorium to relieve the pressure on the overtaxed ʻŌhi’a 118 and the cafeteria.

The campus 2000 Self Study noted there was limited physical space for students to conduct activities, stating that the consistent use of the cafeteria as a temporary venue was unsuccessful in fully engaging students. The study recommended the development of a campus mall in and around the space known as the Great Lawn.

In fall 2005, the Acting Chancellor stated there were no immediate plans to develop the mall. Small improvements, such as the addition of umbrellas for outdoor tables around the Great Lawn and ʻIliahi, have made these areas more attractive and comfortable. However, students need dedicated space for student activities.

The Chapel is a classroom space for credit and continuing education courses. As of March 2006, the UH System is developing policies governing the use of campus space by outside individuals. Business Office and Office of Human Re-
Standard Three

**RESOURCES**

Sources records and files stored in the Chapel must be moved to a more appropriate facility.

Parking remains a problem. The Hawai‘i State Legislature and Kapi‘olani students have started a dialogue that may eventually result in more parking in the future, but immediate action is needed.

The campus has addressed student computing needs by making more computing labs available, meeting Objective 2 of the campus strategic plan “to provide, maintain and make visible fully accessible student support services to promote improved student success rates and satisfaction” by “maintain(ing) and developing computer infrastructure to promote improved student access to computers” (Reference 3B:29).

**Planning Agenda**

The College will continue to seek space in Waikīkī to serve as an appropriate office and training center. A training center in Waikīkī supports the College 2003 – 2010 Strategic Plan, Goal 3, Objective 2, to “create and sustain mutually beneficial partnerships to further develop the Hawai‘i Center for Hospitality and Tourism Education and Training.”

The College has requested $860,000 for a parking structure (Reference 3B:03), addressing UH System Strategic Plan Goal 4, Objective 2 “to create positive, healthful, resource efficient, and sustainable physical environments on the campuses of the University that enhance the psychological well-being of the students, employees, and community members” (Reference 3B:31).

In its budget request for the biennium 2007-2009, the College requested $1,335,000 as initial funds towards construction of the Multipurpose Facility. However, this request was not included in the Board of Regents budget that was submitted to the Legislature.
Standard Three

**RESOURCES**

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Descriptive Summary**

Responsibility for management, maintenance, and operation of physical facilities rests with the Auxiliary Services Office, supervised by the Vice Chancellor for Administrative Services. The Auxiliary Services Officer manages Auxiliary Services, and supervises the following five primary components of the College operations and maintenance:

- Building maintenance;
- Custodial services;
- Grounds-keeping;
- Security; and
- Work by private contractors (including air conditioning repair and maintenance, locksmith services, electrical repairs, tree trimming, maintenance of riding mowers, gas and electric carts, trash disposal, security alarm maintenance, and vehicle towing).

The Auxiliary Services staff is responsible for the care and maintenance of the 44-acre campus and 21 buildings. Building-maintenance personnel include a supervisor, a painter, a sprinkler system repairer, and two building-maintenance workers. Grounds-keeping has a supervisor and six grounds-keepers. The custodial staff consists of two foremen and 18 janitors. As of spring 2006, there were 18 full-time janitors and one position in recruitment.

The College program for preventative maintenance identifies the departments responsible for preventative maintenance activities and schedules the activities into tri-monthly, semi-annual, annual, and tri-annual tasks. Building maintenance, grounds-keeping, and custodial services are scheduled at times that minimize disruptions of classroom activities.

College staff can request non-scheduled repairs and maintenance. This process involves submitting a work request form available in all department offices. Work requests can be written, faxed, phoned in, emailed, or delivered orally to the Auxiliary Services Officer. The Auxiliary Services Officer ranks work requests and assigns them to the appropriate department.
Standard Three

RESOURCES

The December 2005 Campus survey indicated that almost seventy percent of the College faculty and staff knew how to file these requests, and that 66% of faculty, and 74% of staff rated Auxiliary Services maintenance and repair requests as “good” or “excellent.” Nearly 70% of faculty, and 69% of staff rated janitorial services as “good” or “excellent.”

Security
The College employs security personnel to patrol the campus. Kapi‘olani CC civil service security officers cover the day and evening shifts (6 am-10:30 pm) five days a week. The 10:30 pm to 6 am shift and the weekend shifts are contracted to Freeman Guards. The campus plans to hire two more security officers in July 2006.

A number of campus-wide building break-ins 2003-2004 resulted in the loss of equipment, including a number of laptops taken from Lama Library. The College responded by installing alarm systems in several buildings. No burglaries have been reported since, according to the Auxiliary Services Officer. The campus survey revealed that 53% of faculty, and 46% of staff, felt their office and workspaces were secure from break-ins, while 32% of faculty, and 36% of staff felt that their areas were not secure.

Campus Safety
Since the 2000 Self Study, an emergency call box has been installed in parking lot C. The call box contains a fixed cell phone powered by photovoltaic panels; the equipment enables users to contact campus security or 911.

In 2005, the campus recorded four sexual assaults, one burglary, six thefts of personal property, and one auto theft (Reference 3B:32), prompting a review of campus safety. Campus safety concerns were also voiced by members of the Deans’ Advisory Council (Reference 3B:33).

More emergency call boxes are planned, according to the Auxiliary Services Officer. Though lighting in the parking lots meets illumination standards, safety concerns prompted a discussion of increasing illumination. As a result, all lighting installations in the parking lots are scheduled for replacement in 2006.

The campus improved campus lighting in the parking lots by trimming trees to ensure the proper diffusion of light (Reference 3B:47). All non-functioning bulbs were replaced in parking lot light fixtures (Reference 3B:48).
Standard Three

RESOURCES

Renovations and Repairs
The Campus maintains records of buildings and areas scheduled for repair and maintenance. Documents called “Repairs and Maintenance Information and Justification Sheets,” housed in Auxiliary Services, summarize urgently needed repairs and renovations. For example, the Chapel and Maile buildings cited above have been inspected and budgets prepared for their repair and renovation. Asphalt walkways and parking lots need resurfacing. Areas in some buildings need maintenance to prevent hazardous conditions for students, faculty, and staff.

The College also maintains list of Deferred Repairs and Maintenance Projects and competes with other campuses in the Community College system for resources to complete requested repairs and maintenance.

The Auxiliary Services Officer works with the Vice Chancellor for Administrative Services to determine construction, renovation, and repair priorities. Projects exceeding $25,000 (such as re-roofing or painting an entire building) require competitive contractual bidding. The University of Hawai‘i’s Procurement Office handles the bid process. The College normally accepts the lowest bid, although other performance criteria may also be considered in awarding bids.

The College has suffered major infestations of ground termites and has contracted for termite control services from local vendors. The College has made immediate and necessary termite repairs to buildings such as the Chapel and Lama Library. The College will continue to address the problem and will be renewing the termite contract.

The College evaluates the condition and adequacy of physical resources by polling faculty, staff, and students; conducting surveys created by external consultants; and comprehensive educational and facilities planning (Reference 3B:12). The following improvements cited in the 2000 Self Study as ongoing projects were completed: installation of energy efficient lighting throughout campus, and upgrades and/or renovations to air-conditioning in the Kauila, Ólonā, and ‘Ōhi‘a buildings. Renovations to Mānele and Manono were completed in 2005-2006.

Air-conditioning projects on campus usually take priority since their impact on teaching and learning is significant. Often expensive ventures, repair and maintenance of air-conditioning are ranked according to importance. According to the Auxiliary Services Officer, the College has been satisfied with its five-year contract with Honeywell, to which to campus pays $100,000 annually. Faculty and
Standard Three

**RESOURCES**

staff are quite satisfied with air-conditioning services: 75% of faculty, and 85% of staff rated this service as “good” or “excellent.”

**Accessibility**
The campus is accessible to persons with disabilities. Wheelchair ramps, automatic doors, and thirty parking slots are available. As reported in the 2000 Self Study, the *Americans with Disabilities Act Supplement Survey for Kapi‘olani Community College*, identified accessibility barriers for individuals with disabilities (Reference 3B:34). Recommendations for corrective actions and cost estimates were provided, and plans were made to make the needed changes according to the buildings registering the highest use first, followed by lesser-used facilities as funding was made available.

All modification projects were completed and, as of 2005, the Campus has been deemed completely accessible (References 3B:35 and 3B:36). The Disability and Communications Access Board reviewed the plans and specifications for both projects, now kept in the office of the Auxiliary Services Officer.

To improve fire safety, fire alarms for the hearing-impaired were lowered on walls to increase their visibility. Although the fire alarm system currently meets safety standards, the College has requested $500,000 to upgrade the fire alarm system because many parts of the system are obsolete and cannot be replaced.

**Threats and Hazards**
The College is committed to providing safety and security. Emergency procedures for situations such as fire, severe weather, and bomb threats are posted in classrooms and offices. New procedures are being developed and will replace current ones in 2006.

Hazardous biological and chemical waste generated by programs at the College is handled by the College and disposed of by private contractors. Two documents explain in great detail the policies and procedures governing the handling and disposal of hazardous wastes: *Chemical Hygiene Plan, University of Hawai‘i, Community Colleges* (Reference 3B:37), and *Hazardous Materials/Hazardous Waste Management Program, Kapi‘olani Community College* (Reference 3B:38).

The College consults with the UH Community Colleges Environmental Health and Safety Officer, who reports to the Associate Vice President for Administrative Affairs. The Safety Officer conducts annual workshops on the proper storage
Standard Three

RESOURCES

and disposal of chemical and biological substances used in teaching and research, and maintains records of all attendees.

The Environmental Health and Safety Officer is also responsible for contracting with private vendors for disposal of chemical and biological hazardous waste (Reference 3B:39). Additionally, the Officer offers workshops in ergonomics and office safety, and ensures that the College complies with all safety rules and regulations.

The College regularly consults with fire personnel stationed at Kaʻimukī Fire Station #5 on Koko Head Avenue, four blocks from campus. Fire personnel periodically visit the College to ensure that the College is in compliance with fire safety regulations, and that all buildings have adequate access to water supplies in case of fire.

Private vendors hired by the College monitor fire alarms, fire extinguishers, and first aid kits. Kits are checked at the beginning of each semester. Should first aid supplies run low, Auxiliary Services contacts the vendor for replacements (References 3B:40, 3B:41, and 3B:42).

Health Center

Establishing a health center has been under consideration since the 1994 accreditation review. Several alternatives were explored, including a self-financed center, a center financed through a local HMO, and one financed in conjunction with the Health Center at the University of Hawaiʻi at Mānoa.

Students can purchase low cost medical and dental insurance through a preferred insurance carrier and are eligible to use the UH Mānoa Health Center, approximately two miles away (Reference 3B:43).

Students in need of non-critical medical care are directed to the Student Health Service on the UH Mānoa campus. The proximity of the UH Student Health Service eliminated the need to duplicate costly medical services on campus. The 911 emergency services handle emergency medical situations occurring on campus.

Self Evaluation

Kapiʻolani meets the Standard, though there are signs of strain. Although the Auxiliary Services Officer had been on the job for more than ten years (from January 2, 1996 to December 12, 2005) Auxiliary Services has experienced a
Standard Three

RESOURCES

rapid turnover in other employees. Staffing challenges in Auxiliary Services have resulted in concerns about excessive overload.

Additional funding is needed to enable Auxiliary Services to clear a substantial backlog of building repair and renovation. The current budget allocations have constrained the cycle of air-conditioning repairs and maintenance by always moving the most critical projects to the forefront at the expense of equally deserving ones that have been on the deferred maintenance and repair list for some time.

The Chapel and Maile buildings are in need of repair. The College estimated repair and maintenance costs for the Chapel at $480,000. However, the building’s status as a historical site has postponed major structural work.

Students in need of non-critical medical care are directed to the Student Health Service on the UH Mānoa campus.

Planning Agenda

The College will complete repair the following buildings in 2006-2007:

- Kalia—renovation of the first floor;
- Library—re-roofing, air conditioning replacement, exchange of jalousie windows for sealed ones, replacement of first floor ducts and ceiling, and installation of a reheat feature into the air conditioning system to control humidity and abate moisture;
- Naio—replacement of the air conditioning chiller units and cooling towers; and
- ‘Ōhelo—repair and replacement of air conditioning units (Reference 3B:44).

Further, 24 additional repair and maintenance projects have been identified and placed on the Deferred Repair and Maintenance Project list (Reference 3B:45). Some of these projects include the installation of a campus-wide energy management system, re-keying and installing an electronic key system, campus-wide repainting and re-carpeting, re-roofing ‘Ōhi’a, ‘Iliahi, and Ōlonā, resurfacing parking lots A, B, C, and D, resurfacing asphalt walkways, and repainting and refurbishing the Chapel.

Other buildings that have been marked for air-conditioning replacement include ‘Ōhelo and ‘Iliahi. In addition, projects such as the replacement of the kitchen
Standard Three

**RESOURCES**

exhaust system in ‘Ōhi’a and the re-roofing of ‘Ōhi’a have been identified and placed on the Repairs and Maintenance Information and Justification Sheet (Reference 3B:46).

The Campus plans to replace all parking lot lighting fixtures in 2006 (pending supplementary budget request – decision by May 2006).

The Campus will install additional emergency call boxes in 2006 (Reference 3B:49). Though lighting in the parking lots meets illumination standards, safety concerns prompted discussion of increasing illumination. As a result, all lighting installations in the parking lots are scheduled for replacement in 2006.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Descriptive Summary**

The College recognizes the need to review its long-range development plan and has requested funds from the State legislature in the last two biennium budget cycles to begin that process. Thus far, no funds have been appropriated. The College will be submitting the same request in the 2007-2009 Biennium Budget.

**Makapu‘u Avenue Parcel**

In the October 22, 2005, edition of *The Honolulu Advertiser*, the UH Director of Capital Improvements identified an available, UH-owned 2.49-acre parcel on Makapu‘u Avenue across the street from Kapi‘olani as a parcel of land that “has the best short term prospects for earning income for the University.” The article noted that a hired consultant prepared a conceptual plan for possible uses of the parcel, and reported that private developers were interested, perhaps to develop the site as condominiums (Reference 3B:50). This parcel could be a valuable asset for the College.
Standard Three

**RESOURCES**

*Culinary Institute of the Pacific*

The Culinary Institute of the Pacific cited above is another example of a long-range capital project that has already received State and federal funding for initial planning, permitting, and design.

**Self Evaluation**

The College partially meets the Standard. Though the campus has identified new programs and has proposed expanding current programs, it has not yet begun to develop systematic long range planning goals that are in line with the strategic plan. However, the campus administration is beginning to address this weakness. In spring 2006, the UH Mānoa Office of Capital Improvements spoke to the Kapiʻolani CC Policy, Planning, and Assessment Council on how to create plans for long-range development.

The College is aware of the Makapuʻu parcel adjacent to the campus that would be beneficial to campus growth and expansion, and is actively campaigning to acquire the property for development.

**Planning Agenda**

The campus administration has begun the investigation of acquiring the Makapuʻu parcel. The Acting Chancellor submitted a request to the Office of the President of the University to begin discussions on the use of the land by Kapiʻolani.

Staff members from the UHCC Vice President’s office are helping the College update its long-range development plan.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary**

Beginning in 2004, each Academic Program and each Administrative and Educational Support Unit drafted tactical plans. Tactical plans for a three-year period include the goals of the program or unit, the objectives, activities, and resources needed to make the plans happen, and the methods to assess effectiveness and success. Tactical plans must incorporate the goals and objectives of the campus 2003-2010 strategic plan.
Program and unit heads work collaboratively with faculty and staff to develop and write the plans, and review them annually. The Policy, Planning, and Assessment Council reviews and rates the resource needs of each tactical plan, and forwards its recommendations to the Chancellor for action. Tactical planning has the potential to involve everyone in the planning, implementation, and realization of goals and objectives of Academic Programs and Administrative and Educational Support Units.

As a result of tactical planning, the campus is moving forward on the following Strategic Plan Goals and Objectives for the campus (Reference 3B:29):

- **Goal Three, Objective One** is to “Create and sustain mutually beneficial partnerships to further develop the Culinary Institute of the Pacific statewide with construction of state-of-the-art facilities funded through external resources.” The College is meeting this objective by seeking additional funding for the construction of the Institute in addition to the initial Capital Improvement Project funding of $3,000,000 already approved by the State Legislature.

- **Goal Three, Objective Two** is “to create and sustain mutually beneficial partnerships to further develop a Center for Hospitality and Tourism Education to support integration of Interpret Hawai‘i, the Waikīkī Lifelong Learning Center, hotel management, travel and tourism, and applied language and culture studies.” The campus is seeking space in Waikīkī to establish the Center.

- **Goal Three, Objective Seven** seeks “to develop a Center for Sustaining Innovation in Teaching Excellence to support interdisciplinary collaborations and the development of assessment processes.” In January 2005, the College reorganized and renamed the Instructional Media Technology Services educational support unit to the Center of Excellence in Learning, Teaching and Technology. The Naio building where the Center is located, is scheduled for renovation in summer 2006.

- **Goal Six, Objective 2** is “to develop a flexible physical infrastructure that adapts and responds to a complex and changing environment, and addresses the needs of a diverse and dynamic student population…” In fall 2005, the campus renovated the Mānele building and established the Mālama Hawai‘i Center.

- **Goal Six, Objective 2, Action Strategy 11** addresses other activities, such as the “new construction or acquisition for new buildings… for Exercise and Sport Science, Visual and Performing Arts courses and programs, Sci-
Standard Three

RESOURCES

ience Labs, and Service-Learning student support services.” The proposed Multi-Purpose Facility Capital Improvement Project cited above was justified as a UH System Goal and Objective. “This project will provide the College with adequate physical facilities to meet student demands for classes, as well as allow the College to be responsive to emerging initiatives in economic and workforce development of the State. Such programs include Science, Biotechnology, eBusiness, Teacher Education, and long-term care health programs” (Reference 3B:04).

However, the 2005 campus survey revealed that a majority of faculty and staff do not feel they are involved in institutional planning. Although Academic Programs and Administrative and Educational Support Units were asked to create tactical plans to evaluate current and long term goals, the campus survey revealed that less than 11% of department chairs were actively and regularly involved in the institutional planning process as it relates to long-range capital projects involving their own programs and units; 44% were “Sometimes” involved in this process; while 44% were “Rarely,” or “Never” involved. When department chairs were asked, “Do you participate in the campus’ direction and planning for long-range capital projects,” 44% answered “Sometimes,” while 55% answered “Rarely” or “Never.”

Faculty and staff surveys indicated a low level of involvement in department and campus facilities planning. To the question “Have you been asked within the last two years to determine your existing needs and to recommend new equipment or facilities to meet the campus’ strategic plan,” 73% of faculty responded “No,” 27% “Yes.” Staff responded 77% “No” and 23% “Yes.”

A similar question met with a similar response: “Have you been asked within the last two years to evaluate the effectiveness of facilities and equipment used in instructional and campus support activities:” 77% replied “No,” 23% “Yes.” Staff were asked, “Have you been asked to evaluate the facilities and equipment used in your work areas,” 84% responded “No, 16% “Yes.”

Self Evaluation

The College partially meets the Standard. The renovation of the Mānele Building to the new Mālama Hawai‘i Center in October was a significant improvement to meet the needs of Native Hawaiians. The request for capital improvement funds to build a multipurpose facility will result in the addition to badly needed space on campus.
Standard Three

RESOURCES

Survey responses noted above suggest that the previous campus administration did not communicate with a majority of the faculty and staff and involve them in the assessment of the effective use of physical resources. Faculty and staff were also not included in long range strategic planning as it affected their own Academic Programs and Administrative and Educational Support Units.

The College is in the process of meeting the Standard by involving faculty and staff in physical resource planning as it is integrated with institutional planning using tactical plans. Academic programs and Administrative and Educational Support Units are required to evaluate the effective use of physical resources using the tactical plan method.

Annual reviews and updates to each tactical plan enable faculty and staff to participate in the ongoing development and direction of their program or unit, and to communicate their needs to the administration. Now that the tactical plans are in place, these plans need to be implemented into an institution-wide plan.

The “Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting” is a first step in this process (Reference 3B:51). Developed by the administration and the Policy, Planning, and Assessment Council, the Timeline is a schedule of when supplemental budget information, fiscal biennium reports, various surveys, and program review data must be received, processed, or completed. It is a document on which more explicit long-range strategic planning can be based. According to the Timeline, strategic planning for 2010-2017 will commence in July 2008.

New programs described in the College strategic plan will affect campus space and will require costly new modifications and additions to the physical plant. The campus administration must share the responsibility and challenge with faculty and staff to bring its short-term and long-term Strategic Goals to fruition.

Planning Agenda

The administration, faculty, and staff must continue to develop and refine the methods and processes the College will use to assess the effective use of physical resources, and to use the results of the evaluation for improvement.
Standard Three

RESOURCES

References in Standard 3B


3B:02 Kapi‘olani Community College Master Plan Report, Fort Ruger Campus.

3B:03 Memo dated July 12, 2004 to Jan Yakota, Director of Capital Improvements, Subject “FY 2005-2007 CIP Budget,” from Michael T. Unebasami.

3B:04 “Inventory of PC Labs on the Kapi‘olani Community College Campus, 2005” Mary Hattori, Center for Excellence in Learning, Teaching, and Technology.


3B:10 “Dobelle Praises Legislature for UH Support Including $100 Million in Funding for System-Wide Capital Improvement Projects: Academy for Creative Media and various UH Mānoa units also receive support from 2004 Legislature,” http://www.hawaii.edu/cgi-bin/uhnews?20040513105543.


Standard Three

RESOURCES


3B:17 House Resolution 122, Hawai‘i State Legislature, Spring 2005.

3B:18 Kapiʻolani Community College Parking Survey, Fall 2005.


3B:20 Neves, Chris. E-mail to Kari Barnes, November 1, 2005.

3B:21 Neves, Chris. Personal communication with Mark Lawhorn, November 7, 2005


3B:29 Kapiʻolani Community College Strategic Plan Goals 2003-2010 approved October 7, 2002, by Kapiʻolani CC Faculty Senate.


Standard Three

RESOURCES


3B:34 Americans with Disabilities Act Supplement Survey for Kapi‘olani Community College.

3B:35 Modifications for the Physically Challenged, Department of Accounting and General Services, DAGS Job No. 12-31-4063, July 30, 1999.

3B:36 Architectural Barrier Removal, Department of Accounting and General Services, DAGS Job No. 12-31-4134, April 2002.

3B:37 Chemical Hygiene Plan, University of Hawai‘i Community Colleges.


3B:40 Email message from Ada Tomosada to Kevin Roddy, March 15, 2006.


3B:42 Kapi‘olani Community College, Purchase Orders to Rescue Safety Pacific, dated 08/01/04–03/03/06 (total of 6).

3B:43 Email from May Kanemoto to Kevin Roddy, February 27, 2006.


3B:45 Deferred R and M Project listing (University of Hawai‘i–Community Colleges Summary of Deferred R and M Projects, Attachment B).

3B:46 Repairs and Maintenance Information and Justification Sheet, dated July 5, 2005.

3B:47 Kapi‘olani Community College, Purchase Order to cut and trim shower trees, dated February 01, 2006.

3B:48 Kapi‘olani Community College, Purchase Order to Investigate and repair lights around campus parking lot, dated February 1, 2006.

3B:49 “UH Sees Green in Diamond Head site.” The Honolulu Advertiser, Saturday, October 22, 2005.
Standard Three

**RESOURCES**


3B:51 “Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting.”
Standard Three

**RESOURCES**

**III.C. Technology Resources**

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**Descriptive Summary**

The College continues to work towards achievement of the University of Hawai‘i Strategic Plan for Information Technology 2000 (Reference 3C:01). A key technology-related goal of that plan, Goal E, is to “Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.” The College works to apply on campus the following technology-related action strategies:

- Make all UHCC campuses and facilities information-technology friendly, with a reliable, modern, technical infrastructure;
- Use information technologies appropriately and effectively with the assistance of an able and committed information-technology support staff; and
- Effectively manage the converging and rapidly advancing technologies of computing and communications across the UH system and at each campus or college by employing sound fiscal practices.

In addition, as Kapi‘olani CC works toward developing an effective, efficient, and sustainable infrastructure to support learning and teaching, the College is guided by the University’s “Executive Policy On Use And Management Of Information Technology Resources“ (Reference 3C:02), as well as the University’s Strategic Plan for Technology 2000. The Executive Policy states the following:
Standard Three

RESOURCES

*All members of the University of Hawai‘i community will have access to a first-class information technology infrastructure consisting of the tools, services and support that will enable them to be the most effective they can be (p. i).*

Action items in the Strategic Plan for Technology 2000 include the following items that Kapi‘olani CC is implementing (Reference 3C:01):

- Enhance Information Security Capability;
- Establish a capability of information security that monitors and manages security of institutional systems while also providing information and secondary support to system and network managers throughout the university system who are accountable for the resources they manage;
- Increase Professional Development Opportunities;
- Fund ongoing professional development for all workers who use and support information technology. Centralized information about training and professional development opportunities should be maintained and actively promulgated;
- Reinvigorate Information Technology Advisory Committees and Information Technology Planning; and
- Reappoint, recharge, and support the activities of a System-wide Information Technology Advisory Committee. Ensure that unit and/or college Information Technology planning engages campuses in implementation of this strategic plan and other local activities and issues.

Under these guidelines, technology is thoughtfully applied to teaching, learning, student services, and campus operations to ensure effective and efficient provision of services and instruction. Technology resources are sufficiently available for staff, faculty, and students, and technical support is made available through multiple sources. These resources and their development are described below.

**Connections to External Recommendations**

As the College develops its own campus initiatives and addresses campus-specific issues, the College looks to best practices established by professional computer organizations and organizations of higher education. One such resource is “Computer and Network Security in Higher Education” (Jossey-Bass, 2003), written by the EDUCAUSE/Internet2 Computer and Network Security Task Force. EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology [http://www.educause.edu/](http://www.educause.edu/).
Standard Three

**RESOURCES**

*Center for Excellence in Learning, Teaching, and Technology*

The nucleus of technology resources at Kapi’olani Community College is the Center for Excellence in Learning, Teaching, and Technology (known as CELTT—see also Standard III.A.5.a).

The Center for Excellence in Learning, Teaching, and Technology works to ensure that technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the College. This goal is achieved in a variety of ways, which are best understood in the context of the working groups within the Center: 1) Administrative Support Staff; 2) Audio-visual/Repair and Maintenance Unit; 3) Information Technology Unit; 4) Instructional Multimedia and Distance Learning Unit; and 5) Professional Development Leaders (Reference 3C:03).

Among the services that the Center provides are the following:

- Decentralized Technology Resource Management;
- Technology Support for Instruction and Distance Learning;
- Distance Learning Support for Students; and
- Technology Services for Academic and Student Support Units.

*Decentralized Technology Resource Management.* Procurement and management of technology resources occur in both a decentralized and centralized fashion at Kapi’olani CC. The bulk of resources are managed by the Center for Excellence in Learning, Teaching, and Technology, but resources are also purchased by academic programs, departments, Administrative and Educational Support Units, and administrative offices. Procurement decisions that occur in a decentralized manner are often made in collaboration with Center staff. The Center also provides follow-up support and maintenance.

*Technology Support for Instruction and Distance Learning.* The Center’s Instructional Multimedia and Distance Learning Unit is a team of specialists with expertise in video production, instructional design, educational technology, and information technology. This unit trains and mentors faculty in the use of technology tools to produce and enhance learning in traditional and distance-learning environments.

The campus Coordinator of Distance Learning is in this unit and works with a team to promote distance-learning technologies across campus. These technologies include Hawai‘i Interactive TV courses, cable TV courses, traditional class-
room courses enhanced with websites, and courses taught completely online. Faculty members who use those technologies receive support from the Instructional Multimedia and Distance Learning staff. This support is described more fully in section 3.2 of the “CELTT Transition Report” (Reference 3C:04).

**Distance-Learning Support for Students.** The UH Community Colleges share resources and expertise in this area. An e-Learning website (http://www.hawaii.edu/uhcc.e-learn/) is maintained with resources and support material for students engaged in any type of distance learning. Available at this website is a self-assessment that examines a student’s readiness for distance learning. Also available is information such as tips for student success and typical registration information.

In February 2006, the Center submitted a Fiscal Biennium budget request to the Acting Chancellor for 2007-2009. The request was for additional positions and equipment that would enable the campus to offer more distance learning courses and provide faculty with more distance-learning support from media specialists.

The equipment requested will enable the campus to deliver cable television courses with closed captioning, a feature not yet available at any community college in the UHCC System. This feature will enable the University to meet federal mandates to provide instruction for deaf and hard-of-hearing students.

**Technology Services for Academic and Student Support Units.** While employees of the Center for Excellence in Learning, Teaching, and Technology’s Instructional Multimedia and Distance Learning Unit focus on the application of technology to enhance instructional effectiveness, the Center’s Information Technology Unit focuses on the use of technology to enhance operational effectiveness. The Information Technology Unit consists of five Information Technology Specialists who provide support services to instructional faculty as well as students and support units.

The specialists who staff the Center’s Help Desk provide the following support: 1) handling trouble calls and facilitating access to the campus wireless network; 2) managing computer labs, campus servers and voice/data networks; and 3) creating software applications that enable these units to improve their provision of services. Manual or paper-based operations to track the work are being replaced by customized software developed by programmers in the Information Technology Unit.
Standard Three

RESOURCES

Another unit, the Audio-Visual/Repair and Maintenance Unit, provides support specifically for equipment and hardware. Two full-time employees maintain computer and audio-visual equipment on campus, including a pool of equipment that College personnel can borrow, and audio-visual equipment in campus classrooms. One of the full-time audio-visual technicians also maintains the campus telephone system and provides technical support for the campus computer networks.

Library and Learning Resources Unit
The Library and Learning Resources Unit maintains and develops computer infrastructure to promote improved student access to computers, including disability access to information and technology. The Library provides wireless connectivity to the internet and a laptop lending service available to students for use in the Library. To further keep computers at peak performance, a software program (Clean Slate) is used daily to clean hard drives.

The Library Information Technology Support Group meets every other week with staff from the Center for Excellence in Learning, Teaching, and Technology to review technology that best meets the needs of clients of the Library and Learning Resources Unit and to coordinate efforts to use technology resources to meet the needs of clients. These meetings also ensure that technical support needed for Library and Learning Resources projects is available.

The Library services are linked to the campus goals that support the College mission. The Library reviews the strategic plan annually and has a replacement cycle for technology in place. The Library provides services that are proactive to the needs of the students and staff, and works collaboratively with other departments to stay abreast of advances in technology. The Library will continue to support disability access to information and technology, and will design online tutorial services for students in conjunction with the needs of the Holomua (Developmental) Department (Reference 3C:05).

The Library uses an annual Library Student Survey and Library Faculty Survey to solicit suggestions to continually update the tactical plan. The Library also uses questions raised at the Info Desk, suggestions, complaints, and unsolicited comments and suggestions from students and faculty to plan, implement, evaluate, and improve services.
Standard Three

**RESOURCES**

**Computer Equipped Rooms**
The College will continue to develop learning and teaching resources and methodologies that are student-centered, ensure superior academic achievement and career training, and anticipate and address changing economic and social conditions.

The Information Technology staff of the Center for Excellence in Learning, Teaching, and Technology facilitates purchase of new computers, performs installation of hardware and software, and performs backups of data. At the start of each semester the staff re-images lab computers and trouble-shoots when necessary. They work with the Center’s network specialists to ensure internet connectivity for all lab computers and coordinate with electronic technicians at the Center when equipment requires repair (Reference 3C:04).

Table 6 on the following page shows computer classroom labs supported by the Center for Excellence in Learning, Teaching, and Technology. Students in particular programs use these labs as classrooms or locations for study.

The following two labs are open computer labs supported by the Center and available to students for independent use:

- **Cybernesia**: In 2001, the Library and Learning Resources unit assumed responsibility for most of the first floor of ‘Iliahi. The 3,094 square feet in ‘Iliahi 125 & 126 contains seating at 70 and 90 computers, respectively, of which 32 are wireless laptops and one Americans with Disabilities Act-compliant computer station.
- **Lama 101**: This lab has seating for 27 with 18 computer stations. The Library and Learning Resources unit employs its own educational specialists, who serve as primary technical support for Lama 101 and the computer-equipped rooms in Cybernesia. The Center staff support the Library staff.

The following are Specialized Learning Labs, also supported by the Center:

- **Holomua Center**: The Holomua Center has a computer lab in ‘Iliahi 231 with 40 PCs and 20 Macintosh computers for students in Holomua courses.
- **Koki’o Health and Natural Science Learning Assistance Center**: The Health and Natural Sciences Learning Assistance Center in Koki’o 202 provides instructional materials and activities, required and supplemental, for natural
science courses and the health programs. Some tutorial assistance is available. The lab’s 24 computer systems, with software covering topics in anatomy, biology, and chemistry, also support instruction outside the classroom.

• **Kopiko Learning Center**: The Center, located in Kopiko 101, has a computer lab with 16 PCs that gives students access to the hardware and software they need to complete assignments, especially for Accounting, Business, Information and Computer Science, Legal Education, and Nursing. The Center also houses supplementary instruction and provides space for independent study.

• **Koki’o Ecology and Environmental Science Lab**: The current plan is to renovate Koki’o 209 over the fall 2006 to create the Ecology and Environmental Science Laboratory. The lab will provide support services and equipment for students enrolled in Science, Technology, Engineering, and Math courses. A physics lab will be equipped with new Vernier sensors to enable computerized measurements; this specialized equipment will also be available to the anatomy and physiology departments. In addition, 20 Tab-
let PCs for student checkout will be purchased in summer 2006, with 20 more to follow. The lab will be wireless. Peer mentoring and tutoring from four student mentors will be available. Faculty offices will be rearranged to support greater informal faculty-student interactions. The Koki’o lab will be monitored by computerized check-in and check-out procedures. Center staff is involved in the planning.

**E-Sources**
The category “e-sources” includes resources delivered electronically that support student learning programs and services and that improve institutional effectiveness. Some examples of e-sources are WebCT, the e-portfolio initiative, and other types of course-management software. Other examples of e-sources include communication media, such as the College website, the campus bulletin, and Quill (an internal information source discussed in more detail below). Quill contains documents pertinent to the effective management of the College.

**E-portfolio**
In addition to communication media, e-sources also include document-processing portals such as the Financial Management Information System and the Human Resources forms. However, the distinction between e-sources that support student learning and those that enhance the effectiveness of the institution is not always clear. The e-portfolio project, for example, includes efforts to document student learning outcomes and accomplishments of faculty for the purposes of contract renewal, tenure, and promotion. The e-portfolio project is still in its nascent phases (http://eportfolio.kcc.hawaii.edu/portal).

Ultimately, the e-portfolio project will meet the needs of students by providing them digital space to document and archive their original work and reflect on student learning outcomes. The e-portfolio project also meets students’ needs by affording them digital space after graduation—a space that may be shared with prospective employers.

**WebCT Learning Management System**
The University has a system-wide commitment to WebCT—an online Learning Management System designed to facilitate online, face-to-face, and hybrid classes at the College. WebCT is compliant with the University of Hawai‘i Web Accessibility Guidelines (http://www.hawaii.edu/access/webaccess.html). The MyUH Portal (http://myuhportal.hawaii.edu) is an e-source connecting WebCT, communications, registration, and other student administrative functions (http://webct.hawaii.edu/webct/public/home.pl).
Standard Three

RESOURCES

Also connected is a small-scale learner management interface consisting of a message board, integrated email, an online calendar, chat, news, photos, links, and file sharing specific to an individual course. Other related projects of the Learning Management System at the College include teacher training modules using open source software such as Moodle (http://makahiki.kcc.hawaii.edu/moodle/login/index.php).

Quill
The Quill website states that “Quill is an internal information system intended primarily for Kapi‘olani faculty and staff. It is very much a work in progress, with new sections and information scheduled for publication in the future” (http://quill.kcc.hawaii.edu/page/home). Although still new as an e-source, Quill greatly enhances college-wide communications and management effectiveness by systematically linking relevant administrative documents (including this Self Study) for use by and for the College faculty and staff.

The Bulletin
The College Campus Bulletin continues to evolve as it serves a campus-wide audience. In the true spirit of e-sources technology, the Bulletin allows news and information to be shared openly on the internet. In January 2006, the plan was to include RSS (Really Simple Syndication) feeds, and the online Bulletin and calendaring system used for scheduling was to be upgraded. Since then the calendaring and scheduling components were upgraded (http://news.kcc.hawaii.edu/).

Financial Management Information System
The Financial Management Information System (FMIS) is a system-wide e-source that is designed to improve the effectiveness of operational systems (Reference 3C:04). Currently, each department designates a responsible purchaser who works closely with the budget. The Financial Management Information System website allows faculty purchasers and administrators to manage greater fiscal responsibility and institute timelier workflow.

Self Evaluation
The College meets the standard through multiple avenues of technology support and services. Technology supports internal communication through an electronic bulletin. Internal processes are enhanced through documents available online at Quill. Student learning is enhanced through on-campus access to technology and through distributed learning modalities.
Standard Three

RESOURCES

Planning Agenda
None

III.C.1.b. The institution provides quality training to students and personnel in the effective application of its information technology.

Descriptive Summary

Center for Excellence in Learning, Teaching, and Technology
A major venue and vehicle for technology training for staff and faculty is the Center for Excellence in Learning, Teaching and Technology. As a Learning College, Kapi'olani CC is committed to extending learning environments beyond the traditional boundaries of place and time. The College envisions learning environments not as discrete classrooms with teachers and students, but as a dynamic set of resources, communication tools, and strategies for content presentation, learning, teaching, and assessment.

Technology is just one of many elements in these environments. Technology is applied to education in a thoughtful and deliberate manner. Specialists and faculty in the Center for Excellence in Learning, Teaching, and Technology hold graduate degrees in Educational Technology and are qualified to promote effective integration of technology into teaching and learning. They work directly with faculty to design materials in multiple media and devise strategies to support learning.

The Center’s Professional Development Leaders are also involved in technology training. This unit is responsible for most of the professional development workshops, programs, initiatives, and institutes on the College campus (Reference 3C:03).

Technology Training. The Center provides myriad diverse opportunities for personnel to receive training. Listed below are some examples of opportunities presented in the use of technology as course management tools and productivity tools. A full list of sessions held in fall 2005 is also available (References 3C:07, 3C:08, and 3C:09).

Demonstrations of the following New Hardware and Software:
- Tablet PC
- Course Presentation System and Learning Tree
Standard Three

RESOURCES

- Portfolio Pedagogy
- WebCT Course Management Tool
- MyCourses (UH Portal) Course Management Tool

Hands-on Workshops:
- WebCT and MyCourses Course Management Tools
- Camtasia Studio Screen Recording Software (Windows)
- Microsoft Office
  - Word: Desktop publishing, tables, columns, formatting with tabs and styles, shortcuts
  - PowerPoint: AutoContent Wizard, animations, transitions, shortcuts
  - Excel: Intro to Excel, formatting, making bar, line and pie charts
- Templates for Word, Excel and PowerPoint
- Power User’s Certificate: Advanced features of Word, Excel and PowerPoint
- Impatica for PowerPoint (Mac and Windows)
- Inspiration (Mac and Windows)
- Flash (Mac and Windows)
- Photoshop Elements (Mac and Windows)
- WebStractor (Mac)
- Protect Your Computer from viruses, adware, etc.

Workshops and demonstrations are often delivered by a pair of facilitators: one Center staffer and one instructional faculty member who has applied the technology tool in the classroom. This collaboration ensures adequate coverage of both technical aspects and curricular applications of those tools. Center workshops include hands-on activities, and student workers or interns are often present to support participants during the workshops. (This approach to training was described in a presentation made to the Center’s Advisory Committee—Reference 3C:10.)

Decisions About Topics for Technology Training. Decisions about training needs are made based on regular faculty and staff surveys. For example, after a Technology Show and Tell presentation, attendees completed a survey indicating their needs for technology training (Reference 3C:11). Decisions are also based on analyses of the Center’s Help Desk trouble calls and results of research and knowledge of trends in technology across the country.
Standard Three

**RESOURCES**

Members of the faculty of Kapiʻolani CC regularly attend conferences such as Conference on Information Technology and Innovations sponsored by the League for Innovation in the Community College. These annual conferences are well-attended by personnel of the College. Post-conference meetings or presentations are held so participants can disseminate information garnered at these events.

**Direct Student Support.** The Center for Excellence in Learning, Teaching and Technology provides two main types of training to students in the use of information technology. First, students are welcomed at the Center where they can receive expert help in configuring their own computer to access the campus wireless network (Reference 3C:04).

A second way in which all students are supported is through hands-on cooperative learning experiences at the Center. The Center has hosted students enrolled in Kapiʻolani CC’s information technology program, Hawaiʻi Pacific University’s master’s degree in information systems, and the University of Hawaiʻi at Mānoa’s master’s degree in educational technology.

Center personnel have also mentored volunteer students, and students working through independent studies and internship courses. Students gain valuable workforce skills in the areas of Help Desk functions, voice and data network, training, institutional technology planning, and video production. Kapiʻolani CC also trains students by offering one-credit courses on applications such as Microsoft’s Internet Explorer, Word, Excel, and PowerPoint through the Business Education Department (Reference 3C:12).

**Other Resources.** In addition to opportunities generated by the College, technology resources exist in UH System websites. The Wo Learning Champions website lists at least four speakers who cover technology topics such as WebCT and Community Building Online (http://www.wlc.hawaii.edu). The campus devotes one day each spring to professional development activities, including technology workshops (Reference 3C:13, http://wlc.kcc.hawaii.edu/).

Through surveys, faculty suggest topics for the workshops. For instance, the College current Wo Learning Champion surveyed people who attended the first General Faculty/Staff Meeting in August 2005, and used those results to plan workshops in the Center for Excellence in Learning, Teaching, and Technology and for the Wo Innovations in Learning Day program in spring 2006 (Reference 3C:14, Wo Learning Champions Home Page).
Standard Three

RESOURCES

The College also maintains membership in organizations and subscribes to publications, focused on effective use of technology in education. Examples are the Western Cooperative for Educational Telecommunications (http://www.wcet.info/), and Technological Horizons in Education, Edutopia, and EducationWeek (http://www.edweek.org/ew/ Reference 3C:15).

Computer Equipped Classrooms
The Center for Excellence in Learning, Teaching, and Technology has provided mentoring services to 18 faculty members and training in delivery of cable television courses to 7 faculty members. Staff of the Instructional Development, Multimedia, and Distance Learning group in the Center work with faculty to review, modify, and develop course content; create a website for each course; and deliver the course by cable programming. The Center has also mentored 11 other faculty members in preparation for hybrid or wholly online courses (Reference 3C:04).

The Center also supports learning communities by designating one staffer as the technology resource person for learning community institutes. This is a critical activity since institutes represent the initial planning phase of new learning communities.

As courses are delivered, the Center trains student mentors, gives supplemental instruction in the use of technology resources by Learning Community students and faculty, and recommends software and hardware appropriate for desired student learning outcomes (Reference 3C:04).

E-Sources
The College provides and has access to rich and diverse resources for staff, students, and faculty through non-print media. Certain tutorials are online so that training can occur anytime, anywhere. Lessons for MyCourses, the course management tool that is embedded into the College web portal can be found on the Kapi’olani Intranet site at http://myuhinfo.hawaii.edu/page/facultyfeatures.html.

Lessons for WebCT exist at the UH System Technology site, http://www.hawaii.edu/talent/. Lessons for technology training delivered by the Center for Excellence in Learning, Teaching, and Technology are posted at http://www.hawaii.edu/kccceltt. Access to information is further enabled through a campus network that covers the campus with many wired or wireless computers.
Standard Three

RESOURCES

Laboratory Technology Resources
Training for the use of, and teaching with, technology is paramount to keeping the student’s laboratory experience current and effective. All fields supported by academic laboratories have rapidly evolving technology, both for online and in-lab learning. Instructional methodology also incorporates progressively more technology. Faculty members who operate all the different labs face a constant challenge to maintain their expertise with the most recent technology.

The College supports a half-time instructor in the science department to maintain and advance the learning technology of the Health and Natural Science Learning Assistance Center and to help other instructors with development of online and other learning tech materials.

Reassigned time is provided occasionally for development of online courses. The reassigned time must be used for training others in the associated technology as well as developing the class materials. All faculty seem to be amenable to helping others to learn use of the technology with which they are familiar. This is one mode of obtaining training, when it can be scheduled between the other demands of the scholastic profession.

Library
The Library provides training for students through the series of workshops called SOS (Secrets of Success). These workshops are designed to provide hands-on computer skill development such as using MS Word, and practical learning skills such as time management and learning to write a research paper (http://library.kcc.hawaii.edu/SOS/schedule.html). In addition to these workshops, students are provided one-on-one training sessions through the Library’s Info Desk. Here students learn about the Library services and receive assistance on a variety of topics including how to research materials online and how to access external online databases.

Members of the Library staff receive training in providing support services based on the needs of the campus. Members of the staff then apply to their jobs the skills learned in the training sessions.

Self Evaluation
The College partially meets this Standard in that individual programs and units integrate technology planning in their tactical plans. However, that integration and assessment has not been implemented at the institutional level. Adequate technological training is provided through the efforts of the professionals in the
Standard Three

RESOURCES

Center for Learning, Teaching and Technology and through the assistance of the “early adopters” among the faculty.

Student needs are met through structured workshops and one-on-one assistance. However, further planning is underway to continue work on collaboration, assessment, and developing student competencies in technology.

Planning Agenda

The Center for Excellence in Learning, Teaching, and Technology will expand the work on interdisciplinary collaborations and the development of assessment processes in writing, thinking and reasoning, Service-Learning, quantitative reasoning, information technology, Holomua, educational assisting and teacher preparation (Reference 3C:06, http://quill.kcc.hawaii.edu/page/strategic.html).

The Library and Learning Resources Unit will establish basic computer and information literacy competencies for the College. These competencies are to be incorporated into the curriculum (Reference 3C:05).

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Kapi‘olani CC’s technology infrastructure and equipment are maintained primarily by the Center for Excellence in Learning, Teaching and Technology. Planning for the acquisition and upgrading of technology is not handled in such a centralized fashion, although it is facilitated and coordinated by staff from the Center.

Upgrading, Maintaining, and Acquiring Technology Resources

The Center plans for systematic upgrading, maintenance, and acquisition of resources to support and expand the campus technology infrastructure. The dynamic state of the technology industry is such that planning beyond two or three years is considered long-range. As funds become available, upgrades to be made within that fiscal year are planned and executed.

Long-range planning occurs for major expansions and upgrades to infrastructure components that require a significant investment of money and staff time. Projects that deal with major items like backup computers for the campus network,
improving security of the campus network, expanding the campus facilities for video production, and adoption of a student registration system are examples of projects that require long-range planning. These projects are planned by teams of appropriate faculty and staff and may include personnel from the UH System and external consultants.

**Computer-Equipped Classrooms**
For departments without their own lab managers, the Center provides technical support for computer-equipped classrooms. Larger units such as Library and Learning Resources employ their own educational specialists, who serve as primary technical support for computer-equipped classrooms and labs. In those cases, specialists from the Center act as secondary support staff.

Upgrades of classroom equipment are made as funds become available in the departments that house and use the classrooms. For example, the Business Education department has several classrooms that are under the responsibility of their lab manager. As the department acquires special funds for technology, faculty in that department decide about upgrades and acquisitions based on curricular needs. Incorporating new equipment into the campus network is coordinated by the department’s lab manager and staff of the Center.

**E-Sources**
College specialists in Information Technology research product reviews of hardware and software, test products, and assist faculty and staff in decision-making. The specialists also assist with the procurement process on an ad hoc basis and train staff in the use of on-line purchasing systems and tools.

The College benefits by a cohesively engineered system. The University of Hawai‘i at Mānoa, as well as all of the sister community colleges, share commitments and rights to a number of software licensing contracts. The University also provides faculty, staff, and students of Kapi‘olani CC with access to a range of software applications at the Office of Information Technology Home Page (http://www.hawaii.edu/infotech/getsoftware.html).

**Laboratory Technology Resources**
The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The Lab Coordinators are quite consistent about accounting for the status and future needs for instruments and submit requests accordingly. Allocation of funding for the requests is determined at the department chair and administration level. Sustain-
Standard Three

**RESOURCES**

ing the present mode of planning for the technological infrastructure should support the reasonably high quality of facilities and equipment.

**Library**
The Library instituted a replacement cycle in 2004 to provide a systematic means to upgrade and replace the technology infrastructure to meet the needs of the students and campus (Reference 3C:05). The cycle is determined by the results of the annual survey, student feedback, staff and faculty suggestions, questions received by the Info Desk, and unsolicited suggestions. Ongoing collection of data informs the plan for replacing and upgrading technology.

**Self Evaluation**

Individual departments and units meet this Standard. However, the College as a whole has not implemented a campus-wide systematic cycle for technology planning.

The programs, emphases, departments, offices and units of the College are on a regular schedule of tactical planning. Many of those plans include technology resources and satisfactorily meet the needs of those entities.

However, planning is not done for the campus as a whole, and planning for upgrading equipment or acquisition of new equipment is often not done from a wider point of view. Lack of a College-wide plan results in ad hoc decisions that meet the individual needs of departments and programs rather than the entire College.

A technology plan for the College should be developed so that short-range and long-range plans complement each other, and upgrades to existing resources and the acquisition of new technologies can occur systematically. General and special funds are never static, and the College must take this into account when planning for upgrades and the expansion of technology.

**Planning Agenda**
The College is developing a technology plan so that short-range and long-range plans for upgrades to existing resources and acquisition of new technologies can occur systematically. Discussion about this plan commenced in April 2006 in the Deans’ Advisory Council. One option would be to have the Center for Excellence in Learning, Teaching, and Technology take the lead in convening a committee to develop a campus technology plan (Reference 3C:16).
Standard Three

**RESOURCES**

**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of the institution’s programs and services.**

### Descriptive Summary

Distribution and utilization of technology resources at Kapi‘olani Community College is centered primarily in its Center for Excellence in Learning, Teaching, and Technology, Laboratory Technology Resources, and the Library.

**Center for Excellence in Learning, Teaching, and Technology**

The presence of this Center is evidence of Kapi‘olani CC’s commitment to principles of a learning college and represents an intentional application of technology to advance those principles. Services and programs provided to staff, faculty, and students are enhanced and extended through the systematic and deliberate use of technology.

With regards to distribution and utilization of resources to support programs and services to students, the Center for Excellence in Learning, Teaching, and Technology has generated the Kapi‘olani CC Technology Profile listed on the following page (Reference 3C:17). A rich set of learning resources is also provided and managed by the College Library and is discussed in Standard II of this Self Study.

Aside from enhancing instruction through the use of technology, the College is working to similarly enhance support services to students, faculty, and staff. In this arena, specialists in Center for Excellence in Learning, Teaching, and Technology provide a variety of services, which are detailed in the Center’s transition report (Reference 3C:04) and discussed below:

**Applications Support.** Two Information Technology specialists provide services to campus support units that distribute resources to students, faculty, and staff. The specialists have created customized database applications to assist units in managing information and to move those units away from paper-based, manual information management.

The specialists are collaborating with other campus offices to improve institutional reporting and increase access to technology for students with disabilities. The specialists also provide technical support for off-the-shelf applications to over a dozen units. This support consists of installation of software, upgrades, trouble-shooting, and back-ups. Applications may reside on stand-alone computers, networked computers, or computer servers.
Standard Three

**RESOURCES**

*Server Support.* The Center houses and maintains a number of servers for a wide audience, enabling information sharing and instructional support. Server-based applications, such as the campus intranet website (Quill), the academic transcript, and academic course systems, are supported for the campus as a whole. Table 7 on the following page shows the technology profile of the College.

*Library*

Operating with current technology has allowed the students and campus to access the services of the Library electronically for many services (e.g., renew book loan, search of the library catalog, and access to electronic journals). A user-friendly website supports the access and services ([http://library.kcc.hawaii.edu/main](http://library.kcc.hawaii.edu/main)). The system of surveys, collaboration with departments, consideration of feedback, suggestions, questions, and complaints supports the Library’s efforts to provide services that meet the needs of the students and campus.

*Self Evaluation*

The College meets the Standard. The presence of the new Center for Excellence in Learning, Teaching, and Technology is evidence of Kapi‘olani CC’s ongoing commitment to principles of a learning college and an intentional application of technology to advance those principles. Services and programs provided to staff, faculty and students are enhanced and extended through the systematic and deliberate use of technology. Distribution and utilization of resources adequately support programs and services.
Table 7.
Technology Profile
Kapi‘olani Community College

Kapi‘olani Community College is a ‘wired’ or ‘connected’ campus with the following characteristics:

- A computer-to-student ratio of 0.058 (426 computers divided by fall 2005 enrollment of 7,289). This ratio will improve after the purchase of new computers for the Koki‘o Science labs and does not include equipment purchased after October 2005.
- A wireless network across 70% of the campus, with plans to cover 100% of the campus now being implemented (Reference 3C:18).
- Connection to UH System IT resources that allows students access to the latest information, software downloads, and various technology tools (http://www.hawaii.edu/infotech/).
- Remote access to computing resources such as email and Library services.
- Coursework available online for distance-learning courses as well as for hybrid courses for 103 courses from 23 programs for fall 2005.
- Online registration, online changes of registration, and online registration payments for credit courses.
- Access to templates and space for personal webpages.
- Online advising resources.
- Computer labs present in numerous locations across campus.
- Center for Excellence in Learning, Teaching, and Technology specialists provide primary support for 16 computer labs and secondary support to 15 more labs, working with departmental computer-support personnel (Reference 3C:19).

Planning Agenda

The Center for Excellence in Learning, Teaching, and Technology, in with Academic Programs, will provide training on the applications of technology in Hospitality, eBusiness, Health Sciences, New Media Arts, Biotechnology, Exercise and Sport Science, Teacher Education, Journalism, Communications, and Film careers (Reference 3C:06).
Standard Three

RESOURCES

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

As discussed in Standard II.C.1.c, the College does not have a campus-wide technology plan. Planning is done within Academic Programs, and Administrative and Educational Support Units. The Center for Excellence in Learning, Teaching, and Technology will begin the process of convening a committee to develop a campus-wide plan. Currently Academic Programs and Administrative and Educational Support Units do assess and plan for technology as evident in their defined tactical plans (http://quill.kcc.hawaii.edu/page/tactical.html). Some departments, Academic Programs, and Administrative and Educational Support Units do consult with the Center in their planning process.

Center for Excellence in Learning, Teaching, and Technology

The Center, which began operations in August 2005, has a program of systematic assessment, which started in August 2005 and was expanded in March 2006 (as previously discussed in this Standard).

Assessment is viewed as fundamental to all Center endeavors. Formal assessment instruments exist for the Help Desk and Customer Care Center, support services for instructional design and media, demos of new technology products, workshops in technology training, and professional development activities for faculty. Assessment results are shared and used to improve and expand services, determine training needs, and improve delivery of workshops and professional development activities.

Laboratory Technology Resources

The College Mission, strategic plans, and departmental tactical plans are integrated with evaluation feedback from industry and students by lab coordinators. This information is used in developing plans for more effective improvement in laboratory facilities and technology.

Library

The Library coordinates its work and services with other departments on the campus to meet the goals of the campus and support the College mission. Recommendations provided in their annual survey are ranked with a “low,” “medium,” or “high” priority level. Regular reviews of needs in collaboration with the Center for Excellence for Learning, Teaching and Technology and other
Standard Three

RESOURCES

departments have provided the Library a means to be proactive in providing the support services essential to the students and campus.

Self Evaluation

The College partially meets the Standard in that individual programs and units integrate technology planning in their tactical plans. However, that integration and assessment has not been implemented at the institutional level. A Campus plan should take into account the individual tactical plans of Academic Programs and Administrative and Educational Support Units. A systematic evaluation process needs to be established that can lead to an overall assessment of applied technology for the College. The development of a plan and the planning process must follow a prescribed timeframe.

Planning Agenda

The Center for Excellence for Learning, Teaching and Technology will take the lead in convening a committee to begin the discussion of establishing a campus-wide plan.
Standard Three

**RESOURCES**

**References in Standard 3C**

3C:01 University of Hawai‘i Strategic Plan for Information Technology 2000.
3C:02 Executive Policy On Use And Management Of Information Technology Resources.
3C:03 Center for Excellence in Learning, Teaching, and Technology Organizational/Work Group Charts.
3C:04 Center for Excellence in Learning, Teaching, and Technology Transition Report.
3C:05 Library and Learning Resources Tactical Plan.
3C:06 Kapi’olani Community College Strategic Plan 2003-2010.
3C:07 Center for Excellence in Learning, Teaching, and Technology Brochure of Services.
3C:08 Professional Development Opportunities, Fall 2005.
3C:09 List of Tailored Workshops, Academic Year 2005-2006.
3C:10 Center for Excellence in Learning, Teaching, and Technology Advisory Committee Presentation.
3C:11 Kapi’olani Community College Technology Survey Summer/Fall 2005.
3C:12 Kapi’olani Community College Catalog.
3C:14 Wo Learning Champion Survey Fall 2005.
3C:15 Western Cooperative for Educational Telecommunications (WCET) Promotional Flyer.
3C:16 No minutes for April 2006 meeting of the Deans’ Advisory Council are available on the Quill website. Information was acquired from Mary Hattori, Interim Coordinator for the Center for Excellence in Learning, Teaching, and Technology (CELT), who attended the meeting.
3C:17 Kapi’olani Community College Technology Profile, Center for Excellence in Learning, Teaching, and Technology January 2006.
3C:18 Center for Excellence in Learning, Teaching, and Technology Buildings with Wireless Access, Flyer.
3C:19 Computer Labs Managed by Center for Excellence in Learning, Teaching, and Technology.
Standard Three

**RESOURCES**

**III.D. Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Planning for financial resources is integrated with institutional planning.

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

**Descriptive Summary**

College planning is bound within a set of guidelines established by the University of Hawai‘i System. All campus planning relates to a UH System Strategic Plan. There is a core set of system and campus documents that guide and tie institutional planning with financial planning.

Major documents include the UH System Strategic Plan (Reference 3D:01); the Kapi‘olani Community College Strategic Plan 2003-2010 (Reference 3D:02); and the Biennium Requests, 2007-2009 (Reference 3D:03). These documents together provide a foundation for institutional planning and, along with other documents, act as a framework for all financial planning.

In January 2006 the College finalized a Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting; the document outlines major campus planning cycles and ties budget planning to each cycle (Reference 3D:04). This document is used in institutional planning and determines a fiscal timeframe for all constituencies.

In 2004-2005, all programs and units were developing their own tactical plans. These plans are expected to be in alignment with the Campus strategic plan. Department and unit heads, along with their respective deans, are responsible for ensuring that each planned activity responds to the campus strategic plan while meeting unique missions of the respective programs. Tactical plans are based
Standard Three

**RESOURCES**

upon a three-year cycle with the expectation that a review and update be conducted at least yearly.

In September 2005, the Acting Chancellor requested a meeting with all four deans and their department and unit heads and asked them to provide an update on their tactical plans. The updates, along with identified campus budget priorities, were used as a basis for preliminary discussion in the development of the Fiscal Biennium 2007-2009 Budget request (Reference 3D:05 http://quill.kcc.hawaii.edu/object/io_1128463770936.html).

Department and unit tactical plans are tied to the College strategic plan. The tactical plans serve as the basis for budget requested. Therefore, the planning for financial allocations is directly integrated with and supportive of the overall institutional plans.

**Self Evaluation**

The College meets the Standard. Department and unit tactical plans are tied to the strategic plan of the College. The tactical plans serve as the basis for budget requests. Therefore, the planning for financial allocations is directly integrated with and supportive of the overall plans of the College.

**Planning Agenda**

None

**III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Descriptive Summary**

The College has two primary funding sources: state General Funds, and tuition and fees (Reference 3D:06). General Funds are appropriated by the State Legislature and passed down to the College through an allotment from the Department of Budget and Finance and the UH System. When planning a new academic year, the College projects an approximate state revenue amount based upon the amount in the previous year and legislative commitments. Revenue from tuition and fees is also estimated based upon the previous year. Combined, these two primary sources of funding provide a financial base from which the College can plan.
Standard Three

RESOURCES

According to the Vice Chancellor for Administrative Services, institutional planning is performed by the campus Policy, Planning, and Assessment Council. This Council is made up of all department chairs, the managers of the support units, the deans, vice chancellors, the Chancellor, and representatives from the Student Congress, the Faculty Senate, the Staff Council, and the Native Hawaiian Council.

The Policy, Planning, and Assessment Council is the governing body for the campus in planning and allocating financial resources. Each year, a budget for Academic Programs and Administrative and Educational Support Units based upon their tactical plan is presented to the Council (http://quill.kcc.hawaii.edu/page/tactical.html). The combined cost for all the tactical plans must fit within the projected financial base of the College. The following sections discuss revenue generation and expenditures for the College.

Academic Programs and Administrative and Educational Support Units

Each Academic Program and Support Unit develops a tactical plan that is reviewed by the Policy, Planning, and Assessment Council. Each tactical plan identifies objectives that an Academic Program or Support Unit plans to accomplish. These objectives are tied to the Campus strategic plan. Every year, the Units must update their plans and provide a progress report to the Council.

Funding allocations for each program and unit are based upon the previous year’s funding and a review of the current year’s tactical plan. Should circumstances change, plans may require additional funding or changes to the original objectives. These changes are evaluated by the Council and are approved or denied. Once the Council approves the tactical plans and funding availability is determined, each program and unit carries out its expenditure plan for the year. Any major change to a plan mid-year requires approval by the Council.

If sufficient funds are not currently available, a program or unit may request additional funding either through the State biennium budget process or through reallocation of existing funds. The biennium budget process allows each campus in the UHCC System to submit individual proposals. All the proposals are then consolidated into one request and submitted to the State Legislature through the Board of Regents. If the Legislature does not approve the funds requested, the Policy, Planning, and Assessment Council advises the Chancellor about whether to reallocate existing funds to support specific requests.
Continuing Education Programs
Academic programs also engage in continuing education activities to address the needs of the community. These activities are evaluated by each academic program and must be self-supporting. In some cases, these activities provide sufficient funds to augment the budgets allocated to the credit programs. Continuing education activities are mentioned as a part of each program’s tactical plan. No further approval is required from the Policy, Planning, and Assessment Council as long as a program stays within the objectives of its tactical plan.

In October 2005, the College invited a consultant with the Learning Resources Network (LERN) to visit the Campus and provide recommendations on how to improve the College Continuing Education and Training program. Currently Continuing Education and Training is decentralized and managed at the department level. One of the recommendations in the LERN report is that Continuing Education and Training be centralized administratively into one unit (Reference 3D:07). This unit would be responsible for managing finances, registration, marketing, sales and contracts, and program development for continuing education.

The LERN report determined that the current decentralized approach does not work well for the College in credibility to the community, and financially in operations. The LERN report suggests that a centralized approach can change this situation and create more funds for the College than are currently generated. This is a program that has potential for generating a larger share of revenue. The extent to which the College will adopt recommendations in the LERN report has yet to be determined.

International Education
One of the major components of the base budget is tuition and fees. Tuition is divided into two categories, resident and non-resident. A preliminary budget sheet from the Business Office, dated June 7, 2006, shows that approximately 48% of the tuition dollars in 2006 were paid by non-residents (Reference 3D:08). The International Education unit is responsible for international student recruitment and enrollment. Its tactical plan clearly outlines objectives to improve international student recruitment, retention, and academic success of international students (Reference 3D:09).

College Advancement
Part of the responsibility of College Advancement is to collaborate with programs to improve workforce development, enhance partnerships and community support, and adopt new funding strategies. Each of these activities has the potential
Standard Three

**RESOURCES**

to become a significant revenue stream for the College, and work continues in these areas (Reference 3D:10).

**Self Evaluation**

The College meets the Standard. The Policy, Planning, and Assessment Council’s review of academic and support units allows for an assessment of financial as well as other planning directions.

However, the College needs to respond to the recommendations in the LERN report. If the College decides to adopt the recommendation to centralize Continuing Education and Training, further planning is required. Any transition from a decentralized to a centralized model must be done with detailed planning and executed to maximize the potential generation of revenue.

**Planning Agenda**

None

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Descriptive Summary**

Short-range financial planning is based on the tactical plans. The combined allocation of all the tactical plans must fall within available dollars. The College projects anticipated costs for the year, and all major expenses are budgeted up-front. The major costs include salaries, charges by UH Foundation, risk management, Banner (student information system) assessment, and utilities.

After all the major costs are subtracted from the projected base budget, a dollar amount to be allocated to Academic Programs and Administrative and Educational Support Units is determined. Effective fall 2006, the Policy, Planning, and Assessment Council reviews allocation to programs and units based upon their tactical plan.

The College Business Office continuously tracks all expenditures and revenues. Monthly reports are provided to the deans who in consultation with other administrative staff decide if allocation adjustments to departments and units are needed. Adjustments are taken into account by program and unit heads when
Standard Three

**RESOURCES**

executing their tactical plan. In some situations, large unanticipated costs or lack of available funds can reduce the amount available to programs and units or limit their ability to carry out objectives.

The College submits a Biennium Budget request every two years. This request takes into account the tactical plans of the College and also takes into account large expenses the College anticipates. The College can also submit a Supplemental Budget Request in years after the Biennium Budget request was submitted. This request makes adjustments to the budget base by including requests for unanticipated costs or changes in program direction.

In September 2005 the Acting Chancellor shared with the Policy, Planning, and Assessment Council priority budget items to be included in the University of Hawai‘i Community Colleges Supplement Budget Request for fiscal year 2007 (Reference 3D:05). The request included funding for increased utility costs, program improvements, workforce development, and Native Hawaiian programs.

**Self Evaluation**

The College meets the Standard. With budget decisions based on tactical plans, which are in turn based on the long-range strategic plan, the College effectively assures financial stability. Long-term payments for liabilities and future obligations are considered when the College develops its financial plans.

**Planning Agenda**

None

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Descriptive Summary**

The Policy, Planning, and Assessment Council is the primary body within the College that oversees program and unit planning, including budgeting. The Council meets monthly and reviews issues related to planning and policy. In 2004, (as stated several times earlier in this Report) all Academic Programs and Administrative and Educational Support Units were required to develop tactical plans.
Standard Three

**RESOURCES**

The tactical plans were developed in collaboration with members of each respective program and unit, taking into account the overall mission and goals of the College. The Council reviewed each plan. Funding to each program and unit was based upon the tactical plans. The Council continues to revisit each plan during a yearly review.

Biennium Budget Requests and Supplemental Budget Requests are submitted to the University of Hawai‘i System through the Office of Vice President for Community Colleges. Information for these budget requests is taken from the Policy, Planning, and Assessment Council and included in the final submission of these requests. The requests also take into account long-range planning based upon the College strategic plan.

**Self Evaluation**

The College meets the Standard. The College has developed planning cycles that inform budget development. From individual members of Academic Programs and Administrative and Educational Support Units, who contribute to tactical planning, to the College leadership on the Policy, Planning and Assessment Council, all constituencies of the campus have the opportunity to participate in setting directions and making decisions that fund those directions.

**Planning Agenda**

None

**III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Descriptive Summary**

Through appropriate mechanisms for budget control and dissemination of dependable and timely financial information, Kapi‘olani Community College is
Standard Three

RESOURCES

working to assure its financial integrity and responsible use of its financial resources.

Since 1996, the Financial Management Information System (FMIS) has been in place for the University as a mechanism for monitoring revenues and expenditures. At the College level, budgets are monitored by the Fiscal Officer, who provides data to the deans. The deans work with department chairs and program heads for financial decision-making and budgeting.

New actions are being implemented to address oversight of allocation and use of financial resources both at the UH System and College level. In fall 2005, the Board of Regents created a new UH position, Vice President for Community Colleges. One of the functions of this position is to provide communication among campuses and to work towards equity in allocation of funds. In addition, in fall 2005, a Vice President for Budget and Finance for the UH System was appointed.

Annual financial audits are conducted by externally contracted certified public accounting firms. The 2004/2005 audit was conducted by Price Waterhouse Coopers (Reference 3D:11). The annual audit is done on the University of Hawai‘i centralized financial accounting system that services each of the ten campuses in the system. As part of the annual financial audit, a separate schedule is prepared for each of the Community College campuses to comply with the standards of accreditation.

The Board of Regents reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. According to the Acting Vice Chancellor for Administrative Services, an independent system-wide audit to review FY 2006 will occur during fall 2007.

The College asked the Budget Execution Task Force to review budgeting and expenditures. In its Phase Two Report, the task force recommended “that consequences to encourage financial prudence be established (or re-established), and that these consequences be clear and unequivocal” (Reference 3D:12; also see Standard III.D.2.g).

The task force made detailed recommendations for encouraging programs and units to strive for sound budget management. In addition, the task force designed a tool to allow a unified approach to budget management by the programs and
Standard Three

**RESOURCES**

units at the College. The tool is a formula-driven worksheet that will be made available online to programs and units.

Current procedures are in place to provide information to department chairs about expenditures, but timeliness is an issue. The monthly worksheets are generated manually, and mid-month reports are generally not available. Even with the FMIS in place, the survey of department chairs for the 2006 Self Study found that department chairs still have difficulty accessing the information they need (Reference 3D:13).

The Acting Vice Chancellor for Administrative Services acknowledged that while data are available in the FMIS, communication of that data to the department chairs needs to be improved. The Acting Vice Chancellor is in the process of requesting additional access to the FMIS for all department chairs and unit heads. Once access is acquired, the Vice Chancellor will provide training in utilizing the system.

The Acting Vice Chancellor for Administrative Services developed an account dictionary (a list of account codes) to share with the department chairs (Reference 3D:14). This dictionary will help prevent errors in identifying funding sources when expenditures are posted. Finally, the Information Technology Department at UH Mānoa is working on developing a better mechanism that will assist in projections and budget maintenance for all campuses system-wide.

Despite this problem of not getting timely information, programs and units do provide regular updates to the Policy, Planning, and Assessment Council. Deans regularly monitor expenditures and work with the programs and units in helping execute their tactical plans. End-of-year budget reports by the Business Office reflect program and unit expenditures; areas of concern are discussed in the Policy, Planning, and Assessment Council.

**Self Evaluation**

The College meets the Standard. Reports generated by the FMIS record allocations and expenditures by the various fund categories for each of the Academic Programs and Administrative and Educational Support Units. External audits are conducted regularly, ensuring that financial transactions and records are accurate and compliant with existing policies. External audits have not resulted in findings specifically against the College.
III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The financial data in the Financial Management Information System and various documents related to the budget are available for review and are disseminated monthly to deans and department chairs by the Fiscal Officer (References 3D:15, 3D:16, 3D:17, 3D:18, 3D:19, 3D:20, and 3D:21). Department chairs are aware of the financial structure of the College and are involved in the budget process.

However, as the Faculty Senate Budget Committee FY 2002-03 Report indicated, the primary area of concern is “the lack of access to accurate and timely information that inhibits the ability of units and departments to manage their budget with a degree of confidence. There is a sense of not knowing the status of accounts on a day-to-day basis or even on a quarterly basis” (Reference 3D:22).

This situation has been confirmed by the results of the 2006 Self Study Survey of Chairs—89% of chairs reported to “not getting a budget that is understandable enough to manage,” and 67% claimed that the “process by which the department budget gets finalized is unknown” (Reference 3D:13).

The budget controls within the Financial Management Information System are not conducive to the College budgeting process. The FMIS was designed as a system tool and does not take into account campus-specific funding management. Due to the complicated nature of managing different funding sources, each with its own set of rules and regulations, programming budget amounts in a single system to be monitored electronically is difficult. The budget is monitored manually through monthly reports, which are sometimes too late to provide control. Because of this, problems can arise in two areas: 1) cash flow and 2) having enough money of the correct source to match the need.

In recognition of these concerns, the Budget Execution Task Force Phase Two Report has made detailed recommendations for developing a unified budgeting process and timeline (Reference 3D:12). The Report also advised consolidating all budget documents in one location (Quill) for easy access, and providing train-
Standard Three

**RESOURCES**

ing to heads of academic programs and support units on how to understand and use the financial information.

**Self Evaluation**

The College partially meets the Standard. Monthly reports are provided to the deans. However, at the department chair and unit head level, the reports are hard to understand and access to information in FMIS at their current level is confusing.

The dissemination of appropriate financial information throughout the College in an appropriate manner continues to be an ongoing issue. The Faculty Senate Budget Committee Report 2002-03 identified this issue of concern (Reference 3D:22). The Vice Chancellor for Administrative Services through the Fiscal Officer should provide appropriate financial information throughout the institution in accordance with the following recommendations of the Budget Execution Task Force Phase II Report (Reference 3D:12).

- Consolidate current budget documents in one location (Quill recommended) for open review;
- Conduct regular budget presentations open to campus and especially to the Faculty Senate Budget Committee;
- Offer budget training to department chairs and unit heads starting spring 2006; and
- Develop an online budget-training module with support of the Center for Excellence in Learning, Teaching, and Technology.

**Planning Agenda**

The Vice Chancellor for Administrative Services will review the recommendations in the Budget Execution Task Force Phase II Report and plan changes accordingly.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

According to the Acting Chancellor of the College, State funding has continued to decrease across the board since 1995, and this decrease has affected all of the
Standard Three

RESOURCES

University’s programs. Over the 10-year period (1995-2005), General Funds for
the University from the State Legislature have decreased from 90% of the
Kapi‘olani CC budget to 40% of the budget. Restructuring and further restructur-
ing have resulted in major changes in financial planning.

These changes have resulted in the need to seek other sources of revenue such as
continuing education offerings, increasing grant monies, and international con-
tracts (Reference 3D:18). Raising the tuition has also assisted in increasing fi-
nances since the Colleges can retain tuition monies. Information about these
items is disseminated by the Fiscal Officer in a monthly report “Revenue Expen-
diture Report by Departments” (Reference 3D:19).

The College is supported by and dependent upon multiple sources of revenue.
The revenue categories include State of Hawai‘i General Funds, tuition and fees,
continuing education, grants and contributions from the public (individuals and
corporations), revolving funds, and income from Summer Sessions (Reference
3D:06).

The College continues to have difficulties with limited General Fund support for
the University of Hawai‘i, and this situation is outside the direct control of the
College. Revenues from tuition have been increasing as tuition rates have been
raised, as enrollments have been steady, and as programs—such as continuing
education and Summer Sessions—have been expanded or new programs started.
The College has been actively and successfully pursuing support in donations and
grants.

Increases from non-general fund sources, particularly tuition, have enabled the
College to maintain and even increase the level of service provided to the com-

munity. As many programs are operating at or near capacity, future increases will
be constrained by physical limitations associated with the campus.

The College subscribes to the Unrestricted Fund Reserve Policy developed by the
University of Hawai‘i Community Colleges (Reference 3D:18). The General
Reserve Parameters are set at 3% of the unrestricted funds expenditures for the
fiscal year. In 2005 the College fell short of the 3% reserves required due to the
College being unable to reserve General Funds.

In addition, as stated in the Budget Execution Task Force Phase Two Report, the
Acting Chancellor has mandated that a reserve of 1% be set aside in a special
fund named the “Health and Safety Fund” to be used in case of emergencies or
Standard Three

**RESOURCES**

unexpected expenses (Reference 3D:12). This mandate represents a new effort to set aside specific funds during the budgeting process so that additional reserves will be available.

**Self Evaluation**

The College meets the Standard. In spite of decreasing support from the State, the College maintains adequate financial resources to fund its operations. Tuition and other sources of revenue have been sufficient to offset the declining state appropriation and sufficient to allow the College to generally maintain the necessary reserves.

**Planning Agenda**

None

**III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary**

The Vice Chancellor for Administrative Services oversees the Business Office. The Vice Chancellor and the Business Office ensure that the College follows all federal, State, and University policies in managing and expending financial resources. In addition, several offices at the UH System level still maintain oversight of all financial transactions, accounts, and assets. This centralization of oversight was implemented to ensure uniformity and efficiency in exercising control.

The UH Office of Research Services is responsible for all external funding programs and revenue-generating contractual relationships for the entire university. A number of externally funded programs are in progress at the College (Reference 3D:23). A project director manages grant finances (e.g., the ongoing five-year Title III grant) as mandated. All grants have an identified principal investigator who, along with the respective dean, oversees the grant.

The Financial Aid Office at the College is managed through the Kekaulike Information and Service Center. A variety of services related to financial aid, education loans, and scholarships are offered to students. To ensure sound management
Standard Three

RESOURCES

of funds disbursement, an independent auditor audits the Financial Aid Office at the College annually.

The Treasury Office at the University of Hawai`i at Mānoa ensures institutional investments. Funds are transferred daily from the College to the Treasury Office.

To assist with grants development and management, a new Grants Management Analyst position in the College Business Office will contribute to managing and clarifying grants. The Budget Execution Task Force Phase Two report recognizes the complexities of managing grants. The Report recommends that the current Grants Development Office become the Grants Development and Management Office, where all activities, including administration, management, procedural requirements and budgeting, be housed and where support for applying for all grants be offered.

Self Evaluation

The College meets the Standard. The College has in place the requisite mechanisms to ensure the effective management of external sources of revenue and has access to offices that provide support to the whole of the UH System.

The College must decide if the Grants Development Office will become the Grants Development and Management Office.

Planning Agenda

None

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Kapi`olani Community College has a Fund Development Officer, funded partially by the UH Foundation. The Officer coordinates fund-raising activities for the College through the Office of the Chancellor. All funds generated are handled through the UH Foundation, following established policies and procedures in accordance with the guidelines of Account Administrative Policies (Reference 3D:24).
Standard Three

**RESOURCES**

Fund-raising efforts are conducted by individual programs of the College through the Office of the Chancellor. Fund-raising activities include the following: scholarship appeals, an annual faculty and staff-development breakfast, and special activities for such groups as student clubs.

Grants and restricted funds must be used in accordance with all regulations, internal restrictions, and laws governing the agreements.

The Board of Regents and the State Legislature require that the UH Foundation have an annual audit by external auditors.

The College aligns all grant applications with the tactical plans of Academic Programs and Administrative and Educational Support Units or with the College strategic plan. The Director of Planning and Grant Development evaluates all grant applications before departments submit them.

**Self Evaluation**

The College meets the Standard. College fundraising efforts are tied to tactical plans, all of which support the strategic plan. Fundraising efforts are aligned with the goals of the institution.

**Planning Agenda**

None

**III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**

Along with the six other community colleges in the University of Hawai‘i, Kapi‘olani Community College administers contracts with several external entities. The Associate Vice President for Community College Academic Affairs and the Associate Vice President for Community College Administrative Affairs provide institutional policies and maintain the integrity and reputation of the University of Hawai‘i Community Colleges in contractual agreements with external entities.
Standard Three

RESOURCES

The UH System Vice President for Budget and Finance and the Chief Financial Officer ensure fiscal accuracy of all agreements. Signatory authority for all contractual agreements rests with the director of one of these offices. In unusual situations, the Vice President for Community Colleges may sign the agreement.

Contractual Agreements that generate revenues to the University of Hawai‘i are reviewed by the UH Office of Research Services and are signed by its director. Such agreements include federal and training grants. Contractual agreements in which the University pays for services rendered are reviewed by the Office of Procurement, Real Property, and Risk Management and are signed by its director.

Such activities of engaging with an external entity for contractual agreement are defined in the tactical plans of programs and units, or approved by the College administration.

Self Evaluation

The College meets the Standard. The alignment of contractual agreements with the College mission and goals is attained through integration with the tactical plans. Contractual agreements are subject to UH System policies and to oversight by UH System staff, thereby ensuring that the College maintains its integrity in contractual agreements.

Planning Agenda

None

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

In 2002 and 2003, the Faculty Senate Budget Committee reviewed the College budget process. A final report was submitted in May 2003 (Reference 3D:22). The report contained several recommendations that the committee felt could help the College better manage its budget.

In September 2005, the Acting Chancellor directed the Budget Execution Task Force to begin phase two of its work and take into account the information and recommendations of the following 1) the August 30, 2005, Budget Execution
Standard Three

RESOURCES

Task Force Report, 2) the directives outlined in the Acting Chancellor’s August 26, 2005, memo regarding budget execution and related matters for FY 2006, and 3) the recommendations from the 2003 Faculty Senate Budget Committee.

The result was the Report of the Budget Execution Task Force Phase Two Report (Reference 3D:12). In this report all recommendations from the 2003 Faculty Senate Budget Committee were addressed. The new recommendations out of the Budget Execution Task Force Phase Two Report were mentioned throughout this Standard and are either being addressed or considered for planning and implementation.

The College has an ongoing interest in ensuring financial management. With the changing budget climate within the last ten years resulting in reduced revenues appropriated by the State Legislature, the College continues to evaluate financial management and adjust accordingly.

Budget allocation and budget request decisions are made in consultation with the Policy, Planning, and Assessment Council, as described elsewhere in this Standard. The institutional policy that outlines the roles and functions of the Council (K1.120) also includes a provision for assessing the effectiveness of the operation of the Council. This provision covers the Council’s role in financial management.

Self Evaluation

The College meets the Standard. In addition to the ongoing review by the Faculty Senate Budget Committee and the work of the Budget Execution Task Force, the College has in place a mechanism to regularly assess the functioning of its financial management processes through the assessment of the Policy, Planning, and Assessment Council.

Planning Agenda

None

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College assesses the use of financial resources through several avenues. Several programs in the College undergo regular professional accreditation re-
Standard Three

RESOURCES

views http://kcc.hawaii.edu/object/programaccreditation.html). This process requires the programs to evaluate their performance and in so doing assess financial resources. Improvement to the programs comes out of the self evaluation and through recommendations of the reviewing body.

Programs also undergo regular program reviews within the College, with the last program-review report completed in 2006. This report covered the three years starting in 2003 (http://quill.kcc.hawaii.edu/object/progreview.html). The reviews cover such topics as accomplishments, measures of performance, program efficiency, outcomes, and planning. Any changes to the programs or areas identified as being deficient will be addressed in the next tactical plan, which will include an explanation of the resources necessary to implement improvement. The Policy, Planning, and Assessment Council reviews tactical plans annually.

The Budget Execution Task Force Phase Two Report identifies a department budget-management tool. This new tool will allow the budgeting process to be standardized across programs, and be directly tied to results of program reviews. Key indicators that define academic parameters will be part of the tool, and changing the value of these key indicators will be reflected in financial projections. This tool will allow programs not only to assess past performances but will also project future finances based upon the academic parameters (http://iro.kcc.hawaii.edu/budget.html).

Self Evaluation

The College meets the Standard. The integration of program review and tactical planning allows the departments and units of the College to tie the use of financial resources to ongoing program improvement, including the improvement of the use of resources.

Planning Agenda

None
Standard Three

RESOURCES

References in Standard 3D

3D:01 University of Hawai‘i Community Colleges Strategic Plan, 2002 – 2010.
3D:02 Kapi‘olani Community College Strategic Plan 2003-2010.
3D:03 Biennium Request 2007-2009.
3D:04 Timeline for Ongoing Improvement: Planning, Assessing & Budget.
3D:05 Progress Report Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, October 15, 2005.
3D:13 2006 Self Study Survey of Department Chairs.
3D:15 General Fund Allocation Table, September 30, 2005.
3D:16 Tuition and Fees Allocation Table, September 30, 2005.
3D:18 University of Hawai‘i Community Colleges Unrestricted Fund Reserve Policy.
3D:19 Revenue Expenditure Report by Departments, Kapi‘olani Community College; (Report given monthly to deans) from College Administrative Officer.
3D:20 Cash Report of Noncredit Generated Funds by Department; Kapi‘olani Community College; (Report given monthly to deans) from College Administrative Officer.
3D:21 General Fund Expenditure Detail Report; Kapi‘olani Community College; prepared by College Administrative Officer.
3D:22 Faculty Senate Budget Committee, FY 2002-2003 Report.
3D:24 Account Administrative Policies.
Standard Three

RESOURCES

Other Documents in File

University of Hawai‘i Community Colleges Accreditation Comparable Measures – Administrative Services.

University of Hawai‘i Community Colleges, Administrative Services Program Review.
Standard Four
Leadership and Governance

Ka pouhana.
“The main post.”

The person on whom others depend for leadership, guidance, and help - the mainstay of the family or group.
IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.I. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders of Kapi‘olani Community College consist of administrators, faculty, staff, and students. Key individuals and groups that constitute the College leadership are listed below:

- Chancellor
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Administrative Services
- Deans and Directors
- Department Chairs and Unit Heads
- Policy, Planning, and Assessment Council
- Deans’ Advisory Council
Standard Four

LEADERSHIP AND GOVERNANCE

- Faculty Senate
- Staff Council
- Student Congress
- Mālama Hawai‘i

Administrators, faculty, staff, and students have worked together to develop a strategic plan that affirms the values, vision, mission, function, long-term goals, and short-term objectives of the College (Reference 4:01). The Strategic Plan Goals for the period 2003-2010 are discussed in this Self Study in Standard I, Section A.4. The goals can also be found at the Quill website (Reference 4:02).

In addition, as part of the strategic planning process, the eight Academic Programs and nine Administrative and Educational Support Units developed their own tactical plans that state their goals and objectives. These 17 tactical plans for the period 2004-2007 are listed at the Quill website (Reference 4:03).

The process of developing and renewing the strategic plan and tactical plans enables the College administrators, faculty, staff, and students to engage in a focused dialogue for the purpose of recommending institutional changes. These changes enhance student achievement, student learning, and the effectiveness of the College processes, policies, and governance. In addition, the 17 tactical plans assist faculty and staff with describing their roles in helping the College to achieve its goals. The College regularly updates its strategic plan, which was revised in 1997 and 2003, and will be revised again in 2010.

Accessible Information

The College makes information and dialogue available through many channels, including the Catalog, the Schedule of Classes, Quill, the MyUH Portal, My Groups, and the governance structure of the College.

Catalog. College policies and regulations are regularly updated and revised as needed each time the College Catalog and Schedule of Classes are published (Reference 4.04). Except for a one-time change in the publishing timeframe when the Catalog covered two academic years (2003-04 and 2004-05), the Catalog is traditionally revised and published each year.

Schedule of Classes. The Schedule of Classes, which lists class offerings for the academic term, along with campus policies and regulations, is published twice a year: in April to cover the Summer Session and fall semester and in October to
Standard Four

LEADERSHIP AND GOVERNANCE

cover the spring semester (Reference 4.05). The Catalog and Schedule of Classes are published in hard copy and electronic copy.

Quill. Through the “Quill” website, which is accessible from the College homepage, administrators, faculty, staff, and students are able to find the following information (Reference 4:06):

- Campus policies and regulations;
- Current and past accreditation self studies, documents, links, and resources;
- Lists of committees that reflect the College governance structure;
- Memoranda from the College Chancellor; and
- Strategic Plan for the College and tactical plans for College departments and units.

Information posted on the College website and “Quill” provides a point of connection for College administrators, faculty, staff, and students, enabling them to engage in intra-campus dialogue for proposing, assessing, and revising the practices, programs, and services of the College.

MyUH Portal. In 2003, the University of Hawai‘i system unveiled an online portal (MyUH Portal) which provided an opportunity to develop online communities and channels of communication through email, discussion boards, news releases, and calendaring.

My Groups. In September 2004, the University established “My Groups,” within the MyUH Portal. “My Groups” provides members of the University of Hawai‘i community an opportunity to collaborate and share ideas. “My Groups” offers a bulletin board, chat room whiteboard, webpage, and newsletter features (Reference 4:07).

Governance Structure. The governance structure (internal and external to the College, as described below) also provides the framework for supporting further intra-campus dialogue.

Kapi‘olani Community College is part of the seven-campus University of Hawai‘i Community College (UHCC) System. Oversight is provided by the University of Hawai‘i Board of Regents. Information posted on the Board of Regents website shows the Board’s membership, standing committees, minutes, policies,
bylaws, and upcoming meetings (Reference 4:08). The information provides evidence of an organized infrastructure within the University of Hawai‘i System. This System encourages constituent groups to participate in the decision-making process at the system-wide level.

Additionally, the University designed an Administrative Procedures Information System to aid in the distribution and retrieval of information in the University’s administrative procedures and policies manual (Reference 4:09). Information found there relates to facility use, organizational changes, academic research, tuition and fees, student affairs, fiscal management, and personnel matters. Individuals in various positions throughout the University of Hawai‘i System use the information to implement policies and procedures in their respective departments and units.

**Key Documents Defining Governance of the University**

Key legislation governing and defining relationships among the Board of Regents, the University System, and the Community Colleges, relative to planning and policy development, is listed in Table 1 below and on the following two pages. The left column shows specific documents that pertain to governance of the University. The center column shows the scope of that document. The right column shows where the document can be viewed online.

<table>
<thead>
<tr>
<th>Document</th>
<th>Scope</th>
<th>Source</th>
</tr>
</thead>
</table>
| Act 115, Session Laws of Hawai‘i 1998 — Autonomy Bill | Amended laws to separate functions of the University system from legislative action. Established five task forces to aid planning by recommending policy and procedural changes in specific areas. Established the Optional Retirement System and Capitalization of Equipment. Work is in progress for Procurement, Special and Revolving Funds, Assessments, and Use of Facilities. | [http://www.capitol.hawaii.gov/session2000/status/sb539_his.htm](http://www.capitol.hawaii.gov/session2000/status/sb539_his.htm)  
### Table 1
(Continued)
Documents Pertaining to University Governance
The University of Hawai‘i System

<table>
<thead>
<tr>
<th>Document</th>
<th>Scope</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 161, Session Laws of Hawai‘i 1995</td>
<td>Authorizes the Board of Regents to establish a way in which the University of Hawai‘i can plan more income-generating programs. This authorization includes retaining income from tuition. The Act became effective July 1, 1995.</td>
<td><a href="http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-0016_0005.HTM">http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-0016_0005.HTM</a></td>
</tr>
<tr>
<td>Hawai‘i Revised Statutes 05. 1</td>
<td>Defines the relationship between the Community Colleges and the University and establishes the Board of Regents as the governing body.</td>
<td><a href="http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0305/HRS_0305-0001.HTM">http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0305/HRS_0305-0001.HTM</a></td>
</tr>
<tr>
<td>University of Hawai‘i Board of Regents Bylaws and Policies</td>
<td>Regents Bylaws and Policies. Delegates authority and responsibilities, outlines goals for the University system, and determines the relationship between the units and the Board of Regents.</td>
<td><a href="http://www.hawaii.edu/offices/bor/policy/index.html">http://www.hawaii.edu/offices/bor/policy/index.html</a></td>
</tr>
</tbody>
</table>
In 1979, the Office of the Chancellor of the Community Colleges (the Office was abolished in the reorganization of the UH System) established a policy manual for the community college system. The manual contained memos named “Chancellor for Community Colleges Memo” (CCCM). These memos informed the chief executive officer of each community college (then known as “Provost”) of official policies and the Provost’s responsibilities for implementing the policies.

These memos helped distinguish the responsibilities regarding system policies relative to campus policies. Included in the memos were major policy and procedure changes, along with faculty and administrative comments. Memos were maintained in manuals, copies of which were kept at the Office of Chancellor for the Community Colleges and in each campus administrative office (Reference 4:10).

Most of these policies are still followed as general guidelines, with a few having been discarded since reorganization of the UH System in 2002. These changes are summarized in the document named “UHCC Policy Conversion Analysis,” authored by UHCC Associate Vice President of Academic Affairs (Reference 4:11) The section of this Self Study named “Organization of the College” contains more details about other system-level changes that have taken place.

<table>
<thead>
<tr>
<th>Document</th>
<th>Scope</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System Planning Documents</td>
<td>Updates strategic and master plans, which outline goals that serve as operational guidelines for the units.</td>
<td><a href="http://www.hawaii.edu/svpa/ep/e4/planning.html">http://www.hawaii.edu/svpa/ep/e4/planning.html</a></td>
</tr>
<tr>
<td>Current Collective Bargaining Agreements</td>
<td>United Public Workers (UPW), Hawai‘i Government Employees Association (HGEA), and University of Hawai‘i Professional Assembly (UHPA).</td>
<td><a href="http://www.hawaii.edu/offices/bor/policy/index.htm">http://www.hawaii.edu/offices/bor/policy/index.htm</a></td>
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Standard Four

LEADERSHIP AND GOVERNANCE

Faculty and Staff Participation in Governance of the College
The faculty and staff of the College continue to have a clearly defined role in the College governance in matters of planning, policy, and development of educational programs. The avenues of this governance role are the Faculty Senate; the Deans’ Advisory Council; the Policy, Planning, and Assessment Council; and the Staff Council.

Faculty Senate. The Constitution of the Faculty Senate defines the role and participation of faculty in the governance of the College. Feedback from the faculty regarding proposed changes in the education program and curricula is channeled through the Faculty Senate, which serves as an advisory body to the administration. The Faculty Senate recommends policies regarding community relations, educational curricula, personnel, academic freedom, and standards of teaching, scholarship, and other areas that affect student learning and the faculty (Reference 4:12).

As an example of faculty engagement in major decision-making, in March 2005, when the University of Hawai‘i administration proposed the formation of the Office of Vice President for Community Colleges, presentations were made to the Faculty Senate by the former Chancellor, enabling the Faculty Senate to provide feedback on the proposal (Reference 4:13).

In addition to the Executive Committee, the Faculty Senate includes standing committees on: 1) Admissions, Academic Standards and Graduation; 2) Budget; 3) Curriculum; 4) Elections; 5) Evaluation; 6) Faculty Student Relations; and 7) Professional Rights and Responsibilities; These committees are described within the Faculty Senate Constitution as posted on Quill (Reference 4:14).

Deans’ Advisory Council. Additional feedback from the faculty is channeled through the Deans’ Advisory Council, which serves as a forum for policy discussions and problem-solving for operational matters. The Council consists of deans, department chairs, academic program heads, and representatives from Faculty Senate, Staff Council, Mālama Hawai‘i, and the College Curriculum Specialist (Reference 4:15).

Policy, Planning, and, Assessment Council. In fall 2001, the College established the Policy, Planning, and Assessment Council in response to a recommendation in the 2000 Accreditation Self Study. This Council replaced the Provost’s Advisory Council and serves as a vehicle to help establish the planning and research agenda for the College.
Standard Four

LEADERSHIP AND GOVERNANCE

The Council is composed of the Vice Chancellor for Academic Affairs, the Vice Chancellor for Administrative Affairs, all deans and directors, department chairs, the Chair of the Faculty Senate, the Chair of the Staff Council, a representative from Mālama Hawai‘i, the President of Student Congress, and other key campus leaders.

Prior to fall 2005, the council met twice a semester. It now meets monthly to set priorities, monitor and evaluate progress, and respond to changes within the College. The Chancellor of the College serves as Chair of the Council. The Council’s role and membership are outlined on Quill (Reference 4:16).

Staff Council. The Staff Council also serves as an advisory body to the Chancellor on all matters concerning staff. The Staff Council includes representatives from staff from the following categories: Administrative, Professional, and Technical (APT) support and clerical support (Reference 4:17).

The Center for Excellence in Learning, Teaching, and Technology
This Center (known as CELTT) was created in January 2005. The Center has as its primary goal of creating a service that “uses learning-college principles to provide faculty with one-stop support for improving learning but also serves as a focal point for leadership in improving teaching and learning” (Reference 4:18).

Faculty are involved in the Center not only in receiving instruction and guidance in innovative technologies and pedagogies, but included as professional development leaders, creating a multi-directional dialogue around student learning and professional development. The Center is described in further detail in Standard III.C of this Self Study. Other related reports are posted on Quill (Reference 4:18).

Quill
The Kapi‘olani CC intranet site “Quill” is evidence of an organized internet-based infrastructure within the College. Quill constitutes a conscientious and transparent effort to keep the constituent groups of the College informed about the College vision, goals, plans and collective actions to support and improve student learning programs and services (Reference 4:06).

Quill includes descriptions of the College governance bodies, policies, minutes of meetings, and documents that illustrate the roles of administrators, faculty, staff, and students in transmitting recommendations to decision-making bodies. Quill also includes forms and information on campus policies and procedures.
**Standard Four**

**LEADERSHIP AND GOVERNANCE**

**Evaluation of Quill.** In the fall 2005 survey, faculty and staff were queried about their levels of interest and awareness regarding Quill. One purpose of the survey was to obtain a measurement of the depth and breadth of faculty and staff engagement with the College strategic plan, tactical plans, and governance structure (Reference 4:19).

Those who indicated that they accessed Quill did so for a variety of reasons. Table 2 below shows the number and percentage of faculty and staff who said they had accessed Quill for specific reasons.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Question: Have you ever accessed information from “Quill” (the internal information system for Kapi‘olani CC administration, faculty, and staff)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=49</td>
<td>n=20</td>
<td>Yes, for Administration purposes (i.e., memoranda, committee meeting minutes)</td>
</tr>
<tr>
<td>13.88%</td>
<td>12.66%</td>
<td></td>
</tr>
<tr>
<td>n = 83</td>
<td>n =37</td>
<td>Yes, for Forms and Procedures (for Administrative Services, Auxiliary Services, Business Office, Human Resources, Information Media Technology Services, Library and Professional Development)</td>
</tr>
<tr>
<td>23.51%</td>
<td>23.42%</td>
<td></td>
</tr>
<tr>
<td>n = 39</td>
<td>n =19</td>
<td>Yes, for links (to UH System and Technology Resources)</td>
</tr>
<tr>
<td>11.0%</td>
<td>12.03%</td>
<td></td>
</tr>
<tr>
<td>n = 22</td>
<td>n =13</td>
<td>Yes, for news (i.e., news feeds, events listings, news stories and headlines)</td>
</tr>
<tr>
<td>6.23%</td>
<td>8.23%</td>
<td></td>
</tr>
<tr>
<td>n = 54</td>
<td>n =18</td>
<td>Yes, for planning (i.e., strategic plans and tactical plans)</td>
</tr>
<tr>
<td>15.29%</td>
<td>11.39%</td>
<td></td>
</tr>
<tr>
<td>n = 28</td>
<td>n =9</td>
<td>Yes, to search Quill (intranet search)</td>
</tr>
<tr>
<td>7.93%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>n = 7</td>
<td>n =12</td>
<td>Yes, for “411” (key services and resources available at the College)</td>
</tr>
<tr>
<td>1.98%</td>
<td>7.59%</td>
<td></td>
</tr>
</tbody>
</table>

Of those who indicated they had not accessed Quill, 13% of faculty and 11% of staff indicated that they were not aware of Quill; 5% of faculty and 7% of staff indicated that they had no use for information on Quill; while 2% of faculty and 1% of staff indicated another reason. Table 3 on the next page shows these data.
Table 3.
Faculty and Staff Reasons for Not Using Quill
Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=47</td>
<td>13.31%</td>
<td>n=17</td>
</tr>
<tr>
<td>13.31%</td>
<td>0.76%</td>
<td></td>
</tr>
<tr>
<td>n = 18</td>
<td>5.09%</td>
<td>n =11</td>
</tr>
<tr>
<td>5.09%</td>
<td>6.96%</td>
<td></td>
</tr>
<tr>
<td>n = 6</td>
<td>1.69%</td>
<td>n = 2</td>
</tr>
<tr>
<td>1.69%</td>
<td>1.27%</td>
<td></td>
</tr>
</tbody>
</table>

**No, I was not aware of Quill’s existence.**

**No, I had no use for the Quill information.**

**No, Other.**

**Evaluation of Institutional Leadership**

In the fall 2005 survey, faculty, students, and staff were asked to rate the leadership provided for the College. For the purposes of the survey, “leadership” was defined as “encouraging faculty, staff, and students to participate in the discussion, planning, and implementation of proposals to improve services and programs” (Reference 4:19). Note: the respondents were surveyed about the leadership of the former Chancellor of the College. The current Acting Chancellor had been only recently appointed before the survey was taken.

**Faculty Evaluation of Institutional Leadership.** A total of 158 members of the faculty participated in the survey. Table 4 on the following page shows how the faculty rated the leadership provided by the Board of Regents, the Former Chancellor, the Administration (defined as Deans and Directors), Department Chairs, and the Faculty Senate.

**Board of Regents**—As shown in Table 4, 35 (22%) members of the faculty rated the leadership provided by the Board of Regents as Good or Excellent, 49 (32%) rated the leadership of the Board as Very Poor or Poor, while 71 (46%) responded that they did not know enough to rate the leadership provide by the Board of Regents.

**Former Chancellor**—For the former Chancellor, 92 (58%) members of the faculty rated the former Chancellor’s leadership as Good or Excellent, while 30 (19%) rated the leadership as Very Poor or Poor, and 36 (23%) responded that they did not know enough to rate the leadership provided by the former Chancellor.
Table 4.
Faculty Evaluation of Leadership
Fall 2005

<table>
<thead>
<tr>
<th>LEADERSHIP BY</th>
<th>RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Poor</td>
</tr>
<tr>
<td>Board of Regents</td>
<td>n = 13</td>
</tr>
<tr>
<td></td>
<td>8.39%</td>
</tr>
<tr>
<td>Former Chancellor</td>
<td>n =7</td>
</tr>
<tr>
<td></td>
<td>4.43%</td>
</tr>
<tr>
<td>Administration (Deans and Directors)</td>
<td>n = 9</td>
</tr>
<tr>
<td></td>
<td>5.77%</td>
</tr>
<tr>
<td>Department Chairs</td>
<td>n = 3</td>
</tr>
<tr>
<td></td>
<td>1.91%</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>n = 0</td>
</tr>
<tr>
<td></td>
<td>9.55%</td>
</tr>
</tbody>
</table>

Administration—Ninety-nine (64%) faculty members rated leadership of the Administration as Good or Excellent; 31 (21%) rated the Administration’s leadership as Very Poor or Poor, while 24 (15%) responded that they did not know enough to rate the leadership provided by the Administration.

Department Chairs—Faculty members gave high ratings to the leadership of Department Chairs—127 (81%) rated the leadership of Department Chairs as Good or Excellent, while 14 (9%) rated their leadership as Very Poor or Poor, and 16 (10%) responded that they did not know enough to rate the leadership provided by the Department Chairs.

Faculty Senate—Leadership by the Faculty Senate was also rated highly: 89 (57%) rated the Faculty Senate’s leadership as Good or Excellent; 15 (9%) rated the Faculty Senate’s leadership as Very Poor or Poor, but 53 (34%) responded that they did not know enough to rate the leadership provided by the Faculty Senate.

Student Evaluation of Institutional Leadership. In the fall 2005 survey, the College asked students, to rate the leadership provided for the College. Shown in Table 5 on the follow page are student ratings of leadership provided by the Board of Regents, the Former Chancellor, the Administration, Department Chairs, and the Student Congress. A total of 1105 students responded to the survey (Reference 4:19).
### Table 5.
**Student Evaluation of Leadership**
**Fall 2005**

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board of Regents</strong></td>
<td>n = 44</td>
<td>n = 50</td>
<td>n = 189</td>
<td>n = 35</td>
<td>n = 691</td>
</tr>
<tr>
<td></td>
<td>4.36%</td>
<td>4.96%</td>
<td>18.73%</td>
<td>3.47%</td>
<td>68.48%</td>
</tr>
<tr>
<td><strong>Former Chancellor</strong></td>
<td>n = 24</td>
<td>n = 30</td>
<td>n = 220</td>
<td>n = 35</td>
<td>n = 648</td>
</tr>
<tr>
<td></td>
<td>2.50%</td>
<td>3.13%</td>
<td>22.98%</td>
<td>3.66%</td>
<td>67.71%</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>n = 22</td>
<td>n = 31</td>
<td>n = 264</td>
<td>n = 121</td>
<td>n = 578</td>
</tr>
<tr>
<td>(Deans and Directors)</td>
<td>2.17%</td>
<td>3.05%</td>
<td>25.98%</td>
<td>11.91%</td>
<td>56.89%</td>
</tr>
<tr>
<td><strong>Department Chairs</strong></td>
<td>n = 21</td>
<td>n = 30</td>
<td>n = 272</td>
<td>n = 118</td>
<td>n = 569</td>
</tr>
<tr>
<td></td>
<td>2.08%</td>
<td>2.97%</td>
<td>26.93%</td>
<td>11.68%</td>
<td>56.34%</td>
</tr>
<tr>
<td><strong>Student Congress</strong></td>
<td>n = 124</td>
<td>n = 36</td>
<td>n = 274</td>
<td>n = 99</td>
<td>n = 572</td>
</tr>
<tr>
<td></td>
<td>11.22%</td>
<td>3.26%</td>
<td>24.79%</td>
<td>8.96%</td>
<td>51.76%</td>
</tr>
</tbody>
</table>

**Board of Regents**—As Table 5 shows, 224 (22%) students rated the Board’s leadership as Good or Excellent; 94 (9%) rated the Board’s leadership as Very Poor or Poor, while 691 (68%) responded that they did not know enough to rate the leadership provided by the Board of Regents.

**Former Chancellor**—As Table 5 shows, 255 (27%) students rated the Former Chancellor’s leadership as Good or Excellent; 54 (5%) rated the Former Chancellor’s leadership as Very Poor or Poor, while 648 (68%) responded that they did not know enough to rate the leadership provided by the Former Chancellor.

**Administration**—In rating leadership provided by the Administration, 385 (38%) students rated the Administration’s leadership as Good or Excellent; 53 (5%) rated the Administration’s leadership as Very Poor or Poor, while 578 (57%) responded that they did not know enough to rate the leadership provided by the Administration.

**Department Chairs**—In rating leadership provided by the Department Chairs, 390 (39%) students rated the Department Chairs’ leadership as Good or Excellent; 51 (5%) rated the Department Chairs’ leadership as Very Poor or Poor, while 569 (56%) responded that they did not know enough to rate the leadership provided by the Department Chairs.

**Student Congress**—In rating leadership provided by the Student Congress, 373 (34%) students rated the leadership provided by the Student Congress as Good or Excellent; 160 (14%) rated the Student Congress leadership as Very Poor or Poor,
Standard Four

**Leadership and Governance**

while 572 (52%) responded that they did not know enough to rate the leadership provided by the Student Congress.

**Staff Evaluation of Institutional Leadership.** In the fall 2005 survey, the College asked members of the staff, to rate the leadership provided for the College. A total of 60 members of the staff responded. Shown in Table 6 below are staff ratings of leadership provided by the Board of Regents, the Former Chancellor, the Administration, and the Staff Council (Reference 4:19).

<table>
<thead>
<tr>
<th>Table 6. Staff Evaluation of Leadership Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEADERSHIP</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Board of Regents</td>
</tr>
<tr>
<td>Former Chancellor</td>
</tr>
<tr>
<td>Administration (Deans and Directors)</td>
</tr>
<tr>
<td>Staff Council</td>
</tr>
</tbody>
</table>

Board of Regents—As Table 6 shows, 15 (25%) members of the staff rated the Board’s leadership as Good or Excellent; 18 (30%) rated the Board’s leadership as Very Poor or Poor, while 27 (45%) responded that they did not know enough to rate the leadership provided by the Board of Regents.

Former Chancellor—As Table 6 shows, 30 (50%) members of the staff rated the Former Chancellor’s leadership as Good or Excellent; 20 (33%) rated the Former Chancellor’s leadership as Very Poor or Poor, while 10 (17%) responded that they did not know enough to rate the leadership provided by the Former Chancellor.

Administration—In rating leadership provided by the Administration, 28 (48%) members of the staff rated the Administration’s leadership as Good or Excellent; 25 (42%) rated the Administration’s leadership as Very Poor or Poor, while 6 (10%) responded that they did not know enough to rate the leadership provided by the Administration.
Standard Four

LEADERSHIP AND GOVERNANCE

Staff Council—In rating leadership provided by the Staff Council, 31 (52%) members of the staff rated the Staff Council leadership as Good or Excellent; 14 (23%) rated the Staff Council leadership as Very poor or Poor, while 15 (25%) responded that they did not know enough to rate the leadership provided by the Staff Council.

Self Evaluation

The College meets the Standard. Through the Faculty Senate, the Deans’ Advisory Council, the Policy, Planning, and Assessment Council, and Staff Council, CELTT, Quill and other venues, there are adequate communication and decision-making structures to empower all staff, faculty and students to participate in the evaluation, planning and improvement cycle of this College. Furthermore, survey results indicate that all participants are encouraged by the institutional leaders to take initiative in the improvement of the College.

Quill

When faculty and staff were surveyed about their usage of Quill, a majority of the faculty and a similar percentage of staff indicated that they had accessed Quill. However, only small percentages of faculty and staff made Quill inquiries relative to administration (i.e. memoranda from the Chancellor) and planning (i.e. strategic plan and tactical plans). Faculty and staff made a greater number of inquiries for forms and procedures relative to Administrative Services, Auxiliary Services, Business Office, Human Resources, computer support, the library, and professional development.

Faculty

The overall survey results show that the majority of faculty respondents appear to be satisfied (answering “Good” or “Excellent”) with the campus leadership, with department chairs rated highest. A relatively large number (34%) of faculty members reported that they did not know about campus leadership functions.

Students

The students seem to be the most disengaged in campus decision processes. As the table on student ratings shows, students rated leadership on the campus more highly than leadership from the off-campus Board of Regents. However, well over half of the students responding indicated that they don’t know enough about the leadership provided by any of the institutional leaders (even the Student Congress) to provide a rating. According to the Dean of Student Services, it is often “difficult to achieve a high level of student input and participation on gov-
Standard Four

LEADERSHIP AND GOVERNANCE

A series of Student Forums have been held to address this problem (Reference 4:21).

Staff
More than half of the members of the staff who responded to the survey appear to be quite satisfied with the leadership provided by the Staff Council. Only an average of 25% of Staff answered “don’t know,” in evaluating all levels of leadership at the College.

Planning Agenda
As referenced within the 2004-2007 tactical plan developed by the College Executive Administration, the College has affirmed as one of its objectives the need to “convey information electronically, accurately and in a timely manner” (Reference 4:03). To achieve this objective, the College plans to “further fund and develop the campus website, and especially Quill, to report accreditation developments, program improvement, activities outcomes, budget and resource decisions, as well as external impacts and opportunities.”

The College plans to continue to develop electronic communication venues and encourage the use of these venues through training of the faculty and staff. This effort includes further development of the College website and intranet, as well as promotion of these resources and education of users regarding the full use of features provided by the UH System portal, such as My Groups and others.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
Standard Four

LEADERSHIP AND GOVERNANCE

Descriptive Summary
The faculty, administrators, students, and staff have defined roles in the institutional governance of the College. The specific areas of responsibility for some of the administrative level positions, particularly the deans, are expected to be formally redefined as the reorganization changes proposed in 2002 and 2005 are approved by the University of Hawai‘i Board of Regents. Institutional evaluation and self-reflection is an ongoing process. The discussion below describes the governance policies of the College as of April 2006.

Faculty Senate
The Constitution of the Faculty Senate of Kapiʻolani Community College (updated in spring 2003) defines the role of the faculty in “decision-making processes.” It states that the Faculty Senate “shall provide a formal independent organization through which the faculty of Kapiʻolani Community College can participate in the governance and policy-making determination of the College and shall promote communication among the faculty, staff, students, administration, and the Board of Regents” (Reference 4:14).

The administration seeks contributions from the Faculty Senate on most matters of policy. Through the Faculty Senate’s Action Request Form, faculty and administrators can put issues before the Faculty Senate for consideration and endorsement. In some cases, the Faculty Senate will ask one of its standing committees to research the issue at hand and make a recommendation to the Faculty Senate.

In addition, the Faculty Senate chair regularly attends all meetings of the Policy, Planning, and Assessment Council and the Deans’ Advisory Committee (Reference 4:14). The Faculty Senate chair or vice-chair also attends meetings of the Self Study Steering Committee, meetings of the Board of Regents, and meetings of the All Campus Council of Faculty Senate Chairs, which includes Faculty Senate Chairs of all campuses in the UH system. Faculty Senate representation at these meetings facilitates a two-way dialogue between the administration and the faculty.

Department Chairs
The department chairs serve as mid-level managers and faculty members, whose duties include many areas of leadership ranging from the academic vision and direction of their departments to budgeting and personnel management. In addition, department chairs serve as liaisons between the administration and the faculty.
Standard Four

LEADERSHIP AND GOVERNANCE

The multi-faceted responsibilities of department chairs are described in several documents produced by the institution. The Board of Regents Policies and bylaws outlines the general duties of a department chair. The bylaws state that the line of reporting is to the dean of that department’s division. The section of this document describing department chairs was last updated October 21, 1988 (Reference 4:24).

A more specific description of the duties of the chair was to be provided in a revised UH System Faculty Handbook, according to the 2003-2009 agreement between the University of Hawai‘i Professional Assembly (UHPA) and University of Hawai‘i Board of Regents (XXIII. D). However, the Director of Human Resources for UHCC reported that, as of March 3, 2006, “the task was yet to be completed” (Reference 4:49).

An overview of the roles and responsibilities of community college department chairs is also laid out in the Chancellor of the Community Colleges Memorandum 2250, entitled “Teaching Assignment Policy” (Reference 4:26). Appendix 2 of that memo contains detailed guidelines for department chairs. Among many other duties, in the area of budgeting, the department chair is to assist “in establishing campus budget priorities as well as participate in and assist in preparing budget requests.”

In addition, the department chair is to “serve as communication link, keeping division/department members informed of general campus activities and representing the division/department views to administration.” This CCCM was last updated in July 2002, prior to the 2002 reorganization of the UHCC system.

Interviews with eight of thirteen department chairs were conducted in March 2006. In this informal survey of the chairs, questions focused on their understanding of their responsibilities and whether they had received sufficient training in carrying out those responsibilities. The results of the survey suggested that, while the chairs understand their responsibilities, the majority of department chairs are frustrated because of the lack of training in dealing with problems they daily confront, especially with respect to the complicated processes required by support offices. Some chairs rely on secretaries or previous chairs for information.

In addition to these UH and UHCC system level documents, the College has a “Handbook for Department Chairs,” produced in 1992, distributed to departments in 1993. The section outlining department chair duties is on pages 1.15-1.25 (Reference 4:28). According to this Handbook, decision-making is to be made in
Standard Four

LEADERSHIP AND GOVERNANCE

consultation with the department members and the Dean of Instruction (which is now the Vice Chancellor for Academic Affairs), including program development and review, and the development of “the department’s programs, plan, and budget.” (See page 1.15-1.16). Although the forms and procedures in this handbook are extremely outdated, some chairs refer to it for lack of a more updated guide.

Department chairs are elected to serve two-year terms. Chairs may not always have clear expectations about their responsibilities and, consequently, resentments can develop, ultimately traceable to a lack of training for people whose background is academic rather than managerial.

The inadequate training issue surfaces most clearly with regard to the budget. In the fall 2005 survey, 66.67% of respondents thought that they were not receiving adequate training to manage the budget (Reference 4:19). Department chairs must understand the policies and processes that drive budgets in order to request and manage funds appropriately, but the survey results indicated that 88.89% did not believe they understood the budget well enough to help them do this.

An emerging source of leadership training is called “Community Colleges Leadership Champions,” a UHCC system-wide group funded by an endowment and committed to developing the leadership potential of faculty and staff at the seven campuses. This group is in the final stages of developing a department chair handbook entitled: “2006 - 2007 University of Hawai‘i Community Colleges Division Chair Toolkit.” The book will serve to augment any campus-specific training and serve as a main training resource for campuses that do not have their own materials (Reference not available).

In preparing this Toolkit, the Community Colleges Leadership Champions reviewed CCCM policies and procedures and researched training and handbooks from campuses (Reference 4:27). This handbook, presented in calendar format, strives to help train chairs and provide them with a list of duties that all University of Hawai‘i Community Colleges must accomplish at their campus and in the System. The estimated distribution date was July 2006. This Toolkit will enhance and possibly supersede the guidelines in the Chancellor of the Community Colleges Memorandum 2250 (Reference 4.26).

Participation of department chairs in budget and policy decisions takes place through their membership on the Deans’ Advisory Council and the Policy, Plan-
Standard Four

LEADERSHIP AND GOVERNANCE

ning, and Assessment Council. The chairs also organize election of members of department faculty to serve on campus committees such as the Faculty Senate.

The role of chairs has been described in occasional training sessions, but the materials created for these sessions neither constitute an official policy statement nor an institutionally recognized description of the position of department chair. Incoming department chairs are directed to the 1992 Handbook for Department Chairs (Reference 4.28).

In the fall 2005 survey of department chairs, responses to items 5, 10 and 11 indicated that the majority (88.89%) of the nine department chairs surveyed indicated that the budget information they receive is not sufficiently understandable. In addition, 88.89% stated that their voice is not being heard or understood in regard to budget planning. The nine chairs were unanimous in stating that they were not involved in the process of creating the 2004 budget.

5. Are you getting a budget that is understandable enough for you to manage your department/program?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>88.89%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

10. Do you feel heard and understood by administration in regard to the budget?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>88.89%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

11. Were you involved in the process of creating last year’s budget?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Standard Four

LEADERSHIP AND GOVERNANCE

Some subsequent improvement is to be noted, however. Department chairs interviewed in March 2006 reported clearer communication regarding the budget, but some also noted that they wish their ideas about and responses to the process were more actively solicited and taken into account. One noted the importance and the difficulty of keeping current on personnel policies (Reference 4:19).

Administrators

Administrators at the College are the Chancellor, vice chancellors, and deans. These duties are described in the official organizational chart found on Quill (Reference 4.29) and in the Appendix of this Self Study, and are further described in the section “Organization of the College” and in IV.B.2 of this Self Study. Additional details are available in a June 2005 memo on the UH President’s System Level Reorganization (Reference 4:30).

Chancellor. As detailed above in Standard IV.A.1, the name of Chief Executive Officer at the College was changed from “Provost” to “Chancellor” in December 2002. In July 2005, the Chancellor of the College at that time was appointed to the position of Interim Vice President for Community Colleges, and the Vice Chancellor for Academic Affairs was appointed to serve as the Acting Chancellor of the College. The Office of the Chancellor “plans, organizes, directs, and controls the institution’s academic and support programs at the campus level in accordance with established policy and procedural guidelines and applicable statutes.” The Chancellors duties are also described in Standard IV.B.2 (Reference 4:29).

Vice Chancellors. The College has two vice chancellors: Vice Chancellor for Academic Affairs (converted from Dean of Instruction) and Vice Chancellor for Administrative Services (converted from Director of Administrative Services). These positions were established in November, 2004 in the reorganization of community college system in 2002 (Reference 4:31).

Vice Chancellor for Administrative Services—The Vice Chancellor for Administrative Services is responsible for the Business Office, Human Resources, and Auxiliary Services, as per the College organizational charts and functional statement (Reference 4:29). In addition, as detailed in a Kapiʻolani CC Chancellor’s Memo in January 2005, this position acquired the oversight of use of facilities (Reference 4:32). This position was recruited and permanently filled as of June 1, 2006.
Standard Four

**LEADERSHIP AND GOVERNANCE**

The Vice Chancellor for Administrative Services sits on the Policy Planning, and Assessment Council, which engages in broader campus-wide dialogue on the mission, goal-setting, resource distribution, and cyclical evaluation of the College.

**Vice Chancellor for Academic Affairs**—According to the official organizational chart of the College, the Vice Chancellor for Academic Affairs, still identified on the organization chart under the previous title of “The Dean of Instruction,” provides leadership and development of programs, which include the Arts and Sciences academic unit, the Paul S. Honda International Center, and Curriculum Management (Reference 4:29).

In November, 2000, the former Chancellor created and approved an Interim Assistant Dean position to “manage the Arts and Science departments and the curriculum management component of the Dean of Instruction’s responsibilities while the incumbent [was] temporarily reassigned to provide leadership for international education in the Community Colleges System” (Reference 4:33).

Through the former Chancellor’s Memo in January 2005, the Dean of Instruction position acquired the responsibility of development and oversight of the Center for Excellence in Learning, Teaching, and Technology (formerly part of Information Media Technology Services under Academic Unit Three (Reference 4:34).

When the former Chancellor of the College was appointed the UH Interim Vice President for Community Colleges and the College Vice Chancellor for Academic Affairs was correspondingly appointed as Acting Chancellor, the responsibility for the Honda International Center moved along to the Acting Chancellor’s position, because of his expertise and experience is this area (Reference 4:35). This responsibility is not represented in the official organizational chart (Reference 4:36). In October, 2005, the Interim Assistant Dean of Instruction for Arts and Sciences was appointed Acting Vice Chancellor for Academic Affairs (Reference 4:37).

To summarize these de facto variations from the official organizational chart, the Acting Vice Chancellor for Academic Affairs is responsible for credit and continuing education offerings in the Arts and Sciences Academic Unit (which consists of the following four academic departments: 1) Arts and Humanities, 2) Languages, Linguistics, and Literature, 3) Math and Science and 4) Social Sciences), Curriculum Management, and the Center for Excellence in Learning.
Standard Four

LEADERSHIP AND GOVERNANCE

Teaching, and Technology. The position of Assistant Dean of Instruction remains vacant.

The Vice Chancellor for Academic Affairs sits on the Policy Planning, and Assessment Council and the Deans’ Advisory Council, which engages in broader campus-wide dialogue on the mission and direction of the College, including policy and budget decisions, as laid out in the Council’s policy statement (Reference 4:16).

Deans. The College has four deans. The section of this Self Study entitled “Organization of the College” summarizes these positions. In its organizational structure, the College has four “Academic Units,” each which is led by a Dean (Units 1 and 2) or Assistant Dean (Units 3 and 4) (Reference 4:29). Their duties and responsibilities are described in the organizational charts and functional statements last updated July 2005.

Academic Unit 1—According to the official organizational chart and functional statement, Academic Unit 1 comprises the Arts and Sciences academic program, the Paul S. Honda International Center, and Curriculum Management. In the official chart, this unit is led by the Dean of Instruction, a position which underwent a title change to Vice Chancellor for Academic Affairs in 2004, but the July 2005 organizational chart does not reflect this change. (See the description of the position of Vice Chancellor for Academic Affairs on the previous page.)

Academic Unit 2—The unit is supervised by the Dean of Student Services, who is also responsible for the Holomua (Developmental) Department. The dean has overall responsibility for leadership and direction of curriculum and engages in tactical planning to accomplish the unit’s mission, vision, and goals. In this role, the dean meets with the chair of the Holomua Department, program coordinators, and faculty to discuss areas of improvement and areas of weaknesses in program and course offerings (both credit and continuing education). Additional collaborative efforts involve counselors and instructional faculty in activities such as Access to College Excellence, First Year Experience, New Student Orientation, and Learning Communities.

The Dean of Unit 2 sits on the Policy Planning, and Assessment Council and the Deans’ Advisory Council. The dean is also responsible for budgets for both Student Services and Holomua and the operational management of these budgets through oversight of federal and state reporting requirements.
Standard Four

LEADERSHIP AND GOVERNANCE

The dean communicates with the coordinators of these programs on matters of policy and budget, representing their concerns at the Policy Planning, and Assessment Council and Deans’ Advisory Council. In addition, the dean is responsible for federal grants such as TRIO, Student Support Services, Native Hawaiian Career and Technical Education, the Kekaulike Information Service Center, and Perkins Vocational Grant funds.

The role of the Dean of Student Services and Holomua is defined in the document on Functional Statements for the Kapi’olani Community College Organization Chart and in the “Organization of the College.”

Academic Unit 3—This unit consists of Legal Education, Health Education, and Library and Learning Resources. According to the organizational chart of the College, the Assistant Dean of Academic Unit 3 provides leadership and development of credit and continuing education programs in Legal Education, Health Education (which includes Emergency Medical Services, Health Sciences, and Nursing), and the Academic Programs and Support Units of Library and Learning Resources and Information Media Technology Services.

In January 2005, through the former Chancellor’s memo, Information Media Technology Services was removed from this unit, and the technology support staff was integrated into the Center for Excellence in Learning, Teaching, and Technology. The print staff and graphic artist were moved to the Advancement Office. Also in 2005, Academic Unit 3 acquired the Business Education department (References 4:38 and 4:39).

In May 2006, the Business Education department was re-assigned because of internal budget and personnel problems, so the chair of the Business Education department is currently overseen by the Director of Planning and Institutional Research.

The Assistant Dean of Unit 3 sits on the Policy Planning, and Assessment Council and the Deans’ Advisory Council. The assistant dean communicates with the unit’s department chairs and directors about policy and budget issues.

The role of this assistant dean is partially defined in the document on Functional Statements for the Kapi’olani Community College Organizational Chart, but the current structure of this unit does not match the official published version (Reference 4:29).
Standard Four

LEADERSHIP AND GOVERNANCE

**Academic Unit 4**—Assistant Dean of Business Education, Hospitality Education and College and Community Relations. According to the organizational chart of the College, the Assistant Dean of Academic Unit 4 is responsible for the Business Education department, Hospitality Education (consisting of Culinary, Hospitality and Support Units), and College and Community Relations. However, as stated above, the Business Education department was moved out of Unit 4 into Unit 3 (Reference 4:39).

By the same former Chancellor’s Memo referred to above, Academic Unit 4 acquired the newly formed Advancement Office, which includes raising private external funds, alumni development, and marketing. These functions are described under “College and Community Relations” in the official functional statement for this position. The assistant dean provides leadership and development for credit and continuing education programs in culinary and hospitality education, including the Culinary Institute of the Pacific (Reference 4:39).

The Assistant Dean of Academic Unit 4 sits on the Policy Planning, and Assessment Council and the Deans’ Advisory Council. The assistant dean communicates with the unit’s department chairs and director about policy and budget issues.

The role of this assistant dean is partially defined in the document on Functional Statements for the Kapi’olani Community College Organizational Chart, but the current structure of this unit does not match the official published version (Reference 4:29).

**Policy, Planning, and Assessment Council**

The Policy, Planning, and Assessment Council was created to implement key components of the *University of Hawai‘i System wide Executive Policy E4. 201 Integrated Long-range Planning Framework* (Reference 4:40). The Council is composed of administrative leaders of Academic Programs and Administrative and Educational Support Units, and representatives from the Faculty Senate, Student Congress, the Staff Council, and Mālama Hawai‘i.

The Council includes levels of governance and management and serves as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and program assessment. The Policy, Planning, and Assessment Council has responsibility for the following actions:
**Standard Four**

**LEADERSHIP AND GOVERNANCE**

- Review and recommendation to the Chancellor of policies related to planning, assessment, and program review;
- Review and approval of the College Mission Statement;
- Review and recommendation to the Chancellor of the College strategic plan and periodic assessment of progress toward the goals of that plan;
- Review and recommendation to the Chancellor of the College long-range development plan and periodic assessment of progress toward the goals of the plan;
- Review and recommendation to the Chancellor of preparation of the College budget and setting priorities;
- Review and recommendation to the appropriate dean or director of the tactical plans and periodic assessment of progress toward the goals of the plans; and
- Review and recommendation to the appropriate dean or director on the results of program reviews for Academic Programs and Administrative and Educational Support Units (Reference 4:16).

The Council meets monthly. Additional meetings may be called by the Chancellor, as needed. Minutes of the Council meetings are published on Quill (Reference 4:41).

**Staff**

Members of the staff of the College also participate in governance of the College through the Staff Council.

**Staff Council.** The Kapi‘olani Community College Staff Council was inactive from 1998 to 2000. However, in response to findings in the 2000 Accreditation Self Study, the Council was revived in fall 2000 due to renewed commitment and support on the part of the former Chancellor and a core group of Administrative, Professional, and Technical employees. The purpose of the Staff Council is to ensure that clerical and administrative support staff in Administrative, Professional, and Technical positions have a formalized role in governance of the College. In addition, since fall 2004, the Faculty Senate has extended an invitation for a Staff Council member to attend all Faculty Senate meetings (Reference 4:42).

The bylaws of the Staff Council state that the mission of the Council is “…to provide a formal voice and organization through which the staff may enhance
Standard Four

**LEADERSHIP AND GOVERNANCE**

Their professional and personal talents, skills, and competencies, and recognize accomplishments of individual members” (Reference 4:17).

**Students**

Students provide ideas and participate in the planning process through surveys and other activities, as detailed in Standard I.B.1. Students evaluate faculty in course evaluations and participate in the Community College Survey of Student Engagement. Other activities include participation in New Student Orientation and, when necessary, filing grievances with the assistance of mediation services.

By the authority of the Board of Regents, the Associated Students of Kapi‘olani Community College is chartered by Kapi‘olani Community College (Reference 4:43). “Its purpose is to develop and implement plans for programs and activities sensitive to the needs and interests of the students and to promote...student interests; and to promote active student interest and participation within the college community” (Reference 4:44). This Association comprises “all students with paid fees and others approved by Student Congress” (Reference 4:45).

The Associated Students of Kapi‘olani Community College is made up of three governing bodies: 1) the Board of Student Publications, 2) the Board of Student Activities, and 3) the Student Congress. Each of these bodies has clearly defined functions within the College, and manages its own budget (Reference 4:43). Of these three groups, Student Congress contributes to planning and policy development. The College website further describes the role and structure of the student government at Kapi‘olani Community College (Reference 4:44).

**Student Congress.** The Student Congress Charter states that the Student Congress is composed of “club representatives, representatives from the Board of Student Publications, and a representative from the Board of Student Activities” (Reference 4:45). The Student Congress also includes “at-large seats and the Dean of Student Services” (Reference 4:45).

The Student Congress makes “recommendations to the Chancellor in areas such as: governance, academic regulations, curriculum, instruction, support services, co-curricular, and student rights”. An additional responsibility of the Student Congress is to “communicate with students, [and provide] leadership training for clubs, boards, committees, etc.” The Student Congress also reviews all fees (including tuition), and elects and removes members and officers” (Reference 4:45). The Student Congress contributes to establishing campus policy and day-to-day operations by having student representatives on committees such as the Faculty
Standard Four

LEADERSHIP AND GOVERNANCE

Senate (non-voting), the Student Conduct Code Committee, and the Accreditation Steering Committee (Reference 4:46). Students have the opportunity to help shape campus policies as members of the Academic Grievance and Student Conduct Committees as well as the Faculty-Student Relations Committee of the Faculty Senate, and the Policy, Planning, and Assessment Council.

One member of the Student Congress attends Faculty Senate meetings, and two members represent the Congress at the UH Student Caucus (Reference 4:46). Additionally, the Student Congress meets with the Board of Regents Student Affairs Committee when the Board of Regents meets at Kapi‘olani Community College (Reference 4:46).

Self Evaluation

The College partially meets the Standard. The College has many written policies defining the role of faculty, staff, and students in institutional governance. The role of individual administrators in governance, planning, and budget development is defined in the written position descriptions. The descriptions for specific administrative positions are maintained by the Office of Human Resources.

However, many organizational changes have taken place, officially and unofficially. The organizational chart and descriptions of administrative positions need to be updated to accurately reflect the organization of the College.

Based on the survey of department chairs, the College needs to revise its current procedures to improve the flow of communication between the administration and the department chairs. Communication is particularly crucial in order for chairs to participate effectively in budget decisions. In addition, evaluation of all department chairs is being standardized and implemented.

Faculty Senate

The College has clear written policy documents describing the role of the Faculty Senate in decision-making processes. The Faculty Senate provides the faculty with an effective voice in governance, and the role of the Faculty Senate is clearly documented.

Department Chairs

Even though their role in the planning processes was not yet clear, most chairs surveyed thought that the current Acting Chancellor was making a visible effort both to make the process more transparent and to involve the department chairs more actively in the budgeting process. They noted an appreciable effort to in-
Standard Four

LEADERSHIP AND GOVERNANCE

clude them in the dialogue regarding the budget. Compared with their concerns expressed in the fall 2005 survey, these views of the chairs demonstrate improvements in this area.

A tangible attempt that addresses these concerns can be seen in a recommendation made in the Report of the Budget Execution Task Force, Phase 1: the “Business Office will continue to maintain reports on the Financial Management Information System, and will provide during fall 2005 the necessary training for managers and department chairs to access this system” (Reference 4:48).

As of May 2006, this training had not taken place. Although the department chairs consistently noted in March 2006 interviews that they felt that the budget process had become more transparent, there needs to be more effort made to implement the recommendations made by the Budget Execution Task Force.

While the forthcoming handbook for department chairs (developed by Community Colleges Leadership Champions) will address the changes at the system level and provide a general guide, an updated campus-specific handbook is needed that reflects the current organizational, policy and financial environments of the College. In addition, more comprehensive training of chairs should be offered.

Administrators

Chancellor. The Chancellor of Kapi’olani Community College has a clearly defined published role in governance of the College with regard to budget and planning.

In its efforts to maintain ongoing system review and dialogue at all levels, the UH System conducted a confidential assessment survey of its Executive/Managerial employees between March 17 and April 16, 2006 (Reference 4:49). Distribution of this survey provides evidence of the administrators (vice chancellors, deans, directors) working together with subordinates, peers, and constituents of academic and administrative leaders for the good of the institution.

Vice Chancellors. These positions are relatively new. The assigned areas of responsibility for the vice chancellors changed during 2005, and further changes are likely to occur in 2006-2007. The documentation of roles and areas of responsibility for several administrative positions, including the Vice Chancellor for Academic Affairs, has not kept pace with the ongoing organizational adjustments. The College should amend its organization charts and create updated position descriptions to accurately reflect the position at Kapi’olani Community College.
Standard Four

LEADERSHIP AND GOVERNANCE

and submit the changes for official approval by the University of Hawai‘i Board of Regents.

Deans. These administrators report clearly defined roles in institutional governance and responsibilities for institutional policies, planning, and budget in areas that relate to their areas of expertise. However, much of this information is not accurately documented. With the exception of the Unit 2 Administrator, the Dean of Student Services and Holomua (Developmental) Department, and the Administrative Services Unit, neither the Functional Statement of the Kapi‘olani Community College Organizational Chart (as updated on July 1, 2005), nor the Executive-Administrative/Managerial Position Descriptions accurately reflect the existing structure and roles and responsibilities of the Unit Administrators (Reference 4:50).

Staff
There have been significant improvements in providing Kapi‘olani Community College staff with a substantive voice in decision-making structures through the Staff Council, participation in the Policy, Planning, and Assessment Council, and representation of staff at the Faculty Senate. The support of the former Chancellor and the current Acting Chancellor has been instrumental, particularly in emphasizing to supervisors that employees have the right to take time away from their job duties for the purpose of participating in meetings and professional development activities related to campus governance.

Since 2000, the staff has been increasingly active in voicing their concerns and raising issues of importance to them. The issues and concerns raised by Staff Representatives for 2003-2006 are in the Staff Council minutes, Faculty Senate minutes, and the Policy, Planning, and Assessment Council minutes (References 4:51, 4:12, and 4:41).

Students
The Student Congress serves as the mechanism for students to contribute to institutional decisions. Representatives from Student Congress are included in the Policy, Planning, and Assessment Council and the Faculty Senate. Students have additional involvement in the planning process through surveys and other activities.
Standard Four

LEADERSHIP AND GOVERNANCE

Planning Agenda

Faculty Senate
None. The Faculty Senate Constitution was updated in April 2003 to reflect the reorganization of academic departments. There are no plans for another revision until further college reorganization warrants an update.

Department Chairs
The College, through the Deans’ Advisory Council, will update the department chair handbook and make this handbook widely available to all department chairs. This handbook will include a plan for systematic training, guidance, and support for new chairs.

The College, through the Policy, Planning, and Assessment Council, will provide accurate and accessible budget data to department chairs as soon as this information is available. In addition, the College will solicit greater involvement from the academic departments in discussions pertaining to budget planning.

Chancellor
The Acting Chancellor will continue to carry out the goals laid out in the Executive Administration Tactical Plan 2004-2007, including improving communication and governance processes (Reference 4:03).

Vice Chancellors
The vice chancellors will continue to carry out the goals laid out in the Executive Administration Tactical Plan 2004-2007, including improving communication and governance processes (Reference 4:03).

Deans
The deans will continue to improve the conveyance of accurate and timely information, as stipulated in Executive Administration Tactical Plan 2004-2007, Strategic Plan Goal 6, Objective 3.4 (Reference 4:03).

Policy, Planning, and Assessment Council
To meet the objectives stated in the Executive Administration Tactical Plan 2004-2007, the roles and responsibilities of the Policy, Planning, and Assessment Council will continue to be clarified and strengthened (Reference 4:03).

Students
None. According to the Coordinator of Student Activities, the Charter of the Student Congress is slated to be updated beginning spring 2006 (Reference 4:52).
Standard Four

LEADERSHIP AND GOVERNANCE

Staff

None

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The faculty at Kapi‘olani Community College exercise a prominent role in the College through the Faculty Senate, Academic Programs, and Administrative and Educational Support Units, the Deans’ Advisory Council, and the Policy, Planning, and Assessment Council.

Faculty Senate

The Faculty Senate oversees the Curriculum Committee as one of its standing committees. The Curriculum Committee is composed of one voting representative of each academic and support unit, as described in Article II, Section 1 of the 2003 Faculty Senate Constitution. The Curriculum Committee is tasked by the Faculty Senate to perform the following activities:

- Prepare guidelines for curriculum development;
- Review courses, policies, and procedures; and
- Use curriculum guidelines to review and make recommendations to the Faculty Senate on the following items:
  - Degree requirements;
  - Program proposals;
  - Course proposals;
  - Course modifications and deletions; and
  - Other matters related to curriculum (Reference 4:14).

Curriculum Management. Faculty members, with their department’s approval, submit proposals for new and revised courses or programs to the Curriculum Committee. After careful review, the Curriculum Committee makes a recommendation on each proposal and presents the recommendations to the Faculty Senate. The Faculty Senate discusses the proposals, and makes recommendations.
The recommendations are passed on to the Vice Chancellor for Academic Affairs for review, and on to the Chancellor for final approval. Proposals for programs and degrees are taken to the Board of Regents for approval. This process is described in forms that proposers must use in submitting their proposals (Reference 4:53).

While the Curriculum Committee gives departments and individuals an adequate venue to propose additions to, and revisions of, the curriculum, the elapsed time from submittal of a proposal to its appearance in the Catalog can be more than a year. For this reason, the Executive Administration Tactical Plan 2004-2007 includes Goal 2: To increase the efficiency and effectiveness of curriculum management (Reference 4.03).

Toward this goal, a Curriculum Revision Committee was formed in fall 2004, composed of the then Assistant Dean of Instruction (who has responsibility for curriculum management), the then current Faculty Senate Chair, the then current Faculty Senate Vice Chair, one former Faculty Senate Chair, one former Curriculum Committee Chair, the then current chair of the Curriculum Committee, the Coordinator of the Student Learning Outcomes committee, and two faculty members with experience in computer programming.

In spring 2005, the Curriculum Revision Committee presented a redesigned provisional process for curriculum to the Faculty Senate. The Faculty Senate endorsed the concept on May 2, 2005, with the acknowledgement that the Curriculum Revision Committee still needed to develop the implementation plan.

Some of the key features of the restructuring include: a pre-launch process which will require certain experts to review the curriculum proposal before it goes to the Curriculum Committee. In addition, the ultimate approval steps are simplified for course updates and new courses. Another key element will be to convert the process to an electronic program for curriculum management, which will speed the entire process considerably (Reference 4:54).

**Student Learning Issues.** The Faculty Senate is also the venue for discussion and endorsement of broader student learning issues, such as the role of prerequisites (Reference 4:55) and articulation of courses between campuses in the UH System (Reference 4:56).

Student Service initiatives also undergo review by the Faculty Senate, usually by the proposers who are submitting an Action Request to the Faculty Senate for...
Standard Four

**LEADERSHIP AND GOVERNANCE**

endorsement. For example, in 2006, the First Year Experience committee brought to the Faculty Senate a request for endorsement of mandatory new student orientation. This committee had received approval for the concept of First Year Experience several years earlier (Reference 4:57).

**Academic Programs and Support Units**

Development of the 2004-2007 tactical plans was facilitated by the department chairs and unit heads. Faculty in these Academic Programs and Administrative and Educational Support Units wrote, contributed to, and gave feedback on the tactical plans, and performed program reviews. These documents and the process by which they are developed demonstrate the cyclical process that involves faculty and staff in developing student learning programs and services (Reference 4.03).

In addition to broader planning, academic departments regularly review their course offerings and update each course on the five-year cycle. These updates are undertaken either by the department chair, a program coordinator, or an individual faculty member (Reference 4:58).

**Deans’ Advisory Council**

The Deans’ Advisory Council meets monthly to coordinate instructional activities and student services. This Council regularly hosts presentations on and gives feedback regarding student learning programs and services. For instance, on February 16, 2005, the Assistant Dean of Instruction gave a detailed presentation and sought feedback on the issue of prerequisites. A goal of this session was for the deans to draft guidelines for prerequisite review. These guidelines were the starting point for systematic cross-campus review of prerequisites (Reference 4:59).

**Policy, Planning, and Assessment Council**

The Policy, Planning, and Assessment Council, among its other responsibilities, “reviews and recommends to the appropriate Dean or Director … the results of program reviews for both Academic Programs and Administrative and Educational Support Units.” Thus, the Council has a central role in student learning programs and services (Reference 4:16).

**Self Evaluation**

The College meets the Standard. Appropriate structures are in place for making recommendations about student learning programs and services.
Standard Four

LEADERSHIP AND GOVERNANCE

Planning Agenda
The Curriculum Revision Committee will reconvene in fall 2006 to continue to develop the implementation plan for the streamlined curriculum process. The Executive Administration Tactical Plan 2004-2007, Goal 2, states that the Executive Administration will “develop online documentation that shows curriculum actions in process (and other archival aspects of curriculum).” This activity will help ensure the success of this revised process.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
The governance structure at Kapi‘olani Community College allows for shared responsibility of governance and provides opportunity for involvement by students, staff, faculty and administrators in the development of campus policy and planning. As noted in Standards IV.2.a and IV.2.b, written policies which describe the prescribed roles of the constituencies exist at most levels.

Board of Regents
Written policies define the communication channels from Kapi‘olani Community College and all other institutions in the University of Hawai‘i System to the Board of Regents, the System’s governing board. The Board of Regents has the following published policy outlining the procedures for collaboration with faculty in areas of educational policy: “Ordinarily where assistance is sought of the faculty in major matters of educational policy, the Board will act through the University President; and such assistance will come through the academic senate or some committee thereof” (Reference 4:60).

With regard to collaboration between the Board of Regents and the College administration, the policy states the following. “Likewise, the administration shall communicate with the Board through the Secretary of the Board and only with permission of the Board’s Chairperson may the administration deal directly with a member of the Board. This is to insure that all Regents have equal access to information and given equal regard for their time and contributions.” (Reference 4:60).
Standard Four

**LEADERSHIP AND GOVERNANCE**

In order to work more closely with the community college system, the Board of Regents established a committee dedicated to community college concerns (Reference 4:61). See Standard IV.B.1.b for more details on this Board of Regents subcommittee.

**University of Hawai‘i Administration**

The system-wide reorganization of the community colleges referenced in Standard IV.A.1, which the Board of Regents approved in June 2005 and which provided for an Office of Vice President for Community Colleges, focused on providing a more centralized structure and a more clearly defined means of governance and communication among the State’s seven community colleges.

Table 1 in Standard IV.A.1 identifies the documents with which the administration must be familiar. Information in the documents may affect communication among the groups and individuals in their efforts to create and implement plans and also to operate effectively. These documents range from state statutes to collective bargaining agreements.

Included among these documents is the “Administrative Procedures Information System: UH System-wide Administrative Procedures.” The procedures defined in therein, as well as those referenced in the table, must be taken into account in the initiation, improvement, development, and maintenance of educational programs and in the clarification of the governance and communication roles of individual administrators.

**Faculty**

The faculty are able to participate in the dialogue about student learning, in the development of student learning outcomes, and in the policy, planning and budgeting of all college operations in the following activities:

- Participating in Faculty Senate and its sub-committees,
- Serving as department chairs,
- Contributing ideas regarding student learning and policy development at the department and campus levels via, and
- Developing and implementing department tactical plans based on their experience, knowledge, and day-to-day work with students.

As stated in Standard IV.A.1, each department and unit developed a tactical plan that attempts to align the vision of that department and unit with the vision
Standard Four

LEADERSHIP AND GOVERNANCE

described in the College strategic plan. All members of the faculty were encouraged to share their ideas in the development of these plans.

Staff Council
As noted in Standard IV.A.1, results of the fall 2005 survey validate the efforts of the Staff Council as being effective in working toward its objectives. The fall 2005 survey of staff found that 52% of the respondents rated the leadership provided by the Kapi‘olani CC Staff Council as good to excellent (“leadership” was defined as encouraging staff to participate in the discussions regarding planning and implementation of initiatives to improve the College’s practice, programs and services”) (Reference 4.19).

The Chair of the Staff Council has a permanent seat on the Policy, Planning, and Assessment Council and on the Deans’ Advisory Council. The Chair has a permanent invitation to attend all Faculty Senate meetings. Members of the staff report to the Chair issues they would like addressed. The Chair believes they are “making progress” in developing staff’s active engagement in the process. The Chair hopes that continued improvement will be made as the staff becomes more comfortable in their participation in campus conversations regarding institutional improvement (Reference 4:62).

The Staff Council communicates its activities through informational flyers and minutes posted on the College Quill website (Reference 4:51).

Students
As stated in Standards IV.A.1 and A.2, the Charter of the Student Congress states that its role is “to assist in adaptation of policy, to represent Kapi‘olani Community College students at official functions, to purchase certain equipment for student use, and to serve as the ultimate voice of the Kapi‘olani Community College student population” (Reference 4:43).

In carrying out its stated role, the Student Congress sends student representation to the Faculty Senate and the Policy, Planning, and Assessment Council, to keep students informed about the issues currently discussed and to provide a student voice as necessary. Likewise, students have the opportunity to take an active role in providing the student perspective and shaping campus policies as members of Faculty Senate sub-committees that discuss policies and issues directly affecting students, including Academic Grievance, Student Conduct, and the Faculty-Student Relations.
Standard Four

LEADERSHIP AND GOVERNANCE

In some years, achieving a high level of student participation in governance structures has been difficult. To address this issue, the Acting Chancellor and the Chair of the Student Congress have co-sponsored Student Forums attended by the Acting Chancellor and his administrative staff (the last forum was held in March 2006). These forums are announced to students through institution-to-student mass emails, with the contribution and approval of Student Services (Reference 4:63).

As noted in Standard IV.A.1, the fall 2005 student survey found that 37% of the students rated the leadership of the Student Congress as Good to Excellent in encouraging students to participate in the discussions regarding planning and implementation of activities to improve the College’s practice, programs, and services (Reference 4:19).

Campus Communication

Other forms of communication used by the College are the campus bulletin and Quill. The campus bulletin is an electronic bulletin sent daily by e-mail to the administration, faculty, and staff at the College. Individuals at all levels can post notices to inform the campus on a variety of topics, including upcoming professional development opportunities, recognition for individual and campus achievement, notification of community-service projects, and announcements regarding a myriad of opportunities for students from transfer and career workshops to sessions planned by Student Activities. The bulletin board is also linked to an electronic calendar on which individuals may view the upcoming events at a glance (Reference 4:64).

Quill is the College’s intranet-based infrastructure. As mentioned in Standard IV.A.1, this site serves as a communication tool whereby administrators, faculty, staff, and students are kept informed of the College’s vision, goals, plans, and collective actions to support and improve student learning programs and services. Individuals at all levels of the campus are able to review and provide feedback on decisions in these areas.

Quill has created greater transparency in the campus-wide effort to improve communication within the organizations that make up the governance structure of the College. Also noted in Standard IV.A.1, with regard to faculty and staff usage of Quill the fall 2005 survey showed that both groups accessed the site for various reasons. This finding provides evidence that Quill is being utilized by the campuses constituents (Reference 4:19).
Standard Four

LEADERSHIP AND GOVERNANCE

Self Evaluation
The College meets the Standard. The College has established structures, processes, and practices that govern communication between the governing board, administrators, faculty, staff, and students. Thus, there are avenues for collaboration and information across structural levels of governance. However, the volume of policies and structures that must be considered may impede efficient, accurate, and informed communication among all the groups in the campus community (see Standard IV.A.1).

As a result of re-establishing the Staff Council in fall 2000, significant improvement has occurred in the level of staff involvement in governance at the College.

Planning Agenda
The Executive Administration Tactical Plan 2004 – 2007 maps out the direction the College will take over three years (Reference 4:03). One of the objectives of this plan is to develop the Policy, Planning, and Assessment Council as the primary channel between the administration and all campus constituents. To meet this objective, the roles of Council members will be clarified and strengthened. Another important aspect of this plan is to “further fund and develop the campus website, especially ‘Quill’” (Reference 4:03).

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Relationship with the Accrediting Commission
In 2002, communication between the College and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) was coordinated and directed through the Provost’s Office to the UH Community College System Office, the UH President’s Office, and Board of Regents. In 2003, the Provost designated the Acting Director of Planning and Institutional Research as the College Accreditation Liaison Officer.
Standard Four

LEADERSHIP AND GOVERNANCE

In October 2003, the Liaison Officer, working closely with administration and governance bodies, submitted the Focused Midterm Report to ACCJC/WASC. After receiving substantial feedback from ACCJC/WASC, the Liaison Officer expeditiously revised and resubmitted the report (Reference 4:65). The Liaison Officer completed additional timely and comprehensive Reports on Progress in November 2004 and April and November 2005. In each of these reports the College replied with full integrity in addressing the recommendations of ACCJC/WASC.

After submitting each of the three Reports on Progress, the Accreditation Liaison Officer worked closely with the Provost’s (later the Chancellor’s) Office, and the Chancellor’s Executive Assistant, to prepare comprehensive evidential documents for campus site visits by ACCJC/WASC representatives.

Since 2003, the Accreditation Liaison Officer has also submitted timely Annual and Substantive Change Reports and worked with the Director (later the Acting Vice Chancellor) of Administrative Services to submit timely annual Financial Reports to ACCJC/WASC. The College has not reported any substantive changes and communicates effectively with ACCJC/WASC representatives when clarification is needed (Reference 4:66). The midterm reports and progress reports are in the Appendix of this Self Study.

Relationships with Other External Agencies
The College demonstrates honesty and integrity in its relationships with external agencies such as the United States Department of Education. The College Advancement Office was created to enhance communication with its external and internal constituencies.

US Department of Education. To participate in Federal Student Aid programs, the College must be certified by the United States Department of Education. Each school submits an electronic application, E-App, to allow the Department to analyze three factors about the school: 1) institutional eligibility, 2) administrative capability, 3) and financial responsibility.

The College participates in Federal Student Aid programs and must be recertified to participate in these programs about every three years. During this recertification process, changes such as location of the school, leadership, and degrees or certificates offered are updated.
Standard Four

LEADERSHIP AND GOVERNANCE

The Fiscal Operations Report and Application to Participate must be filed yearly with the US Department of Education for campus-based programs. This application includes all current enrollment information, default rates, and levels of spending for each program. The Department uses these data to determine the level of spending it will allocate to the College in the next academic year.

Schools participating in the Federal Student Aid program generally have an independent auditor conduct an audit at least once a year. The audit reviews the school’s financial statements and ensures that the school is in compliance with applicable laws and regulations. The University of Hawai’i System has contracted PriceWaterhouseCoopers, LLP, to conduct the audit for the College.

In the 2004-2005 academic year, PriceWaterhouseCoopers did not identify any significant findings for the College, but in the prior 2003-2004 academic year, there were findings regarding the reporting of data on Pell Grant payments, filing of the Fiscal Operations Report and Application to Participate, and timely returns of Title IV funds when a student withdraws. For each of the findings, the College provided corrective action plans to the US Department of Education. Implementation of these plans was reflected in the 2004-2005 audit.

The College continuously exchanges information with the US Department of Education on such matters as receiving financial aid applications from the Central Processing Center, submitting overpayment/enrollment information through the National Student Loan Data System, and receiving data on cohort default rate through the Student Aid Information Gateway, which is the electronic tool used to send and receive data files. The Information for Financial Aid Professionals website is also a useful, convenient, and effective means by which the US Department of Education can apprise the College of changes, regulations, or other announcements (Reference 4:67).

College Advancement Office. In January, 2005, in accordance with the former Chancellor’s directive, a new College Advancement Office was created to coordinate the College communications and relationships with external and internal constituencies. These constituencies include faculty, staff, alumni, donors, and corporate and government representatives (Reference 4:39).

As part of Academic Unit 4, the College Advancement Office is responsible for planning, developing, and implementing strong relationships and information flow between the College and the external community, and for developing and implementing applicable policies and procedures for internal and external com-
Standard Four

LEADERSHIP AND GOVERNANCE

Communications. As the liaison with community organizations such as neighborhood boards and community associations, the Advancement Office provides and coordinates distribution of public information either electronically or in print, and offers a first-stop source of information to the community.

Self Evaluation

The College meets the Standard. The College advocates and demonstrates honesty and integrity in its relationships with external agencies. The College exercises integrity in its timely responses to ACCJC recommendations and correspondence. The College has open and honest relationships with external agencies, such as the U.S. Department of Education. The College Advancement Office has been established as part of Academic Unit 4 “in order to improve the College ability to raise private funds from individuals, corporations, and foundations, and to enhance the College communication with its external and internal constituencies” (Reference 4:39).

Planning Agenda

None

IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Evaluation of the Chancellor

The Board of Regents approves the appointment of each Chancellor, following the evaluation of a candidate by the President of the University of Hawai‘i and the Vice President for Community Colleges (Reference 4:24). As this is a confidential evaluation, no publication or announcement of the evaluation results is available. The President does meet with the Chancellor to discuss the Chancellor’s strengths and weaknesses.

In 2005, the Board of Regents created the position of Vice President for Community Colleges, who is responsible for evaluating the Chancellor according to Board of Regents Policy, Section 9-15. As the Office of Vice President for Community Colleges has only been recently established, no Chancellor has been evaluated by that Office.
Standard Four

LEADERSHIP AND GOVERNANCE

**Evaluation of College Administrators**
The Chancellor of the College utilizes the Internet-administered 360 System as a tool for evaluating administrative staff, including the three deans. These annual evaluations are completed by subordinates, peers (at the College and at other community colleges), and constituents (people the administrator works with but does not supervise). The results are shared with only appropriate administrative staff, and are not published.

Depending on the results, an administrator may be requested to develop a plan of action relating to areas needing improvement. Follow-up has normally taken place at the next assessment. In spring 2006, the Acting Chancellor initiated an additional evaluation instrument by requesting Executive Managerial personnel to submit a written self-assessment by the end of each spring semester (Reference 4:68).

**Evaluation of Department Chairs**
The evaluation of the four chairs of the Arts and Sciences Division was converted from paper to electronic survey in fall 2004. No campus-wide policy has been developed for evaluation of department chairs. Some departments conduct evaluations regularly, while others do so ad hoc. The results of evaluations of the Arts and Sciences chairs are shared with their respective departments, but no published data are available.

In spring 2006, the deans began developing a new evaluation instrument and evaluation process for evaluating department chairs across all departments. The new instrument, the Department-Chair Survey, is being piloted in the Health Sciences, Emergency Medical Services, Nursing, and Culinary and Hospitality departments in spring 2006 (Reference 4:69).

**Self Evaluation**
The College partially meets the Standard. While the majority of leadership levels, institutional governance, and decision making structures are evaluated, the results are not consistently communicated to the faculty and staff at large or used in any meaningful way to make improvements.

**Planning Agenda**
The Acting Chancellor will have mid-year progress assessment meetings with administrative staff members. Also, additional discussion of the department chair evaluation instrument and process will take place at the Deans’ Advisory Council
in late summer or early fall 2006, following the pilot test with the chairs in Health Education and Hospitality Education (Reference 4:70).

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Membership on the Board of Regents is controlled by State Law. Hawai‘i Revised Statutes, §304-3, provides that the “affairs of the university shall be under the general management and control of the board of regents” (Reference 4:71). Members of the Board of Regents are appointed by the Governor of the State of Hawai‘i. The statute specifies the size of the Board, how the members of the Board are selected, their terms of office, when the Board of Regents is expected to meet, and how they are compensated.
Standard Four

LEADERSHIP AND GOVERNANCE

In November 2000, the citizens of Hawai‘i approved a constitutional amendment to give greater autonomy to the University of Hawai‘i. Although the Constitution had previously granted the Board of Regents of the University authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the Board of Regents could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause (Reference 4:72). The Board and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship that the University seeks with the State.

The Board elects its own officers and hires its own staff. Currently, the Board has two professional staff members (the Executive Administrator and Secretary of the Board, and the Executive Assistant) and three secretaries. System administrative staff also provides support to the Board as needed.

The Board operates through the following seven standing committees:

- Academic Affairs;
- Budget and Long-Range Planning;
- Community Colleges;
- Finance and Facilities;
- Personnel and Legal Affairs;
- Student Affairs; and
- University and External Affairs.

During regular monthly Board meetings (except for August and December), these committees meet concurrently to consider matters coming before the Board.

The Board of Regents appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, and deans. Board of Regents Policy Chapter 9, Part III, addresses recruitment and appointment of Executive and Managerial personnel. Board of Regents Policy Chapter 2 details the evaluation of the President (Reference 4:73).

Additionally, the Board of Regents complies with the University’s administrative procedures governing the recruitment and reassignment of Executive and Managerial Personnel (Reference 4:74).
Standard Four

LEADERSHIP AND GOVERNANCE

Each monthly meeting of the Board of Regents is at a different campus of the University of Hawai‘i System, with at least one meeting each year held at Kapi‘olani Community College (most recently on January 19-20, 2006). In accord with the State’s Sunshine Law, all meetings are public, except those involving discussion of personnel and legal matters (Reference 4:75). Board of Regents By-Laws and Policies, as well as agenda and minutes of meetings, are publicly available at the Board’s website (Reference 4:08).

Self Evaluation

The College meets the Standard. The Board of Regents is following policy standards. Meetings are publicly held at various campuses, and minutes are available for public review. However, the Board of Regents and administration should continue to monitor and evaluate the changed relationship the University has with the State, as resulted from Legislative action in recent years.

Planning Agenda

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

Board of Regents Policy, Chapters 4 and 5, detail Board policies for planning and evaluation (Reference 4:76). Additionally, at the September 2005 Board of Regents meeting, the Board of Regents changed its committee structure to better address concerns of the WASC and ACCJC. The reorganized and expanded Community College Standing Committee will conduct quarterly meetings in addition to the full meetings of the Board of Regents (Reference 4:61). The meetings are designed to focus on the following four areas:

- The broad community college mission;
- The financial health of the community colleges;
- Program review and assessment; and
- Planning directions for the next year.
Standard Four
LEADERSHIP AND GOVERNANCE

The November 4, 2005, meeting addressed the broad community college mission. The University of Hawai‘i Community Colleges Strategic Plan 2002-2010 (Reference 4:77), adopted by the Regents, states that within the overall mission of the University of Hawai‘i, the community colleges have the following characteristics as their special mission:

- **Access**: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- **Community Development**: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

- **Diversity**: By building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, the learning experiences of UHCC students will prepare them for the global workplace.

- **Learning and Teaching**: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

- **Personal Development**: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and continuing education courses and activities.

- **Work Force Development**: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.

As mentioned above, one of the Board of Regents’ monthly meetings each year is held at Kapi‘olani Community College. This meeting provides opportunity for participation by the community colleges. However, according to the results of the fall 2005 survey (See Standard IV.A.1), there may be concerns about the Board of Regent’s actual “performance in encouraging participation in the discussion, planning, and implementation of proposals to improve Kapi‘olani CC’s services and programs.” The survey revealed that 68% of students and 45% of faculty and
Standard Four

LEADERSHIP AND GOVERNANCE

staff said they lack knowledge about the Board’s leadership activities (Reference 4:19).

Self Evaluation

The College meets the Standard. The mission and policies of the Board of Regents are in support of the educational programs of the College. Furthermore, the Community College Standing Committee will provide leadership in policy, planning, and fiscal operations for the College. Currently, the College has no specific areas of need; however, the level of participation by the College in the Board of Regents’ activities that affect the College services and programs may be a concern.

The Board of Regents’ Community College Standing Committee, having reaffirmed the community college mission, needs to continue to address other areas of concern in future meetings, including financial health of the community colleges, program review and assessment, and planning directions for the next year.

The College needs to provide ongoing dissemination of information to its faculty, staff, and students on Board of Regents agenda items, discussions, decision, and self-evaluation process. This action will encourage awareness of the Board of Regents’ relative effectiveness in ensuring the quality, integrity, and improvement of the College student-learning programs and services.

Planning Agenda

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As described in Standard IV.B.1.a, members of Board of Regents are appointed by the Governor, and operate under the provisions of state law (Reference 4:71). That statute says that the “affairs of the university shall be under the general management and control of the board of regents.” The Board of Regents’ responsibility for educational quality is described in Standard IV.B.1.b.
Standard Four

**LEADERSHIP AND GOVERNANCE**

Regarding legal matters and financial integrity, the Board is responsible for the internal organization and management of the University remains, along with the increased autonomy granted to the University by the Legislature.

The University’s Office of Legal Affairs and General Counsel Office provides legal assistance to the Board of Regents as it manages the wide-ranging affairs of the University. Further support regarding legal matters is available from other University departments, including the University Risk Management Office and the Equal Employment Opportunity and Affirmative Action Office (Reference 4:78).

According the UHCC Director of Budget and Planning, with the recent increased autonomy, the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced (Reference 4:79).

The budget request process, described in detail in (Standard IV.B.3.c), is summarized here: the seven Community College chancellors, with support from the Associate Vice Presidents and their staff, make budget requests and recommendations to the Vice President for Community Colleges. The Vice President submits a single community college budget to the UH System Budget Committee, which then recommends a system-wide budget to the UH President. The President submits this system-wide budget to the Board of Regents, which has final authority on the University of Hawai‘i budget request submitted to the Governor and Legislature.

Upon approval by the Board of Regents, the budget requests for the University’s operating and capital improvement projects are submitted to the Governor for review and incorporation into the executive budget request for the State. At the same time, the Board submits the requests to the Legislature for informational purposes.

The Governor submits the executive budget request to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. However, in the past, notification of allocations and restrictions has been communicated in August or September. The Governor can also impose restrictions at any time of the year based on economic conditions.
Standard Four

**LEADERSHIP AND GOVERNANCE**

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (e.g., UH Mānoa, UH Hilo, West O‘ahu, Community Colleges, System-wide Programs). State law allows the Governor to withhold or restrict Legislative appropriations. General Fund allocations are made to each major organizational unit, less any restrictions imposed by the Governor.

The President is authorized to determine distributions of General Fund restrictions as well as reallocation transfers between major organizational units. The Vice President for Community Colleges and the chancellors of the community colleges determine the General Fund allocations to the individual community colleges, normally maintaining established levels of funding for current service.

Due to declining levels of State funding support, each campus is assessed a pro rata share of certain unfunded costs that are administered on a system-wide basis. These costs include cost for the risk management program (including legal settlements), private fundraising costs, and workers’ compensation-unemployment insurance premiums.

For financial integrity, the University of Hawai‘i is audited annually by external auditors. The University’s financial statements are prepared in accordance with generally accepted auditing standards and principles of Government Accounting Standards.

In July of 2005, with changing auditing standards, the ACCJC accepted as documentation of audit requirements for the University of Hawai‘i Community Colleges, “…the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University’s consolidated financial statements with an opinion on such supplemental information in relation to the University’s consolidated financial statements taken as a whole ….” (Reference 4:80).

**Self Evaluation**

The College meets the Standard. The ultimate responsibility of the Board of Regents for educational quality, legal matters, and financial integrity is established under State law. Educational quality at the College is advocated by the Community College Standing Committee. Legal matters are managed by the Board of Regents, with the assistance of the University’s Office of Legal Affairs and General Counsel. Financial integrity is maintained through Board of Regents’ participation in the University budget process and through external audits.
Standard Four

LEADERSHIP AND GOVERNANCE

Planning Agenda
None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Board of Regents maintains a website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this Standard are published on this site (Reference 4:08).

Self Evaluation
The College meets the Standard.

Planning Agenda
None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The Board of Regents, President, and General Counsel review all actions during meetings to ensure conformance to policy. Through this practice, policy is indirectly evaluated, and recommendations for policy revisions are submitted as necessary. However, Board of Regents policy does not include a system for across-the-board evaluating and revising of its policies on a regular basis.

Following are examples of policy revisions:

- In October 2002 the Board of Regents approved an amendment to its policies “in light of the University’s autonomy and to add clarity as well as to update the current Board policies following the separation of the President’s and Mānoa Chancellor’s office” (Reference 4:81).
Standard Four

LEADERSHIP AND GOVERNANCE

- In May 2005, the Board of Regents approved a change in its policy regarding University employees working at the Legislature. In particular, this new policy “provides that University employees working at the Legislature shall comply with applicable Executive Branch policies” (Reference 4:82).
- When the Board of Regents decides not to follow its own policies, the Regents identify it as an exception to policy. For example, On October 22, 2004 the Board of Regents approved, as an “exception to policy” on graduate programs, the establishment of a College of Pharmacy at University of Hawai‘i at Hilo (Reference 4:83).

A comprehensive review of Board of Regents policy was conducted in October 2002, during a Board of Regents workshop. During this workshop, the Board of Regents suggested establishing a regular review of its own performance (Reference 4:84).

Self Evaluation
The College meets the Standard. During the regular practice of reviewing board actions for consistency with existing policies, relevant policies are subject to evaluation. The Board of Regents evaluates and revises its practices and policies when necessary. However, The Board of Regents does not have a regular cycle of comprehensive policy evaluation.

The College recommends that the Board of Regents schedule a comprehensive policy and practice review at least once every four years. This review would allow all regular member of the Board of Regents to participate in at least one such review during their four-year term.

Planning Agenda
None. The Board of Regents should maintain its practice of reviewing Board actions for consistency with existing policies.
Standard Four

**LEADERSHIP AND GOVERNANCE**

**IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

The 12-member Board of Regents, appointed by the Governor of Hawai‘i, with the approval of the State Legislature. Hawai‘i Revised Statutes - §304-3 sets the term of office as four years for all regular members, except for the student member whose term is two years (Reference 4:71).

The system of staggering of terms is stipulated in the statute, cross referenced to §26-34: “Except for the director, the term of each member shall be four years; provided that, of the members initially appointed, five members shall serve for four years, five members shall serve for three years, and the remaining four members shall serve for two years. Vacancies shall be filled for the remainder of any unexpired term in the same manner as original appointments” (Reference 4:85).

The four-year terms of the current 11 Board members (with exception of one vacancy to be filled) will end in the following years:

- 2006 (two)
- 2007 (five, including student member with two-year term)
- 2008 (two)
- 2009 (two)

The statute does not describe a program for “board development” or “new member orientation.” The President of the University conducts an annual briefing for new Regents. The briefing involves the participation of the University System Vice Presidents and uses the Board of Regents Orientation Manual (November 2004) as the foundation.

The Orientation Manual, designed for the benefit of new regents, was introduced to the Board of Regents at the September 2, 2004 regular meeting (Reference 4:86). This manual is available in hard copy only; there are no plans to post the Orientation Manual online.
Standard Four

LEADERSHIP AND GOVERNANCE

Self Evaluation

The College does not meet the Standard. The President’s annual briefing and the Board of Regents Orientation Manual provide a basis for each Regent to effectively carry out the Regents responsibilities. However, there is no formalized program for Board development and orientation for new members.

The effect of staggered terms for board members assures some level of consistency for the Board of Regents. Continuity is also supported by the ongoing presence of the Board’s support staff, which includes two professional staff members and three secretaries.

Planning Agenda

The College will recommend to the Board of Regents that the Board formalize, in its bylaws, the current procedures for Board development and orientation of new members.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Although Board of Regents policy does not appear to call for regular self evaluation, at its self-study workshop in October 2004, the Board of Regents agreed to a self study on a three or four year cycle (Reference 4:84).

Self Evaluation

The College does not meet the Standard. The Board of Regents has not established a regular process of self evaluation,. Because the Board of Regents has not established a regular process of self-evaluation, it is difficult to either assess its role in supporting the College, or to determine its overall effectiveness.

Planning Agenda

The Board of Regents must set a priority of periodic cycle of self evaluation. The College will recommend to the Board of Regents that it define and implement a process of regular self evaluation, which should be scheduled at least once every four years. The Board should publish these procedures as a Board Policy or in the
Standard Four

LEADERSHIP AND GOVERNANCE

Bylaws, and share the summation of the Board of Regents self evaluation with the college community.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The bylaws of the Board of Regents address the Board’s process for dealing with unethical behavior (Reference 4:87). Such behaviors include conflicts of interest. For an example of these ethics policies in action, in a Board of Regents meeting, May 16, 2003, Regent Dowling recused himself from discussions concerning the hiring of his company in the development of an astronomy research facility in Kula, Maui (Reference 4:88).

Self Evaluation
The College meets the Standard. A policy and process for dealing with unethical behavior exists and is available for public viewing in the Board of Regents Bylaws, Article X (Reference 4:87).

Planning Agenda
None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Board of Regents Community College Standing Committee, reorganized and expanded in September 2005, will be responsible for training and information about the accreditation process (Reference 4:89). At the Board of Regents meeting on November 4, 2005, the Board was provided a binder and presentations on the accreditation process. In addition, the work group for Standard IV.B of this Self Study attended that meeting and discussed the accreditation process with the Board of Regents.
Standard Four

**LEADERSHIP AND GOVERNANCE**

**Self Evaluation**

The College meets the Standard. The Board of Regents has been updated of the accreditation process. The Community College Standing Committee is responsible for training and informing the Board of Regents about the accreditation process.

**Planning Agenda**

No action is required. However, the College will recommend to the Board of Regents that it make a direct provision in Board Policy to learn about accreditation standards and expectations and that a liaison officer regularly update the Board of Regents on the status of accreditation. The Community College Standing Committee should maintain its efforts of training and informing the Board, to assure continued involvement of the Board of Regents in the accreditation process.

The College itself will facilitate Board of Regents involvement by sending members of the accreditation self study team to Board of Regents meetings to inform and update the Board. Among the topics to be addressed are items addressed in other sections of this report.

- Establishing a regular policy review;
- Establishing a regular board self review;
- Formalization the new member orientation process; and
- Continued monitoring, by the Community College Standing Committee, of student learning programs and services and the resources necessary to support them.

Specific focus should be on the following: 1) The broad community college mission, 2) The financial health of the community colleges, 3) program review and assessment, and 4) planning directions for the next year; and continued monitoring by the Board of Regents and Administration of the University’s relationship with the State, including the increased autonomy granted to the University by the Legislature.
Standard Four

LEADERSHIP AND GOVERNANCE

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The President of the University of Hawai‘i System has full responsibility and authority for execution of the policies authorized and established by the Board of Regents. As stated in Standard IV.B.1.a, Board of Regents Policy Chapter 2 provides for the duties and evaluation of the President of the University of Hawai‘i System (Reference 4:73).

Additionally, the Board of Regents complies with the University’s administrative procedures governing the recruitment and reassignment of Executive and Managerial Personnel, including the chancellors of the community colleges (Reference 4:74). The Board of Regents approves the appointment of each college chancellor, following the evaluation of a candidate by both the President of the University of Hawai‘i and the Vice President for Community Colleges (Reference 4:73). As this is a confidential evaluation, the evaluation results are not announced or published. The President does meet with the chancellor to discuss the chancellor’s strengths and weaknesses. Because the Office of Vice President for Community Colleges has been only recently established, no chancellor has been evaluated by the Vice President for Community Colleges.

Self Evaluation

The College meets the Standard. A clearly defined policy and process for selecting and evaluating the Chancellor of Kapi’olani Community College exists and is available for public viewing at the Administrative Procedures Information System website (Reference 4.74).

Planning Agenda

None
Standard Four

**LEADERSHIP AND GOVERNANCE**

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The president delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Descriptive Summary**

In June 2005, as a result of the former Chancellor’s appointment to the position of Vice President for Community Colleges, the Vice Chancellor for Academic Affairs was appointed Acting Chancellor of Kapi‘olani Community College. In September 2005, the Interim Assistant Dean for Health Education left and was replaced on an interim basis by a former faculty member.

In October 2005 the Interim Assistant Dean for Arts and Sciences was appointed as Acting Vice Chancellor for Academic Affairs, retaining her existing responsibilities as Assistant Dean. As of spring 2006, the Chancellor oversees an administration consisting of two vice chancellors, three program deans, a planning director, a director of a statewide program (Culinary Institute of the Pacific), a coordinator of Title III, a Native Hawaiian liaison and a research specialist. An executive assistant completes the list of administrators directly reporting to the Chancellor. Three of the administrative positions are filled on an interim basis.

The Chancellor uses established processes to plan, organize, budget, and maintain institutional effectiveness, with added suggestions and help from faculty, staff, and students. As appropriate, the Chancellor appoints individuals to lead initiatives and efforts focused on campus improvement. For example, in September 2005, the Chancellor appointed a faculty member to study the impact of a recent Learning Resource Network report and to provide recommendations in a report directly to him (Reference 4:90).

The planning process is outlined in the Timeline for Ongoing Improvement: Planning, Assessing, and Budgeting. The current timeline, published in January 2006, extends from Academic year 2005-06 to Academic year 2009-10 (Reference 4:91). The timeline reflects college initiatives and commitments and the deadlines for meeting them.
Standard Four

LEADERSHIP AND GOVERNANCE

In carrying out his overall responsibilities, the Chancellor is committed to principles described below:

- **Personnel:** According to an interview with the Chancellor on July 26, 2005, the Chancellor maintains that faculty and staff are the heart of educational enterprise. He is committed to hiring qualified individuals and providing ongoing professional development and training. During the selection process of new faculty and staff, the Chancellor emphasizes the importance of continual review and assessment to attract the best qualified candidates—those who will commit to working as a team.

- **Leadership:** The Chancellor is committed to leadership as an extension to hiring and professional development of personnel, which in turn encourages and models leadership and responsibility for the students. He delegates responsibility to his management team, his faculty, and students, allowing them to develop leadership traits and make significant contributions to the College. Faculty have led campus-wide efforts to establish the following emphases: Information Technology; Integrated International Education and Globalization; Math Across the Curriculum; Service-Learning; and Writing, Thinking, and Reasoning. Members of the faculty have developed these emphases in the context of the framework and policy for tactical plans, included in K5.202, the policy on program review (Reference 4:92).

- **Planning and Assessing:** The Chancellor takes a leading role in the involvement of faculty, staff, and students in all aspects of planning at the College. Governance groups such as the Faculty Senate, Staff Council, Student Government, and Mālama Hawai‘i are all represented on the Policy, Planning, and Assessment Council, which is chaired by the Chancellor. The Council is the principal mechanism of the College for integrated discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and assessment of programs (Reference 4:41).

- **Budgeting:** The Chancellor believes that the budgeting process should be transparent and accessible to all. With the creation of the Budget Execution Task Force in August 2005, the Chancellor affirmed his commitment to providing open access to all budgetary information: allocations, expenditures, and revenue. He delegates authority for resource allocation decisions to deans, departments, and units (Reference 4:93).

- **Organizing:** Prior to the Chancellor’s appointment, the College administrative structure was designed around each dean having oversight of both an Academic Unit and an Administrative and Educational Support Unit.
Within the first year of his appointment, the Chancellor introduced a proposed reorganization that would change this fundamental structure. Given his commitment to broad-based campus-wide involvement, the Chancellor has engaged the College community in dialogue around reorganization, and he plans to use the dialogue to design a new organizational model to meet ongoing needs of the College. Approval of this model is expected at the end of fall 2006.

- **Mentoring:** The Chancellor deploys managers, faculty, staff, and students where they are best qualified, while providing mentoring for them in areas where they may need to develop. As an example, the Chancellor fully supports a request from the Center for Excellence in Learning Teaching and Technology to allow new faculty three credits of assigned time in their first semester at Kapi‘olani Community College, as part of a “First Year Experience” for new faculty. New faculty would devote the three hours of released time to programs designed to acculturate themselves to the values and vision of the College.

- **Philosophies for Teaching and Learning:** The Chancellor communicates the importance of a culture of evidence and a focus on student learning. For the Chancellor, education comes first. His goal is that the College align educational offerings with student learning outcomes (Reference 4:94). The Chancellor asserts that, as an educational institution, the College should be preparing students to perform to industry standards. The Chancellor’s April 2006 stock-taking presentation to the UH System reflects both his commitment and the College response to the primacy of learning, assessment based on data, and a focus on student learning (Reference 4:95).

**Self Evaluation**

The College partially meets the Standard. The Chancellor leads, delegates, and provides mentoring opportunities for all constituents of the College. He follows established policies and practices and extends opportunities and requirements for participation to all parties. However, there are many interim positions, vacant positions, and acting positions that need to be addressed in the proposed reorganization.

**Planning Agenda**

By the end of 2006, the Acting Chancellor will submit for approval the plan for reorganization of the College. The plan will include recruiting to fill vacant positions.
Standard Four

**LEADERSHIP AND GOVERNANCE**

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

*Establishing a collegial process that sets values, goals, and priorities;*
*Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
*Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*

*Establishing procedures to evaluate overall institutional planning and implementation efforts.*

**Descriptive Summary**

Programs to enhance student learning and institutional processes are subject to a collegial and ongoing dialogue within and among the four primary stakeholders that constitute the College: students, faculty, administration, and staff. Students have primary input through course evaluation surveys, along with Student Congress and other co-curricular activities.

Faculty members participate in improvement of the learning environment primarily through the Faculty Senate and its committees (e.g., the Learning Outcomes Assessment Committee and the Curriculum Committee). Administration and staff participate in the planning process primarily through the Deans’ Advisory Council, the Policy, Planning, and Assessment Council, and the Staff Council. Additionally, there are numerous opportunities for informal sharing of ideas (e.g., while participating in workshops and other such activities).

The College embrace of a Service-Learning Initiative (detailed in Standard II.A.1.b) is evidence of teaching and learning that extends beyond the classroom to off-campus venues both in and out of the state. Flexibility is essential to this process of setting and achieving student learning outcomes. Such flexibility is reflected in the timing of course offerings, which extend into evenings and weekends. In addition, the College supports the development of online delivery of courses. This development responds to the needs of students whose work and life commitments deter them for attending scheduled classes on campus.

The Chancellor supports improvement of the teaching and learning environment by granting professional development opportunities. These include reassigned time, sabbatical leaves, workshops, professional development activities, and
Standard Four

LEADERSHIP AND GOVERNANCE

offerings by the Center for Learning, Teaching, and Technology. Staff and faculty development funds are made available to cover expenses, including travel, related to both in-state and out-of-state conferences and workshops.

In promoting a culture of evidence, the Chancellor encourages and supports direct involvement by departments and units of the College with the Office of Planning and Institutional Research. The Office is available to all administrators, faculty, staff, and students who pose questions that require a review or analysis of data. The Office of Planning and Institutional Research collects and analyzes data on such activities as program reviews, reviews of Perkins Act indicators, and student enrollment.

The Policy Planning, and Assessment Council was established to serve as the principal mechanism for integrated discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and assessment of programs (Reference 4:16). By tying in all educational planning with budgeting, the Council ensures that educational planning is integrated with resource planning, to best achieve student learning outcomes.

The Chancellor ensures that all institutional decisions, including budget allocations, tactical plans, and requests for funds, flow from the College strategic plan, which is aligned with the College Mission Statement. Kapi‘olani CC’s strategic plan is driven by the goals and objectives articulated in the UH System Strategic Plan and the UH Community College System plan (Reference 4:96). The strategic plan of the College is the key document that sets the direction of the campus for seven years from 2003 to 2010 (Reference 4:01).

Self Evaluation

The College meets the Standard. The Chancellor guides improvement of a learning-centered institution by establishing a collegial process that involves the participation of students, faculty, administration, and staff, to establish values and goals aligned with by the Mission Statement. High-quality research and analysis based on a culture of evidence are used to make specific plans to target those goals. The Office of Planning and Institutional Research generates and analyzes data, which the Policy, Planning, and Assessment Council uses for planning and evaluating educational programs that are aligned with resource management.

Planning Agenda

None
Standard Four

LEADERSHIP AND GOVERNANCE

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The Chancellor is responsible for the College compliance with statutes, regulations, and governing board policies. The Chancellor participates in UH and UHCC system-wide administrative meetings, where UH policies and procedures are established. An example is the delegation to the Chancellor of responsibility for authorizing affiliation agreements, sponsored classes, and sheltered classes. Given this new scope of responsibility, the Chancellor will be responsible for assuring that the College complies with the policy.

The Chancellor assures that institutional practices are consistent with the institutional mission and policies aligning all college operations and undertakings with the strategic plan. This Plan is the key to institutional success and sets the direction for the institution. The alignment of strategic and tactical planning is illustrated on Quill (Reference 4:97).

Self Evaluation
The College meets the Standard. The Chancellor ensures that the College policies and practices are aligned with its mission, and with the mission and policies of the UH and UHCC Systems.

Planning Agenda
None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary
The Chancellor controls budgets and expenditures with contributions from campus constituents and governance groups through the Policy, Planning, and Assessment Council. For example, the spring 2006 supplemental budget and biennium requests were consolidated and ranked based on this campus-wide process. As both Chancellor and the Chair of the Policy, Planning, and Assessment Council, the Chancellor has ultimate authority over budget decisions.
Standard Four

LEADERSHIP AND GOVERNANCE

The Chancellor has structured the involvement mechanism through department and unit-level budgeting. Units and departments are responsible for reviewing proposed budgets, identifying sources of revenue and projected expenses, remaining within budgetary allocations, and aligning their budgets with tactical plans. Involvement by these campus entities ensures campus-wide discussion and dissemination of budget information.

In fall 2005, in response to growing concerns about budget pressures, the Chancellor created the Budget Execution Task Force (as detailed in Standards I.B.2, III.D.1.a, and III.D.2.b), charged with “studying, reviewing and making recommendations on budget execution, including an in-depth analysis of programmatic deficits by departments to determine causes and solutions” (Reference 4:93). The work of the task force resulted in major recommendations, which are being considered for implementation.

Self Evaluation

The College meets the Standard. The Chancellor is proactively addressing potential budget shortfalls through the establishment of the Budget Execution Task Force.

Planning Agenda

The Acting Chancellor will ensure that the College follows through on the recommendations of the Budget Execution Task Force.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Chancellor testifies before the state legislators during budget preparation hearings. These representatives of the community are thus informed of the College needs, goals, and directions. The Chancellor also provides updates and solicits comments on the College programs and services from the external communities through meetings, discussions, and correspondence with program advisory committees and neighborhood boards.

The Chancellor serves on community and educational boards such as the Wai‘anae Coast Comprehensive Health Center, the Center for International Business, Education, and Research, various task forces between the University of
Standard Four

LEADERSHIP AND GOVERNANCE

Hawai‘i Community Colleges and Hawai‘i Department of Education, and the Executive Office on Aging. He participates in community and educational organizations such as the Pacific Asian Affairs Council and the Wai‘anae Health Academy. The Chancellor’s working with and serving on these boards and community organizations provides ample opportunities to network and keep the surrounding communities informed and updated on the College needs, goals, directions, programs, and services (Reference 4:98).

The College also encourages faculty and staff involvement in networking with communities served by the College. The Chancellor’s support of the Service-Learning initiative is an example of his encouraging members of the College to work with external communities. In addition, examining a faculty member’s record of community service is an integral part of performance evaluation. When applying for retention, tenure, or promotion, faculty members must discuss their service to the community, the College, and the university.

Self Evaluation

The College meets the Standard. The Chancellor models and encourages active involvement with the communities that the College serves.

Planning Agenda

None

IV.B.3. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
Standard Four

LEADERSHIP AND GOVERNANCE

IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary

The University of Hawai‘i Community College (UHCC) System includes the seven community colleges. Colleges are located on the main Hawaiian islands of Hawai‘i, Kaua‘i, Maui, and O‘ahu. The islands of Lana‘i and Moloka‘i are served by Education Centers staffed and operated by Maui Community College. The UHCC office is located on O‘ahu at a central site independent of the seven colleges. The seven colleges of the System form an interdependent network that is nested within the ten institution University of Hawai‘i System.

On June 21, 2005, the Board of Regents approved a reorganization of the University of Hawai‘i system-wide administration, creating the position of Vice President for Community Colleges (References 4:99 and 4:100). The approved reorganization also outlined the roles and responsibilities of the President of the University of Hawai‘i, the Vice President for Community Colleges, and the chancellors of the community colleges (Reference 4:30).

Community Colleges chancellors have a dual reporting responsibility to the President of the University of Hawai‘i System (for university system-wide policy making and decisions affecting the campuses) and to the Vice President for Community Colleges (for leadership and coordinating of community college matters). The dual reporting relationship is designed to preserve Board of Regents actions promoting and facilitating campus autonomy in balance with system-wide academic and administrative functions and operations. The reorganization responded to 2002 ACCJC concerns regarding the substantive change.

The functional statement and the position description for Office of Vice President for Community Colleges include descriptions of the executive leadership work of the Vice President, who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system. The Vice President also assures support for the effective operation of the community colleges with staff support.

The functional statement also makes clear that the community college chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the College. As noted in the
Standard Four

LEADERSHIP AND GOVERNANCE

Organization of the College, the 2005 reorganization expanded the authority and responsibility of the Chancellor.

Through a series of meetings in spring 2006, the Vice President for Community Colleges, the seven community college chancellors, and senior staff from the Office of the Vice President for Community College developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the University of Hawai‘i System Offices, the UHCC System Offices, the Board of Regents, the State of Hawai‘i, and the community colleges. This roadmap is in the Appendix to this Self Study.

The University of Hawai‘i System also has a number of system-wide committees and workgroups and UHCC system-wide committees and workgroups where discussion, information sharing, and consultation take place to advise, inform, and recommend to the chancellors and Vice President for Community Colleges and the leaders of the UH System as appropriate (Reference 4:101).

At the February 2006 Board of Regents meeting, and in testimony presented before the Hawai‘i legislative Higher Education Committee on March 30, 2006, the University President outlined his “Devolution Initiative,” in which the System will work with the campuses to site more resources at the campuses, closer to the students. As part of that initiative, all System-level positions and functions, from vice presidents on down, are being reviewed to assess which functions should be conducted at the system level, and which at the campus level (Reference 4:102).

In April 5, 2006, in comments to the Council of Chief Academic Officers, the Associate Vice President of Academic Planning and Policy provided an update on the effort to evaluate the roles and functions and number of personnel at the UH system-level in cost effectiveness, efficiency, and consideration of system versus campus operations. Vice Presidents were asked to review their own units, and chancellors were asked to provide feedback to the UH System about the Vice President’s update. This task was to be completed by early May 2006 (Reference 4:103).

Self Evaluation

The College meets the Standard. The UH System 2005 reorganization, supported by the functional statement of the UH President, the Vice President for Community Colleges, and the chancellors, is more in line with current ACCJC standards. The 2005 organization is an improvement over the 2002 organization, which did not give full responsibility and authority to the chief executive officer of the
Standard Four

**LEADERSHIP AND GOVERNANCE**

College to implement campus policies. The Vice President for Community Colleges allows the community colleges to be heard as one voice rather than seven separate campuses. This one voice creates a united front for community colleges within the UH System.

What remains to be seen is how the University of Hawai‘i System, the University of Hawai‘i Community College System, and the Colleges follow the roles and responsibilities outlined in the functional roadmap. As the organization is new, an assessment of its effectiveness has not occurred.

**Planning Agenda**

The College recommends that the leadership of the community college system continue to refine the functional responsibilities of the system and make public the information.

The College recommends that the System Devolution Initiative reflect planning agenda items identified through the self study process as well as administrative review and that implementation support all major units of the University system.

**IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.**

**Descriptive Summary**

The Office of Vice President for Community Colleges provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs is responsible for providing leadership in internal operational policy-making that affects the development and implementation of community college system-wide academic plans, goals, objectives, and assessments.

The Office of Vice President for Community College provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development (Reference 4:30).

The Office of the Associate Vice President for Community Colleges Administrative Affairs is responsible for facilitation and coordination in all aspects of administrative affairs for community colleges, including budget, human resources,
facilities planning and management, and equal opportunity employment/affirmative action. The Office provides leadership, assistance, and coordination in the areas of 1) Physical Facilities, Planning and Construction, 2) Budget and Planning, 3) Finance and Operations, 4) Human Resources, and 5) Equal Employment Opportunities/Affirmative Action.

The University of Hawai‘i capital improvements program is managed at the System level by the Office of Capital Improvements. The Board of Regents established the Office of Capital Improvements in 2002 to manage major capital improvement projects on university campuses. Overall responsibility for community college repair and maintenance and smaller scale capital improvement belongs to the Associate Vice President for Community Colleges Administrative Affairs. Colleges have responsibility for day-to-day matters such as repairs, grounds keeping, and health and safety. Colleges work with consultants to develop Long Range Development Plans, which are used by the UH System to develop capital improvement plans (Reference 4:30).

The Vice President for Community Colleges is codifying best-working practices into policy, which are posted to the newly created University of Hawai‘i Community College website with links to meeting minutes, system-wide activities, and other resources (Reference 4:104).

**Self Evaluation**

The College meets the Standard. The creation of the Office of the Vice President for Community Colleges seems to be a positive step toward creating a system that can effectively provide services to support the mission and functions of the community colleges. Under the reorganization, the community colleges will each retain responsibility and accountability for institutional effectiveness and student learning outcomes at their own institutions.

Currently, there are no systematic assessments, other than individual personnel evaluations of administrators, who measure the effectiveness of administrators in meeting their functional responsibilities. Findings from the Devolution Initiative of the current system have neither been made public nor acted upon.

**Planning Agenda**

The College recommends that the Vice President for Community Colleges lead and develop methods for evaluating the UHCC system.
Standard Four

LEADERSHIP AND GOVERNANCE

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with State law, the University submits a biennial budget request, program, and financial plan, and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years.

Operating and capital funds for the University are appropriated by major organizational units (e.g., UH Mānoa, UH Hilo, UH West O'ahu, the UH Community Colleges, the UH System). All major organizational units participate in the University’s stocktaking Process and make presentations to the UH system Biennium Budget Committee (Reference 4:105). Presentations for 2007-2009 are posted at the Stocktaking Presentations website (Reference 4:106).

The UHCC system office coordinates the budget development and request process for the UHCC system, which is viewed as a single unit in the University of Hawai‘i budget process. The budget process is grounded in the strategic plans of the University of Hawai‘i System, the UH Community College System, and the strategic plans of individual colleges.

The Community College Strategic Planning Council is the primary body for assuring system-wide participation in the UHCC strategic planning process. The membership of the Strategic Planning Council consists of the Chancellor, Faculty Senate Chair, and Student Government chair from each campus, and the Vice President and Associate Vice Presidents for the community colleges. The Strategic Planning Council develops a planning context and ranks categories/clusters in the system budget request. Community College Strategic Academic Planning is codified in UHCCP 4.10 (Reference 4:107).

The development process of the College budget request is described earlier in this Self Study (I.B.2, III.D.1.a, and III.D.2.b). At the UHCC System level, the seven community college chancellors, with support from the Associate Vice Presidents and their staff, review individual college requests, collaboratively categorize and cluster requests within the priorities, and make recommendations to the Vice President for Community Colleges. The Vice President submits a single commu-
Standard Four

**LEADERSHIP AND GOVERNANCE**

Community college budget (though detailed to the college level) to the UH System Budget Committee.

The Budget Committee recommends a system-wide budget to the University of Hawai‘i President. The President submits a system-wide budget to the Board of Regents. The Board has final authority on the University of Hawai‘i budget request submitted to the Governor and Legislature. The process does not require that any level of review/request come from the budget items forwarded from the previous level. Each level in the process has the authority to add or delete items.

Funds are appropriated by the Legislature by major organizational unit, although the Legislature allocation identifies individual allocations by college and by project. The practice of the UHCC has been to allocate college funds according to Legislative intent. Revenue generated by a College resides with the College.

The Vice President for Community Colleges, in consultation with the Council of Community College Chancellors, has begun discussions on how to allocate UHCC system resources based on program review. In the 2006 legislative session, the University of Hawai‘i Community Colleges requested the following: 1) funds and positions to directly support accreditation program review/assessment process as the campuses; and 2) flexible resources to allocate differentially across the Colleges according to the needs identified in the program review process (Reference 4:108).

The Vice President for Community Colleges has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges (Reference 4:30). The Vice President’s work is reviewed by the President for results and effectiveness.

**Self Evaluation**

The College partially meets the Standard. The process for planning and resource allocation of the University of Hawai‘i Community Colleges has broad system-wide participation and is grounded in the various levels of strategic planning. However, other than following “legislative intent,” the UHCC System has not developed policies and procedures for allocating resources based upon program review.
Standard Four

**LEADERSHIP AND GOVERNANCE**

**Planning Agenda**

The College recommends that the Office of the Vice President for Community Colleges develop policies and procedures for allocating resources based upon program review.

**IV.B.3.d. The district/system effectively controls its expenditures.**

**Descriptive Summary**

The Financial Management Information System of the University of Hawai‘i was implemented on July 1, 1996. Currently, nine modules and sub-systems have been implemented: General Ledger, Accounts Receivable, Accounts Payable, Contracts and Grants, Budget Level Summary, Payroll Inquiry, Central and Decentralized Purchasing, Departmental Checking, and Fixed Assets.

The Financial Management Information System assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University. The System is designed to adhere to state and federal requirements, address management information needs, and comply with accounting principles for colleges and universities (UH Administrative Procedures A8.600 Accounting, Reference 4:109).

Budget and finance of the University of Hawai‘i are subject to rigorous scrutiny set in federal, State, and university regulations and procedures. State regulations are binding on the process of budget preparation, and do not allow an operational deficit (Reference 4:110). Budgets are prepared according to the priorities set by the Board of Regents and the UH President (Reference 4:111).

The Vice President for Community Colleges has functional responsibility for ensuring that the community college system effectively controls its expenditures (Reference 4:30). The Vice President's work is reviewed by the President for results and effectiveness.

**Self Evaluation**

The College meets the Standard. The policies and procedures in place sufficiently ensure that the system controls its expenditures.
Standard Four

LEADERSHIP AND GOVERNANCE

Planning Agenda
None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor’s interference and holds them accountable for the operation of the colleges.

Descriptive Summary
The 2005 reorganization of the President’s office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established a new organizational infrastructure for the University of Hawai‘i System of community colleges while retaining the integrity of the individually accredited colleges. In the June 2005 presentation to the Board of Regents the President of the University stated that, “the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges.”

When asked who would control the funding at each of the community colleges, the President responded that, “funding would be influenced by the Vice President’s decision, but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President” (Reference 4:99).

Chancellors at the community colleges have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within Board of Regents and the UH President’s governing administrative policy (Reference 4:112).

The position description of a chancellor (GE102) gives full responsibility and authority to the chancellor for all administrative and academic matters of the campus (Reference 4:113).

The Vice President for Community Colleges has functional responsibility for ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference.
Standard Four

LEADERSHIP AND GOVERNANCE

The Vice President holds the chancellors accountable for the operation of the colleges. The Vice President also evaluates community college chancellors (Reference 4:30). In turn, the Vice President’s work is reviewed by the President for results and effectiveness.

Self Evaluation

The College meets the Standard. The polices and procedures of the University give full responsibility and authority to the Chancellor to implement and administer delegated district and system polices without interference and holds the Chancellor accountable for the operation of the College.

However, the current (2003) description of the Chancellor (GE102) does not include the provision for dual reporting to the UH President and Vice President for Community Colleges as described in the June 2005 reorganization.

Planning Agenda

The continued development of the Functional Roadmap of the Community College system will update the description of the Chancellor position to reflect the dual reporting to the UH President and Vice President for Community Colleges.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the Vice President for Community Colleges acts as a liaison between the community colleges and the Board of Regents (References 4:114 and 4:30). The Vice President for Community Colleges serves as an Administrative Representative to the Board of Regents Community College Standing Committee.

When presentations regarding the community college system are made to the Standing Committee or to the full Board of Regents, the Vice President for Community Colleges speaks for the UHCC System (References 4:115 and 4:116). Items such as college strategic plans and college Self Studies are forwarded to the Board of Regents for approval under the signature of the Vice President for Community Colleges. The functional road map provides more detail (Reference 4:101).
Standard Four

LEADERSHIP AND GOVERNANCE

The Vice President for Community Colleges is a member of the UH President’s Executive Council as well as a member of the ten-campus Council of Chancellors. The Vice President for Community Colleges convenes regular meetings of the seven-campus Council of Community College Chancellors (Reference 4:117).

Self Evaluation

The College meets the Standard.

Planning Agenda

None

IV.B.3.g. The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The newly reorganized community college system is compiling best practices and processes into polices that are posted to the community college website (Reference 4:118). Written policies are aligned with Board of Regents policies and system executive level polices, and provide for regular review and assessment of the policies.

The Vice President for Community Colleges and the community college chancellors have agreed to and made public a functional roadmap (Reference 4:101). One of the system’s first polices delineates the role of faculty governance and defines the advisory role of the Community College Council of Faculty Senate Chairs (CCCFSC) to the Vice President for Community Colleges. Annually, the Vice President for Community Colleges and the Community College Council of Faculty Senate Chairs will discuss the effectiveness of the Council and make recommendations for improvement (Reference 4:119).

In addition, the Council of Community College Chancellors will collaborate with the Vice President for Community Colleges in “establishing and refining operational procedures and practices, and in strategies and facilities planning and budgeting for the community college system.” The Council will also annually assess the effectiveness of the relationship of the Vice President for Community
Standard Four

**LEADERSHIP AND GOVERNANCE**

Colleges and the Council of Community College Chancellors (Reference 4:120). Minutes of the regular meetings of the Council of Community College Chancellors and the Community College Council of Faculty Senate Chairs are posted regularly on the UHCC website.

A draft policy on Strategic Academic Planning is under review by the chancellors, with final approval by the Vice President for Community Colleges expected in May 2006 (Reference 4:121). The policy provides for a process and establishes the community colleges Strategic Planning Council as the primary body for assuring system-wide participation in the UHCC strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

**Self Evaluation**

The College partially meets the Standard. The current system is in the early stages of developing and defining role-delineation and governance and decision-making processes to assure integrity and effectiveness in meeting educational goals.

The development of system-wide policies, making the policies public and providing for regular review and assessment of the policies are seen as good progress toward meeting the Standard.

**Planning Agenda**

The Office of the Vice President of Community Colleges will continue to develop, make public, and regularly review improvement structures, policies, and procedures.
Standard Four

LEADERSHIP AND GOVERNANCE

References in Standard Four


4:05 Kapiʻolani Community College, Schedule of Classes, Summer/Fall 2006.


4:11 UHCC Associate Vice President of Academic Affairs, “UHCC Policy Conversion Analysis,” n.d.


Standard Four

**LEADERSHIP AND GOVERNANCE**


4:21 Email Communication with Dean of Student Services, March 27, 2006.


4:27 Email Communication with Professional Development and Community Outreach Coordinator, Kaua‘i Community College, and member of Community Colleges Leadership Champions, May 2006.


Standard Four

LEADERSHIP AND GOVERNANCE


4:33 University of Hawai‘i Chancellor of Community Colleges, “Memo from Tsunoda, Chancellor of Community Colleges to UH President Mortimer, November 17, 2000.”


4:36 University of Hawai‘i Chancellor of Community Colleges, “Memo from CC Chancellor Tsunoda to Dean of Instruction,” April 16, 2001.


4:46 Email communication with Assistant Director of Student Activities, January 23, 2006.
Standard Four

LEADERSHIP AND GOVERNANCE

4:47 Email communication with Dean of Student Services, February 13, 2006.
4:49 Email Communication with University of Hawai‘i System Director of Human Resources, March 17, 2006.
4:50 Email Communication/Survey with Deans and Assistant Deans, Spring 2006.
4:52 Email communication with Administrative Assistant to the Student Activities, Spring 2006.
4:57 Kapi'olani Community College, “Faculty Senate Meeting Minutes, March 6, 2006.”
4:58 Writing Program Coordinator, Kapi'olani Community College, Writing Program minutes, October 10, 2005.
4:60 University of Hawai‘i Board of Regents, “Board of Regents Policy, Chapter 1, Pgs 1-3,” http://www.hawaii.edu/offices/bor/policy/borpch1.pdf.
4:61 University of Hawai‘i Board of Regents, “Committee on Community Colleges,” http://www.hawaii.edu/offices/bor/CC/.
4:62 Email communication with Chair of the Staff Council, March 15, 2006.
4:63 Email communication with Dean of Student Services, April 14, 2006.
Standard Four

**LEADERSHIP AND GOVERNANCE**

4:65 Kapi'olani Community College, “Accreditation Mid-Term and Progress Reports,”

4:66 Kapi'olani Community College, “Kapi'olani Community College - Accreditation,”


4:68 Chancellor, Kapi'olani Community College, “Memo: Self-Appraisal of EM Employees”,

4:69 Email communication, Vice Chancellor for Academic Affairs, June 14, 2006.

4:70 Kapi'olani Community College, Sample Evaluation Form for Department Chairs, May,
2006.

4:71 State of Hawai'i Legislature, “Hawai'i Revised Statutes - §304-3,”
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-
0003.HTM.

4:72 State of Hawai'i Legislature, “Hawai'i Revised Statutes - §304-4,”
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304/HRS_0304-
0004.HTM.

4:73 University of Hawai'i, “Policies and Bylaws,”

4:74 University of Hawai'i, “Administrative Procedures A9.620,”

4:75 State of Hawai'i Legislature, “Public Agency Meetings and Records - Chapter 92,”
http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0092/HRS_0092-
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**LEADERSHIP AND GOVERNANCE**


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Appendices

Hoʻomoe wai kāhi ke kāoʻo.
“Let all travel together like water flowing in one direction.”
Summary of Planning Agendas

Integrating Planning Agendas into Tactical Planning, 2007-2010

In 2004 and 2005, the College established a tactical planning process for eight Academic Programs and nine Administrative and Educational Support Units for the period 2004-2007. In 2006-2007, using results from recently completed program review reports and other evidence, these programs and units will develop new three-year tactical plans with improved budgetary alignment for the period, 2007-2010.

In fall 2006, the Policy, Planning, and Assessment Council will review the full text of Planning Agenda items and recommendations identified by the committees for the Self Study Standards and delegate each item to specific programs and units. These programs and units will be responsible for integrating these items into their tactical planning for 2007-2010. The Planning Agenda items below are framed as outcomes statements to facilitate their integration into these tactical plans. Progress on the implementation of these items can then be included 2010 Midterm Report to ACCJC/WASC.

Standard I: Institutional Mission and Effectiveness

Planning Agendas

- Increase the number of key stakeholders and deepen their engagement in reviewing the Mission, Vision, and Value Statements in conjunction with the development of a new Strategic Plan for 2010-2017 (I.A.3, p. 119).

- Continue to develop new three-year tactical plans for cross-curricular emphases and initiatives with measurable student learning outcomes (I.B.1, p. 130).

- Evaluate and improve cycles of assessment documenting degrees of progress in achieving college goals and objectives and student learning outcomes. (I.B.5, p. 140).
SUMMARY OF PLANNING AGENDAS

- Continue to use recommendations from the Budget Execution Task Force to strengthen budgetary alignment with planning, evaluation, and improvement, and sound fiscal management. (I.B.6, p. 142).

- Continue to develop and improve institutional research, program review, and assessment (I.B.7, p. 148).

Standard II: Student Learning Programs and Services

Planning Agendas

- Continue to use student outcomes data to ensure higher success rates for Holomua students in Arts and Sciences and Career programs (II.A.1.a, p. 162).

- Continue to develop and implement the assessment of student learning outcomes for the majority of programs (II.A.1.c, p. 174).

- Continue discussions and planning for the development of an online curriculum review process (II.A.2, p. 179 and IV.A.2.b, p. 426).

- Continue to work with departments and units to fully integrate learning outcomes assessment as a goal in 2007-2010 Tactical Plans (II.A.2.f, p. 199).

- Continue to develop and improve a Learning Outcomes Assessment Committee website for faculty and staff to learn more about writing and assessing student learning outcomes (II.A.2.f, p. 199).

- Continue to develop and assess workshops for assisting faculty in identifying, articulating, and measuring learning outcomes in all courses and programs (II.A.2.i, p. 203).

- Continue to develop and implement e-portfolios for programs that wish to use these tools for assessment of program and student outcomes (II.A.3.b, p. 210).

- Continue to consolidate General Education outcomes for the College and the AA, ATS, and AS degrees and to align these consolidated outcomes with the ACCJC General Education guidelines and the University of Hawai‘i at Mānoa General Education core requirements (II.A.3.b, p. 212).
SUMMARY OF PLANNING AGENDAS

- Explore development of a Service-Learning General Education Requirement and develop a mechanism to verify that students have developed a willingness to assume civic responsibility roles after leaving the College (II.A.3.c, p. 212).
- Monitor changes in enrollment of international and transfer students, as well as the number of new degrees and certificates offered (II.A.6.a, p. 218).
- Improve transcript evaluation services to ensure that timely evaluations are completed (II.A.6.a, p. 218).
- Continue to develop, update, and improve the existing inter-college articulation database (II.A.6.a, p. 218).
- Establish formal review procedures for the Student Conduct Code so that the code is reviewed and improved regularly (II.A.7.b, p. 225).
- Establish a consistent and continuous process of identifying and assessing student learning outcomes in courses and programs, including the Student Services Unit (II.B.4, p. 256).
- Continue to use Community College Survey of Student Engagement data to improve the quality of the student experience (IIC.1.c, p. 272).
- Establish a 3-year replacement and maintenance plan for all computer hardware and software coordinated by the library, CELTT and other units. (II.C.1.d, p. 275)
- Continue to improve campus-system budgeting formulas for all units of the College (IIC.1.e, p. 277).

Standard III: Resources

Planning Agendas

- Continue to update, formalize, and streamline hiring processes at the College (III.A.1.a, p. 287).
SUMMARY OF PLANNING AGENDAS

- Continue to develop student learning outcomes and evaluation methods compatible with realistic achievement and to align these outcomes with faculty roles and responsibilities (III.A.1.c, p. 272).

- Continue to review and improve the Student Feedback Survey Form for improvement of instruction (III.A.1.c, p. 292).

- Broadly disseminate new university policy on faculty ethics (III.A.1.d, p. 294).

- Continue to improve communication between the Center for Excellence in Learning, Teaching, and Technology and the Staff Council to strengthen professional development opportunities for staff members (III.A.5.a, p. 312).

- Improve position descriptions to better address changing needs in the Business Office, Human Resources Office, Student Services Center, Center for Excellence in Learning, Teaching, and Technology, Library and Learning Resources, and Auxiliary Services (III.A.3, p. 298 and III.A.6, p. 315).

- Continue to seek space in Waikīkī to serve as an appropriate office and training center to serve the training needs of the hotel and restaurant industry (III.B.1.a, p. 335).

- Continue to seek funding to address the College parking problem and for a multipurpose facility on campus (III.B.1.a, p. 335).

- Continue to complete necessary repairs to all buildings and lighting (III.B.1.b, p. 340).

- Continue to investigate the process of acquiring the Makapuʻu parcel (III.B.2.a, p. 342).

- Continue to request funds for updating the College’s Long Range Development Plan (III.B.2.a, p. 342).

- Continue to promote interdisciplinary collaborations and development of assessment processes in writing, thinking and reasoning, Service-Learning, quantitative reasoning, information technology, Holomua, educational assisting, and teacher preparation (III.C.1.d, p. 370).

- Continue to strengthen and increase learning resources and tutorial services for developmental and all students through a variety of methods including in-place and online technology (III.C.1.a, p. 359).
SUMMARY OF PLANNING AGENDAS

• Continue to use recommendations from the Budget Execution Task Force Report, to improve comprehensive human, physical, and technology resource planning, use, and assessment (III.B.2.b, p. 346; III.C.1.c, p. 367; III.D.2.b, p. 383).

• Respond to the recommendations in the LERN report and assess the impact of changes (III.D.1.b, p. 377).

Standard IV: Leadership and Governance

Planning Agendas

• Continue to develop electronic capabilities and training to convey information in a timely and accurate manner (IV.A.1, p. 407).

• Continue to provide an increasing number of faculty and staff with development opportunities focusing on UH System Portal applications (IV.A.1, p. 407).

• Continue to update the Department Chair Handbook (IV.A.2.a, p. 422).

• Encourage greater involvement in budget dialogues and provide timely, accurate and accessible budget data to the academic departments (IV.A.2.a, p. 422).

• Improve communication and governance processes and conveyance of accurate and timely information (IV.A.2.a, p. 422).

• Encourage and work with students to update the Student Congress Charter (IV.A.2.a, p. 422).

• Continue to clarify and strengthen the roles and responsibilities of the Policy, Planning, and Assessment Council and improve communication of issues discussed and actions taken. (IV.A.3, p. 430).

• Develop department chair evaluation instrument after pilot testing (IV.A.5, p. 434).

• Continue to collaborate with UH leadership and the Board of Regents to monitor and evaluate the changing relationship between the University and the State of Hawaii (IV.B.1.a, p. 437).
SUMMARY OF PLANNING AGENDAS

- Continue to collaborate with UH leadership to support improvements in the orientation, development and self evaluation of Board of Regents members (IV.B.1.f and g, p. 445).

- Finalize the College Reorganization Plan. Update position descriptions. Submit for approval by the University of Hawai‘i Board of Regents. Recruit to fill positions (IV.B.2.a, p. 451).

- Collaborate with UHCC leadership to refine the functional responsibilities of the system and disseminate these responsibilities to the public (IV.B.3.a, p.459).

- Collaborate with UHCC leadership to develop methods for evaluating the UHCC system (IV.B.3.b, p. 460).

- Collaborate with UHCC leadership to develop policies and procedures for allocating resources based upon program review and improvement (IV.B.3.c, p. 463).
As of April 11, 2006, the most recent map of UHCC Campus-System Functions was completed and disseminated. This map aligns functions of the State, the Board of Regents, the University of Hawai‘i System, the University of Hawai‘i Community College System and the Kapi‘olani CC Campus with ACCJC/WASC accreditation standards, and identifies decision types and loci.

I. Institutional Mission and Effectiveness

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B. Improving Institutional Effectiveness

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## II. Student Learning Programs and Services

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### FUNCTION/TASK

#### II. Student Learning Programs and Services

**A. Instructional Programs**

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- Establishment of a degree program: R, C, R, C, I, A
- Establishment of specific courses: A
- Assessment of effectiveness of college instructional programs: A, C, I, I
- Design and delivery of online Learning programs: A, C

**B. Student Support Services**

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- Design and delivery of student services: A, C
- Assessment of effectiveness of college student support services: A

**C. Library and Learning Support Services**

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- Design and delivery of library and learning support services: A
- Assessment of effectiveness of college library & learning support services: A
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III. Resources (Continued)

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<td>C = Consult/Advise</td>
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<td>I = Inform/Report</td>
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**FUNCTION: TASK**

III. Resources (Continued)

### B. Physical Resources
- **UH BOR Policy on land and facilities (BORP 10)**
  - Campus: C
  - UHCC: C, R
  - UH: R
  - UH BOR: A

- **UH System Procedures on facilities (E10.101; E10.201)**
  - Campus: C
  - UHCC: C
  - UH: A

- **UHCC Policy and Procedures on facilities**
  - Campus: C
  - UHCC: A
  - UH: I

- **Campus facilities master plan**
  - UH BOR: R
  - UH: R
  - UH BOR: R
  - UH: A

- **Campus major capital improvements**
  - UH BOR: R
  - UH: R
  - UH BOR: R
  - UH: A

- **Campus minor capital improvements**
  - UH BOR: R
  - UH: A

- **Campus repair and maintenance**
  - UH BOR: A
  - UH: C

### C. Technology Resources
- **UH System Procedures on information technology**
  - Campus: C
  - UHCC: C
  - UH: A

- **Campus Policy and Procedures on information technology**
  - Campus: C
  - UHCC: C

- **Design, installation, and operation of UH network services**
  - Campus: C
  - UHCC: C
  - UH: A

- **Design, installation, and operation of UH administrative software**
  - Campus: C
  - UHCC: C
  - UH: A

- **Design, installation, and operation of academic computing resources**
  - UH BOR: A
### III. Resources (Continued)

#### D. Financial Resources

<table>
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<tr>
<th>Function/Task</th>
<th>UHCC System</th>
<th>UH System</th>
<th>UR BOR</th>
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<tbody>
<tr>
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<td>C</td>
<td>C/R</td>
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<td>UH BOR policy on tuition and fees (BORP 6)</td>
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<tr>
<td>UH System Procedures on business and finance (E8.101 to E8.586 &amp; APM AS.600 to AS.609)</td>
<td>C</td>
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<tr>
<td>UHCC Policy and Procedures on finance and operations (UHCCP 5.202)</td>
<td>C</td>
<td>A</td>
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<td>General Fund Budget Request Format and Guidelines</td>
<td>C</td>
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<td>UH System General Fund Budget Request</td>
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<td>General Fund Budget Appropriation</td>
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<td>UH System Annual Allocation</td>
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<td>Campus Budget Internal Allocation and Execution</td>
<td>A</td>
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## IV. Leadership and Governance

### Key to Decision Responsibility:
- **A** = Approve
- **R** = Recommend
- **C** = Consult/Advise
- **I** = Inform/Report

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<th>FUNCTION/TASK</th>
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#### IV. Leadership and Governance

##### A. Decision-making Roles and Processes

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<td>UH System Procedures on administration (E2.201)</td>
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<tr>
<td>UBCC policy and procedures on administration</td>
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<td>I</td>
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<td>Campus administrative policies and procedures</td>
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##### B. Board and Administrative Organization

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<td>UH System Procedures on organization (APM A3.101)</td>
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<td>UBCC policy and procedures on organization</td>
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<td>UBCC table of organization and functions</td>
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<td>C</td>
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<td>College table of organization and functions</td>
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Organization Charts

STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
KAPI‘OLANI COMMUNITY COLLEGE

CHART I
(Updated July 1, 2005)

(To view the complete set of organization charts and functional statements, go to http://www.kcc.hawaii.edu/page/2006selfstudy.)
ORGANIZATION CHARTS

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
KAPI'OLANI COMMUNITY COLLEGE
CHART IV
(Updated July 1, 2005)

Office of the Chancellor
Chancellor

Academic Unit Two
Dean of Student Services

Secretarial Service
Secretary II

Holomua Academic Program

Student Services
STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
KAPI‘OLANI COMMUNITY COLLEGE
CHART VII
(Updated July 1, 2005)

Office of the Chancellor
  Chancellor

Administrative Services
  Vice Chancellor

Secretarial Service
  Secretary II

Business Office
  Human Resources Office
  Auxiliary Services
Key Websites for Dissemination of College Information

Kapi‘olani Community College Websites

Accreditation Self Study 2000
http://quill.kcc.hawaii.edu/page/2000selfstudy

Accreditation Self Study 2006
http://www.kcc.hawaii.edu/page/2006selfstudy

Asia and Pacific Emphasis
http://www.kcc.hawaii.edu/object/kape.html

Campus Policies
http://quill.kcc.hawaii.edu/page/campuspolicies.html

Campus Safety and Assistance
http://www.kcc.hawaii.edu/page/safety

Catalog, Fall 2006-Spring 2007
http://www.kcc.hawaii.edu/object/io_1151114155968.html

Center for Excellence in Learning, Teaching, and Technology
http://www.hawaii.edu/kccceltt/

Continuing Education and Training
http://programs.kcc.hawaii.edu/~continuinged

Distance Learning
http://www.kcc.hawaii.edu/object/distancelearning.html

Faculty Senate
http://quill.kcc.hawaii.edu/page/facultysenate.html

Faculty Senate Curriculum Committee Actions
http://www2.hawaii.edu/~currcomm/history.htm

Holomua Development Education
http://www.kcc.hawaii.edu/object/holomua.html

Home Page of Kapi‘olani Community College
http://www.kcc.hawaii.edu/page/home
**KEY WEBSITES FOR DISSEMINATION OF COLLEGE INFORMATION**

International Café
   http://www2.hawaii.edu/~lindaf/café.html

Learning Outcomes Assessment Committee
   http://quill.kcc.hawaii.edu/page/loa.html

Library Home Page
   http://library.kcc.hawaii.edu/main

Library “Find Books with Voyager”
   http://library.kcc.hawaii.edu/main/voyager.html

Midterm Reports 2000 to March 17, 2006
   http://www.kcc.hawaii.edu/page/search.html?keywords=midterm+reports

Mission Statement 2003-2010
   http://quill.kcc.hawaii.edu/object/IO_400.html

MyUH Portal
   https://myuhportal.hawaii.edu/cp/home/displaylogin

Office of Planning and Institutional Research
   http://www.kcc.hawaii.edu/object/opir.html

Organization Charts and Functional Statement
   http://www.kcc.hawaii.edu/page/2006selfstudy

Planning Context
   http://quill.kcc.hawaii.edu/object/IO_404.html

Quill
   http://quill.kcc.hawaii.edu/page/home

Service-Learning
   http://kapiolani.hawaii.edu/object/servicelearning.html

Service-Learning Site Catalog, Spring 2006
   http://www.kcc.hawaii.edu/object/IO_763.html

Strategic Plan 2003-2010
   http://quill.kcc.hawaii.edu/page/strategic.html

Tactical Plans
   http://quill.kcc.hawaii.edu/page/tactical.html
**KEY WEBSITES FOR DISSEMINATION OF COLLEGE INFORMATION**

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**University of Hawai‘i Websites**

- **Board of Regents**
  - [http://www.hawaii.edu/admin/bor/](http://www.hawaii.edu/admin/bor/)

- **Board of Regents Bylaws and Policies**

- **Distance Learning**
  - [http://www.hawaii.edu/dl/](http://www.hawaii.edu/dl/)

- **Information Technology Services**
  - [http://www.hawaii.edu/its](http://www.hawaii.edu/its)

- **Institutional Research Office, Management and Planning Support (MAPS) Reports**
  - [http://www.hawaii.edu/iro/maps.htm](http://www.hawaii.edu/iro/maps.htm)

- **Home Page of the University of Hawai‘i**
  - [http://www.hawaii.edu/](http://www.hawaii.edu/)

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**Other Websites**

- **Community College Survey of Student Engagement**
Midterm Report and Progress Reports

KAPI'OLANI COMMUNITY COLLEGE
FOCUSED MIDTERM REPORT
October 1, 2003
Section I

(Note: The three sections of this October 2003 report are online at the following website: http://quill.kcc.hawaii.edu/page/2003midterm.html.)

Special Focus On January 19, 2001 the ACCJC/WASC accreditation team made the following recommendations to the College:

1) Assess its current planning processes in order to determine and possibly revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations.

Response: On September 26, 2000, as a result of the Self Study completed earlier in that year, the Provost’s Advisory Council, comprising department chairs, unit heads and governance representatives, assumed additional responsibility as the formal planning body for the campus. This council was renamed the Planning Advisory Council (PAC), and the Office of Planning and Institutional Research (OPIR) was charged with staffing and leading future planning efforts. The Council meets twice per semester, and OPIR specifically monitors the 183 planning agenda items identified in the 2000 Self Study.

While we recognized that the 183 list was a useful inventory of items that needed to be completed by those individuals identified as responsible, we also recognized that we needed a planning process that more deeply involved a wider group of campus constituents, and integrated best practices and national models.

In addition to monitoring progress on the accreditation planning agenda, OPIR worked closely with five faculty subcommittees throughout AY 2001-2002 to develop a new Strategic Plan for 2003-2010. Drafts of the plans were shared through the Planning Advisory Committee meetings. The completed plan is available at http://quill.kcc.hawaii.edu/page/strategic.html.
The College Strategic Plan benefited greatly from environmental scans produced by the University of Hawai‘i Community College system and from the environmental scan the College completed for the College Title III grant submission in May 1999. The College Strategic Plan is aligned with all five UHCC Strategic Plan Goals.

The College Strategic Plan was also informed by a thorough institutional audit and external site visit funded and conducted by the American Council on Education’s (ACE) initiative, Promising Practices in Institutionalizing International Education. As a result, the College developed a sixth Strategic Plan Goal, To Champion Diversity in Local, Regional, and Global Learning. The College continues to work directly with ACE on a national project to develop and assess international learning outcomes.

The College Strategic Plan was also shaped by an Association of American Colleges and Universities (AAC&U) external site visit in 2000, and by ongoing participation as one of 22 institutions in their national Consortium on Quality Education. The College continues to participate in the AAC&U initiative, Greater Expectations: A New Vision for Learning as a Nation Goes to College. An AAC&U report (2002) of the same title sites the College commitment to “Developing Learners Responsible for Others.”

The College also welcomed a team of site visitors from the Carnegie Foundation for the Advancement of Teaching as part of their national study on educating undergraduates for civic and moral responsibility. Through Campus Compact the College continues to provide statewide and national leadership in promoting social and civic responsibility, and this commitment is reflected in the Strategic Plan.

Due to the College emerging national and international profile, and the possible reorganization of the UHCC office, we also developed a seventh Strategic Plan Goal, To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning.

In May 2002, during a two-day retreat, a penultimate Strategic Plan draft was used in fiscal planning and the identification of program budget priorities. The new Strategic Plan, after minor revisions, was formally approved by the Faculty Senate on October 7, 2002.
In addition to college-wide planning, numerous student support and educational programs have involved a wider group of campus constituents, and considered best practices and national models in their recent planning efforts. In 2001-2002, the Office of Student Services began a thorough planning process to create and develop a one-stop information and service center. Their planning model was shaped by the IBM Best Practice Partners and focused on blending high touch/high tech innovations in providing student information and services. Their planning required a cultural shift away from student interactions that were short-term and transactional and toward interactions that are long-term and relational.

In February 2002, Darlene Burnett, an expert on the IBM Best Practices model, was contracted to guide planning discussions with Student Services staff. She consulted with the staff in February 2002 and February 2003, and she will consult again in December 2003. She is also available as needed to address specific issues as they arise.

In spring 2002, the College opened the Kekaulike Information and Service Center (KISC) which features redesigned provision of services, generalist and specialist counseling expertise, cross-functional teams that meet regularly, Banner technology, flexible space to accommodate new service needs, and improved workflow between customer service and back office processing. In 2002-2003, the student services staff is discussing necessary changes in organization and management, improved document flow, and the development of web portals and telephone support centers.

The Health programs are pilot testing a broad based and life-long enrollment management strategy that includes high school outreach, student skill assessment and remediation, integration of learning support, validation of instruction against course competencies (Nursing), and continuing education tied to assessment of professional skills.

New 21st career programs, supported in their planning and implementation phases by U.S. Department of Education (USDE) Title III funding, include New Media Arts, Biotechnology, E-business, and Exercise and Sports Science. These programs also went through the UH Community College System “Request to Plan” process, and involved dozens of faculty in planning and implementation. All these programs are specifically identified as potential growth areas in both workforce and economic development.
The technology and library/learning resources units are engaged in tactical planning around basic operations and delivery of daily service. The planning is taking the direction of defining specific service-related outcomes that will guide annual planning and budgeting. Thus planning is designed to be an ongoing rather than a one-time planning event. Specific outcomes of these planning activities include the following: identification of campus wide technology needs and problems; identification of training and other activities, resources, or policies to address these problems; and assessment of effectiveness of any implemented solutions.

In spring 2003, the College further assessed its planning processes and realized it needed to more explicitly connect its strategic plan with the work of Programs, and important campus-wide Emphases and Initiatives. The College approach has been to support and facilitate the development of three-year tactical plans that align with the strategic plan. Most importantly, we recognized that these tactical plans would have to be focused on student learning outcomes and assessment, and that this planning would necessarily drive fiscal and learning resource allocations.

In May 2003, four cross-curricular Emphases and four new Initiatives—First Year Experience, Learning Communities, Mālama Hawai‘i, and Teacher Preparation—developed draft three year tactical plans linked to the new Strategic Plan. Tactical plans include mission, goals, objectives, and activities, outcomes and impact and their measurement, cohering connections between Emphases and Initiatives, timelines and responsibilities, and resource requirements. Dialogue about these tactical plans in emphases and initiative committees is underway, and plans will be finalized by January 2004. These plans will be shared with the Deans’ Advisory Council and the Planning Advisory Council in spring 2004. Academic programs, specifically Business Education, Culinary and Hospitality Education, Nursing and Health Sciences, and Arts and Sciences, will be developing similar tactical plans in AY 2003-04.

The College is creating “Institutional Effectiveness Measures” (IEM) designed to assess its effectiveness in achieving the seven strategic plan goals, and related objectives and actions. Currently, the College is determining the most effective means to articulate and gather information about measures of institutional effectiveness as provided by the Banner student information system. The intent is to make more useful information available to decision-makers across the campus.

New IEM will be used to make appropriate revisions to the Program Review process that will directly link educational programs to Strategic Plan goals, objec-
tives and actions, and inform fiscal resource planning and dialog. The new Program Review process will also be informed by a “Program Review” evaluation study completed by Steve Wehrman, in spring 2001. This evaluation was supported by USDE Title III funding.

In addition to conducting existing Program Reviews, OPIR worked closely with the Service-Learning and International Education emphases in completing a thorough, rubric-based audit of the degree to which these emphases were effectively institutionalized. A similar audit is currently underway with Science, Technology, Engineering and Math, (STEM) faculty leadership team.

2) Review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.

Response: In response to the new ACCJC/WASC standards, the College actively pursued external funding to support faculty development and institutional research focusing on learning outcomes assessment. Seven specific assessments of student learning are currently underway:

1) Exemplary learning outcomes assessment is occurring within the Holomua program. Data are collected and evaluated. The data inform decision-making and changes are made to improve student learning.

2) Exemplary learning outcomes assessment is also occurring in the Service-Learning Emphasis—Student participation is tracked; student effectiveness in community learning settings is measured, and pre- and post-tests have highlighted, retention and academic performance gains. Learning outcomes defined by the Emphasis are assessed through a service-learning reflection rubric that was developed for use statewide and is a national model.

3) The UH Distance Education Assessment Tools are detailed at (Please refer to the Related Links section and select “UH Distance Education Assessment Tools” to access the assessment tools). The College has collaborated in the development of an “Online Program Assessment and Student Evaluation of Instruction” process.

4) Work continues in the alignment of Across the Curriculum Emphases and new Initiatives with Strategic Plan Goals and General Education Learning Outcomes. We are considering multiple assessment methodologies.
5) In career programs, assessment of learning outcomes is moving in two complementary directions. This includes assessment of foundational skills utilizing Workkeys and employing pre- and post-testing models of student learning. It also includes assessment of industry requirements through the development of workforce skill inventories (Skillsnet) against which to validate existing curricula. OPIR will play a more active role in supporting these activities and integrating these into the existing program review process. In 2003-2004, OPIR is supervising Dr. Tanya Renner in her learning outcomes assessment work in the Career Programs supported by Perkins Act funds.

6) Work has begun on learning outcomes assessment in Science, Technology, Engineering and Math (STEM) supported by an NSF planning grant. Members of the faculty are discussing the assessment of learning outcomes related to the College Critical Thinking, Information Retrieval and Technology, and Quantitative Reasoning General Education Skills Standards.

7) Work continues with International Education faculty to develop learning outcomes for language courses and certificates in Asian Studies, Hawai‘i-Pacific Studies, and International Studies. This learning outcomes assessment is being supported and guided by an American Council on Education/FIPSE planning grant.

These seven learning outcomes assessments are all made possible by various degrees of external funding. This funding requires sharply-focused, specific assessments of a diverse set of learning outcomes. The level of funding, sharpness of focus, and specificity of outcomes contributes to an unevenness of quality across the College current assessments. The College plans to encourage and develop faculty leadership and expertise in learning outcomes assessment. In spring 2004, the College will invite an external consultant to campus to provide a full-day faculty development institute on learning outcomes assessment.

An ad hoc faculty outcomes assessment committee was established in September, 2003. On September 8, 2003, the Faculty Senate passed a motion tasking the Academic Standards Committee to assign two of its members to work with this committee. This creates a formal link between the new assessment activities and faculty governance. In AY 2003-04, to further institutionalize the faculty role in learning outcomes assessment, OPIR will be exploring the possibility of establishing a permanent assessment committee within the Faculty Senate.
In spring 2003, through a formal request to the Faculty Senate, the College moved to suspend prerequisites and undertake a thorough review of existing course prerequisites. In fall 2003, an OPIR staff member is working with the Deans and department chairs to improve their ability to collect and analyze data on course prerequisites. In addition, the College has recently received additional Title III funding which will make Banner student information system data much more accessible to unit and department heads in support of improved decision-making.

3) Develop solutions to issues and concerns emerging from the growth of non-credit, revenue-generating centers, including a review of staffing needs in the areas that support the new college organization and the provision of training for department and program staff on the financial system.

In May 2002, during a two-day planning retreat, all department chairs and unit heads discussed issues related to the growth of non-credit, revenue-generating centers, and related staffing concerns. Primary emphasis was placed on increasing efficiency in handling fiscal and personnel transactions between the non-credit program coordinators and Business Office staff. Chairs and unit heads recommended that additional support positions be funded in the Business Office. Due to budget constraints these positions have not been filled, but they remain a priority as additional funds become available.

In spring 2003, the Chancellor provided budget workshops for all department chairs. In response to the Budget Subcommittee of the Faculty Senate the Chancellor is currently working to make the campus budget available and transparent online in fall 2003.

Continuing education revenues have been crucial to fiscal stability for the College and coordinators of the continuing education program have increased their efficiency in handling transactions.

The College is embarking on a business process redesign project. The scope of the project will be to reevaluate and redesign existing business processes (beginning with Human Resources), moving these processes into the online environment, and develop online training. It is anticipated that the gains in productivity and reduction in costs will reduce the concerns associated with the reorganization.
Team Recommendations From Self Study 2000 On December 18, 2000, the College received “Evaluation Report: Kapi‘olani Community College” representing the findings of the accreditation site visit team from October 24-26, 2000. The team made four major recommendations and nine standard-specific recommendations to the College.

Major Recommendations

Planning and Resource Allocation: Because of the reorganization and the financial retrenchment, a number of planning processes are no longer well suited to guide the college. It is difficult to plan when few resources are available to implement these plans. With new revenues and with new demands—especially from the new clients tapping in to the non-credit, distance education, and workforce offerings – new planning imperatives emerge.

The College response to this recommendation is discussed in Section I, recommendation 1.

Data to Support Decision-Making: The college and system are appropriately examining learning competencies, course prerequisites, outcomes, and assessment for placement. This is a complicated process involving not only Kapi‘olani CC faculty and staff, but other colleges in the system (since students enrolled in two colleges face bewildering and often conflicting requirements) and the baccalaureate universities. There is a need to sort out these expectations and placement procedures to benefit students.

The College response to this recommendation is discussed in Section I, recommendation 2.

Responding to the Effects of the Reorganization: As the college sought to reestablish control over its own financial destiny by reorganizing itself into revenue-generating centers, it created both anticipated and unanticipated consequences. These occurred in the areas of financial accounting, long-range planning, demands in distance education, faculty load, campus priorities, staffing allocation, and on and on. Sorting through this new and needed environ-
MIDTERM REPORT AND PROGRESS REPORTS

ment, re-establishing priorities, and determining the uses and implications of the new sources of revenue are all exciting and necessary consequences of the new environment.

Response: Communications: Technologies, limited staffing, and the reorganized college structure have had an impact on communications within the College, as well as within the system. Methods such as electronic mail are established and widely available, but priorities, audiences, responsibilities, and so on need to be sorted out and clarified. The college used its technology well as it developed its self study. Applying these lessons to the communication infrastructure as a whole is one beginning for this process.

From a technology perspective, the University of Hawai‘i system has recently unveiled an online portal. Although not fully functional it provides an opportunity to develop online communities and channels of communication via email, discussion boards, news releases, and calendaring. As the campus develops its web vision plan, preliminary plans for establishing and organizing these communities and channels will evolve. Although not a guarantee that communications issues will be resolved, the College ability to disseminate information will be significantly enhanced.

On a limited scale the capabilities of the portal have been tested with respect to student learning communities and administrative units. For example, the Health programs will pilot development of their strategic plan using the portal. These kinds of experiments will lay the foundation for rolling out a larger campus plan for online communications. Part of the program strategic planning process is designed to regularly engage faculty in discussions on program level directions and planning. The College recognizes that enhancing communications will involve both improving access and encouraging deeper engagement in planning and direction setting by students, faculty, staff, and the wider community.

Recommendations from Standards 1-10

Standard One – Institutional Mission - No recommendation.

Standard Two – Institutional Integrity - No recommendation

Standard Three – Institutional Effectiveness
Recommendation 1) The team recommends that the college assess its current planning processes in order to determine and possibly revise its current planning models in such areas as student services, educational programs, fiscal resource allocations, and learning resource allocations.

The College response to this recommendation is discussed in Section I, recommendation 1.

Standard Four – Educational Programs

Recommendation 2: The team recommends that the college review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.

The College response to this recommendation is discussed in Section I, recommendation 2.

Standard Five - Student Support and Development

Recommendation 3) The team recommends that the college assess the effectiveness of its institutional reorganization in terms of measuring student outcomes, adequate allocation of college resources, and allowing for meaningful communication of traditional disciplinary areas.

Response: The institutional reorganization has had little impact on measuring student outcomes, and new student learning outcomes assessment strategies, largely funded through external grants, are developing in both the liberal arts and career education areas. Collaborations between faculty leading these assessment efforts and institutional research staff are playing a key role in shaping a new culture of evidence on the campus.

In May 2002, during a two-day retreat, all department chairs and unit heads discussed issues related to the growth of non-credit, revenue generating centers, and related staffing concerns. Primary emphasis was placed on increasing efficiency in handling fiscal and personnel transactions between the coordinators of the non-credit program and the staff of the Business Office.

Some of the issues associated with reorganization were caused by a delay in the appropriate redesign of business processes. Currently, business processes are
being reviewed and based on this review these processes and related forms will be redesigned and placed online.

Substantial, meaningful discussion of traditional disciplinary areas has been spurred by General Education reform at UH Mānoa, the creation of new Associate in Arts degree requirements, current discussions of appropriate General Education articulation processes, as well as heightened interest in student learning outcomes assessment.

Currently, in conjunction with UH system reorganization, the campus is planning and developing new student information, fiscal and business, and technology and communications systems.

**Recommendation 4):** The team also recommends that the college implement its planning agenda to provide learning disability assessment services and increase the availability of tutorial services for all students.

**Response:** The College has attempted to form and sustain partnerships within the UH system to develop more comprehensive assessment services. However, these partnerships have not been stable. As of spring 2004, the College will be referring students to ASSETS School, the Learning Disability Association, and Kapi‘olani Medical Center for Women and Children for testing and assessment. Current budgetary constraints negatively impact in-house testing as well as the provision of quality tutorial services for all students.

The College has been successful in using federal funding to increase staffing and maintain and improve services to deaf and hearing-impaired students. The College has increased training for counselors and staff working with students with disabilities. In addition, the College has created technical standards for nursing and health science careers so that students with disabilities will be able to make more accurate decisions about these careers.

**Standard Six – Information and Learning Resources**

**Recommendation 5) The team recommends that the college develop a comprehensive, integrated college plan for the future of information and learning resource units that incorporates the purchase and servicing of administrative and instructional computer equipment; utilization processes, procedures and standards; a review of communication routes between and among all units and with faculty and staff; assessing the existing parity in staffing; faculty and staff training; how information on programs and services is disseminated; and resource allocation.***
Response: Planning for information and learning resources has been influenced significantly by the decision to adopt a system-wide student information system (SIS) and by the reorganization of the University of Hawai‘i. Both SIS and system reorganization are relatively recent, and not all planning and implementation issues around technology and learning resources have been formulated.

The University system has a technology plan in place which provides a framework for campus-based planning. As a result, rather than developing an overarching operations-focused technology and learning resources plan for the campus, the College has been moving toward development of various technology plans tied to addressing student learning outcomes and business operations. At present, a web vision plan is being formulated that focuses on how academic services will be delivered via the web (portal, web site, SIS). The plan defines directions to be taken and standards of service desired for development of web services for students, faculty, and staff, with one goal being to improve communications. Similarly, business process redesign activities and planning is occurring to drive technology in the direction of improving and expediting services.

At a more operational level, the technology and library/learning resources units are engaged in tactical planning around basic operations and delivery of daily service. The planning is taking the direction of defining specific service-related outcomes that will guide annual planning and budgeting. Thus planning is designed to be an ongoing rather than a one-time planning event. Specific outcomes of these planning activities include the following: identification of campus wide technology needs and problems; identification of training and other activities, resources, or policies to address these problems; and assessment of effectiveness of any implemented solutions.

Standard Seven – Faculty and Staff

Recommendation 6. The team recommends that the college strengthen its efforts to respond to any imbalances between the ethnic composition of the faculty and staff and the racial and ethnic distribution of the student enrollment.

Response: It is the policy of Kapi‘olani Community College to recruit, hire, train and promote qualified persons in all job classifications without regard to race, color, religion, sex, sexual orientation, national origin, age, arrest and court record, handicap, marital status, or status as a disabled veteran or veteran of the Vietnam era, and to comply with all applicable federal, state, and local regulations regarding discrimination in employment. In accordance with these policies, the University and the Community Colleges have established specific hiring
policies and guidelines, including the implementation of an Affirmative Action Plan.

The Affirmation Action Plan is first developed by analyzing the entire College workforce by department, and then broken down by job title, actual salary, sex and ethnicity. The employees are then divided into eighteen job groups for the purpose of doing a utilization analysis and determining numeric goals for the underutilized groups. To determine the availability of women and minorities for positions at the College, an eight factor availability analysis is conducted for each of the job groups.

The data are based on the availability of labor area workforce which is provided by the State Department of Labor and Industrial Relations. As a result, the final availability for each ethnic group and for the total female workforce is determined. This availability percentage data is then used in combination with the job group analysis of the current workforce, to determine which groups are underutilized and to set hiring goals for each underutilized group.

Whenever there is underutilization of females or any ethnic group, as defined by federal requirements (i.e. Hispanic, Native American, Black, or Asian/Pacific Islander), numeric hiring goals are set for the upcoming year. In certain areas where the utilization of employees within one of the protected groups is less than 80% of the group’s availability, special affirmative action recruiting procedures are followed. Positions in these groups are advertised with at least a 15 working day recruiting period rather than the normal 10 working day period, the positions are advertised twice on the University’s website and in a newspaper of general circulation, and letter soliciting application are sent to the agencies and organizations representing the underutilized group.

In the brief analysis presented below, individuals who specified non-mixed ethnic and racial categories are compared.

Between fall 1999 and fall 2003, there were slight decreases in the proportion of faculty of Caucasian, Chinese, African-American, Pacific Islander, and Puerto Rican ethnicity and race, and slight increases in the proportion of faculty of Hawaiian, Filipino, Japanese, Korean or Indian ethnicity.

In the same period, there were slight decreases in the proportion of staff of Hawaiian, Caucasian, African-American, Chinese, or Filipino ethnicity and race, and
slight increases in the proportion of staff of Japanese, Korean, Pacific Islander and Puerto Rican ethnicity.

Between fall 1999 and fall 2002, there were slight decreases in the proportion of students of Native Hawaiian, Filipino, Chinese, African American, and Puerto Rican ethnicity and race, and slight increases in the proportion of students of Caucasian, Japanese, Korean, and Pacific Islander ethnicity and race.

The College is a gathering place where cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum. The College is recognized nationally by the American Council on Education, Association of American Colleges and Universities, Carnegie Foundation for the Advancement of Teaching, and Campus Compact for its exceptional commitment to diversity and learning.

**Standard Eight – Physical Resources** - No recommendation. See recommendations in standards three and nine.

**Standard Nine – Financial Resources**

*Recommendation 7. The team recommends that the University system accounting processes and the financial management system be reviewed and revised in order to allow for better data collection and accounting, as well as the timely reporting of funds.*

**Response:** Adjustments were made to the accounting system to allow the reporting of information to match the organizational structure of the College. Previously, reports could be generated either for the College as a whole or for individual accounts but could not be generated for organizational or program units within the College. The new coding enables these additional levels of reporting.

The conversion to a new student information system and subsequent report development associated with that project have created improved reports related to tuition generation by program. Additional reports related to non-credit revenues and class related expenses are expected in the near future.

The College, as part of a University-wide initiative, has participated in a new quarterly reporting system intended to meet the needs of top level administrators and the Board of Regents in monitoring the fiscal health of the organization. This new reporting system went into production this fiscal year.
The University has created a Business Process Council with explicit instructions to review and develop a project plan to replace or improve the University-wide fiscal management system. Kapi’olani Community College Chancellor John Morton is a member of this Business Process Council.

The College budgeting systems, particularly at the program level, are largely shadow systems based on Excel spreadsheets without interface to the fiscal management system. The College is placing its shadow budget system into an online environment so that program managers and the general campus community may easily view the budgets and expenditures but the monthly posting of the expenditure data is still a manual process.

The necessity to re-key and reconcile the data between the two systems continues to create delays in reporting. To address this inefficiency, the University Business Process Council is also charged with developing improved, integrated budgeting systems for University wide use.

The University has developed a fiscal data warehouse, with related management reporting, to improve financial management. The warehouse is complete and reports are now in development. Continued improvements in fiscal management and budget controls are expected over the next three years as a result of the Business Process Council project and the data warehouse effort. The College will also continue to develop and provide training to program managers in the use of these new fiscal management systems.

**Recommendation 8.** The team recommends that the college develop solutions to issues and concerns emerging from the growth of non-credit, revenue generating centers, including a review of staffing needs in the areas that support the new college organization and the provision of training for department and program staff on the financial system.

The College response to this recommendation is discussed in Section I, under recommendation 3.

**Standard Ten – Governance and Administration**

**Recommendation 9.** The team recommends that the college undertake a comprehensive analysis of the quality of communication at the institution, and implement improvements where appropriate, including the following aspects: the critical types of information that need to be disseminated, the audiences to which each type of information should be directed, and the organizational structures which will be
required to support and ensure implementation of these improved communication mechanisms.

The College response to this recommendation is discussed in Section 1, under Recommendation 5.

Forecast for 2006

Kapi‘olani Community College is implementing an ambitious new strategic plan, which is closely aligned with new accreditation standards. The College is developing new measures of institutional effectiveness, which will guide the revision of program review and focus program efforts on student learning and outcomes assessment.

New interactions within a reorganized UH system will lead to greater clarity around general education requirements and articulation. New campus-system collaborations will result in enhanced student information, fiscal and business, and technology and communications systems. These campus-system collaborations will further support the campus’ revenue generation strategies in both credit and non-credit programs.
Plans for Self-Improvement  As a result of the 2000 Self Study, the College developed a Planning Agenda consisting 183 separate items across the ten Standards. This agenda was very comprehensive and detailed. Items were sequenced by completion dates, and a person was identified as primarily responsible for each item. The Office of Planning and Institutional Research has been monitoring these agenda items since September, 2000.

Standard One – Institutional Mission

In this standard, both planning agenda items, providing the mission statement to all faculty members and administrators each year, and having a new mission statement reflect the College high academic standards, are nearing completion. The College new mission statement has been fully accessible to all members of the faculty via the website since October, 2002. The new Strategic Plan, including functional plan, planning context, vision, values, mission, goals, objectives, and action strategies, as well as Section 1 of the Focused Midterm Report and new Accreditation Standards, were distributed to Planning Advisory Council (PAC) members in October 2003, so as to link planning and accreditation. A PowerPoint presentation based on the Strategic Plan was also presented to the PAC in October 2003. Currently, we are planning to place the vision, values and mission statements in central locations in each campus building. The new mission statement reflects the College high academic standards.

Standard Two – Institutional Integrity

Nine planning items are in various stages of completion. The faculty handbook is now available online and a new mission statement has been drafted. The College web page is consistently listed in new publications. Information about professional responsibilities as defined in the faculty handbook and UHPA contract is integrated into new faculty orientation. Both the handbook and the contract are available online. A new student resources manual was developed and distributed to all new students in spring 2002, and a new First Year Experience program has been established to improve student awareness of all sources of information. Student orientation sessions consistently emphasize the Student Conduct code. Currently, this Code does not consistently appear in faculty syllabi.
Standard Three – Institutional Effectiveness

Twenty items, most of them related to the role of the Office on Planning and Institutional Research in integrating strategic planning, institutional effectiveness, program review, and resource allocation, are in the developmental stage.

The Planning Advisory Council meets regularly, invites input from all constituencies, and oversaw the development of the new Strategic Plan. The College is creating “Institutional Effectiveness Measures” (IEM) designed to assess the College effectiveness in achieving the College seven Strategic Plan goals, and related objectives and actions, and inform fiscal resource planning and dialog. Currently, the College is determining the most effective means to articulate and gather information about measures of institutional effectiveness as provided by the Banner student information system. The intent is to make more useful information available to decision-makers across the campus.

A diagram aligning new accreditation standards with the strategic plan, IEM, program review, programs and departments, and learning outcomes assessment was presented to the Deans’ Advisory Council in October 2003, and included in the “Planning and Accreditation” binder presented to the PAC in October, 2003. This diagram highlights the role of the Faculty Senate in reviewing and approving the IEM and revisions to the Program Review process. The OPIR will seek ongoing feedback from the PAC on this overall alignment process, and the PAC will be asked to identify related research priorities.

The OPIR, in collaboration with the PAC, is developing this alignment process at the institutional level and working with specific campus emphases to assess the extent to which they are effectively institutionalized. OPIR worked closely with the Service-Learning and International Education emphases in completing a thorough, rubric-based audit of the degree to which these emphases were effectively institutionalized. A similar audit is currently underway with a Science, Technology, Engineering and Math, (STEM) faculty leadership team.

The OPIR is working on a comprehensive plan to identify its central functions. A key consideration in this plan will be the links between the OPIR and emerging grants and resource development functions.

In relation to campus physical resources, the strategic plan identifies objectives and action strategies, but no master plan has been completed. In summer 2002, the OPIR contracted with a faculty member to conduct a study of the Administrative Services Division. Surveys administered to faculty and staff in fall 2002
focused on landscaping and grounds maintenance, custodial services, building maintenance, safety and security, parking services, staff behavior, and overall function of Auxiliary Services.

**Standard Four – Educational Programs**

Twenty-six planning items are in varying stages of completion. The College has a Faculty Development Council which oversees the disbursement of faculty development funds. In addition, a system-wide committee coordinates faculty development opportunities related to career programs and is supported by Perkins Act funds. Wo Learning Champions (Under Related Links, click on “Wo Learning Champions”) from each UH community college collaborate on identifying common faculty development needs and sponsor free lectures by noted educational experts such as Skip Downing and Paul Pearsall.

Tracking of liberal arts and unclassified students has improved. The liberal arts student population is a diverse and varied one. Students from all backgrounds (i.e. international, ESOL, under-prepared, undecided, etc.) are included in this major, as well as students who are completing course work with the intention of entering into a variety of programs. As a counseling support to students who are declared as “Liberal Arts,” the Arts and Sciences Counseling Unit has been charged to work with students who intend to earn the Associate in Arts degree and/or transfer into a baccalaureate institution.

The university system has been experiencing a transition in the student database system, which has posed some challenges to tracking students, especially students representing such diversity of backgrounds and goals. However, the Arts and Sciences counseling unit provides opportunities which aim to assist students in their college success, retention, and transfer. Several services, designed to support Liberal Arts students, are coordinated and facilitated by Arts and Sciences Counselors. These services, listed below, are evaluated by participating students in terms of their perceived effectiveness and personal value:

1) Lunchtime Advising Tables provide academic planning information
2) How to Transfer Workshops provide general transfer advising
3) Transfer Workshops on how to transfer to specific institutions and programs
4) IS 197 Course works with new and probationary students to help enhance retention and academic success
5) Group Advising Sessions include orientation for new students, information for prospective students, registration advising for continuing, transfer, and returning students, and special advising sessions for pre-education majors.

A large component of the Arts and Sciences Counseling services involves direct and individual counseling contact with Liberal Arts students. During these sessions, various issues such as college adjustment, academic planning, transfer advising, support services, probationary concerns, and personal and social counseling are addressed. After their session, each student completes an evaluation form addressing whether their unique needs were effectively met. In spring 2003, an online student survey assessing the accessibility and effectiveness of counseling services was developed and implemented. Results will be analyzed in upcoming months.

On a more qualitative level, the Arts and Sciences counselors are developing improved working relationships with campus and UHCC faculty, and the University of Hawaiʻi at Mānoa, where most of our students transfer. The counselors are aware that much more needs to be done in developing collaborative partnerships with faculty to support student learning and success.

There has been a significant increase in the number of unclassified students from fall 2001 to fall 2003. These students are generally older, female, second-degree seekers, and financing their own education. They are not assigned to any specific counseling unit and are free to seek any counselor depending on their interests. The onset of Banner holds promise for improving tracking of all students. Standardized criteria for the Pre-transfer Advisor programs have been established.

To supplement existing tracking of students in career programs, new Perkins Act funds are supporting the development of exit exams and other methodologies to better assess the workforce preparedness of students completing these technical, occupational and professional programs. Title III funding continues to support assessment of Holomua student progress in math and English, but little assessment has focused on Title III’s impact on intellectual skills, access to technology, and cultural diversity. Neither has student satisfaction with course knowledge related to career goals been evaluated. Budgetary constraints have also reduced tutorial support for all students, and efforts are underway to develop a committed group of volunteer tutors.

The Arts and Sciences Management Team established a task force of representative faculty from each liberal arts department to assess and respond to General
Midterm Report and Progress Reports

Education reforms proposed by UH Mānoa in 2000. Faculty Senate Chairs from throughout the UH system have been discussing both the content of the reforms and articulation processes with the UH System Vice President for Academic Affairs and his staff. The new UHM General Education program was established in fall 2001, and the College established its new AA degree requirements effective fall 2003. Currently, system-wide discussions are focusing on whether the “writing-intensive” model of articulation can be applied to other degree requirements. These discussions are also beginning to focus on identifying system-wide General Education learning outcomes.

At Kapiʻolani CC, discussions are underway to have the existing cross-curricular emphasis committees take primary responsibility for assessing specific General Education Standards and learning outcomes. For example, the Writing and Critical Thinking emphasis would assess the Written Communication and Critical Thinking outcomes, while the Information and Technology emphasis would assess the Information Retrieval and Technology outcomes.

Improving the availability of courses for new, continuing, and under-prepared students is an ongoing process involving deans and department chairs. The Holomua program focuses specifically on course availability for under-prepared students.

The curriculum specialist maintains a comprehensive list of courses and their last date of review. This specialist submits this list to department chairs to enable them to plan which courses require review each cycle. The College intends to place and update this course list on the College web site for student and public information.

Advising services are in place for students whose non-credit programs are of sufficient length, or lead to certification or entry into a degree program. These students and students in the credit programs receive advising services at same level of quality.

Full-time faculty who teach non-credit courses as overload assignments are paid on the contract-determined overload scale. Faculty who teach non-credit as part of their regular workload are paid their usual salary.

In an effort determine how non-credit course offerings can be more responsive to the community, residential and business surveys were conducted for the College in June, 2001, by Mattson Sunderland Research and Planning Associates, Incor-
MIDTERM REPORT AND PROGRESS REPORTS

The surveys provided insight into the following issues: overall perceptions of KCC in terms of both its credit and non-credit programs; features of the College that are being communicated to the public effectively, adequately, and poorly; and segments of the student population and business community who provide financial support to the College. In March, 2003, the Waikīkī Lifelong Learning Center distributed a survey to members of the TRENDS committee of the Hawai‘i Hotel Association. Responses to the survey were largely favorable in terms of the Center meeting the needs of the members of the Association with non-credit courses such as ESL, banquet service, and hospitality law. Plans are underway to conduct another community needs survey.

In addition to formal surveys, non-credit program areas receive suggestions for program offerings through their Advisory Councils, industry representatives, associations, instructors, job forecast data, employers, and students on their non-credit course evaluation forms. Program areas form partnerships with businesses, schools, hospitals, and foundations to conduct pilot courses that are responsive to community needs and optimize campus resources.

A review of labor demand, 10-year labor projections and wages was conducted for all Health and Legal programs. This review enabled the departments to evaluate workforce demand against our ability to supply labor. This review identified new program needs on O‘ahu and the neighbor islands as well as program areas in decline. This model is applied to both credit and non-credit programs. Validation of the department of labor projections was accomplished through advisory boards from each of the health programs or other industry feedback.

Processing of part-time non-credit instructors has been redesigned and decentralized to program areas. Non-credit purchasing paperwork is initiated through the programs. Additional staffing is to be added to the personnel and business offices as funds become available.

Research efforts are underway to examine the impact of prerequisites on the length of time students take to complete programs and the availability of new data from the Banner student information system. Improvements in the transcript evaluation process will be logically implemented on a system-wide basis rather than campus by campus. As the Kekaulike one-stop center continues to undergo planning and transformation, any of their special work requests will be evaluated against what the UH system is doing. Where necessary, special customized solutions may be developed.
Given the overall resource situation of the College, the Technical Services unit provides continuing support for the following delivery systems: two-way interactive television, cable television, online (WebCT) course delivery, IP interactive video, and various multimedia/computing lab and classroom support across the campus. Thus, the level of support appears to be adequate, but clearly, not optimal. Recent budget cuts have had an adverse impact on the time to respond to service requests and has increasingly required higher skilled labor to respond to unskilled labor requests. As part of its operations the Technical Services unit tracks and analyzes all work requests and monitors its ability to respond to technical support needs.

With respect to physical resources, the College has recently upgraded its data and phone networks; however, much of the video production equipment is reaching the end of its useful life cycle.

The program review process is being revised in relation to emerging IEMs. Results from new program reviews will be posted on the campus website. The Chancellor for Community College Memoranda are now available online at the UHCC website. The college website is under continuous improvement in terms of making more accessible links to programs and certificates.

Classroom and office space continues to be at a premium. A plan for optimal use of classroom and office space did not lead to significant improvements.

**Standard Five - Student Support and Development**

Twenty-three planning items are in varying stages of completion. Electronic copying of older student records (pre-1987) has been completed. Staffing for the Honda International Center has been increased and is better meeting the needs of international students as well as providing enhanced study abroad opportunities for local students.

Implementation of the new system Banner holds great promise in improving registration processes for students. Banner integration with the campus’ web site has yet to be addressed in a systematic manner by a campus representative committee.

With completion of a new strategic plan the College is discussing an overall institutional effectiveness assessment strategy that will employ cyclical and targeted surveys. Currently, the College is specifically discussing whether the Community College Survey of Student Engagement will be a regular component.
of this institutional assessment. Other targeted surveys, focusing on student satisfaction with computing, testing, library and bookstore services should be developed and implemented.

The College has developed a student leadership course (IS 297) and scheduled it in spring and all 2003. Unfortunately, the course was low enrolled and had to be cancelled due to budget constraints. Discussions have begun between the Service-Learning emphasis and the Director of Student Activities to revise this leadership course as a capstone experience for students who have completed 60 or more hours of service-learning in after school tutoring, health, environment, and senior care programs.

The adoption of a one-stop model in Student Services resulted in the redesign of a number of enrollment services including services for veterans and financial aid recipients. Focusing on a “relationship building” approach, the staff within the one-stop center redesigned the process used to verify a student’s eligibility for veteran’s benefits. The implementation of these changes will begin with the spring 2004 semester. The major drawback to the former process was the dependency on a sole staff member to provide all interactions with the veteran. This resulted in processing backlogs as the staff member spent much of her time calling the departments for the latest information on their degree requirements. By redesigning the process to directly include departmental advisors as well as the Registrar, the College is assuring better quality services in a timely manner to these students.

Similarly, the process for applying for financial aid was redesigned to better meet the needs of students. To address the processing backlog of financial aid applications, staff members in the one-stop center were trained to be able to provide information on the status of the student’s application at the first contact point, eliminating the need to refer the student to the Financial Aid Office. Once this change was implemented, the Financial Aid Office had a significant decrease in the number of phone calls directed to them. This allowed the Financial Aid staff to focus their energies on the processing of awards and reduce the wait for student’s to receive their award letters. The Financial Aid Office is currently studying their effectiveness and will create a staffing plan that addresses the growing number of applications received at the College.

A small committee of faculty and counselors is currently engaged in the development of a “crisis intervention plan” for the campus to respond to students who are experiencing mental health crises. Currently, the College has hired a clinical
social worker to provide some crisis related services. While this is a temporary measure, the College will consider alternative solutions to meet the needs of students who experience crises. Additionally, training for counselors to recognize symptoms of mental health problems will be provided during the coming year.

Standard Six – Information and Learning Resources

Sixty-three planning items are in varying stages of completion. The plans to convert ‘Iliahi rooms 123 through 129 into an Internet Café have been implemented.

As a part of its normal planning process, Technical Services reviews the adequacy of all campus-level technical systems in relation to usage and cost. Where requested, the unit provides support and advice to systems operated by individual programs. On average, systems are adequate, but not always ideal. The Technical Services unit is in the process of completing a campus-wide inventory of classroom multimedia but lacks the budget to develop any kind of replacement plan.

Primary emphasis has been on upgrading the core technology infrastructure and the adoption of a new student information system. The College has completed an upgrade of its data networks and telephone system. It is currently in the process of developing solutions for moving business processes online, developing portal prototypes, developing customized SIS reports, and upgrading the campus web site. Many of these activities are being funded through capital improvement (bond) funds and grants.

In addition to reductions in equipment, supply, and student help budgets, the unit has also lost the equivalent of 2.0 FTE staff. Despite these reductions, the assessment is that support levels are adequate, but not optimal. However, offsetting these reductions in resources is the movement of services from a campus-based level to a system-wide level (WebCT, SIS, portal). A more thorough assessment of the effectiveness of campus-based technical systems and technical support will be made as this campus-system relationship becomes clearer.

The Health and Natural Sciences Learning Assistance Center currently provides two means of computer support to students. The center acts as a resource of computer-based materials for Anatomy and Physiology, Biology, Chemistry and Physics. There are eight computers dedicated to human microanatomy material required by the Anatomy and Physiology laboratories offered at the College. Two new computers make use of this microanatomy content recently converted for web access. The other six, "ancient" computers rely on an outdated delivery
method. Five other “recycled” computers run discipline related software made available by faculty or the department.

The Health and Natural Sciences Learning Assistance Center also provides internet access and word-processing software to support student class/homework needs. The same five recycled computers serve this purpose. The technology infrastructure of the Center must advance if it is to meet the increasing needs of our science students particularly in view of the expansion of online science class offerings. Eight additional new computers are required to replace the old and recycled computers. Three Ethernet printers should help to meet the printing demands of the students. The internet access speed needs to be improved by installing a new switch in the science building to make use of upgraded wiring recently installed. Finally, the purchase of innovative software important for student learning in the sciences should be transformed from an intermittent to an enduring process.

The UH system is taking a consortial approach to the acquisition of online databases. This approach will enhance the number of databases available to the College at a lower cost. Recent budget cuts have resulted in reduced hours of library service. Computer availability has been increased in the library, and services for placement testing, testing for online courses, and make-up exams have been substantially increased and improved. Training for the library’s technical specialists has also increased.

Standard Seven – Faculty and Staff

Three of seven planning items have been largely completed. Civil service positions are posted in the campus e-bulletin. Other positions are posted on the University of Hawai‘i website. Senior administrators are annually evaluated through the 360 online-process, but feedback processes need improvement.

Funds for semester-long faculty sabbaticals have been restored, but continuing restrictions on general funded travel limit faculty professional development opportunities through conference participation on the mainland, in the Asia-Pacific region, or internationally.

Standard Eight – Physical Resources

Twelve planning items are in varying stages of completion. The campus has developed the “Great Lawn” in the central mall so that events can be held in a supportive and attractive learning environment. The “Great Lawn” was the venue
for spring 2003 Commencement Ceremonies. Administrative Services has established a payment structure for those interested in hosting special events on campus. Efforts are ongoing to improve lighting around buildings and parking lots. Security services have been increased but parking constraints remain significant during the first few weeks of each semester. Due to budget cuts and space limitations, less progress has been made in installing an energy and security-management system to control air conditioning, security, and exterior lighting, and in establishing a health center on campus.

The College continues to assess the quantity and quality of its distance education offerings, and a new draft three-year tactical plan for the Information and Technology Emphasis is now being disseminated and discussed.

**Standard Nine – Financial Resources**

The College is addressing nine planning items. These include implementing an earlier budget planning timeline, which includes unit and department heads and the Faculty Senate, and improving the internal accounting system to provide timely and accurate budget information online. In addition, position descriptions are being clarified to properly reflect duties and responsibilities. Filling new positions in the Business Office remains a priority but budget constraints have delayed this increase in staffing.

The College is creating new institutional effectiveness measures to align strategic plan goals with program review and learning outcomes assessment, and is attempting to link budget and resource decision-making more directly to this process.

Some of the issues associated with reorganization were caused by a delay in the appropriate redesign of business processes. Currently, business processes and forms are being reviewed and, based on this review, processes and forms will be redesigned and placed online.

**Standard Ten – Governance and Administration**

Thirteen planning items are in varying stages of completion. The Staff Council is again active with formal representation on the PAC. The Faculty Senate, through its newly amended constitution, has clearly defined its role in the new organizational structure of the College. The Faculty Senate Chair sits on the Deans’ Advisory Council (DAC) as an equal member and receives timely responses from the Chancellor on formal Senate requests. The DAC meets with unit heads, depart-
MIDTERM REPORT AND PROGRESS REPORTS

ment chairs and other constituents on a monthly basis. Representatives from faculty committees directing the College cross-curricular Emphases and Initiatives will formally present 3-year tactical plans to the DAC in spring 2004. The DAC is conducting a second year of special training sessions for unit heads and chairs in the November 2003-February 2004 period. Two representatives from the Faculty Senate’s Academic Standards subcommittee are serving as liaisons between the Senate and the College newly formed Student Learning Outcomes Assessment committee.

Note: The three sections of this October 2003 report are online at the following website: http://quill.kcc.hawaii.edu/page/2003midterm.html.
Progress Report
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Submitted by
University of Hawai‘i – Kapi‘olani Community College
October 1, 2004

(Note: On June 24, 1994, the Accrediting Commission for Community and Junior Colleges directed the University of Hawai‘i Community Colleges and the seven community colleges to provide a progress report on recommendations the Commission issued in a Commission action in January 2004. The Commission’s letter is found at http://quill.kcc.hawaii.edu/page/2004progress.)

Statement on Report Preparation
This report documents the progress made by Kapi‘olani Community College in developing an active program review and integrated planning process. The report includes information related to both those activities undertaken system-wide in conjunction with our sister community colleges and those undertaken by Kapi‘olani.

The system-wide response was prepared by Michael Rota, Associate Vice President for Academic Affairs, and reviewed by the Council of Community College Chancellors. The Kapi‘olani Community College response was prepared in draft form by Robert Franco, Accreditation Liaison Officer and Director of Planning and Grants Development, and Chancellor John Morton, based on information collected from program level managers and senior management personnel.

The draft report was submitted to the College Policy, Planning and Assessment Council and campus governance groups on August 25 and was discussed and approved at the September 14 meeting of the Council. The newly drafted campus policies were also distributed on August 25 and approved at this September 14 meeting.

Based on the review and comments of the Policy, Planning and Assessment Council and the governance organizations, the final report was submitted on September 17 to University Acting President David McClain and to the University Board of Regents for consideration and approval at the Board’s October meeting. The report is submitted to the Accrediting Commission subject to the planned October action by the Board of Regents.
The Accreditation Commission for Community and Junior Colleges (ACCJC) requested that Kapi‘olani Community College report on the progress in addressing program review and the following recommendation from the fall 2000 team report:

**Recommendation 2: The team recommends that the college review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making**

The Accrediting Commission for Community and Junior Colleges also requested that Kapi‘olani Community College address the broader recommendations made to the University of Hawai‘i Community College system in January 2004.

This report is divided into the following sections addressing each of the major areas of the recommendation:

- Community college system activities and progress
- Student Learning Outcomes
- Program Review
- Planning
- Resource Allocation Decisions
- Professional Development
- Policy Development

**University of Hawai‘i Community Colleges System**

**Assessment, Planning, and Budget Development Activities**

In January 2004 and June 2004, the Accrediting Commission for Community and Junior Colleges made the following recommendation as part of its acceptance of the progress reports submitted by the University as part of the implementation of the new system organization:
The Team recommends that the UH Community Colleges develop policies and procedures to ensure:

a. that the community colleges engage in regular assessment of institutional effectiveness, including program review;

b. that the community college system as well as each college sets priorities for implementing plans for improvement that are based in an analysis of research data;

c. that the colleges and the UHCC system incorporate these priorities into resource distribution processes and decisions;

d. that the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and

e. that the colleges and the UHCC system report regularly to internal constituencies and the Board on this progress.

Assessment of Institutional Effectiveness

Leadership for implementing the recommended changes comes from the Council of Community College Chancellors with appropriate staff support provided by the community college support offices assigned to University system Vice Presidents.

Ongoing programs and current activities that support assessment of institutional effectiveness include the community colleges’ annual Program Health Indicator reports and UHCC Fact Book, participation in the national Community College Survey of Student Engagement, and the analysis of the current course placement process and placement testing procedures.

- Program Health Indicators reports provide a comprehensive, yet succinct, review of the activities of instructional programs, incorporating current year information which is comparable across programs and campuses. Major sections of the resulting program report provide descriptive information about the development and history of a program; program goals; the faculty and advisory committee of the program; admission and degree requirements; courses offered in the most recent academic year and course enrollments; program performance indicators, including graphic representations of program performance on selected indicators relative to pre-established norms; and, finally, an analysis of the program outcomes. Three major clusters of program performance indicators are utilized, reflecting program demand, program efficiency, and program outcomes. The PHI reports are used by the campuses to provide an annual report to the Board of Regents
on the status of academic program actions and satisfy reporting require-
m ents under the Carl D. Perkins Vocational and Technical Education Act.

• Fact Book provides a snapshot of student, faculty, degree, and enrollment
data for the UHCC System and the seven individual campuses. The report
is designed to provide quick and easy access to relevant facts and current
information.

• CCSSE -- Campuses have administered the Community College Survey of
Student Engagement (CCSSE) to enhance assessment of the quality in
community college education, of good educational practices, and of pro-
grams and services for students. The survey is research-based and a project
of the Community College Leadership Program at the University of Texas
at Austin. The 2002 CCSSE survey was administered to over 3,000 stu-
dents at the seven community colleges. The 2004 survey was administered
at Hawai‘i CC, Kapi‘olani CC, Kaua‘i CC, Maui CC, and Windward CC.
The 2004 UH System Institutional Effectiveness Report is using CCSSE
(National Survey of Student Employment for upper division campuses) in
over 20 percent of the measures.

• Community Colleges Placement Testing (ACT COMPASS) - The Commu-
nity College Chancellors confirmed their colleges’
commitment to the continued practice of using the
same student placement testing instrument and com-
mon placement scores. Working with ACT, an assess-
ment, analysis, and review of the accuracy of
student placement testing cutoff scores results
were conducted in 2002 and 2003. The analysis pro-
vides UHCC data on which to base revision recom-
mendations to maximize students' probability of
success and placement accuracy. The results were
provided to the Deans of Instruction for review
and recommendation as appropriate. Additionally,
coordinators of system-wide testing met to review
and make recommendations for standard testing pro-
cedures.

On January 6 and 7, 2004, the community colleges conducted a workshop at
Windward Community College attended by approximately 140 faculty, staff, and
administrators. The purpose of the workshop was to start a system-wide dialogue
designed to develop a better understanding of the new ACCJC standards, assess
existing policies and practices, and develop an action plan to meet the new
ACCJC standards. From that workshop, a number of actions were initiated including:

- A charge by the Council of Community College Chancellors to the community colleges Institutional Research Cadre to develop a data portfolio/template for each campus to be used to support assessment for institutional effectiveness. The IR Cadre, composed of IR staff representatives from all campuses, has been meeting regularly under the leadership of the community college Director of Academic Planning, Assessment, and Policy Analysis to respond to the charge.

- Using the UH System Data Portfolio prepared for the WASC Senior Commission visit as a model, the IR Cadre developed a portfolio/template that lists required data elements, data element definitions, data source references, as well as how the data will be presented and stored. IR Cadre portfolio/template recommendations were to be the subject of inter-campus discussions. A draft data portfolio/template was presented to CC Deans of Instruction and Assistant Deans of Instruction on July 15, 2004, for their review. They were asked to suggest modifications, approve recommendations, and provide more information and/or develop procedures to resolve the operational, administrative, and policy issues.

- Review of campus policies and practices relating to assessment, planning, budgeting, and evaluation to determine congruence with ACCJC standards, and making changes as required. This process is being led by the Chancellor of each campus.

- Implementation of these new practices on each campus during the Academic Year (AY) 2004-05 in preparation for the development of campus self studies during the AY 2005-06. The implementation process is the responsibility of the Chancellor of each campus.

On May 18, 2004, the CCCC conducted a system-wide interactive TV discussion on the progress made to date by the individual campuses on the development and implementation of campus assessment policies and procedures. More than 50 faculty, staff, and students participated in the four-hour workshop. As part of the workshop, the IR1 Cadre members reported the status of their portion of the data portfolio/template project.

**Evaluation, Planning, and Improvement - Linked to Budget Development**

Existing Board of Regents Policy (BORP Chapter 4, Section 4-3) calls for the development of both individual campus educational development plans and a
community college statewide academic plan that includes an evaluation of State workforce requirements. These plans are central to the operation of the University and its campuses.

Over the years, the community colleges have developed a system-wide planning process in response to the University Board of Regents policy. This process has incorporated a number of elements that link processes of evaluation, planning, operational improvement, and budget development. The UH Community Colleges Strategic Planning Outline (attached) highlighted the following elements:

- Mission and Philosophy
- Planning Context
- Assessment
- Priorities
- Resource Requirements

The resulting Community College System Strategic Plan, along with the seven individual campus strategic plans, serves as the basis for the development and improvement of programs and services, the development and renewal of physical facilities, and the setting of priorities for resource reallocations and State General Fund budget requests. The linkage of the Plan with budget development is particularly important considering that the University is still required to utilize the State budgeting process for the State-appropriated portion of the University’s revenue and more than 80 percent of the community colleges revenues are derived from State-appropriated funds.

Each of the seven UH community colleges is a separately accredited institution with a separate faculty and administration, and each can and does identify individual campus budget requirements. However, the seven colleges are included in a single State appropriation made to the University of Hawai‘i system. Accordingly, a community college budget request consolidating the requirements for all seven campuses is required to be submitted for consideration by the Board of Regents and the State.

In fall 2001, the community colleges formed the Strategic Planning Council, composed of the campus Chancellors (then Provosts), the Chairs of the Faculty Senates, and representatives of the Student Government Associations. This Council, under the leadership of the Associate Vice President for Academic Affairs, Michael Rota (then Vice Chancellor for Academic Affairs), examined external data related to the statewide environment and internal data related to campus
functioning (e.g., student demand, program efficiency, and campus outcomes), and analyzed assumptions (attached Strategic Plan Appendices provide summaries). This analytical effort led to setting community college system goals and priorities, and the development of a comprehensive financial plan that incorporated anticipated revenues and expenditures needed to accomplish the plan goals by the year 2010.

This analysis has proven to be of considerable value to other State entities. Substantial pieces of the evaluation and analysis have been used by the State Workforce Development Council in its annual plan, the Office of the State Director for Career and Technical Education in its annual plan, and the Governor’s Office in its submission of a grant application to the National Governors Association (NGA) dealing with workforce preparation and the role of postsecondary education. The NGA provided funding to Hawai‘i and seven other states to design and implement comprehensive state plans to deal with the need to get more adults into and successfully complete postsecondary education.

Following campus reviews of the Community College Strategic Plan and appropriate modifications, the Plan (attached) was submitted to the Board of Regents and approved in November 2002. Subsequently, six of the individual campus academic plans have been approved by the BOR as required by ACCJC policy (the Hawai‘i CC plan was deferred pending the appointment of a permanent Chancellor). The additional State General Fund requirements identified in the Financial Plan became the basis for the community colleges’ Fiscal Biennium 2003-05 budget request.

Following the reorganization of the University system in December 2002 (the Substantive Change request was approved by the ACCJC in April 2003), the community college Chancellors decided to maintain the integrated planning process used to develop the current comprehensive Community Colleges Strategic Plan, and to continue the Strategic Planning Council.

In September 2003, the Strategic Planning Council convened to work on the development of the Fiscal Biennium 2005-07 General Fund budget request. The Council examined the progress made in accomplishing the priorities established in the BOR-approved Plan and examined the external and internal issues that helped guide the development of the current plan.

In January 2004, the Council conducted a workshop designed to update participants on the progress made toward implementing the priorities contained in the
MIDTERM REPORT AND PROGRESS REPORTS

plan, to reassess external and internal factors, to modify priorities if necessary, and to develop a process for the development of a financial plan for the next fiscal biennium. The Council reviewed the status and progress of 25 Key Performance Outcomes of the UHCC Strategic Plan.

The Council concluded that while community colleges have made progress over the past two years, the critical operational issues are still the highest priorities and should still serve as priorities in the development of the campuses’ resource base and the community colleges’ consolidated financial planning.

Following the agreement on community college priorities and goals for the Fiscal Biennium 2005-07, each campus developed a specific listing of its individual General Fund Budget request within a two year planning target of a 10 percent increase in our current service base. The requests were grouped into three clusters:

- Workforce and Economic Development
- Operational Improvements
- University System Initiatives

Periodic status and progress reports on the community colleges planning and budget development process are being provided to the University system through a process called “Stocktaking.” This process allows detailed outcomes from the community college planning and budget process to be fed into the University process at appropriate intervals. The University Stocktaking process currently involves two Chancellors, one Faculty Senate Chair, and the Associate VP for Academic Affairs. The Stocktaking process has led to the examination of important issues such as including future tuition strategies, financing of major deferred repairs and maintenance requirements, and development of a differential strategy for State General Fund support.

The University-wide General Fund budget request is being developed and the Board of Regents has scheduled a separate workshop on budget issues on September 2, 2004. It is expected that the BOR will be asked to approve the community colleges’ proposed budget request as part of the overall University of Hawai‘i system budget at its regularly scheduled meeting in October 2004.
Kapi‘olani Community College

Student Learning Outcomes

Recognizing the importance of student learning outcomes to the foundation of program review and program assessment, the College undertook the following actions to improve the identification and assessment of student learning outcomes:

1. In October 2003, the Learning Outcomes Assessment (LOA) Committee was formed in collaboration with the Faculty Senate. This Committee was chaired by a knowledgeable lead faculty who worked with other faculty involved in outcomes assessments within their own programs. Two Faculty Senators from the Arts and Sciences and Career Programs also participated as liaisons to the Senate.

2. In November 2003, a draft concept paper on Learning Assessment LOA was developed by the Senior Academic Dean, Director of Planning and Grants Development, and the Institutional Research Office. The draft report was disseminated to the Administrative Staff, the Deans’ Advisory Council, and the Policy, Planning and Assessment Council, and placed on the campus website.

3. In January 2004, the College was able to use substantial external resources from Perkins Act and Title III grants to support a large number of faculty members on re-assigned time to sustain thoughtful dialogue on learning outcomes as members of the LOA Committee.

4. In March 2004, an eight-member campus team attended an American Association for Higher Education (AAHE)/ACCJC Assessment workshop.

5. In April 2004, a draft “Work Flow Plan for Assessment” was developed by the Senior Academic Dean and disseminated to the Policy, Planning and Assessment Council at its May meeting.

6. In June 2004, the LOA Committee provided the following summary and related recommendations of its findings:
   
   a. At least 15 different groups, including departments, disciplines, cross-curricular Emphases, Initiatives, and career programs, conducted learning outcomes assessment activities during AY 2003-04. Some, especially those in career programs, are already sophis-
ticated with regard to what to measure, when to measure, criteria for success, and documentation of use of the information.

b. Most of the Liberal Arts and Administrative and Educational Support Unit faculty and staff who have been involved have spent the past year conducting pilot studies. These efforts have usually focused on one aspect of learning outcomes assessment. Some groups are at the beginning stages and are focusing on articulating learning outcomes for their programs and establishing criteria for success. These groups include Writing Across the Curriculum (WAC), Counseling, Legal Education, and International Education.

c. In discussing with faculty how learning outcomes data are used, it appears that those who regularly collect LOA data regularly use it, but often do not have a formal way to document how they use it. A formal reporting system could track how LOA is being used for the following purposes:

- improving recruitment, placement, and retention of students,
- assessing learning as both attainment and development,
- improving pedagogy and curriculum,
- improving communication and articulation between campuses, within the state, and regionally;
- improving other processes, procedures and practices;
- enhancing student value in the eyes of prospective employers,
- developing new programs; and
- improving the consistency of delivery and evaluation across disciplines.

d. The LOA group has decided to recommend campus-wide adoption of two formats. The first is a grid that shows the relationship between learning outcomes at one level with those at another level (e.g., how class activity learning outcomes align with course goals, or how course goals relate to program goals). This is an indirect learning measure that can lead to informed choices about curriculum revision. The second is our POI model (the standard model for program evaluation is inputs – processes – outcomes). This model provides a format for reporting how learning assessment data are used. For example, if a change in curriculum or course sequence or program requirement is made in response to learning outcome data, that modification would be
a change in the inputs. On the other hand, if a change is made in delivery, such as a shift from a traditional classroom to a learning community, that modification would be a change in a process.

e. The LOA Committee also recommended: 1) developing a common vocabulary, especially for the tactical plans; 2) documenting the use of evidence for decision-making in department and discipline meeting minutes; 3) developing a unified approach to computerized databases and portfolios; and 4) broadly disseminating information on available LOA resources and best practices.

f. In AY 2004-05, everyone who has been involved has a plan for continuing their LOA work. The timetable to have useful data to use in decision-making is the end of the spring semester 2005.

7. In June and July 2004, the Director of Planning and Grants Development met with the heads of academic, educational programs and administrative support programs concerning the development of three-year plans, and strongly encouraged each program to identify, evaluate, develop and improve learning outcomes assessment as part of its first year’s goals.

8. The College was successful in receiving a two-year U.S. Department of Education Title VI grant in March 2004, and funds from this external grant are targeted on the development of six new international education courses. These courses will have integrated thematic content focused on the already identified international learning outcomes.

In September 2004, the College received the announcement that an American Council on Education (ACE) proposal to U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) was successful. During this 3-year grant project, the College is partnering with ACE and five other colleges and universities to refine and implement two instruments to assess the degree to which students achieve international learning outcomes identified over a two-year planning process involving all six institutions. The other partnering institutions are:

- Dickinson College, PA
- James Madison University, PA
- Kalamazoo College, MI
- Michigan State University, MI
- Palo Alto College, TX
The two assessment tools are:

**The Beliefs, Events, and Values Inventory (BEVI),** a well-researched and validated scale to measure a wide variety of attitudes and values, including those relevant to relationships with people who are perceived to be different from oneself in some way. This will be used as a pre- and post-test to evaluate student attitude change after engaging in courses that specialize in content that encompasses other cultures, languages, social systems, and so on.

Qualitative and quantitative data will also be collected using electronic portfolios. These voluntary student submissions will be analyzed using rubrics developed by the six partners with the goal of capturing student learning across multiple international education courses.

The College is clearly taking on national leadership in defining and assessing the knowledge and skills, attitudes and dispositions required of “globally competent” students and citizens. The College will participate in the International Studies Association conference in Honolulu, March 1-5, 2005, and present on the College international learning outcomes assessment (ILOA) approaches. Funds from both the Title VI grant and the FIPSE grant will support 2-3 years of active faculty engagement and dialogue on ILOA. We intend to integrate these ILOA approaches into our existing Asian Studies Academic Certificate.

9. In August 2004, the College completed planning activities on a National Science Foundation (NSF) Planning Grant. In October 2004, the College will submit a five-year implementation grant proposal to NSF. This proposal requests substantial funds to develop Science, Technology, Engineering and Math (STEM) programming to increase the number of Native Hawaiian students pursuing STEM majors. A key component of this grant is enhanced attention to the assessment of Critical Thinking, Information Retrieval and Technology, Symbolic and Quantitative Reasoning, and Understanding Self and Community learning outcomes specified in the College General Education programs.

10. In September 2004, the College was awarded a five-year grant of $2,271,836 from the U.S. Department of Education Title III. The title of our grant proposal is “Creating Purposeful and Sustainable Pathways in Student Services, Professional Development, and 21st Century Career Programs for Improved Student Learning.” A considerable portion of this grant is to support faculty development in Learning Outcomes Assessment.
Over the last twelve months, the College has made substantial progress in developing faculty understanding and leadership in learning outcomes assessment. The Draft Work Flow Plan (attached) and discussions with program heads also provide a framework and common format for connecting learning outcomes assessment to program planning linked to the College Strategic Plan, 2003-2010.

Program Review

Program review is a key component of the overall assessment strategy for Kapi’olani Community College. The accreditation self study and site visit noted that the program reviews were not consistently completed and the level of analysis varied from program to program. The College also did not have a systematic policy or procedure for review of non-academic programs. Over the past year the following actions have been taken:

Completion of Current Program Reviews
In spring 2004, all academic programs were provided data on the current key measures for their programs and all programs completed their program review using the College current program review format and methodology. In addition, meetings were held with many occupational program heads and college administrators to discuss outcomes of the system-defined measures for vocational programs.

Revision of Current Program Review Policy and Process
Upon completion of the program reviews, many program heads met with the Director of Planning and Grants Development to assess the current program review methodology. These sessions revealed a significant disconnect between the current practice and understanding of the program review process and the programs’ needs. Specifically:

1. The measures and benchmarks for each program were either not well understood or were not considered the most appropriate for the program;

2. The measures did not necessarily relate to key college-wide Initiatives as identified in the strategic plan;

3. While the program review structure called for a comprehensive view of both key performance indicators and longitudinal data, the focus had shifted to only a few compliance measures;
4. Data were not readily available or accessible to support the program review process or the program head’s analysis;

5. The program heads did not have a clear understanding of the relationship between the program review process and other planning or resource allocation decisions;

6. Systematic program reviews were not being systematically conducted for key college-wide emphases such as writing and critical thinking, information technology, integrated international education, and service-learning; and

7. Systematic assessments were not being systematically conducted for promising new initiatives such as first year experience, learning communities, Malama Hawai‘i, and teacher preparation.

As a result of this analysis, the following actions have been taken to date:

1. A new policy on program review has been adopted for the College. The policy continues the current practice of an annual reporting of key indicators but places the analysis of the program on a three-year cycle in conjunction with the unit planning cycle.

2. A revised set of procedures for program review is being developed for the College. The procedure provides for a clearer understanding of the role of the Institutional Research Office in providing data, of the program head and program faculty in reviewing and analyzing data, and of the Deans and Directors and the Policy, Planning and Assessment Council in oversight of the review process and the use of program outcome information.

3. A process has begun to develop improved benchmarks and common definitions of measures for each program. These measures will link, where appropriate, to the college-wide assessment of strategic goals.

Planned future activities include the following:

1. Completion of the definition of all academic program measures and benchmarks by December 15, 2004.
2. Completion of data extraction routines to provide all data related to program review by March 15, 2005.

3. Completion of a web-based program review reporting system so that all members of the campus community and the general public may review program outcome data by July 1, 2005.

4. Training of all program heads in the use of the program review procedures and outcomes data by July 2005.

5. Completion of a full review cycle using the new procedure and timeline beginning in October 2005.

Program Review for Educational and Administrative Support Programs

Recognizing the need for a more systematic review of its non-academic programs, the College initiated discussions with each of the educational and administrative support programs to develop appropriate processes and measures for their programs. The goal is to develop a review process that focuses on operational improvement. As a result of these discussions, the following actions have been taken:

1. Program review for educational and administrative support programs was incorporated into the newly adopted policy on program review.

2. Procedures are being developed for the program review that focus on specific program targets related to planned improvements for each unit, along with specific assessment measures.

3. Programs have begun to define specific assessment measures.

Planned activities include the following:

1. Completion of the assessment measures for each support program by December 15, 2004.

2. Completion of data collection routines for all measures identified by the programs by March 15, 2005.
3. Completion of a web-based reporting system for program reviews so that all members of the faculty and the general public may review data on program outcome by July 1, 2005.

4. Training of all program heads in the use of the program review procedures and outcomes data by July 2005.

5. Completion of a full review cycle using the new procedure and timeline beginning in October 2005.

Planning

In January 2004, the Board of Regents approved the Kapi‘olani Community College mission statement and strategic plan. While the mission statement and plan had been developed in 2002 as a part of the University’s strategic plan, this approval marked the first time the Regents had acted on individual college plans.

With the completion of the strategic plan, the College moved to the creation of unit plans for each of the major organizational units. These unit plans are intended to focus the organizational units on specific actions that will implement the goals of the strategic plan and areas of improvement.

As a part of this improved planning process, the following actions have been completed:

1. A new policy has been adopted that establishes the Policy, Planning, and Assessment Council and defines its role in the planning process.

2. A common format has been created for the program plans that emphasizes the relationship between these unit plans and the College strategic plan.

3. Faculty and staff within the various units, working with the Director of Planning and Grants Development, have begun creation of the unit plans.

Planned future activities include the following:

1. Adoption of new policy on unit plans by November 1, 2004.

2. Completion of all unit plans by January 1, 2005.

3. Posting of all unit plans on the College website by February 1, 2005.
Resource Allocation

As part of the State’s fiscal biennium budget process, Kapi‘olani Community College reviewed its strategic plan initiatives and identified budget request items consistent with implementing the strategic plan. After review and recommendations from the governance bodies (Faculty Senate, Student Congress, and Staff Council), the budget requests were placed in priority order and submitted as part of the UH Community College system strategic plan/budgeting initiative. The Kapi‘olani CC Chancellor and Faculty Senate Chair participated regularly in the system review meetings on the strategic plan and budget.

These same priorities also formed the basis for the College submittals to the University “stocktaking” process. The Chancellor served on the University committee that helped formulate system strategies for budget based on the stocktaking and University strategic plan goals.

The final University budget has been approved by the BOR at its September 2004 meeting. Kapi‘olani’s request was approved as submitted and will continue to be driven by the strategic plan goals and objectives.

Professional Development Related to Program Review and Assessment

In conjunction with all of the above activities, Kapi‘olani Community College committed itself to extensive professional development related to program review and assessment. The results of these workshops and seminars have helped inform the College actions in revising its planning and assessment processes.

1. All administrators, department heads, and Faculty Senate leadership attended the system workshop at Windward Community College in January 2004.

2. A follow-up retreat of Kapi‘olani participants was held in February 2004 to assess the College compliance with accreditation guidelines and to begin the process of revising college policy and practice.

3. An eight-person team of faculty and administrators participated in the AAHE/ACCJC workshop on assessment in March 2004.
4. A five-day workshop on the use of the DACUM (Developing a Curriculum) methodology was conducted in July 2004 to provide an additional tool in developing curriculum that meets the expectations of students and employers. On September 3, 2004, a workshop on SkillsNet and Workkeys was conducted.

5. The Director of Planning and Grants Development and an Institutional Researcher participated in a system-wide workshop on the use of CCSSE. Kapi‘olani had completed its second cycle of CCSSE assessment.

6. On August 31, 2004, 22 faculty and administrators attended half-day workshops on assessment for support and academic programs, conducted by Mary J. Allen, Ph.D., recently retired Director of the California State University Institute for Teaching and Learning at Honolulu Community College.

Policy Development
With the reorganization of the community colleges, Kapi‘olani Community College needed to develop its own internal policies and procedures to replace those previously promulgated by the Chancellor for Community Colleges. The following policies and procedures specifically related to planning and assessment have either been adopted or are in development and review:

Policies
K1.120 Policy, Planning, and Assessment Council (attached)
K4.200 Institutional Mission (attached)
K4.201 Integrated Long-Range Planning (in development)
K5.202 Review of Established Programs (attached)
KP5.202 Procedure for Review of Established Programs (in development)

K4.200 Institutional Mission

1. Purpose
The broad educational purposes of Kapi‘olani Community College are expressed in the institutional mission statement. The mission statement communicates to students and the general public the intended student population served by the College and the commitment of the College to achieving student learning.
The mission statement for Kapi‘olani Community College is consistent with the broader mission statements established for the University of Hawai‘i system and the community colleges as an integral component of the University system.

Specifically, the Board of Regents has established that:

*The primary mission of the University of Hawai‘i system is to provide environments in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life.*

(BOR Policy, Section 4.1.c)

*The University of Hawai‘i Community Colleges are open-door, low-tuition institutions offering associate degrees and certificate programs in academic, technical, and occupational subjects* (BOR Policy, Section 4.1.c (1)(a).

2. Related University Policies

These policies on mission statement are derived from or related to the following University of Hawai‘i policies:

a. Board of Regents Policy, Section 4-1
   Mission and Purpose of the University of Hawai‘i
b. University of Hawai‘i System-wide Executive Policy E4.201
   Integrated Long-Range Planning Framework

3. Components of the Mission Statement

The Kapi‘olani Community College mission statement shall define the College mission and incorporate the vision, purposes, and common values of the University system, emphasizing a fundamental commitment to access and quality. The mission statement shall also highlight the University and the College special advantage and distinction in Hawaiian, Asian and Pacific affairs. In addition, the mission statement shall clearly differentiate Kapi‘olani Community College from other components in the University system in instruction, research and service roles, campus type, degree levels, populations served, student selectivity, and any special College distinctions.
4. Periodic Review of the Mission Statement
By Board of Regents policy, the mission statement must be reviewed at least every fifteen years. Kapiʻolani 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.

The periodic review of the mission statement shall include a process soliciting broad input and consideration from among the faculty, staff, students, and community members.

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.

5. Approval of the Mission Statement
The University Board of Regents must approve the mission statement.

Prior to submittal to the Board of Regents, the following entities must approve the College mission statement:
- Faculty Senate
- Staff Council
- Student Congress
- Policy, Planning and Assessment Council
- Chancellor

6. Dissemination of the Mission Statement
The Kapiʻolani Community College mission statement shall be widely distributed, including, but not limited to, publication in the:
- College catalog
- College website
- College strategic plan
- Employee handbooks
Kapiʻolani Community College...  

- is a gathering place where Hawaiʻi’s cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawaiʻi’s people.
- provides open access, and promotes students’ progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Adopted by the University of Hawaiʻi Board of Regents on January 16, 2004.  
Next scheduled review and update of the mission is in 2009.
K1.120 Policy, Planning and Assessment Council

1. Purpose
Kapi‘olani Community College has a commitment to effective planning and assessment which requires a broad base of participation and involvement by all members of the College community. The Policy, Planning and Assessment Council is inclusive of all levels of governance and management and serves as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and program assessment.

2. Related University Policies
The Policy, Planning and Assessment Council is created as a means to implement key components of the following University of Hawai‘i policies:

    University of Hawai‘i System-wide Executive Policy E4.201 Integrated Long-Range Planning Framework

3. Responsibilities of the Policy, Planning and Assessment Council
The Policy, Planning, and Assessment Council shall have responsibility for;

   a. Review and recommendation to the Chancellor of policies related to planning, assessment, and program review.
   b. Review and approval of the College mission statement.
   c. Review and recommendation to the Chancellor of the College strategic plan and periodic assessment of progress toward the goals of the plan.
   d. Review and recommendation to the Chancellor of the College long-range development plan and periodic assessment of progress toward the goals of the plan.
   e. Review and recommendation to the Chancellor on College budget preparation and priority setting.
   f. Review and recommendation to the appropriate Dean or Director on the tactical plans and periodic assessment of progress toward the goals of the plans.
   g. Review and recommendation to the appropriate Dean or Director on the results of program reviews for both academic programs and Administrative and Educational Support Units.

To effectively carry out its duties, the Policy, Planning, and Assessment Council will be periodically briefed by the Chancellor or other designated individuals on significant external policies or environmental conditions affecting the College, on
accreditation policies and guidelines related to planning, assessment, and budgeting, and other topics intended to improve the outcomes of the planning and assessment process.

4. Membership of the Policy, Planning and Assessment Council
The Policy, Planning, and Assessment Council shall consist of the following positions/areas of responsibility:

<table>
<thead>
<tr>
<th>Position/Role</th>
<th>Department Chair/Area of Responsibility</th>
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<tr>
<td>Chancellor</td>
<td>Department Chair, Holomua</td>
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<td>Senior Academic Dean</td>
<td>Department Chair, Hospitality</td>
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<td>Dean of Arts &amp; Sciences and Curriculum Management</td>
<td>Department Chair, Legal</td>
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<td>Dean of Business, Hospitality, and Community Relations</td>
<td>Department Chair, Language Arts</td>
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<td>Dean of Health, Legal, and Academic Support</td>
<td>Department Chair, Math and Sciences</td>
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<td>Dean of Students and Holomua</td>
<td>Department Chair, Nursing</td>
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<td>Director of Administrative Affairs</td>
<td>Head Librarian</td>
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<td>Director of Planning and Grants Development</td>
<td>Director of Auxiliary Services</td>
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<td>Director of Business Office</td>
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<td>Faculty Senate Chair</td>
<td>Director of Human Resources</td>
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<td>Staff Council Chair</td>
<td>Coordinator of Information and Media Technology Services</td>
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<td>Student Congress President</td>
<td>Coordinator of Institutional Research</td>
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<td>Native Hawaiian Faculty Council Liaison</td>
<td>Coordinator of Faculty Enrichment</td>
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<td>Department Chair, Humanities</td>
<td>Program Coordinator, Honda International Center</td>
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<td>Department Chair, Business</td>
<td>Student Services Counselor</td>
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<td>Department Chair, Culinary Arts</td>
<td>Title III Coordinator</td>
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<td>Department Chair, Emergency Medical Services</td>
<td>Executive Assistant to the Chancellor</td>
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5. Meetings of the Policy, Planning and Assessment Council
The Policy, Planning, and Assessment Council shall meet at least twice per semester and in other meetings as called by the Chancellor. The Executive Assistant to the Chancellor shall be responsible for the posting of all agendas and minutes. The agendas and minutes of the meetings shall be publicly available through the campus website.

6. Assessment of the Policy, Planning and Assessment Council
In March of each year, members of the Policy, Planning and Assessment Council will be surveyed to assess the effectiveness of the Council over the past academic year. Survey results will be used to frame focus group discussions at the final meeting of the Council each year. The assessment will identify steps to be taken to improve the efficiency and effectiveness of the Council.

K5.202 Review of Established Programs

1. Purpose
Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

2. Related University Policies
   a. Board of Regents Policy, Section 5-1.b Review of Established Programs
   b. University of Hawai‘i System-wide Executive Policy, E5.202 Review of Established Programs

3. Programs Subject to Review
The following programs are subject to the program review policy

   a) All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.
b) All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.

c) All cross-curricular emphases that have been adopted by the College as a significant component of the general education or strategic direction of the College.

d) All educational and administrative support programs. Appendix A of this policy identifies all programs subject to this policy.

4. Frequency of Program Reviews
All programs shall be provided annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements.

All programs shall complete a comprehensive assessment once each three years in conjunction with the revision of the related three-year unit plan. If a program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the program review cycle, the results of the accreditation self study may substitute for the program review.

5. Content of Program Review
The program reviews shall include the following components:

a. Statement on the mission or purpose of the program, including the target student population
b. Information on external factors affecting the program
c. Historical trend data on key measures
d. Program health indicators with benchmarks to provide a quick view on the overall condition of the program
e. Required external measures
f. Analysis of the outcomes over the three years, including an assessment related to progress in achieving planned improvements
g. Recommendations for improvement or action to be incorporated into the unit plan or the College next strategic plan.

6. Responsibilities
The responsibilities for program review are as follows:

a. The Office of Institutional Research shall be responsible for preparing and providing all data necessary for the program review. The Office of Insti-
Institutional Research shall also be responsible for posting the results of the program review to the College website.

b. The program head, in consultation with program faculty or staff and other appropriate individuals, shall be responsible for analyzing the assessment data and completing a written analysis with recommendations.

c. The Dean or Director shall be responsible for ensuring completion of the program review in a timely fashion and for reviewing the assessment information and analysis as submitted by the program head. Where appropriate, the Dean or Director may direct further analysis or research for programs that are under-performing. The Dean or Director shall be responsible for using the results of the program review in decision-making related to program improvement and resource allocation. For academic programs, the Dean may also make recommendations to the Faculty Senate to modify, stop-out, or terminate a program.

d. The Faculty Senate shall recommend to the Senior Academic Dean any program actions such as stopping out of a program, eliminating a program, or making major modifications to the program structure. The Faculty Senate shall use the results of the program review in its deliberations.

e. The Chancellor, based on the program review assessment, the recommendation of the Faculty Senate, and recommendation of the Senior Academic Dean, shall make decisions on any program modifications, stop-outs, or terminations. Program terminations are subject to the approval of the Board of Regents.

f. The Policy, Planning, and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program reviews and related recommended actions, monitoring the overall College compliance with program reviews, and in reviewing and approving common outcomes definitions for use with program assessment.

7. Dissemination of Program Reviews

a) The Office of Institutional Research shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Chancellor will transmit the report to Board of Regents through the Vice President for Academic Affairs and the President.

b) The program reviews will be made available to the College community and the general public through the College website.
8. Assessment of the Program Review Process
At the conclusion of each program review cycle, each program head and related Dean or Director will review the measures and content of the program review to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, the Policy, Planning, and Assessment Council will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

(Note: The complete report, with the Appendices, is found at the following website: http://quill.kcc.hawaii.edu/page/accredit.html)
Progress Report
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Submitted by
University of Hawai‘i–Kapi‘olani Community College
April 1, 2005

(Note: on January 31, 2005, the Accrediting Commission for Community and Junior Colleges placed the University of Hawai‘i Community Colleges and Kapi‘olani Community College on warning and directed them to address certain deficiencies that the Commission noted in its meeting of January 12-14, 2005. The commission required the College to complete a progress report by April 1, 2005. The document that follows is that report. The letter of warning is found at http://quill.kcc.hawaii.edu/page/2004progress.)

Statement on Report Preparation

This report provides an update on progress made by Kapi‘olani Community College in addressing the campus-specific concerns identified in the ACCJC letter of January 31, 2005. The report also includes an update of campus specific activities related to program review and planning subsequent to the October 2004 progress report. Appended to the campus-specific report is a University of Hawai‘i system report that addresses those system-wide recommendations and concerns in the Commission’s letter of January 31, 2005.

The system-wide response was prepared by Michael Rota, Associate Vice President for Academic Affairs, and reviewed by the Council of Community College Chancellors. The Kapi‘olani Community College response was prepared in draft form by Robert Franco, Accreditation Liaison Officer and Director of Planning and Grants Development, and Chancellor John Morton, based on information collected from program-level managers and senior management personnel. The draft report was reviewed by the Chairs of the Faculty Senate and the Staff Council.

The final report was submitted on March 30, 2005, to University Interim President David McClain and to the University Board of Regents for consideration and approval at the Board’s May meeting. The report is being submitted to the Accrediting Commission subject to the planned May action by the Board of Regents.
The report has been made available to the general public and campus community through its posting on the accreditation pages of the College website (http://quill.kcc.hawaii.edu/page/accredit.html).

Kapiʻolani Community College
Campus Specific Recommendation

In its January 31, 2005, letter to Kapiʻolani Community College, the Commission requested that the College provide information on its progress in meeting the following team recommendation from the 2000 accreditation visit:

“The team recommends that the college review its research mechanism in order to improve the ability to collect and analyze data on course prerequisites, competencies, and learning outcomes in order to support sound decision-making.”

The College had earlier responded to this recommendation in its Focused Mid-term Report to ACCJC (dated October 1, 2003) in Section One, pages 5-6, and with an update in its Progress Report (dated October 1, 2004) on pages 1114. The following summarizes further actions and progress since the October 2004 report.

Prerequisites

Based on the earlier actions and requests of the Chief Academic Officer and the Faculty Senate, the Director of Institutional Research and Planning conducted a literature review on establishing and evaluating prerequisites, including a focus on the practices in selected California community colleges. The Director then submitted a concept paper for discussion by the Faculty Senate and administration (see Attachment A - White Paper, Reflections).

In 2004, the Faculty Senate adopted the recommendation that departments engage in a robust analysis of their course prerequisites and the relationship to the competencies and learning outcomes of the courses (see Attachment B – Faculty Senate Resolutions on Prerequisites).

On February 16, 2005, the Deans’ Advisory Council discussed the need for guidelines and procedures for the review of English and Math prerequisites for content courses. Draft guidelines were created and circulated among the deans and other key administrators. The draft guidelines focus attention on student learning outcomes and require a four-step process: Task Analysis, Skills Analysis, Alignment of Required Skills and Learning Outcomes in Prerequisite Courses.
prior to (Re)Establishing the Prerequisite. After further refinement of the draft document, the guidelines will be adopted for implementation in spring 2005 (see Attachment C - Draft Prerequisite Guidelines).

On March 16, 2005, the Council of Community College Chancellors adopted revised placement test scores for the COMPASS test for use in placing students into various levels of remedial, developmental, and college level math and English courses. The new levels were based on analysis of eight semester’s worth of placement test data conducted by ACT which were then reviewed by faculty and academic administrators (see Attachment D – Adoption of Evidence Based Test Prerequisites - COMPASS Action Memo).

Student Learning Outcomes

Since the Progress Report (dated October 1, 2004), the College, through its Learning Outcomes Assessment Committee, has continued a broad and robust dialogue regarding student learning outcomes assessment and the identification, evaluation, and selection of the best Portfolio platforms for student learning and outcomes assessment. Specific reports from the Learning Outcomes Assessment Committee members can be found at http://quill.kcc.hawaii.edu/page/loa.html.

Since October, 2004, specific activities of the Learning Outcomes Assessment Committee activities include the following:

1. Reviewing various software programs for developing electronic portfolios for student learning outcomes assessment. Through the College national leadership with the American Council of Education, it was able to plan and implement a three-day faculty and counselor training provided by American Association for Higher Learning (AAHE) Portfolio expert, Darren Cambridge, who also met with administrators and staff of Information Media and Technology Services.

The College subsequently elected to join the Open Source Portfolio Initiative as the portfolio vehicle for assessment purposes and will be contracting with the r-smart group to implement the College E-portfolio initiative.
In February 2005, Kapi‘olani CC was selected as the only community college to participate in AAHE’s 2005 cohort of their National Coalition on Electronic Portfolio Research. Other cohort members include:

Clemson University
George Mason University
St. Olaf College
The Ohio State University
Thomas College
University of Georgia
University of Illinois at Urbana-Champaign
University of Nebraska Omaha
University of Texas San Antonio
Washington State University

In Summer 2005, a four-member faculty team will attend two Coalition working meetings in Washington, DC and at Clemson University,

2. Expanding faculty expertise on learning outcomes through formative consultation and workshops for faculty in Holomua (Developmental Education), Malama Hawai‘i, Teacher Preparation, First Year Experience, Information Technology, and Writing Across the Curriculum (WAC). The activities include development of draft rubrics for assessment of student learning across disciplines such as with WAC and linking LOA with SPSS data analysis and the Multi-user Domain (MOO) online environment for collection of student assessment information.

3. Development of a page on the College “Quill” intranet to convey new developments on LOA to the campus community. The site design includes a shared template for reports, minutes, and major activities related to LOA.

4. In spring 2005, the College is revising student learning outcomes in its “Quantitative Reasoning” General Education Standard. This revision will result in improved alignment with UH Mānoa’s “Symbolic Reasoning” General Education Requirement. This realignment will also guide the e-portfolio assessments proposed in the College $2.5 million implementation grant request to the National Science Foundation (NSF) (decision date, April, 2005). The College will pursue this e-portfolio assessment regardless of the NSF decision, but these funds would expedite the collection of Hawaiian student learning outcomes data related to Symbolic Reasoning.
5. The Culinary Arts program completed a comprehensive plan for student learning outcomes assessment in April 2004. In spring 2005, this program is gathering evidence in order to set learning outcome baselines for 2005-2006. In spring 2005, all lab classes were asked to initiate a practical final exam as a means of having a formative assessment of student learning outcomes from that particular class. In fall 2005, the Culinary Arts Department will have in place a final summative practical exam that complies with the guidelines of their national accrediting body that requires a 70% score for graduation and certification. The Culinary Arts program anticipates this to be the baseline for their 2005-2006 learning outcomes assessments.

Their new “Introduction to the Culinary Industry / Career Preparation” course initiates a new learning outcome, that is, “the successful generation of a formative e-portfolio,” that will become the primary source of evidence of learning outcomes for each successive class. In the e-portfolio, evidence of student learning outcomes will include both pictures and self-reflections on the competencies that have been introduced, practiced, or demonstrated in each culinary class. Included will be the results of the formative practical exam so that the next instructor can evaluate the level of student skills. At the end of the program, the student will use the e-portfolio to create a showcase portfolio to use in order to obtain either internship opportunities or employment.

6. Collaborations with national higher education organizations are being established to create a “Best Practices” framework for improving learning outcomes assessment on campus, including

a) As part of an American Council on Education (ACE) / Education’s Fund for the Improvement of Postsecondary Education (FIPSE) International Learning Outcomes Assessment project, draft rubrics to assess knowledge, skills, and attitudes of the “globally competent student” were created. Rubric raters have been trained. e-portfolio assessment methodologies for this project are now being fine-tuned. These outcomes and rubrics, and their application to our existing Asian Studies Certificate and developing International Studies Certificate, were presented by Dr. Robert Franco as part of an invited panel on learning outcomes assessment at the International Studies Association meetings in Honolulu, on March 2, 2005 (See Attachment E Invited Panel Presentation-International Studies Association, March 2, 2005).
b) Through Hawai‘i-Pacific Islands Campus Compact, the LOA Coordinator is also further advancing LOA in the College Service-Learning cross-curricular emphasis in a collaborative 16 campus study (13 higher education institutions in Hawai‘i, as well as American Samoa Community College, Guam Community College, and Northern Marianas College). The study focuses specifically on Service-Learning and related Critical Thinking outcomes. The LOA Coordinator and the Director of Planning will also be leading a national Campus Compact initiative to develop learning outcomes at the intersection of civic engagement and workforce development.

c) As assessment of the various student learning outcomes is further developed and implemented, assessment results will be incorporated into the program review and improvement strategies of all academic programs. A recent publication from the League for Innovation entitled, “An Assessment Framework for the Community College: Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness” (August 2004), provides some guidance for the further integration of LOA into cyclical reviews of programs and institutional effectiveness.

Program Review at Kapi‘olani

The College initially responded to concerns about evidence-based program review and improvement in its Progress Report (dated October 1, 2004) on pages 14-17. The focus since October 2004 has been on the development of program tactical plans that articulate the improvements being developed in response to the results of program review and to further the College overall strategic directions.

The development of three-year program tactical plans was based on the institutional effectiveness research and publications of James O. Nichols and Karen W. Nichols (1995-2001). This five volume series was purchased for and provided to each academic program head. This series helped the program heads develop common formats for their academic program tactical plans. One volume, entitled, The Department Head’s Guide to Assessment Implementation in Administrative and Educational Support (AES) Units, is being used to shape first-time ever tactical planning in the College ten AES units. All 17 plans are guided by and aligned with the College Strategic Plan for 2003-2010.

Since October 2004, the College, through both the Planning and Policy Advisory Council (PPAC) and the Dean’s Advisory Council (DAC), has made substantial progress in developing three-year tactical plans in all seven academic programs: 1) Holomua (Developmental Education)
2) Arts and Sciences  
3) Health Education  
4) Legal Education  
5) Culinary  
6) Hospitality  
7) Business Education

Tactical plans 1-4 and 5-7 were discussed at Policy, Planning and Assessment Council (PPAC) meetings on February 15, 2005, and March 15, 2005, respectively. All seven academic plans are currently posted to “Quill” for wider campus review and comment.

On March 4, 2005, during the College Excellence in Education Day, academic program tactical plans were shared with and further refined by specific program faculty. The academic program heads and their faculty were tasked to further refine their three-year tactical plans, with a specific focus on identifying data baselines, benchmarks, and criteria for success in meeting program objectives.

A presentation was also made to all faculty and staff on the principles of program review and their implementation at the College.

Also on March 4, 2005, the AES Unit Staff received training to help them develop and finalize their first iterations of AES Unit Tactical Plans. AES Tactical Plans will be presented to the PPAC on May 17, 2005, and posted to “Quill” on June 1, 2005.

Requests for refinements in program data elements resulting from the planning process will be forwarded to the Institutional Research Office. The Institutional Research Office is currently providing the academic programs with their key program health indicator data and other program review data, and these new elements will be placed into the analysis of the program on a three-year cycle in conjunction with program planning.

As the program review and planning processes are refined, the relationship between allocation decisions and the review/planning process will be made more direct and transparent. As an example of how these program review and planning efforts are being integrated into resource allocation decisions, the internal guidelines for the 2005 Perkins Vocational Education Act program improvement funds stipulate that the College will allocate funds only for improvement interventions.
Distance Learning

In its January 23, 2004 letter, the ACCJC also stated concerns that the Office of Institutional Research has not “provided data on electronic delivery systems and distance-learning programs.” Comprehensive qualitative and quantitative data on the College Distance Learning offerings are managed and assessed not by the Director of Institutional Research but by the Distance Learning Coordinator and Coordinator for the Kapi‘olani Information Technology Emphasis (KITE). The KITE 2003-2007 Plan, evaluation results, planning for e-portfolio learning assessment, and a discussion of Kapi‘olani’s compliance with the principles in the ACCJC/WASC Distance Learning Manual for Institutions, can be found at http://www2.hawaii.edu/~kirkpatr/kite/. The compliance assessment was presented to the Faculty Senate on February 14, 2005.

Improved Reporting Environment

As part of the overall upgrade of the student information system, a new data warehouse has been implemented to address shortcomings in the existing reporting environment. While the software is still in the final stages of refinement after having been installed in February 2005, the purpose of the new data warehouse is to provide both institutional researchers and program managers with improved access to analytical information on students.

Report templates are currently under development and being made available to users. Additionally, the community colleges have collectively defined a set of institutional measures that can be used to further analyze the institution’s progress toward selected benchmarks or to specific strategic goals. Included among these measures are the measures of student engagement collected through the Community College Survey of Student Engagement instruments.

Further improvements in the data warehouse and analytical tools are planned by the University system over the next several months.

Summary

Kapi‘olani Community College is deeply engaged in all facets of improving its use of analytical information and assessment to help improve student learning and improve services. This involvement includes active participation in several national projects related to learning outcomes. The ultimate goal is to create a cul-
ture of evidence that pervades all decision-making, not just resource allocations. The level of activity and engagement described above suggests that we are moving quickly toward that goal.

(The six attachments referred to above are listed below and can be found in the progress report at the following website: http://quill.kcc.hawaii.edu/page/2005progress.

Attachment A – Discussion Papers Presented to Faculty Senate and Administration
Attachment B – Faculty Senate Resolutions on Prerequisites University of Hawai‘i – Kapi‘olani Community College
Attachment C – Draft Prerequisite Guidelines
Attachment D – Adoption of Evidence Based Test Prerequisites
Attachment E - Invited Panel Presentation-International Studies Association, March 2, 2005
Attachment F – Perkins Program Improvement Guidelines
Progress Report
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Submitted by
University of Hawai‘i – Kapi‘olani Community College
October 15, 2005

Statement on Report Preparation

At the Commission’s meeting on June 8-10, 2005, the College April 2005 Progress Report was reviewed. In its June 29, 2005, correspondence to the College, the Commission reported the “Warning Removed” status of the College. This report provides an update on the progress made by Kapi‘olani Community College since its last report in April 2005. (Note: this progress report is also online at the following website: http://quill.kcc.hawaii.edu/page/2005progress.)

The system-wide response was prepared by John Morton, Interim Vice President for Community Colleges (VPCC) and Michael Rota, Associate Vice President for Academic Affairs, and reviewed by the Council of Community College Chancellors. The Kapi‘olani Community College response was prepared in draft form by Robert Franco, Accreditation Liaison Officer and Director of Planning and Grants Development, and Acting Chancellor Leon Richards, based on information collected from program level managers and senior management personnel. The draft report was reviewed by the Chairs of the Faculty Senate and the Staff Council.

The final report was submitted on September 26, 2005 to University Interim VPCC John Morton and Interim President David McClain and to the University Board of Regents for consideration and approval at the Board’s October 2005 meeting. The report is being submitted to the Accrediting Commission subject to the planned October action by the Board of Regents.

The report has been made available to the general public and campus community through its posting on the accreditation pages of the College website (http://quill.kcc.hawaii.edu/page/accredit.html).
Kapi‘olani Community College Response to Recommendation 2

In the period since our last accreditation progress report in April 2005, Kapi‘olani Community College has made continuing progress in establishing a comprehensive three year tactical planning, assessment, and improvement process for all of its Academic Programs and Administrative and Educational Support (AES) units. At the College Policy, Planning, and Assessment Council (PPAC) meeting on May 17, 2005, the final set of AES unit plans were presented and then posted on the College web site for wider campus review on June 1, 2005. Each of the academic programs and AES units has identified key data elements and criteria for success and is requesting relevant data, and additional support in developing assessment measures from the Institutional Research Office.

On September 8, 2005, the Acting Chancellor requested that all four Deans and the Interim Vice Chancellor of Administrative Services and their department chairs/unit heads meet with him to provide an update on their tactical plans and budget priorities for the Academic Year 2005-2006 and to begin preliminary discussions for the Fiscal Biennium 2007-2009 Budget. Also, the Director of Institutional Research and a representative of the College Advancement Office are to participate in these dialogs which are to be completed in October and November 2005.

In July 2005, the Acting Chancellor established a Budget Execution Task Force to explore current issues and propose new approaches to the College budgeting processes. Their preliminary findings were shared with the PPAC on September 13, 2005. The Task Force presented explicit examples of how budgetary resources would be directed to prioritized program improvement activities.

At the September 13, 2005, PPAC meeting, the Acting Chancellor also shared the priority budget items that will be included in the UHCC Supplement Budget Request for FY 2007. These priorities include funds for:

1) Increased Utility Costs;
2) Program Improvement;
3) Rapid Response Workforce Development; and
4) Native Hawaiian Programs

In the last twelve months, the College has made significant progress in cultivating a culture of evidence to guide program improvement and enhanced institutional effectiveness, and is beginning to better align decision-making and resource allocations to support these improvements.
The College continues to cultivate a broader base of faculty understanding, expertise, and experience in learning outcomes assessments. A new Title III grant funded Center for Excellence in Learning, Teaching, and Technology (CELTT) will support ongoing improvements in learning outcomes assessment, the development of e-Portfolio research, and a wide range of learning-centered faculty development opportunities.

The College Director of Planning and Grants Development has been invited by the U.S. Department of Education Title VIA Director to present on a featured panel on international learning outcomes assessment at the International Studies Association conference in San Diego in March 2006. The College has a team working on an American Council on Education, Fund for the Improvement of Postsecondary Education (FIPSE) funded project on international learning outcomes assessment. This project has resulted in the delineation of learning outcomes for “globally competent students,” an assessment rubric, a faculty portfolio rater training handbook, and directions to students for creating portfolios. Further, this project is piloting a quantitative assessment instrument called the “Beliefs, Events, and Values Inventory” (BEVI) that will be used in a pre- and post-test methodology linked to the qualitative portfolio assessment. This project provides both conceptual and procedural insights for assessing other important student learning outcomes at the College.

The Director of Institutional Research also continues to make progress in clarifying course prerequisites from the White Paper shared during the accreditation site visit in April 2005. In spring 2005, the Deans Advisory Committee formed a Task Force on Math and English prerequisites. Faculty have been encouraged to review their course prerequisites without relying on correlation techniques to determine their validity since it has been established that these techniques are misleading.

The Director of Institutional Research has identified a few members of the faculty who are willing to go through the appropriate curriculum processes in fall 2006 to try, for one semester, on an experimental basis, to either suspend, or change their Math or English prerequisite to “recommended.” A Perkins leadership grant included funds for several members of the faculty to develop short modules or entrance exams as prerequisites. The Task Force has created a new Course and Prerequisite Determination Form (CPDF), which will allow faculty to identify which prerequisite skills instead of courses their students need, and then determine what percentage of the Math or English course prerequisites are necessary for student success. The Director of Institutional Research presented an update on
prerequisite issues at the Deans Advisory Council meeting on September 20, 2005 and is conducting other related studies.

The UHCC Institutional Research (IR) Cadre, with representatives from all seven campuses, has identified a common set of data elements that will be extracted for each campus on annual, cyclical basis. These data elements describe: Student Enrollment, High School Going Rate, Diversity of Students and Faculty, Hawaiian and Part-Hawaiian Enrollment, Employee Profile by Ethnicity and Gender, and the Student Experience in terms of retention, persistence, continuing enrollment, transfer, and graduation, transfer to colleges and universities, basic skills completion, job placement and employment status, and student engagement as measured by the Community College Survey of Student Engagement (CCSSE) (active and collaborative learning, faculty and student interaction, academic challenge, student effort, and student support services). The College is administering the CCSSE in spring 2006 in an ongoing effort to establish a culture of evidence that will support and drive improvement in learning-centered institutional effectiveness.

In addition, Deans of Instruction at all seven community colleges have been working to refine a consistent and detailed set of data that would be included in annual program review reports. They have identified a set of 19 quantitative “Demand and Efficiency” variables; 8 outcome variables, including the Perkins Core Indicators; student learning outcomes assessments; curriculum review and revision tracking data; and other program specific survey results. This data set is now to be reviewed by the IR Cadre for further refinement and then used for program planning and improvement in spring 2006.

The data elements identified by the IR Cadre and the Deans of Instruction were shared with the College PPAC at their September 13, 2005 meeting. Analysis of these data elements and the specific data requested in Academic and AES Unit tactical plans will result in the identification of program improvement priorities for enhanced institutional effectiveness. Over the next 12-18 months, aligning these data sets and making them available in an annual, cyclical manner to campus decision-makers will be a priority.

On September 1, 2005, John Morton, the Interim Vice President for Community Colleges, circulated to the campus Chancellors a draft “Accreditation Program Review-Administrative Services” statement that was developed by the Directors and Vice Chancellors of Administrative Services at all seven campuses. The
Chancellors are currently reviewing the document with input from their administrative staffs.

The Deans of Student Affairs and Directors of Continuing Education are conducting similar focused discussions to identify common evaluation data elements for their programs.

The College and UHCC system clearly recognize the importance of directing resources to program and institutional improvement priorities identified through comprehensive planning, research, and data analysis.
Progress Visit Team Report

for

Kapiʻolani Community College

A Report Prepared for

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the progress visit team
that visited Kapiʻolani Community College

November 15, 2005

Dr. Barbara Beno, Chair
Mr. Joseph Richey, Member
Kapiʻolani Community College
Progress Visit Team Report

Introduction

Kapiʻolani Community College was included in a Commission action taken in January, 2005, to place some of the Hawaiʻi Community Colleges on warning until they were able to demonstrate individually and collectively that they had addressed the need to develop and implement a comprehensive assessment, planning and improvement process, and that the results of assessment and improvement be reported to and supported by the governance structure of the UH CC System. The College submitted a Progress Report in April 2005. This report, as well as a report by the UH CC System, was considered by the Commission at its June 2005 meeting. The Commission acted to remove Kapiʻolani Community College from Warning, but to require that the College and System submit progress reports by October 15, 2005, on the three recommendations given to the system, with particular emphasis on Recommendation 2 at the College level:

Recommendation 2. The team recommends that the University of Hawaiʻi Community Colleges develop policies and procedures to ensure

- That the community colleges engage in regular assessment of institutional effectiveness, including program review;
- That the community college system as well as each college set priorities for implementing plans for improvement that are based in analysis of research data;
- That the colleges and the UH CC System incorporate these priorities into resource distribution processes and decisions;
- That the colleges and the UH CC System develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvement; and
- That the colleges and the UH CC System report regularly to internal constituencies and the Board on this progress (Standards I.B, II.A.1, I.B, II.A.2, II.B.3, II.B.4, II.C.1.e, II.C.2, III.A.6, III.C.1, III.C.2, III.D.1.a, IV.B.2.b, and the Preamble to the Standards).

This report represents the findings of the team that visited Kapiʻolani Community College on November 15. The report of the team that visited the UH CC System is appended to this report. The team prepared for the progress visit by reading the reports submitted by the College and the UH CC System, as well as reading the
previous College and Team reports submitted to the Commission on the same matters. The College submitted a report on further progress made on institution-specific assessment practices, as well as its participation in system-wide efforts to address the three recommendations.

The College was well prepared for the visit. The team met with the Interim Chancellor, members of the administration and faculty from Holomua (Developmental Studies), Nursing and Business Education that discussed their tactical planning process and resource allocation related to ongoing program assessments, and administrators and faculty representing International Education and the Culinary Program to discuss the College work identifying and assessing student learning outcomes. The team also met with the institution’s Institutional Research staff, and with the Policy, Planning and Assessment Council as well as members of the Accreditation Steering Committee. The team room provided appropriate supporting documentation. The team wishes to thank the College staff for their helpfulness during the team visit.

The program activities discussed with the team during its brief visit obviously represent some of the best practices, and the wide variety of assessment practices, at the College. These exemplars should be a stimulus to other college programs, where the more routine assessment practices need to be institutionalized.

Findings
Since its last progress report, Kapi‘olani College has continued progress in establishing a three-year assessment, planning and improvement process. The College has established assessment criteria for its Academic Programs and its Administrative and Educational Support (AES) units. The institution has begun to post planning and assessment documents and results on its web page for wider college access. The college has participated with the other UH colleges in defining a core of data elements and a format that will be used for program review, as well as a core of data elements that will be used for annual assessments of program quality. These provide a foundation for the College commitment to assessment, and will now be used across all programs of the College (see the appended UH CC System Progress Visit Report.)

At the time of the last team visit, the College reported that it sometimes used internal, reallocated funds, as well as grant funds, to support needed improvements identified through program review and assessment activities, but that it had not established a resource allocation process that could systematically support improvements. In July 2005, the Chancellor established a Budget Execution Task
MIDTERM REPORT AND PROGRESS REPORTS

Force to, among other things, propose new approaches to the college budgeting process in order to prioritize program improvement activities. The comprehensive team scheduled to visit the College in fall 2006 should be able to see the results of the new College budgeting process.

Kapi‘olani College also has a number of other ongoing research and evaluation activities that are customized to specific departments. The Team’s meetings with programmatic faculty, noted above, allowed the team to see a rich variety of assessment strategies and research concerns that contribute to the excellent quality of the College. Kapi‘olani has sought and obtained several sources of outside funding which contribute to its institutional commitment to assessment and improvement. These include Title III funds to develop a Center for Excellence in Learning, Teaching and Technology (CELTT) that will support ongoing work in learning outcomes assessment, the use of e-Portfolios for teaching, learning and assessment of learning, and faculty development activities. The College also participates in an American Council on Education/FIPSE-funded project to develop learning outcomes, e-Portfolios, instructions for students, assessment rubrics and rater training handbooks for their International Education program. The products of this work will be used to inform assessment strategies in other areas of College curriculum and be disseminated nationally. The College is also continuing important work on the value of prerequisites in improving student success in Math and English.

Conclusions

The team found that Kapi‘olani Community College is actively engaged in a variety of assessment activities and has an evolving culture and practice of assessment and improvement. The decision to implement system-wide program review criteria should contribute to the already rich culture and practice of assessment and improvement at Kapi‘olani Community College. The system-wide program review process has been established, a system-wide strategy for funding institutional improvements has been initiated in a budget request to the Legislature, and the College has plans to now extend program review to all academic, administrative and educational support areas of the College. This recommendation is well on the way to being addressed in an exemplary manner.

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