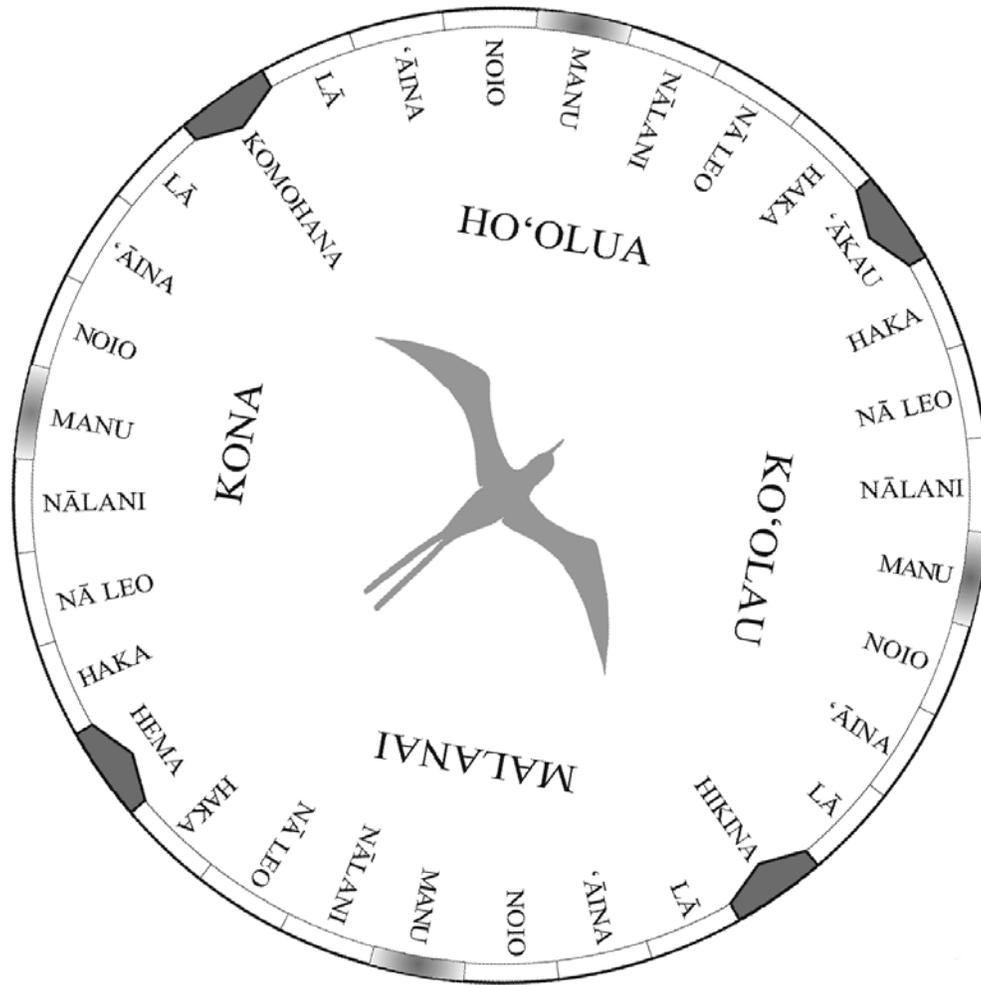




UNIVERSITY of HAWAII®
KAPI'OLANI
COMMUNITY COLLEGE

2012 Accreditation Self Evaluation





The star compass on the sidewalk in front of the Cafeteria is a representation of a Hawaiian star compass, which is not a hand-held compass, but a mental construct, engraved in the navigator's mind. The navigator is at the center, on his canoe, represented by the 'iwa (frigate bird); the rim of the compass is the horizon.

Metaphorically, the compass represents what the College's students should acquire while they are here: an inner compass to provide them with a sense of direction in life. The bird on the compass can fly in any direction. On the KCC compass, it's flying 'ākau, or north, toward the one fixed star in the night sky, Hōkūpa'a (North Star). On a clear night, standing in the compass and facing 'ākau, Hōkūpa'a will appear directly above the entrance to the library. The bird, pointing to the library, is telling students, "When you are lost or confused, seek knowledge to help you find your way."

Native Hawaiian navigator Nainoa Thompson developed the star compass in 1978-1980 to help him navigate without instruments over 2400 miles, from Hawai'i to Tahiti, in a replica of an ancient voyaging canoe named Hōkūle'a. His successful voyage in 1980 was the first by a Hawaiian navigator in over 500 years. His compass is based on the Micronesian star compass of Mau Piailug, the navigator from Satawal, Micronesia, who taught Nainoa to navigate without instruments.

Nainoa Thompson serves as Advisor on Hawaiian Affairs to the President of the University of Hawai'i. For Nainoa's story, visit the College's Hawaiian Voyaging Traditions website at

http://pvs.kcc.hawaii.edu/index/founder_and_teachers/nainoa_thompson.html

University of Hawai‘i
Kapi‘olani Community College

Self Evaluation Report of Educational Quality and
Institutional Effectiveness
in Support of Reaffirmation of Accreditation

Submitted by:

Kapi‘olani Community College
4303 Diamond Head Road
Honolulu, Hawai‘i 96816

www.kapiolani.hawaii.edu

To:

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

August 2012

Prologue

E hea i ke kanaka e komo maloko e hānai ai a hewa ka waha.
Eia nō ka uku la o ka leo. A he leo wale nō, ē!



Call to the person to enter; feed him until he can take no more.
And this the reward, the voice. Simply, the voice!

*(Originally a reply to a password into a hula school.
In answer to the visitor's petition, meant not only the opening of the hālau door,
but also his welcome to the life of the hālau as a heart-guest of honor.)*

Mary Kawena Pukui, 'Ōlelo No'eau, #277

**Certification of the Institutional Self Evaluation
of Educational Quality and Institutional Effectiveness:
Governing Board**

July 19, 2012

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

From: Leon Richards, Chancellor
Kapi'olani Community College
4303 Diamond Head Road
Honolulu, Hawai'i 96816

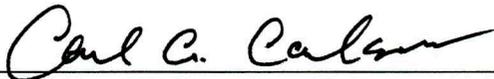
This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

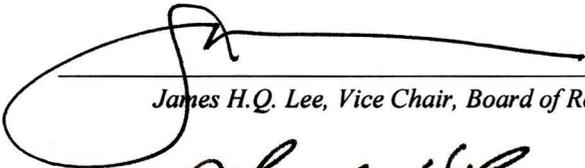
Signed:



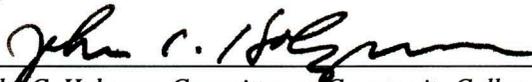
Eric K. Martinson, Chair, Board of Regents, University of Hawai'i



Carl A. Carlson, Jr., Vice Chair, Board of Regents, University of Hawai'i



James H.Q. Lee, Vice Chair, Board of Regents, University of Hawai'i



*John C. Holzman, Committee on Community Colleges Chair, Board of Regents,
University of Hawai'i*

**Certification of the Institutional Self Evaluation
of Educational Quality and Institutional Effectiveness**

July 19, 2012

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

From: Kapi'olani Community College
4303 Diamond Head Road
Honolulu, Hawai'i 96816

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

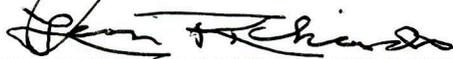
We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.



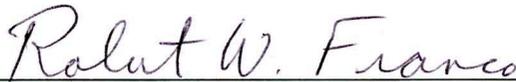
M.R.C. Greenwood, President, University of Hawai'i



John Morton, Vice President for Community Colleges, University of Hawai'i



Leon Richards, Chancellor, Kapi'olani Community College



Robert Franco, Accreditation Liaison Officer, Kapi'olani Community College



Ibrahim Dik, Co-Chair, Accreditation Self Evaluation, Kapi'olani Community College



Sunyeen Pai, Co-Chair, Accreditation Self-Evaluation, Kapi'olani Community College

**Certification of the Institutional Self Evaluation
of Educational Quality and Institutional Effectiveness**



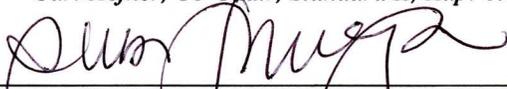
Sheryl Fuchino-Nishida, Co-Chair, Standard I, Kapi'olani Community College



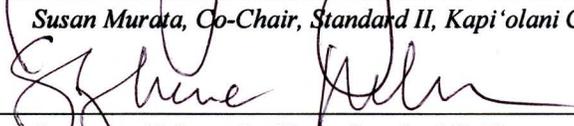
Robin Fujikawa, Professor, Co-Chair, Standard I, Kapi'olani Community College



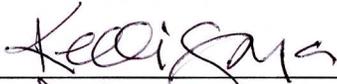
Carl Hefner, Co-Chair, Standard II, Kapi'olani Community College



Susan Murata, Co-Chair, Standard II, Kapi'olani Community College



Stephanie Nelson, Co-Chair, Standard II, Electronic Resources Coordinator, Kapi'olani Community College



Kelli Goya, Co-Chair, Standard III, Kapi'olani Community College



Bob Moeng, Co-Chair, Standard III, Kapi'olani Community College



Susan Jawokowski, Co-Chair, Standard IV, Kapi'olani Community College



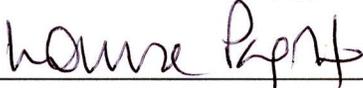
Guy Kellogg, Co-Chair, Standard IV, Kapi'olani Community College



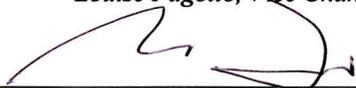
Dennis Kawaharada, Editor, Kapi'olani Community College



Salvatore Lanzilotti, Special Assistant to the Chancellor, Kapi'olani Community College



Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi'olani Community College



Mathew Davis, Chair, Student Congress, Kapi'olani Community College

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A. Introduction

Kūlia i ka nu‘u.



Strive for the highest.

(Motto of Queen Kapi‘olani)

Mary Kawena Pukui, ‘Ōlelo No‘eau, #1913

Section A. INTRODUCTION

In the tradition of Queen Julia Nāpela Kapu o Kak'e Kapi'olani, the College's namesake, and her motto, Kūlia I Ka Nu'u, "to strive for the highest," the College has established the following vision, values, and mission statements:

Vision

Kapi'olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers that strengthen the health, wellbeing, 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.

Values Statement

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, students, and administration, in recognition of their ongoing innovation and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.
- Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve.

Mission Statement

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality 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 associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

College Background

In 1946, when Hawai'i was a U.S. Territory, Kapi'olani Technical School was established in central Honolulu with food service as its first instructional program. In 1965, the technical school added a liberal arts program and became an open-door community college in University of Hawai'i (UH) System. It was renamed Kapi'olani Community College. It also added to its career offerings, with a focus on Health Sciences and Nursing.

In 1974, in a period of rapid enrollment growth, the University of Hawai'i Board of Regents approved a re-location of the campus to 52-acres in East Honolulu, on the slope of Lē'ahi (Diamond Head). Later, the state designated eight acres for the Hawai'i Film Studio, leaving the campus with approximately 44 acres. The College serves primarily the city of Honolulu, on the island of O'ahu, but its distance education capability extends its offerings islandwide and statewide.

Today, the College is the second largest of ten post-secondary institutions in the UH System, which includes six other community colleges and three universities. It has the largest liberal arts transfer program in the system. With \$11 million in grants from the National Science Foundation (NSF), from 2005-2015, the College has developed

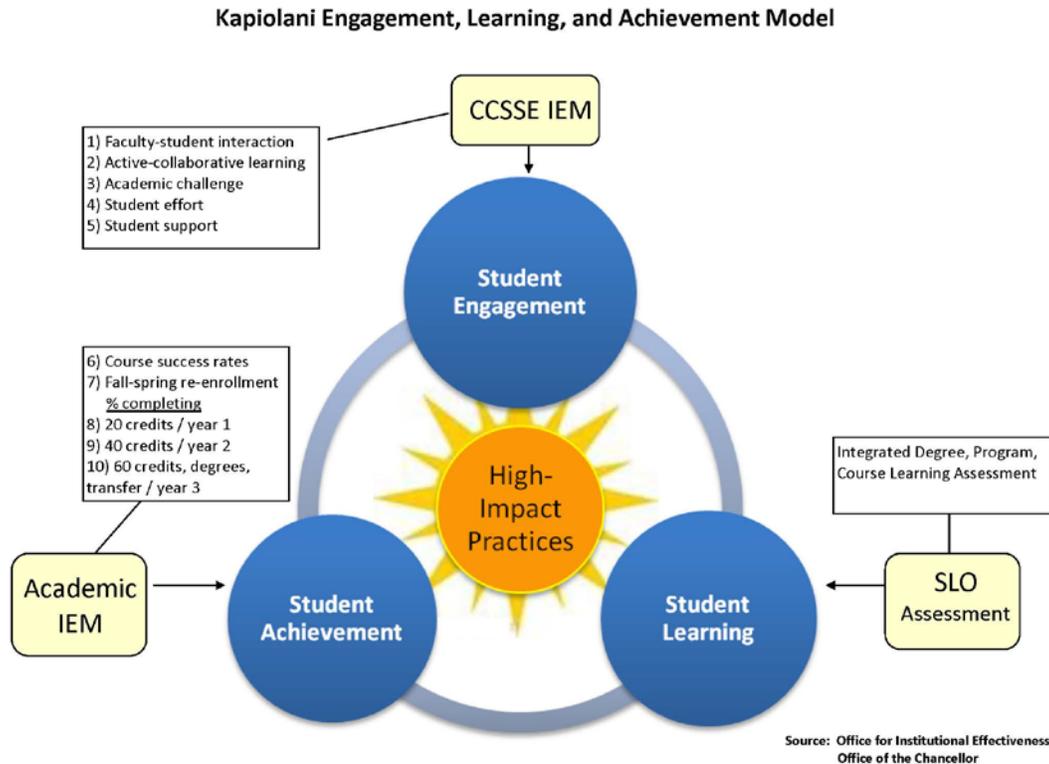
innovative educational programs in Science, Technology, Engineering, and Math (STEM), integrating principles of Native Hawaiian learning with modern science in order to attract Native Hawaiian and other underrepresented students into STEM majors. (See “Addressing Diversity and Demographics / Hawaiian and other Underrepresented Students in Science, Technology, Engineering and Math in II.A.1.a. for details of the College’s STEM programs.)

Career and technical education programs include a Nursing program serving the island of O’ahu, with two satellite locations, at Leeward and Windward Community Colleges. The College also serves as a statewide training center for Health Sciences and, since 1988, Emergency Medical Services (EMS).

The College is a statewide leader in Hospitality and Culinary Arts education, with the latter program recognized for excellence nationally by the American Culinary Federation. It also offers programs in Business, Legal, and Technology Education; New Media Arts; and Exercise and Sport Science.

To meet the needs of a growing number of students who enter underprepared for college-level course work, the College offers a developmental education program, which joined other UH community colleges in the national Achieving the Dream initiative from 2006 to the present. The national dialogue and data collection identifying the needs of unprepared students has resulted in a sustained emphasis on best practices for improving the success rates for these students.

New Ecology of Learning: Through its programs, the College plays a critical role in sustaining an increasingly diversified and globally integrated twenty-first century economy for the state. To improve its effectiveness in this role, the College has developed a new ecology of learning connecting classrooms, campus centers, community, and countries abroad through technology, with a focus on student engagement, learning and achievement, as represented in the figure below.

Figure 1. Kapi'olani Engagement, Learning, and Achievement Model

This ecology of learning opens avenues to faculty imagination and innovation in engaging the diverse learning styles of our students and developing a relevant, rigorous, and coherent curriculum. Within this ecology, strong faculty commitment to indigenous, multicultural, civic, and global learning prepares students for career success and leadership in a diversified, globalizing, and knowledge-intensive economy that is sustainable across generations.

The new ecology is designed to address critical areas such as (a) student persistence, re-enrollment, and degree completion; (b) student learning; (c) social responsibility and leadership; and (d) preparation to fill critical workforce needs in Hawai'i's economy.

A Native Hawaiian-Serving Institution: One of the goals of the College's 2008-2015 strategic plan is to establish the College as a "leading indigenous-serving institution." Designated as a Native Hawaiian-serving institution by the U.S. Department of Education, the College is eligible to apply for funding to target achievement and success of Native Hawaiian students.

In recognition of its role in serving Native Hawaiian students, the College has a governance body, Kalāualani, representing Native Hawaiian faculty, staff, and students. (See "Authorized Governance Organizations (AGOs)" in IV.A.2.a.) The College names

programs and initiatives in Hawaiian to support the perpetuation of the state's native language and culture.

For example, Kahikoluamea alludes to the lashing together of three canoes for stability and strength: the Kahikoluamea department, established in 2009, ties together three components to serve incoming students: developmental education in reading, writing, and math; first-year experience initiatives (student engagement through counseling, career planning, co-curricular activities, and learning support services, including peer mentoring); and Mālama Hawai'i ("taking care of Hawai'i"), which provides a passionate, positive, productive learning experience for students, faculty, and staff, based on Hawaiian values. (See "Addressing Diversity and Demographics / Integration of Hawaiian Epistemology and Pedagogy Across the Curriculum" in II.A.1.a.)

The Kuilei ("to sew a lei") initiative provides connections from middle and high schools to the College. Nā Huaka'i ("voyages, journeys") are first-year learning communities; Ho'okele ("to steer, to navigate") is a student engagement and leadership initiative supporting first-year students; Holomua I Ka Ola ("moving forward in life") provides culturally-based affective learning experiences; and 'Imiloa ("to explore") is an online student network, including collaborative learning tools and individualized learning plans. (See "Services and Programs to Support Student Learning Needs" in II.B.3.)

Hawaiian names also identify and define the College's dual-admission, dual-enrollment agreements with the four-year campuses of the University of Hawai'i System:

- Ka'ie'ie is the agreement between the College and the UH at Mānoa. The 'ie'ie, a vine which grows on trees, stands as a metaphor for the symbiotic relationship between UHM and the College. The 'ie'ie plant is used in the process of preparing a koa tree in the making of a canoe. After the tree is cut down, the kahuna, or priest, wraps the trunk of the koa with the 'ie'ie vine at the place where the crown of the tree is to be cut off. Through Ka'ie'ie, the College is performing the important protocols of growing and felling the tree, providing the students with logs to fashion their canoes for their voyages through life.
- Mananawai is the agreement between the College and UH West O'ahu. Manana means "to stretch out as arms, fingers; to spread out as the tentacles of an octopus"; wai is "water." Mananawai represents people moving together in their canoes towards a common destination and from there spreading out into the world.
- Ho'omi'i is the agreement between the College and UH Hilo. Ho'omi'i is the name of a man who saved the life of the infant who became Queen Kapi'olani, the College's namesake, when she was abandoned in a forest during a war between Kamehameha and the chiefs of Hilo.

Hākilo ("to observe closely") is an initiative funded by an NSF Life Sciences Grant (2010-2015) to develop a comprehensive student support system from high school summer bridge programs to undergraduate research and baccalaureate transfer. Its focus is on Hawaiian epistemology and environmental science.

Mālama i Nā Ahupua‘a (“taking care of the lands”) is an environmental service-learning pathway implemented in collaboration with UH Mānoa. Ahupua‘a is an essential Hawaiian land tenure concept in which core Hawaiian cultural values, beliefs, and principles are embodied. Mālama i Nā Ahupua‘a means to care for the land, from mountains to sea, in a sustainable and productive relationship between people and the environment. This pathway embodies the vision of the College to strengthen the health, well-being, and vitality of ... individuals, families, and communities ... cultural traditions ... and the land and sea that sustain them.

Enrollments

To increase the educational capital of the State of Hawai‘i and establish itself as a leading indigenous-serving institution, the College has set enrollment and achievement benchmarks for students in general and Native Hawaiian students in particular in its 2008-2015 strategic plan.

In fall 2010, the UH Community Colleges introduced an outcomes-based budget process as a component of its overall budget request to the Hawai‘i State Legislature ([Reference, Endnote SecA:1](#)). The five weighted outcomes for this budget component are as follows: number of graduates (35 percent), Native Hawaiian graduates (10 percent), STEM graduates (5 percent), Pell Grant recipients (10 percent) and transfers to University of Hawai‘i baccalaureate campuses (40 percent). Managing and growing enrollment and improving financial aid to students have become important strategies.

Operating within this framework of quantitative benchmarks and outcomes, the College conducts ongoing and systematic analyses of internal and external enrollment factors as evidenced in the data representation below. (The tables and figures below present three-year or five-year trends depending on the availability and complexity of the data.)

Trends: From 2006 to 2011, annual Native Hawaiian enrollment doubled from 840 to 1,669. Table 2 from Data Book 1 below shows three-year trends in student enrollment by ethnicity. Native Hawaiian and Filipino student enrollments have increased over this period. At the same time Chinese, Japanese, Korean, and Mixed Asian, Caucasian, and Tongan, Guamanian/Chamorro, Micronesian, Mixed Pacific Islander, and American Indian/Alaska Native student enrollments have decreased slightly over this period.

Table 2, Data Book 1. Student Enrollment – Ethnicity, Fall 2009-2011

| Ethnicity | Fall 2009 Enrollment | 2009 Percentage | Fall 2010 Enrollment | 2010 Percentage | Fall 2011 Enrollment | 2011 Percentage |
|--|-------------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|
| Asian | | | | | | |
| • Asian Indian | 11 | 0.12% | 54 | 0.58% | 42 | 0.47% |
| • Chinese | 803 | 8.82% | 736 | 7.91% | 724 | 8.02% |
| • Filipino | 1147 | 12.60% | 1196 | 12.86% | 1217 | 13.49% |
| • Japanese | 1549 | 17.02% | 1372 | 14.75% | 1240 | 13.74% |
| • Korean | 431 | 4.74% | 416 | 4.47% | 401 | 4.44% |
| • Laotian | 22 | 0.24% | 17 | 0.18% | 15 | 0.17% |
| • Mixed Asian | 708 | 7.78% | 677 | 7.28% | 634 | 7.03% |
| • Other Asian | 57 | 0.63% | 65 | 0.70% | 67 | 0.74% |
| • Thai | 17 | 0.19% | 21 | 0.23% | 14 | 0.16% |
| • Vietnamese | 149 | 1.64% | 155 | 1.67% | 143 | 1.58% |
| Hawaiian/Pacific Islander | | | | | | |
| • Guamanian or Chamorro | 40 | 0.44% | 31 | 0.33% | 25 | 0.28% |
| • Micronesian (not GC) | 59 | 0.65% | 65 | 0.70% | 43 | 0.48% |
| • Mixed Pacific Islander | 88 | 0.97% | 14 | 0.15% | 9 | 0.10% |
| • Native Hawaiian or Part Hawaiian | 1247 | 13.70% | 1582 | 17.01% | 1669 | 18.50% |
| • Other Pacific Islander | 43 | 0.47% | 44 | 0.47% | 34 | 0.38% |
| • Samoan | 39 | 0.43% | 52 | 0.56% | 46 | 0.51% |
| • Tongan | 24 | 0.26% | 9 | 0.10% | 12 | 0.13% |
| African American | 96 | 1.05% | 126 | 1.35% | 97 | 1.08% |
| American Indian/Alaska Native | 43 | 0.47% | 25 | 0.27% | 22 | 0.24% |
| Caucasian | 1255 | 13.79% | 1298 | 13.96% | 1207 | 13.38% |
| Hispanic | 184 | 2.02% | 173 | 1.86% | 177 | 1.96% |

| | | | | | | |
|-------------------|------|---------|------|---------|------|---------|
| Mixed Race | 1007 | 11.06% | 1144 | 12.30% | 1102 | 12.21% |
| No Data | 83 | 0.91% | 29 | 0.31% | 83 | 0.92% |
| Total | 9102 | 100.00% | 9301 | 100.00% | 9023 | 100.00% |

Figure 2 from Data Book 1 shows strong and sustained growth in headcount and full-time equivalent enrollment between fall 2006 and 2010 and a slight decline in fall 2011.

Figure 2, Data Book 1. Historical Fall Headcount

Figure 2- Historical Fall Headcount and Full-Time Equivalent (FTE) Enrollment
KAPCC Historical Fall Headcount and FTE

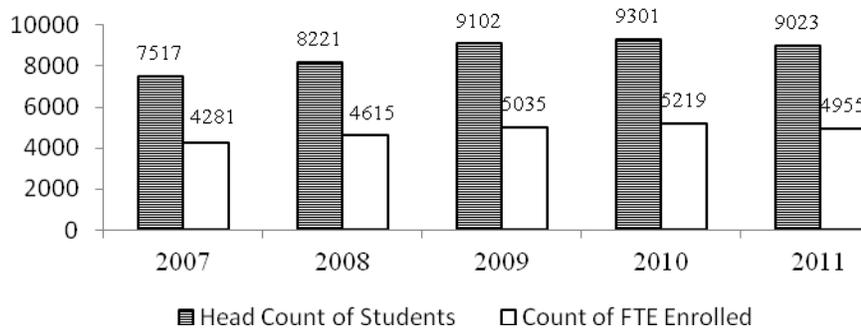
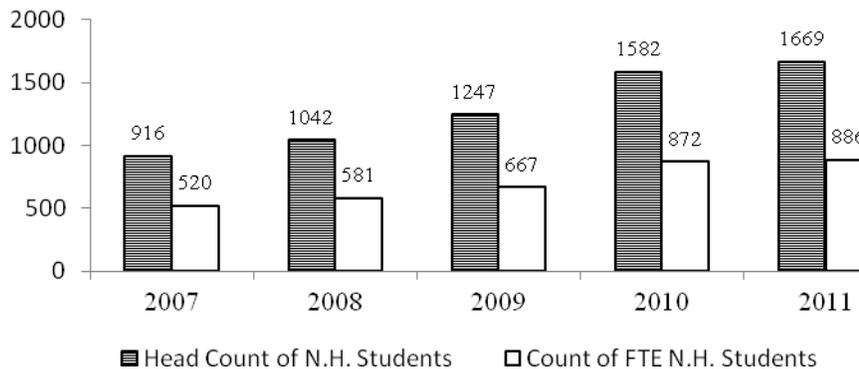


Figure 2b shows strong and continued growth in Native Hawaiian enrollments through fall 2011.

Figure 2.b - KAPCC Historical Native Hawaiian Student Fall Headcount and Full-Time Equivalent (FTE) Enrollment



Data Source: ODS. Native Hawaiian (NH) students are counted as students claiming full or part Native Hawaiian for ethnicity. Native Hawaiian student enrollment at the University of Hawai'i baccalaureate campuses, other UH Community Colleges, and the College is found in ([Reference](#), Endnote SecA:2, Data Book 1, pp.17-18, Figures 4 and 5).

The College also focuses on “Going Rate,” or percentage of students who enroll in a community college in the fall semester after their high school graduation, particularly on the Going Rate from its six primary feeder high schools, Kaiser, Kalani, Kaimukī, McKinley, Roosevelt, and Farrington. Between 2006 and 2010 the combined going rate was approximately 25 percent. The Kuilei outreach program is working to increase the number of these students entering the College ([Reference](#), Endnote SecA:3, Data Book 1, p.11, Figure 3).

Enrollments by students from all four areas of O‘ahu and the neighbor islands (Hawai‘i, Maui, Kaua‘i, and Lāna‘i-Moloka‘i) have remained stable. ([Reference](#), Endnote SecA:4, Data Book 1, pp.1-2, Table 1 and 1b).

Between fall 2007 and 2011, female enrollment grew by 16.7 percent and male enrollment grew by 23.6 percent ([Reference](#), Endnote SecA:5, Data Book 1, p.4, Table 3).

Native Hawaiian female enrollment increased by 94.4 percent, while Native Hawaiian male enrollment increased by 63.1 percent ([Reference](#), Endnote SecA:6, Data Book 1, p.5, Table 3b).

Between fall 2009 and 2011, enrollment by students under 18 to 19, and between ages 20-24 has decreased slightly, while enrollment of students between 25-59 has increased slightly ([Reference](#), Endnote SecA:7, Data Book 1, p.6, Table 4). Increasing enrollment in this latter age group was identified as a performance measure in the College’s strategic plan.

Native Hawaiian enrollment growth occurred in all age groups. There was a 73.5 percent increase in Native Hawaiian students under the age of 24, and a 104.2 percent increase in this population, age 25-59 ([Reference](#), Endnote SecA:8, Data Book 1, p.7, Table 4b).

As enrollment increases between 2007 and 2011 put pressure on physical facilities on campus, the College moved tactically to increase online course offerings. The number of distance education courses taught online increased from 52 in fall 2007 to 93 in fall 2011. In the same period, student enrollment in these courses increased from 1,708 to 3,178.

Table 5 from Data Book 1, shown below, shows the College’s Pell Recipient profile by ethnicity and strategic plan target for the last three semesters. In all three years, the College exceeded its strategic plan target with a substantial increase in total Pell recipients between 2009 and 2010. There was a large decrease in total Pell recipients in 2011. This trend is evident for all ethnic groups except for Other Pacific Islanders where decreases are evident across the three-year period.

Table 5, Data Book 1. Pell Recipient Profile, by Ethnicity, and Strategic Plan Targets, Fall 2009-2011

| Count of Pell Recipients | Fall 2009 | | | Fall 2010 | | | Fall 2011 | | | Total |
|----------------------------------|-----------|-----|-------------|-----------|-----|-------------|-----------|-----|-------|-------------|
| | F | M | Total | F | M | Total | F | M | Total | |
| Ethnicity | | | | | | | | | | |
| American Indian or Alaska Native | 6 | 3 | 9 | 4 | 4 | 8 | 1 | 2 | 3 | 20 |
| Asian | 422 | 269 | 691 | 508 | 320 | 828 | 401 | 270 | 671 | 2190 |
| Black or African American | 15 | 10 | 25 | 19 | 13 | 32 | 11 | 11 | 22 | 79 |
| Hispanic/Latino of Any Race | 17 | 18 | 35 | 23 | 20 | 43 | 14 | 21 | 35 | 113 |
| Native Hawaiian | 230 | 88 | 318 | 303 | 125 | 428 | 219 | 112 | 331 | 1077 |
| Other Pacific Islander | 55 | 28 | 83 | 43 | 21 | 64 | 5 | 3 | 8 | 155 |
| Two or More Races | 108 | 59 | 167 | 151 | 108 | 259 | 99 | 83 | 182 | 608 |
| Unknown | 6 | 6 | 12 | 1 | 2 | 3 | 5 | 3 | 8 | 23 |
| White | 146 | 102 | 248 | 153 | 134 | 287 | 132 | 94 | 226 | 761 |
| Grand Total | 1005 | 583 | 1588 | 1205 | 747 | 1952 | 801 | 468 | 1486 | 5026 |
| Strategic Plan Target | | | 924 | | | 1050 | | | 1193 | 3167 |

Data Source: ODS

Table 6, Data Book 1, below shows the part-time and full-time status of students for the last three fall semesters. Mean student semester hours increased slightly for both part-time and full-time students across this period.

Table 6, Data Book 1. Student Semester Hours: Part-time/Full-Time Students Fall 2009-2011

| | 2009 | | | 2010 | | | 2011 | | |
|--------------|----------------|------------|---------------|----------------|------------|---------------|----------------|------------|---------------|
| | Total SSH | Mean SSH | FTE | Total SSH | Mean SSH | FTE | Total SSH | Mean SSH | FTE |
| Part-Time | 34094.5 | 5.7 | 2273.0 | 35515.0 | 5.9 | 2367.7 | 35148.0 | 5.8 | 2343.2 |
| Full-Time | 41428.5 | 13.1 | 2761.9 | 42776.5 | 13.2 | 2851.8 | 39180.0 | 13.3 | 2612.0 |
| Total | 75523.0 | 9.4 | 5034.9 | 78291.5 | 8.4 | 5219.4 | 74328.0 | 8.2 | 4955.2 |

Table 6b, Data Book 1, below shows that between 2009 and 2011 Native Hawaiian part-time students increased their average semester credit hours slightly from 5.45 to 5.72. Native Hawaiian full-time students increased their average credit hours slightly from

13.05 to 13.2. These semester credit loads are nearly identical to those of all students and need to be increased if more students are to complete degrees in three years (150 percent of time to associate degree).

Table 6b, Data Book 1. Native Hawaiian Students, Semester Hours

| | 2009 | | | 2010 | | | 2011 | | |
|--------------|--------------|--------------|---------------|--------------|-------------|---------------|--------------|-------------|---------------|
| | Total SSH | Mean SSH | FTE | Total SSH | Mean SSH | FTE | Total SSH | Mean SSH | FTE |
| Part-Time | 4494 | 5.45 | 299.60 | 5900 | 5.7 | 393.33 | 6670 | 5.72 | 444.67 |
| Full-Time | 5508 | 13.05 | 367.20 | 7173 | 13.11 | 478.20 | 6625 | 13.20 | 441.67 |
| Total | 10002 | 18.50 | 666.80 | 13073 | 8.26 | 872.53 | 13295 | 7.97 | 886.33 |

Data Source: ODS

The implementation in 2002 of a shared student information system resulted in two important changes: all students had to declare a “home institution” where their primary admission and records data are sourced; once enrolled at one home institution, however, they can register in courses in multiple institutions.

Since 2007, the number of students enrolling concurrently in multiple UH campuses has increased significantly. In fall 2011, 78.0 percent of the College’s students were home-based at Kapi’olani Community College. The largest number of students not home-based at the College is from UH Mānoa and this number has increased by 15.6 percent over the period. The numbers of non-home-based students from UH Hilo and UH West O’ahu have more than doubled. Students from UHM, UHH, and UHWO comprise more than half (53.0 percent) of the non-home-based students enrolled at the College in this period ([Reference](#), Endnote SecA:9, Data Book 1, p.15, Table 7).

Since 2007, the number of Native Hawaiians who were home-based at the College increased 74.8 percent, from 719 to 1,257. The largest number of Native Hawaiians enrolled in the College, but not home-based here, were home-based at UH Mānoa, and this number increased by 105.6 percent over this period ([Reference](#), Endnote SecA:10, Data Book 1, p.16, Table 7b).

Enrollment in Degree Programs

From fall 2007 through 2011, for the College’s home-based students, seven majors have shown substantial growth: Accounting, Information Technology, Marketing, Paralegal, Culinary Arts, Liberal Art, and Natural Science. All these degrees have attracted a growing number of Native Hawaiian students, with the Natural Science degree growth spurred by NSF grants. Practical Nursing has seen the greatest proportional growth in majors, while most of the other major programs have had stable enrollments over the period ([Reference](#), Endnote SecA:11, Data Book 1, p.19, Table 8).

Between 2009 and 2011, Kapi'olani CC home-based Native Hawaiian students were enrolled in a wide range of degrees ([Reference](#), Endnote SecA: [12](#), Data Book 1, p.20, Table 8b) with substantial increases evident in the following programs:

- Liberal Arts (from 593 to 792, an increase of 33.5 percent)
- Natural Science (from 15 to 48, a 220 percent increase)
- Culinary Arts (from 45 to 92, a 104.4 percent increase)
- Nursing (from 17 to 30, a 76.4 percent increase)
- Accounting (from 19 to 32, a 68.4 percent increase)
- Information Technology (from 6 to 17, a 180 percent increase)
- Paralegal (from 15 to 24, a 60.0 percent increase)

From fall 2009 to 2011, U.S. citizens and citizens of Compact of Free Association States comprise approximately 86.0 percent, resident aliens comprise 7.7 percent, and non-citizens comprise 6.3 percent of the student population. Approximately 83 percent of the non-citizens were from Asia. There was a marked decline in the number of Compact of Free Association students between 2010 and 2011 ([Reference](#), Endnote SecA: [13](#), Data Book 1, p.21, Table 9). Total international enrollments have remained stable, with some increases in students from the Americas and Europe ([Reference](#), Endnote SecA: [14](#), Data Book 1, p.22, Table 10).

Achievement By All Students, Native Hawaiian Students, and Selected Groups

Since 2009, the College has identified ten institutional effectiveness measures (IEMs). The five achievement IEMs track academic progress for All Students, Native Hawaiian students, and selected other student groups. (While the achievement IEMs can be used with any specific group to which an intentional improvement strategy is being applied, in this report these selected groups are females, males, Pell/Non-Pell recipients, students under 25, and students 25-49 years of age.) The five achievement IEMs are as follows:

1. Course Success (the percent of students who earn a C or better)
2. Fall-to-Spring Persistence of new fall students home-based at the College;
3. First Year Academic Progress: the percentage of fall cohorts of new home-based students who earn 20 or more credits with a C grade or higher, transfer or graduate within one academic year;
4. Second Year Academic Progress: the percentage of fall cohorts of new home-based students who earn 40 or more credits with a C grade or higher, transfer or graduation within two academic years;
5. Third Year Academic Progress: the percentage of fall cohorts of new home-based students who earn 60 or more credits with a C grade or higher, transfer or graduate within three academic years.

The second set of IEMs is the five benchmarks from the Community College Survey of Student Engagement, which the College has administered every two years starting in 2006:

1. Active and Collaborative Learning
2. Faculty-Student interaction
3. Academic Challenge
4. Student Effort
5. Support for Learners

Institutional Effectiveness Measure 1: Course Success: Course success rates for students in the Achieving the Dream initiative are targeted for improvement in the College's Strategic Plan. From fall 2008-2010, the number of all Achieving the Dream (AtD) students successfully completing developmental math increased from 159 to 198 and developmental math success rates increased from 54.1 to 57.0 percent. The number of students successfully completing developmental writing increased from 254 to 286 but the success rates for developmental writing decreased from 71.3 to 68.0 percent. The number of students successfully completing developmental reading decreased from 84 to 72 and the success rates in these courses decreased from 71.8 to 54.0 percent ([Reference](#), Endnote SecA: [15](#), Data Book 1, p.23, Figure 6).

From fall 2008-2010, the number of Native Hawaiian Achieving the Dream (AtD) students successfully completing developmental math increased from 30 to 44 but developmental math success rates decreased from 54.5 to 52.0 percent. The number of these students successfully completing developmental writing increased from 36 to 66 and the success rate for developmental writing increased from 48.6 to 59.5 percent. The number of students successfully completing developmental reading decreased from 18 to 11 and the success rates in these courses decreased from 64.3 to 38.0 percent. These rates are targeted for improvement as performance measures in the College's Strategic Plan ([Reference](#), Endnote SecA: [16](#), Data Book 1, p.24, Figure 6b).

Between fall 2007 and 2011, course success rates for all courses hovered around 68.8 percent from 2006 to 2008 and increased to 70.8 percent and 71.7 percent in 2010 and 2011, respectively. The course success rates for college-level courses hovered close to 70.0 percent from 2006 to 2008 and increased to 70.7 and 71.8 percent in the latter two years.

Course success rates for all students in developmental courses were at 55.5 percent in 2006 and increased steadily to 60.1 percent in 2010 ([Reference](#), Endnote SecA: [17](#), Data Book 1, p.25, Table 11). Similar analyses ([Reference](#), Endnote SecA: [18](#), Data Book 1, pp.26-32, Tables 11b-11h) for Native Hawaiian and selected student groups are summarized in Table 12 from Data Book 1 below.

Table 12, Data Book 1. All Student, Native Hawaiian and Selected Student Groups, Success Rates in All, College-level, and Developmental Courses, change over time

| Student Group | All Course Success Rate (%) | | College-level Success Rate (%) | | Developmental Success Rate (%) | |
|---------------------|-----------------------------|------|--------------------------------|------|--------------------------------|------|
| | 2007 | 2011 | 2007 | 2011 | 2007 | 2011 |
| All | 68.7 | 71.7 | 69.6 | 72.4 | 59.2 | 63.6 |
| Native Hawaiian | 62.1 | 63.9 | 63.8 | 65.1 | 45.1 | 51.8 |
| Females | 72.0 | 74.4 | 72.6 | 75.1 | 65.1 | 66.5 |
| Males | 64.5 | 68.5 | 65.8 | 69.3 | 51.9 | 59.7 |
| Pell Recipients | 72.8 | 78.4 | 74.3 | 79.3 | 59.5 | 69.5 |
| Non-Pell Recipients | 68.1 | 70.0 | 69.0 | 70.7 | 59.2 | 61.7 |
| Age Under 25 | 65.1 | 68.5 | 66.0 | 69.2 | 57.7 | 61.7 |
| Age 25-49 | 78.4 | 78.7 | 79.1 | 79.0 | 66.2 | 72.0 |

Every student group had increased or high success in all three types of developmental courses. Pell recipients, females, and students over 25 had the greatest course success over the period. Course success gaps between Native Hawaiian and other groups are not large and best practices for Native Hawaiians as an under-represented group in higher education are being implemented in academic and student services programs.

From fall 2006 to spring 2010, success and completion rates for students in online courses were below the rates of those for students in the same face-to-face courses, while their withdrawal rates were higher. Over this period differences in these rates are trending toward zero ([Reference](#), Endnote SecA: [19](#), Data Book 1, p.34, Table 13).

Institutional Effectiveness Measure 2: Fall-to-Spring Reenrollment: Table 14 from Data Book 1 below shows the required data to calculate this measure for fall-spring 2006 through 2011.

The shaded row indicates Kapi'olani Community College's specific fall-to-spring reenrollment measure. Over this period, the College's fall-to-spring re-enrollment rate increased from 72.2 percent in 2006-07 to 75.1 and 74.4 percent in 2009-10 and 2010-11, respectively. Between fall 2006 and spring 2007, 350 students graduated or transferred to a UH 4-year campus. This number increased to 400 between fall 2010 and spring 2011. Total graduates increased from 112 between fall 2006 and spring 2007 to 178 between fall 2010 and spring 2011. Total transfers decreased from 183 between fall 2006 and spring 2007 to 160 between fall 2010 and spring 2011. The attrition percentage declined from 26.2 to 24.2 percent over the period, as shown below in Table 14, Data Book 1.

Table 14, Data Book 1. Kapi'olani Community College Reenrollment from Fall to Subsequent Spring

| | Fall 2007 | | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | |
|--|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|
| | No. | % |
| Fall Headcount (enrolled & home-based at KCC) | 6,041 | -- | 6,530 | -- | 7,158 | -- | 7,356 | -- | 7,044 | -- |
| Reenrollment | | | | | | | | | | |
| Spring Reenrollment (continued enrollment & home-based at KCC) | 4,281 | 70.9% | 4,516 | 69.2% | 5,085 | 71.0% | 5,176 | 70.4% | 4,879 | 69.3% |
| Spring Reenrollment (excluding Graduates and/or 4-yr Transfers from Fall) | 4,281 / (6,041 - 344) | 75.1% | 4,516 / (6,530 - 360) | 73.2% | 5,085 / (7,158 - 387) | 75.1% | 5,176 / (7,356 - 400) | 74.4% | 4,879 / (7,044 - 421) | 73.7% |
| Total Graduates and/or 4-yr Transfers | 344 | 5.7% | 360 | 5.5% | 387 | 5.4% | 400 | 5.4% | 421 | 6.0% |
| Graduates (any award & no subsequent reenrollment) | 147 | 2.4% | 152 | 2.3% | 158 | 2.2% | 178 | 2.4% | 187 | 2.7% |
| Transfers (to UH 4-yr Institutions) | 155 | 2.6% | 162 | 2.5% | 167 | 2.3% | 160 | 2.2% | 150 | 2.1% |
| Graduated & Transferred | 42 | 0.7% | 46 | 0.7% | 62 | 0.9% | 62 | 0.8% | 84 | 1.2% |
| Attrition | 1,416 | 23.4% | 1,654 | 25.3% | 1,686 | 23.6% | 1,780 | 24.2% | 1,744 | 24.8% |

Data Source: IEM at KCC

Between fall 2008 and 2011, the re-enrollment rate for all students increased from 73.2 to 73.7 percent. In the same period, the number of Native Hawaiians who re-enrolled from fall-to-spring increased from 508 to 834, and their re-enrollment rate in this period

increased from 66.8 percent to 69.1 percent. These detailed rates for all the selected groups are found in ([Reference](#), Endnote SecA:20, Data Book 1, pp.36-42, Tables 14b-14h).

Institutional Effectiveness Measures 3-5: Quantifying Academic Progress: The College's three remaining achievement IEM track the percentage of fall entering, home-based student cohorts making academic progress by successfully completing 20 credits per year, or transferring or graduating with an associate's degree (See Table 15 from Data Book1 below).

As of spring 2012, only the fall 2006, 2007, and 2008 cohorts have completed three academic years. For all students, the fall 2008 cohort was the most successful with the highest percentages of academic progress across the three years, an average of 28.6 percent, as shown below in Table 15, Data Book 1.

**Table 15, Data Book 1. Academic Progress of Students
Within One, Two, and Three Academic Years of Enrolling**

| Fall Cohorts | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
|---|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|
| | # of Students (Updated Cohort) | % of Updated Cohort | # of Students (Updated Cohort) | % of Updated Cohort | # of Students (Updated Cohort) | % of Updated Cohort | # of Students (Updated Cohort) | % of Updated Cohort | # of Students (Updated Cohort) | % of Updated Cohort |
| Original Fall Cohort— new students home-based at the College | 1,156 | -- | 1,248 | -- | 1,358 | -- | 1,422 | -- | 1,408 | -- |
| Earned 20 or more credits with C or higher or graduated or transferred within one academic year | 296 (1,127) | 26.3% | 344 (1,230) | 28.0% | 394 (1,347) | 29.3% | 371 (1,395) | 26.6% | 390 (1,386) | 28.1% |
| Earned 40 or more credits with C or higher or graduated or transferred within two academic years | 279 (1,056) | 26.41% | 314 (1,173) | 26.8% | 360 (1,301) | 27.71% | 314 (1,320) | 23.8% | N/A | N/A |
| Earned 60 or more credits with C or higher or graduated or transferred within three academic years | 294 (1,022) | 28.8% | 313 (1,126) | 27.8% | 364 (1,263) | 28.8% | N/A | N/A | N/A | N/A |

Data Source: IEM at KCC. Academic years include fall, spring, and summer terms. Updated cohorts were the number of students from the original fall cohort who did not change their home institution from Kapi'olani Community College during the duration of the one, two, or three academic years. Only transfers to UH 4-year institutions were included.

Similar analyses ([Reference](#), Endnote SecA:21, Data Book 1, pp.44-50, Tables 15b-15h) for Native Hawaiian and selected student groups are summarized in Table 16, Data Book 1, below.

Table 16, Data Book 1. All Students, Native Hawaiians and selected student groups, Most Successful cohorts, Good Academic Progress

| Student Group | Fall Cohort, Most Successful | Academic Progress Average (%) for Most Successful Cohort |
|----------------------------|-------------------------------------|---|
| All Students | Fall 2008 | 28.6 |
| Native Hawaiians | Fall 2006 | 18.2 |
| Females | Fall 2008 | 32.0 |
| Males | Fall 2008 | 25.1 |
| Pell Recipients | Fall 2008 | 36.7 |
| Non-Pell Recipients | Fall 2008 | 27.1 |
| Age Under 25 | Fall 2002 | 28.4 |
| Age 25-49 | Fall 2008 | 31.5 |

For all but one student group, the most successful cohort was the most recent one, which provides evidence that the College is making academic and student services improvements. Clearly Pell recipients had the most success, followed by females, and students over 25. The gap between all students and Native Hawaiian students is targeted in the College's strategic plan and is being impacted positively by increases in Pell awards to Native Hawaiians.

Table 17 below presents the number of degrees and certificates awarded for graduation years, 2007-2011.

**Table 17. Number of Degrees and Certificates
Awarded at the College, FY 2007-2011**

| Fiscal Year | Award | Total |
|------------------------------|--------------------------------|--------------|
| July 2006 – June 2007 | Associate in Arts | 339 |
| | Associate in Science | 368 |
| | Academic Subject Certificate | 2 |
| | Associate in Technical Studies | 1 |
| | Certificate of Achievement | 49 |
| | Certificate of Completion | 133 |
| | Certificate of Competence | 8 |
| 2007 Total | | 900 |
| July 2007- June 2008 | Associate in Arts | 312 |
| | Associate in Science | 337 |
| | Academic Subject Certificate | 5 |
| | Certificate of Achievement | 36 |
| | Certificate of Completion | 167 |
| | Certificate of Competence | 81 |
| 2008 Total | | 938 |
| July 2008 – June 2009 | Associate in Arts | 340 |
| | Associate in Science | 333 |
| | Academic Subject Certificate | 3 |
| | Associate in Technical Studies | 1 |
| | Certificate of Achievement | 28 |
| | Certificate of Completion | 206 |
| | Certificate of Competence | 154 |
| 2009 Total | | 1065 |
| July 2009 – June 2010 | Associate in Arts | 372 |

| | | |
|------------------------------|------------------------------|-------------|
| | Associate in Science | 366 |
| | Academic Subject Certificate | 1 |
| | Certificate of Achievement | 45* |
| | Certificate of Completion | 80* |
| | Certificate of Competence | 61* |
| 2010 Total | | 925 |
| July 2010 – June 2011 | Associate in Arts | 383 |
| | Associate in Science | 377 |
| | Academic Subject Certificate | 5 |
| | Certificate of Achievement | 91 |
| | Certificate of Completion | 347 |
| | Certificate of Competence | 138 |
| 2011 Total | | 1341 |
| Grand Total | | 5169 |

* Certificate numbers for the 2009-2010 fiscal year were underreported. Several academic departments did not report the full number of certificates to the Registrar until after the deadline for inclusion in the official frozen counts in the UH system data warehouse. These reporting problems have since been resolved.

“Overview Trend Charts” tracking the progress of all students, Native Hawaiian, and selected student groups on the five achievement IEM from 2004 to most recent data year can be found in ([Reference](#), Endnote SecA:22, Data Book 1, pp.59-62, Figures 7-10).

Institutional Effectiveness Measures 5-10: Student Engagement: Since 2002, student engagement has been measured and tracked through the Community College Survey of Student Engagement (CCSSE). Since 2009, the CCSSE benchmarks have served as Institutional Effectiveness Measures.

In 2010, the areas of highest student engagement for both full-time and part-time students were (a) working with classmates outside of class to prepare class assignment; (b) participating in a community-based project as part of a regular course; (c) preparing for class; and (d) using email to communicate with instructors. Areas of lowest reported engagement for both these groups were (a) asking questions in class or contributing to class discussions and (b) getting the financial and other support they need to succeed. Comprehensive CCSSE reports are posted online ([Reference](#), Endnote SecA:23).

In the 2010 CCSSE administration, the College, in comparison with other large community colleges, achieved the 80th percentile in Active and Collaborative Learning and Faculty-Student Interaction. However, percentile scores for Academic Challenge

(40th), Support for Learners (40th) and Student Effort (10th) need improvement. Strategies to improve CCSSE results are emphasized in the Strategic Plan and are being developed in departmental tactical planning for 2012-2015. CCSSE Benchmark Scores from 2004 to 2010 can be found in ([Reference](#), Endnote SecA:24, Data Book 1, p.63, Figure 11).

In fall 2011, working closely with the faculty lead of the distance education committee, OFIE piloted an online survey, derived from a Classroom Level CCSSE, of students taking online courses to assess their engagement in online and hybrid classes. The engagement results between students in online and hybrid classes were compared with those who completed the CCSSE survey in “bricks and mortar” classes in 2010.

Students (60 percent full-time) in online and hybrid courses reported more engagement in completing reading and assignments; discussing grades, assignments, and ideas from readings with instructors; seeking out tutorial assistance; applying theories or concepts to practical problems or new situations; making judgments about the value or soundness of information, arguments, or methods; and working harder than they thought they could to meet instructor standards or expectations ([Reference](#), Endnote SecA:25).

Baccalaureate Transfer: The College’s liberal arts program is a high quality, cost-effective choice for local students, leading to direct enrollment at three UH baccalaureate campuses and transfer to 30 universities on the U.S. mainland and two online universities. The number of transfers to UH Mānoa has increased steadily, our primary transfer partner, and to UH Hilo, while transfer numbers have increased by 59.0 percent to UH West O‘ahu and mainland baccalaureates, while transfers into online universities have decreased by 20 percent, as shown in Table 18, Data Book 1, below.

Table 18, Data Book 1. Transfers for Kapi‘olani CC Students (2007-2010)

| Year | UH Mānoa | UH Hilo | UH West O‘ahu | Mainland Baccalaureate (3+ KCC students) | Online (Univ. of Phoenix and DeVry Univ.) | Total |
|---------|----------|---------|---------------|--|---|-------|
| 2007-08 | 754 | 21 | 39 | 70 | 50 | 934 |
| 2008-09 | 756 | 19 | 38 | 67 | 34 | 914 |
| 2009-10 | 780 | 26 | 62 | 111 | 40 | 1019 |

Source: National Student Clearinghouse. Data does not include HPU as they do not participate in the Clearinghouse. ([Reference](#), Endnote SecA:26, Data Book 1, pp.53-58, Tables 18-19c)

The total number of Native Hawaiian transfers to UH Mānoa, UH Hilo, and UH West O‘ahu increased from 25 in 2006 to 74 in 2011, and Native Hawaiian transfers to non-UH campuses increased from 24 to 33 in the same period. Total Native Hawaiian transfer more than doubled from 49 to 107 over the period.

In December 2011, the UH System Vice-President’s Office published a report entitled “University of Hawai‘i Community College First-time Freshmen Success Rates by Transfer, Degree Completion and Transfer, Fall 2006 Cohort.” This report substantiates

that the College has the highest transfer, degree completion, still enrolled, and success rates in the UH Community College System ([Reference](#), Endnote SecA:27).

Career and Technical Education Programs – Carl Perkins Program Health

Indicators: The College's twenty-two Career and Technical Education programs receive Carl Perkins program health indicator reports annually. These reports track progress on Academic Achievement, Vocational Achievement, Program Credentials, Placement in Employment, and Retention in Employment. Data from the fall 2011 Perkins report indicate that the College exceeded all six performance standards in 2009-10. These data are gathered and evaluated in Annual Reports of Program Data (ARPD) and improvement strategies are identified in the ARPD and program tactical planning. Health Education, including Nursing programs, continued to demonstrate very strong pass rates on state and national certifying exams.

Student Learning in Programs and Courses: Course competencies and general education, program, and institutional learning outcomes are published in the College's catalog. Achievement of student learning outcomes and competencies is evaluated in assessment processes described in sections II.A.1.a. and II.A.1.c. Program learning assessments were integrated into the Annual Report of Program Data in fall 2011 and in the Tactical Plans for 2009-2012. The College's faculty has identified outcomes for courses, programs, general education, and the institution in the College catalog. ([Live Link](#), [Reference](#), Endnote SecA:28)

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs), established in fall 2006, created an assessment framework and plan for program and course learning assessment. The faculty has developed and aligned course competencies, program outcomes and general education outcomes and integrated this alignment into the curriculum review process, in the course proposal template of Curriculum Central, a UHCC Systemwide online curriculum management program. (Items #18, 19, 21, and 22 in the course proposal template).

As part of the curriculum development and review process, faculty are asked to justify the level of the course they have proposed (Item 35 in the course outline template). In addition, all Career and Technical programs have developed outcomes in consultation with external accrediting agencies and industry/community advisory boards. These outcomes have been designed to meet the collegiate-level standards recognized by these groups. Programs and their respective accrediting agencies appear in the college catalog, in Degree and Certificate Programs, Section C and are listed above in section II.A.1; programs and their advisory board members appear in the Appendix, Section D, of the College's catalog ([Live Link](#), [Reference](#), Endnote SecA:29).

Finally, the Liberal Arts curriculum is maintained at a collegiate level by formal and informal discussions among faculty at two-year and four-year campuses in the University of Hawai'i System. The formal discussions take place in The University Council on Articulation (UCA), which oversees the transfer of credits within the system ([Reference](#), Endnote SecA:30). Articulation agreements attest to the collegiate level of the College's

outcomes. The UH System lists the course, program and degree pathway agreements among UH campuses ([Reference](#), Endnote SecA: [31](#)).

Using Assessment Results for Course and Program Improvements

Each degree program is completing learning assessments in spring 2012 and those results will be included in their Annual Review of Program Data in August 2012. Programs will evaluate their results and develop improvement plans by December 2012.

There are 283 courses in Career and Technical Education programs (Business Education, Food Service, Health Sciences, Hospitality Education, and Nursing Education). Two hundred and twelve of these courses (75 percent) have course assessment plans (CAP) in place, 216 (76 percent) have course learning reports (CLR, or equivalent) completed, and 165 (58 percent) have both. There are 457 courses in the liberal arts (Humanities, Language, Linguistics and Literature, Math Sciences, and Social Sciences), 180 (40 percent) have CAP, 134 (29 percent) have CLR, and 92 (20 percent) have both.

On May 14, 15, and 17, 2012, the College 41 faculty participated in the first annual "Closing the Loop" (CTL) Summer Institute which showcased samples of completed course level student learning assessment and trained faculty how to design and implement useful assessment strategies, including rubric design. Coaching assistance was provided by experienced colleagues. The Institute supported thought provoking, collaborative dialog on the next steps for those courses with completed learning assessment. Faculty also shaped long term strategies for continuous learning improvement and policies on using learning assessment to drive vital budget and resource allocation at the College ([Reference](#), Endnote SecA: [32](#)).

In spring and summer 2012, Service-Learning faculty and staff leaders completed a second cycle of assessment and evaluation to determine the extent to which course-embedded community service experiences and structured reflections lead to student achievement of four general education learning outcomes (also AA and institutional outcomes). This team has developed second-generation writing prompts, scoring rubrics, and assessment protocols ([Live Link](#), [Reference](#), Endnote SecA: [33](#)).

Major Developments Since Last Comprehensive Evaluation in 2006

Accreditation-Driven Developments: Six major institutional developments were driven by 2006 Self Study Recommendations and new guidelines from ACCJC/WASC. These are discussed in detail in Section F, Response to Recommendations.

1. The ACCJC/WASC Institutional Effectiveness Rubrics as a formative evaluation scorecard guided improvements in student learning assessment in programs and courses, and in program review and planning.

2. The ACCJC/WASC rubrics also guided the development of an “Institutional Improvement Matrix” which integrates learning outcomes assessment, program review, tactical and strategic planning, budgeting, and accreditation annual and midterm reporting and comprehensive review ([Live Link](#), [Reference](#), Endnote SecA:[34](#)).
3. The College achieved 15 of 20 measures and eight of 16 sub-measures identified in the Strategic Plan Scorecard, 2012 ([Live Link](#), [Reference](#), Endnote SecA:[35](#)).
4. The College redesigned curriculum processes and implemented a five-year curriculum review process. ([Reference](#), Endnote SecA:[36](#))
5. The College completed a detailed description of its governance processes, and conducted an initial evaluation of the effectiveness of these governance processes, engaging governance entities in developing improvement plans ([Live Link](#), [Reference](#), Endnote SecA:[37](#)). Further discussion is in section F.
6. The College completed its reorganization, hiring all the positions identified in the reorganization, completing an initial evaluation of the effectiveness of the reorganization, and engaging departments, programs, and units in tactical planning for improvement. Further discussion is in Section C.

Other Major Developments

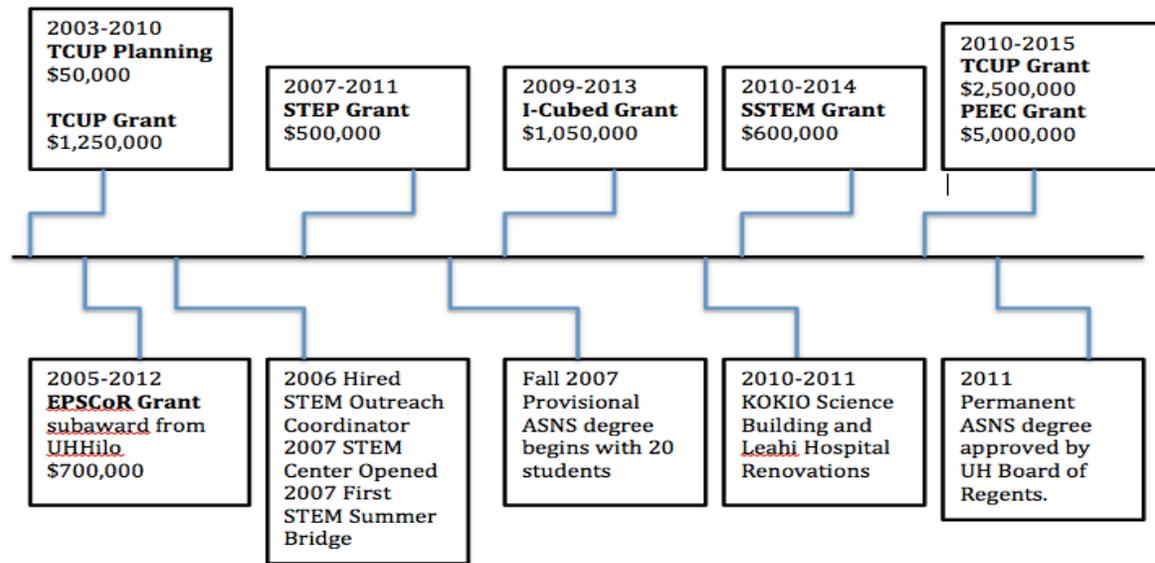
1. *Enrollment Growth*: The Kuilei high school and STEM outreach efforts, improved support for continuing, transfer, and international students, and the efforts of the continuing education program and UHCC Marketing office all support the enrollment growth documented in “Enrollment” above. These enrollment gains are essential as they result in gains in tuition and fee revenues which play a critical role in campus planning and budgeting for improvement.

2. *Investments in a New Ecology of Engaged Learning and Teaching*: To develop the new ecology of learning described above, the College supports professional development for faculty and staff. The College’s current professional development model is called Collaborative Circles of Creative Change (C4wards), which supports ongoing faculty “Communities of Practice” rather than one-time workshops. The College has also renovated buildings and classrooms to create innovative and inspiring learning environments in which to work.

Substantial new grant funding from the U.S Department of Education Title III, National Science Foundation, U.S. Department of Agriculture, HUD Office of University Partnerships, and the Corporation for National and Community Service support a wide range of development. Since 2009, faculty and staff development related to distance education and Hawaiian epistemology have led to major transformations in curriculum and pedagogy. (See Standard III.A.5. for more details on professional development initiatives.)

A succinct timeline of NSF investments and institutional developments in the College's STEM program is presented below:

Figure 3. Timeline of NSF Investments



Overview Timeline of STEM Program Development and NSF Grant Funding, 2003-2015, Totaling \$11,650,000

3. *Diversifying and Increasing the College's Funding Portfolio*: Its strategic plan directs the College to contribute to the state's economy and provide a solid return on its investments in higher education through research and training and specifically to increase extramural grant funds by 3 percent per year, from \$4.7 to \$5.9 million. By consistently aligning external grants with strategic and tactical plans, the College has garnered nearly \$36 million in external funds in the last six years. These grants have provided increased and improved financial, technological, and physical resources, and for ongoing development of faculty and staff expertise.

4. *Progress in the Development of the Culinary Institute of the Pacific (CIP) at Diamond Head*: The CIP at Diamond Head State Monument, with its marvelous view of sunset over Waikīkī and surrounding Honolulu communities is a long-range capital project that will be built near the College campus. The College has received substantial private, state and federal funding for the CIP at Diamond Head to offer future advance culinary education and training in collaboration with UH West O'ahu, and strengthen state tourism and marketing to the world.

5. *Development of Kapi'olani 2020, the College's Long Range Development Plan (LRDP)*: The strategic plan directs the College to "acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future."

In August 2010, the College completed a LRDP with funding from the UHCC System and the assistance of PBR Hawai'i and Associates. The plan focused on the physical development of the campus and includes nine new buildings on the campus and adjacent properties, along with landscaping and improved pedestrian, vehicular flow, and parking.

The LRDP was based on projections of future student enrollment, estimated at one percent compounded annual growth through 2020, and the College's increasing responsibilities to meet current critical workforce needs as well as to drive a new knowledge-based STEM economy. Initial cost estimates for implementing the LRDP is \$150 million.

Conclusion

Since 2006, the College has effectively engaged faculty, staff, students, and community stakeholders in planning and improvement processes and implemented strategies to improve student engagement, achievement, and learning. These processes and strategies are embedded in an evolving culture of evidence striving for sustainable quality improvement. Although the accomplishments are substantial, there are many improvements still left to implement. Since 2011, the College has conducted an in-depth Self Evaluation, and values the external review of the ACCJC/WASC Site Visit Team to plan, assess, evaluate, and improve institutional effectiveness, programs and services, resource use, and leadership and governance.

Guided by its vision, the College continues to "Kūlia I Ka Nu'u," strive for the highest, in preparing students for lives of critical inquiry and effective engagement and leadership in careers that strengthen the health, well-being, and vitality of Hawai'i's people, cultural traditions, and environment.

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B. Organization of the Self Evaluation Process

He luelue ka 'upena e ku'u ai.



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

(A fine-meshed net misses nothing, big or small.)

Mary Kawena Pukui, 'Ōlelo No'eau, #774

Section B. Organization of the Self Evaluation Process

Formation of the Standard Committees and the Steering Committee

From May to August 2010, the Chancellor was in communication with the Faculty Senate on how to set up and form the leadership of the Self Evaluation of Educational Quality and Institutional Effectiveness (SEEQIE). The decision was for the Faculty Senate to send a list of names from which the Chancellor could choose the leadership of the SEEQIE. On August 17, 2010, the Chancellor announced his choice of Dr. Ibrahim Dik, professor of Economics, and Dr. Sunyeen Pai, Digital Initiatives Librarian, to co-chair the self evaluation study. The Co-chairs attended the Faculty Senate meeting on September 13, 2010, updated the Senate on their activities, and asked for a motion to reaffirm the Chancellor's choice of their leadership of the SEEQIE. The motion was passed unanimously.

On August 19, 2010, the SEEQIE project was announced at the general faculty and staff meeting and all members of the College's community were asked to volunteer through an online signup sheet. The signup sheet allowed volunteers to prioritize which committee they wished to work on. Once the committee membership was established, all committee members were asked to nominate members to serve as co-chairs of their Standard. The Accreditation Self Evaluation Co-chairs reviewed the nominations and interviewed the nominees for willingness to take on the task of co-chairing a standard committee. Care was taken to balance the group of co-chairs by gender, race, and College cluster. During this period, the Accreditation Self Evaluation Co-chairs also interviewed and selected an editor and invited two administrative personnel and one student representative, assigned by the Student Congress, to sit on the Steering Committee. The Student Congress was also asked to seat one representative in each of the Standard committees. Steering Committee Co-chair Dr. Dik also serves as the Faculty Senate representative on the Steering Committee.

Kick-off Meeting and Special Self Evaluation Meetings

On September 17, 2010, the Chancellor hosted a kick-off Accreditation reception, lunch and meeting. After presentations by the Chancellor, the Steering Committee Co-chairs, the Accreditation Liaison Officer, and the Editor, the entire group of 120 volunteers were guided to meetings of their respective standard committees. A second kick-off reception and meeting was held August 26, 2011.

Throughout the self-evaluation period the Social Sciences department made available meeting rooms for the Steering Committee and Standard Committees. The Steering Committee met at least once a month when school was in session.

ACCJC/WASC Workshop

On September 24, 2010, the Steering Committee, the Chancellor, and the deans attended the ACCJC/WASC all-day workshop on SEEQIE at Honolulu Community College.

Drafts

Four drafts were planned. Work on Draft 1 focused on orienting the accreditation community to the reading of the previous 2006 Accreditation Self Study, the Midterm Responses to Recommendations made by the 2006 ACCJC team, and the ACCJC guides and training materials. The Steering Co-chairs made every effort to encourage the membership to submit requests for clarification, information, and data. Reports and data were provided by the College's staff and faculty, department chairs, unit heads, directors, Office for Institutional Effectiveness (OFIE), and administrative staff. Standard III co-chairs hosted panel discussions of campus experts to discuss issues in their areas of responsibility. Information source material was kept in the Steering Committee and Standard Committee Lulima (Sakai) sites and an online Self Evaluation Information Sources resource was developed as an index to these resources ([Live Link](#), [Reference](#), Endnote SecB:1). Draft 1 was reviewed by the Steering Committee as a whole in two full-day meetings and was completed March 1, 2011.

Draft 2 focused on the specifics of the questions presented in the *Guide to Evaluating Institutions* and the *Guide to Evaluating Distance Education and Correspondence Education*. The guideline questions were embedded into the draft report and a *Review Question Checklist* was developed to make it easier to check on guideline questions while correcting drafts. The Steering Committee requested the membership to focus more carefully on the intent of the standards and the guiding questions. During this time period plans were finalized for a general faculty staff survey and a survey for administrators, division heads, department chair, and unit heads. The membership was asked to submit questions for these surveys to get them the data they needed to answer the guideline questions. Draft 2 was reviewed and edited by the Steering Committee as a whole in three full-day meetings. It was completed June 2, 2011, and shared with the four governance groups, Faculty Senate, Kalāualani, Staff Council, and Student Congress.

In September 2011, a campus-wide survey was administered by OFIE and completed by 364 faculty and staff, representing a 50.8 percent response rate. Later in September 2011, OFIE also administered a survey to 28 department chairs, unit heads, and all 28 completed the survey. Analysis of the data continued through October so that the results could be reported in Draft 3. It was decided that in most evaluations of the survey results, the "don't know" answers are not included since there are numerous other responses from which to draw substantive conclusions and set benchmarks for improvement. In some cases the high percentage of "don't know answers" is problematic and is being addressed through institutional improvement processes.

In October 2011 the College received approval for a Substantive Change Request to ACCJC for Distance Education, formalizing for the SEEQIE report a good deal of data on distance education.

During this period it was decided to use the College's institutional repository to deposit all reports and supporting evidence for the Self Evaluation. The repository was

configured to accept these deposits and the College's website was updated to host pages about the Self Evaluation.

Draft 3 was submitted by the standard committee co-chairs on October 23, 2011. The Steering Committee completed review of the draft on November 18, 2011 after 42 hours of meetings. During this review, Standards Co-chairs were assigned to clarify and solicit needed information from specific College field experts and administrators. The editor was asked to help provide an overall coherent structure to the four standards and Draft 3 was posted online for review by the College community on January 12, 2012. Faculty, staff and students were encouraged to read the draft and either send comments via an online form or directly to the Steering Committee Co-chairs by email. Authorized Governance Organizations (AGOs-Faculty Senate, Student Congress, Kalāualani, and Staff Council) were personally invited to read and comment on the draft.

Work on Draft 4 started immediately at the next Steering Committee meeting on January 13. This round of drafting focused on providing more evidence, updating data from OFIE and improving interpretive narratives about that data, and continuing to develop a coherent structure to the overall report. During this period OFIE held numerous student focus groups to gather student input on the College's performance.

The collection of all electronic resources for supporting of evidence was formalized during this stage. All evidence documents were gathered and placed online in the College's online repository by the E-Resources Coordinator, who inserted standardized citation links in the report. A Hawaiian graphics/layout/language team submitted their graphics and layout work for the cover and section header and worked on ensuring the Hawaiian language was correctly applied to the report.

The text for Draft 4 was due March 2, and the Steering Committee met March 8, 9, and 10 for 18 hours to group edit the draft. The draft was turned over to OFIE to insert updated and formalized data tables and narrative interpreting the data. Once OFIE completed this task, the editor worked on the text and finally the electronic resources coordinator updated all the links and citations and ensured all links to online evidence were working. Draft versions of the graphics and layout were inserted in the report and Draft 4 was made available to both the College community and their community advisory committees on April 13, 2012. Again, requests for review and comment were sent to the College community, community advisory committees, and the AGOs.

The Steering Committee formed a panel of College faculty/administrators who had been on at least one ACCJC accreditation visit. On April 13 this panel, including Leon Richards, Salvatore Lanzilotti, Louise Pagotto, Mona Lee, Milton Higa, Susan Murata and Tanya Renner, discussed the accreditation process with the College community. Once again, feedback was gathered from the College community and those organizations which collaborate with the College. Feedback was considered by the Steering Committee and Draft 4 was edited to include this feedback and any further data updates from OFIE. Upon the request of the Steering Committee, OFIE produced three Data Books: Data

Book 1, Student Enrollment and Achievement; Data Book 2, Fall 2011 Survey of Faculty and Staff; and Data Book 3, Chairs, Unit Heads, and Administrator Survey (CHAS). The Editor and the Co-chairs reviewed, updated, and worked on layout for the report. Hawaiian language experts were asked to review the draft final. Any changes resulting from feedback from the College community and data updates were made to the final draft in preparation for submission to the UHCC Vice President by May 31, 2012. The report was posted online for the community June 1. The report was presented to the Board of Regents Community College Committee June 15, 2012.

In June, work began on finalizing the report. The Electronic Resources Coordinator finalized all the references and the Editor and Co-chairs worked on updates, edits, and layout. The report was submitted to the UHCC Vice President May 31. The Chancellor presented the report to the Board of Regents Committee on Community Colleges on June 15, 2012 and the committee voted unanimously to recommend to the full Board of Regents that the report be accepted. The report was then approved by the full Board of Regents on July 19, 2012. The final version was submitted to the UHCC VP August 1, 2012. Print and electronic copies were mailed to ACCJC to meet their submission deadline and a copy of the report was posted online for the community.

Communications

To expedite information sharing and encourage dialogue, arrangements were made for both physical and virtual venues.

1. Rooms were reserved on all Fridays during the school session in the Olona building. A Google calendar system was set up so that standard co-chairs would not double book any rooms.
2. Keeping the College community informed was a priority for the Steering Committee Co-chairs. They presented at each start-of-semester Faculty and Staff Convocation. They presented regular updates each semester at Faculty Senate meetings and at the Chancellor's Policy and Planning Advisory Committee.
3. The Steering Co-chairs set up committee work sites in the UH learning management system Lulima (Sakai) for the Steering Committee and each standard. Members were encouraged to use the email, discussion, and announcement tools and each committee site served as a repository for each committee's work.
4. Online Google spreadsheets were used to collect and disseminate information. The first spreadsheet developed was a list of information and data requirements from all standards. The Steering Committee felt it would be useful if everyone could see what others were asking for. The second spreadsheet was a list of the resources that were made available online. This spreadsheet pointed to information on other websites or documents and data that were found and stored in the Steering Committee's Lulima site to share with the entire accreditation community.
5. In fall 2011 the College website was updated to provide introductory pages to the 2006 and 2012 accreditation studies and to provide access to both the 2012 Self

- Evaluation and the 2006 Self Study. Draft reports for 2012 that were posted online for review were stored in the College's institutional repository and made linkable from the College website.
6. During fall 2011 it was recommended that the College's institutional repository (dspace) be used to house the reports and evidence documents. A primary advantage of using this type of online database is that it generates permanent urls for each document. These permanent urls are designed to make these documents available for decades into the future. Another advantage is that the repository has access controls that makes it easier to share report drafts with the College's faculty, staff, and students. In Spring 2012, once most of the evidentiary documents and data files were finalized, this information was loaded into the UH System institutional repository to make them available online for the long term with permanent urls ([Live Link](#), [Reference](#), Endnote SecB:2). The plan is that with this online repository system, all digital versions of reports and evidence documents will be available online for future accreditation projects.

Completion of the Study

The entire SEEQIE process started in August 2010 with the selection of the Steering Committee Co-chairs and the final report was submitted to the UHCC VP August 1, 2012.

Rosters of Members by Committee (Volunteers)**STEERING COMMITTEE****Co-chairs**

- Ibrahim Dik, Professor, Social Sciences
- Sunyeen Pai, Instructor, Digital Initiatives Librarian, Library and Learning Resources

Accreditation Liaison Officer:

- Robert Franco, Professor, Director, Office for Institutional Effectiveness

Editor

- Dennis Kawaharada, Associate Professor, Languages, Linguistics and Literature

Electronic Resources Coordinator

- Stephanie Nelson, Assistant Professor, Electronic Resources Coordinator, Library and Learning Resources

Standard I Co-chairs

- Sheryl Fuchino-Nishida, Associate Professor, Counselor, Hospitality & Tourism Education
- Robin Fujikawa, Professor, Arts and Humanities

Standard II Co-chairs

- Carl Hefner, Professor, Department Chair, Social Sciences
- Susan Murata, Professor, Head Librarian, Library
- Stephanie Nelson, Assistant Professor, Electronic Resources Coordinator, Library and Learning Resources

Standard III Co-chairs

- Bob Moeng, Professor, Math and Sciences
- Kelli Goya, Instructor, Coordinator, Pathways, Kahikoluamea

Standard IV Co-chairs

- Susan Jaworowski, Assistant Professor, Program Dir, Business, Legal and Technology Education
- Guy Kellogg, Professor, Languages, Linguistics and Literature

STEERING COMMITTEE continued

- Salvatore Lanzilotti, Special Assistant to the Chancellor, Chancellor's Office
- Louise Pagotto, Vice Chancellor, Office for Academic Affairs
- Mathew Davis, Student Congress Representative

STANDARD I COMMITTEE**Co-chairs (See Steering Committee Roster.)****Committee Members:**

- David Behlke, Professor, Arts and Humanities, Director, Koa Gallery
- Brandon Chun, Instructor, Counselor, TRIO, Student Services
- Mavis Hara, Assistant Professor, Kahikoluamea
- Gail Harada, Professor, Languages, Linguistics and Literature
- Cullen Hayashida, Assistant Professor, Kupuna Education Center Sociology
- Yukio Kataoka, Associate Professor, Languages, Linguistics and Literature
- Russell Kinningham, Assistant Professor & Counselor, Health Sciences
- Lori Maehara, Associate Professor & Counselor, Culinary Arts
- Michaelyn Nakoa, Assistant Professor, Counselor, Disability Support Services Office
- Francis Noji, Professor, Languages, Linguistics and Literature
- Sally Pestana, Professor, Health Sciences
- Charles Sasaki, Dean, Arts & Science, Office of Academic Affairs
- Michelle Sturges, Associate Professor, Technical Services Librarian, Library and Learning Resources
- Mitsuyo Suzuki-Severa, Instructor, Counselor, Honda International Center
- 'Iwalani Tasaka, Associate Professor, Languages, Linguistics and Literature
- Louise Yamamoto, Director, Community Relations, Office of Community and Continuing Education

STANDARD II COMMITTEE**Co-chairs (See Steering Committee Roster.)****Committee Members:**

- Lisa Aganon, Instructor, Nursing
- Genie Ruth Alvarado, Instructor, Hawaiian Resource Specialist, Library and Learning Resources
- Cory Ando, Enrollment Advisor, Kekaulike Information & Service Center
- Tracey Arakaki, Senior Student Services Specialist, Kekaulike Information & Service Center
- Jeffery Arbuckle, Senior Institutional Analyst, Office for Institutional Effectiveness
- Candy Branson, Assistant Professor, Social Sciences
- Martin Chong, Instructor, Health Sciences Non-Credit, Continuing Education and Training
- Judith Coryell, Instructor, Director of KCC Deaf Center/Gallaudet University Regional Center
- Shawn Ford, Assistant Professor, Languages, Linguistics and Literature
- Sharon Fowler, Instructor, Counselor, Maida Kamber Center for Career Exploration, Transfer & Graduation Service
- Nora Furuno, Assistant Professor, Counselor, TRIO
- Philippe Gross, Instructor, Social Sciences
- Hae Lin Han, Instructor, Arts and Humanities
- Carol Hoshiko, Dean, Office of Community and Continuing Education
- Dianne Ida, Assistant Professor, Kahikoluamea
- Lisa Kanae, Assistant Professor, Languages, Linguistics and Literature
- Alissa Kashiwada, Senior Student Services Associate, Kekaulike Information & Service Center
- Keith Kashiwada, Professor, Coordinator, Student Engagement, Office of Student Activities
- Rona Kekauoha, Instructor, Counselor, Coordinator, Native Hawaiian Project
- Dawn Khaafidh, Instructor, Arts and Humanities
- Abegail Kopf, Instructor, Health Sciences
- Kristine Korey-Smith, Assistant Professor, Kahikoluamea

STANDARD II COMMITTEE continued

- Monomita Krishna, Assistant Professor, Arts and Humanities
- Davin Kubota, Assistant Professor, Languages, Linguistics and Literature
- Mona Lee, Vice Chancellor, Student Affairs
- David Kawika Napoleon, Assistant Professor, Languages, Linguistics and Literature
- Georganne Nordstrom, Instructor, Kahikoluamea
- Veronica Ogata, Assistant Professor, Social Sciences
- Patricia O'Hagan, Dean, Health Academic Program, Office of Academic Affairs
- Melisa Orozco Vargas, Educational Specialist, Service Learning
- Elizabeth Ottoson, Associate Professor, Nursing
- Dennis Perusse, Instructor, Math and Sciences
- Nelda Quensell, Professor, Math and Sciences
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- Joseph Yoshida, Instructor, Counselor, Mālama Hawaii, Kahikoluamea

STANDARD III COMMITTEE**Co-chairs (See Steering Committee Roster.)****Committee Members:**

- Esben Borsting, Project Coordinator, Title III
- Fernand Cortiguera, Lecturer/Adjunct Faculty Languages, Linguistics and Literature
- Eric Denton, Associate Professor, Arts and Humanities
- Kevin Donnelly, Instructor, Culinary Arts
- Lina Doo, Associate Professor, Arts and Humanities
- Dave Evans, Professor, Department Chair of Hospitality & Tourism Education
- Rosalie Fernandez, Assistant Professor, Hospitality & Tourism Education
- Brandon Higa, Grants Development Specialist, OFIE
- Milton Higa, Vice Chancellor, Administrative Services
- Lisa Kobuke, Assistant Professor, Languages, Linguistics and Literature
- Mark Lawhorn, Associate Professor, Languages, Linguistics and Literature
- Susan Murata, Professor, Head Librarian, Library
- Ann Low, Instructor, Health Sciences
- Anne Lum, Assistant Professor, Arts and Humanities
- Kelli Nakamura, Instructor, Arts and Humanities
- Elizabeth Nakoa, Assistant Professor, Arts and Humanities
- Barbara Norfleet, Assistant Professor, Arts and Humanities
- Trude Pang, Professor, Workforce Development
- Amy Patz Yamashiro, Instructor, Math and Sciences
- Saori Sato, Instructor & Program Coordinator, Honda International Center (HIC)
- Satoru Shinagawa, Associate Professor, Languages, Linguistics and Literature
- Ronald Takahashi, Professor, Department Chair, Culinary Arts

STANDARD IV COMMITTEE**Co-chairs (See Steering Committee Roster.)****Committee Members:**

- John Berestecky, Professor, Math and Sciences
- Maureen Bogdanowicz, Professor, Languages, Linguistics and Literature
- Catherine Porscha dela Fuente, Instructor, Kahikoluamea
- Susan Dik, Associate Professor, Business, Legal and Technology Education
- Linda Fujikawa, Associate Professor, Languages, Linguistics and Literature
- Frank Haas, Dean, Hospitality, Business & Legal Education, Office of Academic Affairs
- Susan Inouye, Professor, Languages, Linguistics and Literature
- Kris Lambert, Assistant Professor, Languages, Linguistics and Literature
- Keala Losch, Assistant Professor, Arts and Humanities
- Elaina Malm, Assistant Professor, Languages, Linguistics and Literature
- Maiana Minahal, Instructor, Languages, Linguistics and Literature
- Joy Ai-chin Oehlers, Instructor (Casual Appointment), Library and Learning Resources
- Kathleen Ogata, Assistant Professor, Math and Sciences
- Krystalynn H. Ontai, Instructor, Kahikoluamea
- Vannida Phommachanh, Secretary, Office for Institutional Effectiveness
- Manuel John Santamaria, Instructor, Apprenticeship Coordinator, Culinary Arts Non-Credit, Continuing Education and Training
- Reid Sunahara, Instructor, Kahikoluamea
- Edwin Timoteo, Instructor, Coordinator, Culinary Arts Non-Credit, Continuing Education and Training

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- Kristine Korey-Smith, Assistant Professor, Kahikoluamea

- Raphael Lowe, Webmaster, Center of Excellence in Learning, Teaching, & Technology
- David Miyamoto, Instructor, Culinary Arts
- Glenn Matsumoto, Publication Specialist, Honolulu Community College
- Ron Takahashi, Professor, Department Chair, Culinary Arts
- Janice Yamada, Facilities Scheduler, Administrative Services

Hawaiian Graphics/Layout/Language Team

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- ‘Iwalani Tasaka, Associate Professor, Languages, Linguistics and Literature and Interim Chair, Spring 2012, Kalāualani

Photo Credits

- Black and white images: Kapulani Landgraf, Instructor, Arts and Humanities
- Hawaiian compass: Shuzo Uemoto, Lecturer, Arts and Humanities
- Editing:
 - Salvatore Lanzilotti, Special Assistant to the Chancellor, Chancellor's Office
 - Eric Alcantara, Student Assistant

Study Timeline

A summary of the overall timeline follows ([Reference](#), Endnote SecB: 3).

| Accreditation Timeline Summary Updated May 22, 2012 | | | |
|--|-------|---------------------------|----------------------------|
| Task | Phase | Start time | End time/Deadline |
| ACCJC/WASC Team Visit | Visit | Tuesday, October 16, 2012 | Thursday, October 18, 2012 |
| General Faculty Staff meeting: presentation. Report posted online. | Final | | Thursday, August 16, 2012 |
| ALO sends 4 printed copies of report & 1 electronic copy of report and evidence to ACCJC office 60 DAYS before site visit. Include in electronic format, one catalog and one class schedule. One printed and one electronic copy of report to each member of evaluation team. Include electronic copy of evidence, catalog and class schedule to each member of the evaluation team. | Final | | August 1 |
| UH Board of Regents meeting to review and approve Self Evaluation Report. | Final | | Thursday, July 19, 2012 |
| Submission of final report to Office of VP for Community Colleges (Deadline to be announced) | Final | | Friday, June 29, 2012 |
| Final report sent to printer. 75 printed copies needed. (4 to mail to ACCJC, 1 copy for each team member, copies for steering committee, Chancellor, VP UHCC, Library, plus extras). | Final | Monday, June 25, 2012 | Friday, June 29, 2012 |
| Comments received and updates made | Final | Friday, June 15, 2012 | Friday, June 15, 2012 |

| Task | Phase | Start time | End time/Deadline |
|--|-------------|------------------------|------------------------|
| CC committee of UH Board of Regents meeting (oral presentation, by J. Morton, of Self Evaluation Reports) | Final | Friday, June 15, 2012 | Friday, June 15, 2012 |
| Report posted online for community review. | Final Draft | Friday, June 1, 2012 | Friday, June 1, 2012 |
| ALO sends report to UHCC VP for presentation to BOR/CC Committee. UHCC 5 hard copies & 1 e-copy with all evidence on thumbdrive or dvd. | Final Draft | Thursday, May 31, 2012 | Thursday, May 31, 2012 |
| Final Draft posted on web. Administrators, Faculty Senate, Staff Council, Student Council, and Kalāualani are notified. Comments to be turned in to steering committee. | Final Draft | Thursday, May 31, 2012 | Thursday, May 31, 2012 |
| Comments from community, AGOs, Hawaiian graphics/layout/language team/Kalāualani and KCC members with ACCJC site visit experience sent to steering committee. | Final Draft | Monday, April 16, 2012 | Friday, April 27, 2012 |
| Hawaiian graphics/layout/editing team turn in designs. | Draft 4 | Monday, April 23, 2012 | Monday, April 23, 2012 |
| Draft 4 posted online including sections A-F, citations, and layout graphics. Draft 4 shared with administrators, governing bodies, and the KCC community. Comments to be turned in by online form or email to steering committee by April 27. | Draft 4 | Monday, April 16, 2012 | Monday, April 16, 2012 |

| Task | Phase | Start time | End time/Deadline |
|---|---------|----------------------------|----------------------------|
| Draft 3 posted online. Draft 3 shared with administrators, governing bodies, and the KCC community. Comments to be turned in by online form or email to steering committee. | Draft 3 | Monday, January 09, 2012 | Monday, January 09, 2012 |
| Report to General Staff and Faculty meeting | Draft 3 | Thursday, January 05, 2012 | Thursday, January 05, 2012 |
| Report to General Staff and Faculty meeting | Draft 3 | Thursday, August 18, 2011 | Thursday, August 18, 2011 |
| OFIE runs faculty/staff survey | Draft 2 | Monday, August 15, 2011 | Monday, August 15, 2011 |
| Draft 2 posted on a Laulima site and shared with administrators and governing bodies. | Draft 2 | Thursday, June 02, 2011 | Thursday, June 02, 2011 |
| Report to Faculty Senate | Draft 1 | | Monday, March 07, 2011 |
| Draft 1 shared with administrators and governing bodies. | Draft 1 | Tuesday, March 01, 2011 | Tuesday, March 01, 2011 |
| Hawaiian graphics coordinator recruited | Draft 1 | | Friday, October 22, 2010 |
| Standard Committees identify needed data. Steering Committee started submitting data requests to OFIE. | Draft 1 | | Friday, October 22, 2010 |
| Steering committee members attend ACCJC/WASC workshop on the self study. | Prep | | Friday, September 24, 2010 |

| Task | Phase | Start time | End time/Deadline |
|---|-------|----------------------------|-------------------------------|
| General mtg of all accreditation members explaining accreditation | Prep | | Friday, September 17, 2010 |
| Standards committees formed and membership indicated preferences for standard chairs. Standard chairs chosen from the submitted nominations reflecting diversity. | Prep | Monday, September 13, 2010 | Wednesday, September 15, 2010 |
| 2006 Self Evaluation reference materials and reports posted on Quill and made available via Laulima sites. | Prep | Friday, August 27, 2010 | Wednesday, September 01, 2010 |
| One Laulima site established for each Standard and an additional site established for the Steering Committee. | Prep | Thursday, August 19, 2010 | Thursday, August 26, 2010 |
| Presentation of accreditation Self Evaluation project at General Faculty/Staff meeting. Announcement of the start of recruitment for volunteers for the four committees. | Prep | | Thursday, August 19, 2010 |

References

- SecB:01 Kapi'olani Community College, "KCC 2012 Self Evaluation Information Sources webpage" (accessed April 16, 2012).
Doc #522: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/522>
- SecB:02 Kapi'olani Community College, "KCC 2012 Self Evaluation Resources website" (accessed June 14, 2012).
Doc #575: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/575>
- SecB:03 Kapi'olani Community College, "KCC Accreditation Self Study Timeline" (accessed June 12, 2012).
Doc #620: [Reference](#), Archive Link: <http://hdl.handle.net/10790/620>

C. Organizational Information

‘A‘ohe mea koe ma kū‘ono.



Nothing remains in the corners.

(Said of one who is extremely generous, giving freely without reservation.)

Mary Kawena Pukui, ‘Ōlelo No‘eau, #187

Section C. Organizational Information

At the time of the last comprehensive Self Evaluation in 2006, the College was finalizing plans to implement an institutional reorganization. The plan for this administrative restructuring was submitted to and discussed at several meetings with the College governance bodies in 2006 and 2007, and the plan was approved by the College's Faculty Senate, Staff Council, and Student Congress on July 17, 2007. The UH Board of Regents approved the plan on April 30, 2009. The Executive Summary, Functional Statements, and Charts are online ([Live Link](#), [Reference](#), Endnote SecC:1).

The rationale for the reorganization was mission-driven. The reorganization was needed to:

... effectively promote student learning and persistence; respond to changes in the educational, social, and economic environment of the College; comply with the recommendations of ACCJC/WASC; and continue the tradition of developing the quality of its activities. ... it (the reorganization) will enable the College to focus on student learning and development needs, faculty and staff training needs, and the administrative stability needed to create an educational institution of the future, today.

The Chancellor directed the following five major reorganization changes so that the College could "respond more efficiently and effectively to the needs of the students and communities the College serves:"

1. The Chancellor's Office established an Office for Institutional Effectiveness and an office for International Affairs.
2. The Office for Academic Affairs consolidated all academic programs and appropriate support and resources under a Vice Chancellor for Academic Affairs. In addition to academic programs, this Vice Chancellor oversees Gallaudet University Regional Center for the Pacific, Curriculum Resources, Library and Learning Resources, and the Center for Excellence in Learning, Teaching, and Technology.
3. The Office for Student Services established the Kahikoluamea Unit, a structure embodying Hawaiian values, to better align resources and services and strengthen supports for entering students. The Dean of Student Services position was later redefined as the Vice Chancellor for Student Services which oversees Counseling and Advising, Student Support Services, Student Life, and the Kekaulike Information and Service Center.
4. The Office for Community and Continuing Education consolidated and coordinated community relations, continuing education, rapid response workforce development, and marketing. The Dean who heads this office oversees Community Relations and Continuing Education.
5. The Office for Administrative Services consolidated management of administrative services, academic and administrative printing and publications, mail and telephone services, security services, emergency preparedness, grounds keeping, and custodial services, in an Auxiliary Services, Security Services, and Facilities Management Unit

under the Vice-Chancellor for Administrative Services. This Vice-Chancellor also oversees the Business Office and the Human Resources Office.

In 2012, for the first time in over a decade, all administrative positions are filled with permanent hires. This marks the beginning of a new era of focused energy on improving institutional effectiveness and the educational quality of academic programs and services offered at the College. This focused energy emerges from the faculty and staff who maintain the quality and rigor of our programs. The outcomes of this focused energy are documented in student learning reports, annual review of program data, tactical and strategic planning, and accreditation midterm and comprehensive reports. An updated Institutional Improvement Matrix is available online ([Live Link](#), [Reference](#), Endnote SecC:2).

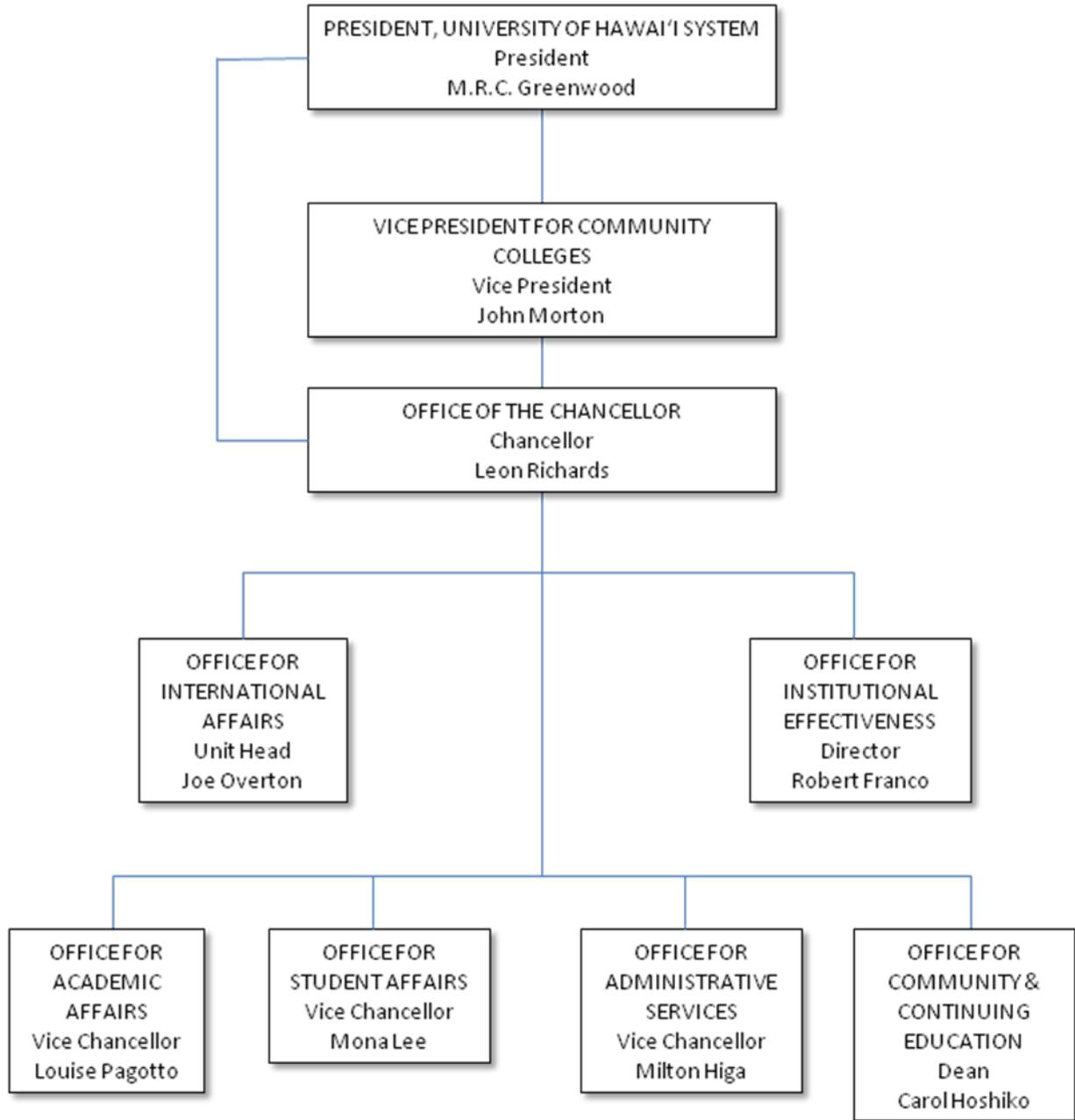
The administrative staff is made up of fourteen members, nine of whom are in executive (E) positions. The administrative staff also includes the representative from Kalāualani (a governance body representing Native Hawaiian faculty, staff, and students at the campus and UH System level). Five of the administrators have doctoral degrees, eight have master's degrees, and one has a bachelor's degree. The administrative staff is ethnically diverse: African American (1), Native Hawaiian (2), Asian American (5), and Caucasian (6).

Table 1. Kapi'olani Community College, Administrative Staff, Spring 2012

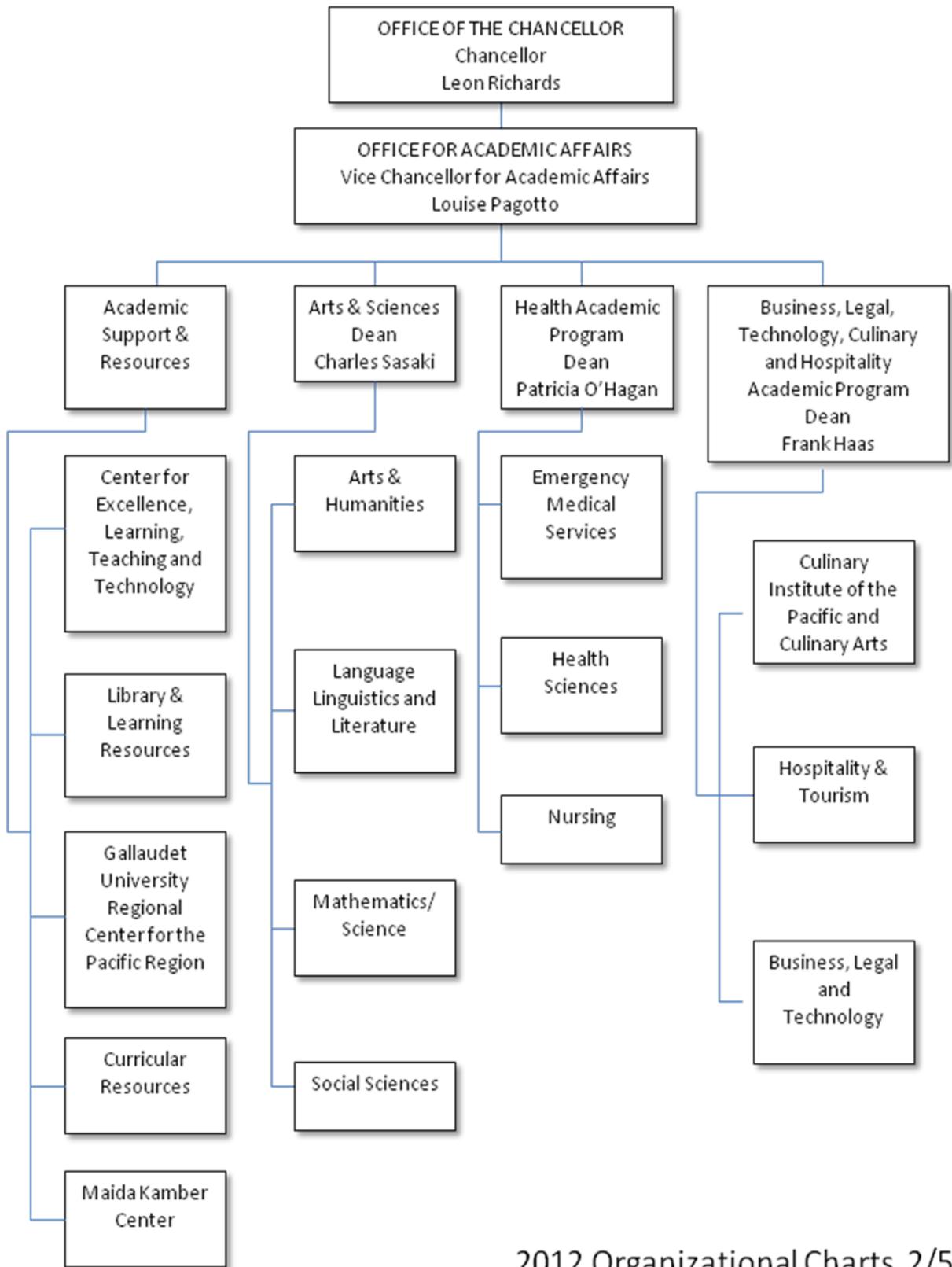
| Administrator | Title | Highest Degree |
|--------------------------|--|----------------|
| Leon Richards (E) | Chancellor | PhD |
| Salvatore Lanzilotti (E) | Executive Assistant to the Chancellor | PhD |
| Milton Higa (E) | Vice Chancellor for Administrative Services | MBA |
| Mona Lee (E) | Vice Chancellor for Student Services | MA |
| Louise Pagotto (E) | Vice Chancellor for Academic Affairs | PhD |
| Frank Haas (E) | Dean, Hospitality, Business, and Legal Education | MA |
| Carol Hoshiko (E) | Dean, Community and Continuing Education | MA |
| Patricia O'Hagan (E) | Dean, Health Education | PhD |
| Charles Sasaki (E) | Dean, Arts and Sciences | MA |

| | | |
|-----------------|---|-----|
| Robert Franco | Director for the Office for Institutional Effectiveness | PhD |
| 'Iwalani Tasaka | Kalāualani | MA |
| Kelli Goya | Pathways Coordinator | MA |
| Esben Borsting | Title III Coordinator | MA |
| Conrad Nonaka | Director of the Culinary Institute of the Pacific | BA |

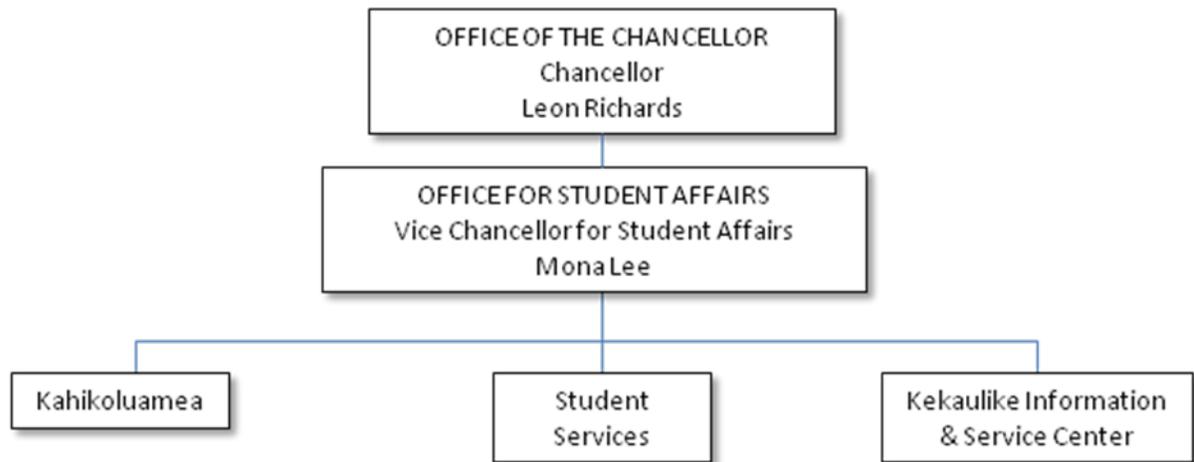
The UHCC Campus System has a functions map detailing decision responsibility for the multi-campus system ([Reference](#), Endnote SecC:3).



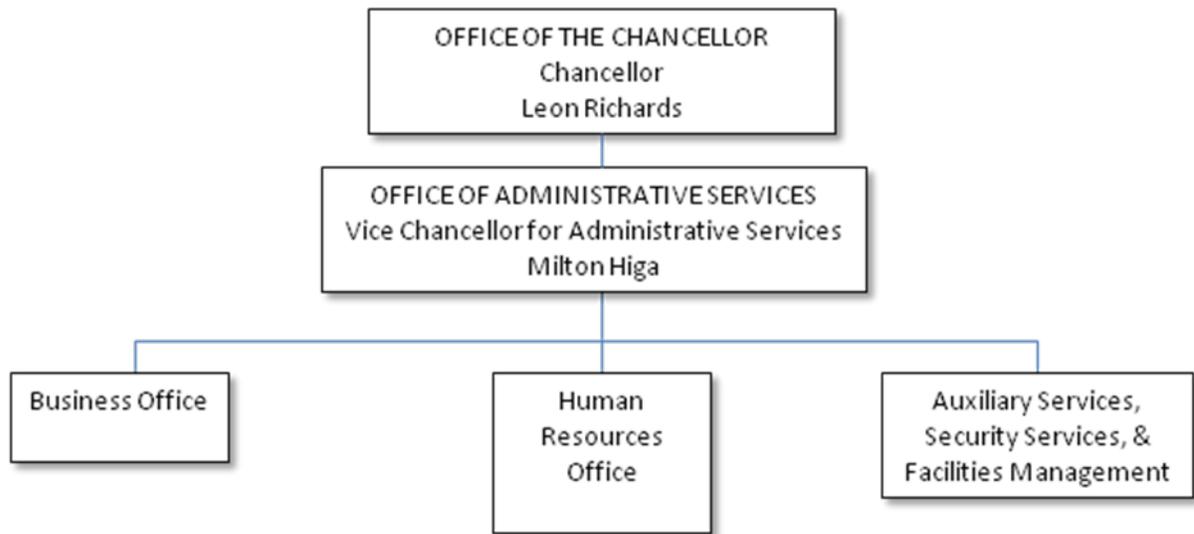
2012 Organizational Charts, 1/5



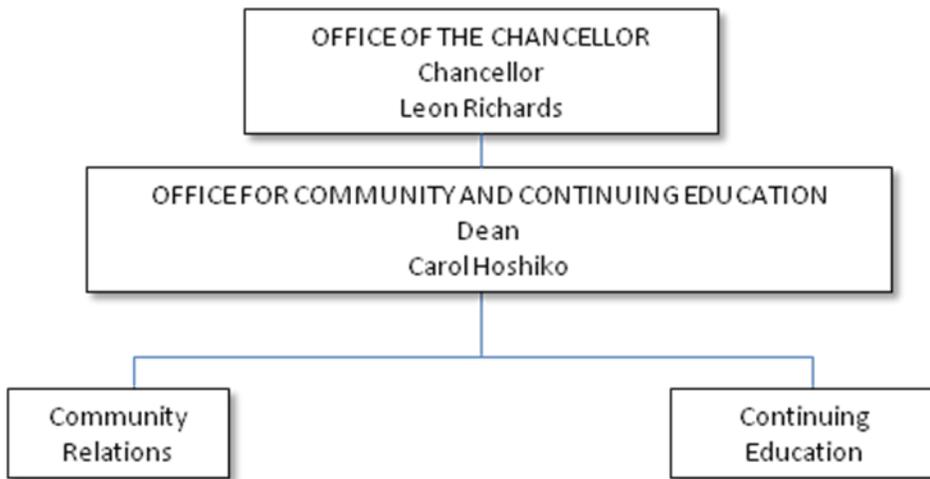
2012 Organizational Charts, 2/5



2012 Organizational Charts, 3/5



2012 Organizational Charts, 4/5



2012 Organizational Charts, 5/5

In July 2010, as a refinement to the reorganization, the Chancellor oversaw the creation of the Business, Legal, and Technology (BLT) Education Department. This change followed a process of faculty planning that logically and efficiently combined closely related educational units. The BLT Department brings together Paralegal, Legal Secretary, Accounting, Information Technology, Marketing, and Entrepreneurship Education. These programs continue to offer the same degrees and certificates and use the designated alphas for their program courses. Each program maintains their individual program advisory committees.

In 2011, as another refinement to the reorganization, the Chancellor worked with the Vice Chancellor for Academic Affairs and Vice Chancellor for Student Services, as well as respective deans and faculty and counselors to shape the Arts & Sciences Counseling unit into the Maida Kamber Center (MKC) for Career Exploration, Transfer and Graduation Services. The MKC model is designed to promote student success under a single vision ensuring a focused approach to successful transfer and program completion for approximately 4,500 students annually. With MKC's focus on assisting students to identify career goals, transfer and graduate, the reorganization of Academic Affairs to include the MKC, directly supports three outcomes in College's Strategic Plan, 2008-2015. Personnel in MKC now report to the Vice Chancellor for Academic Affairs.

Employee Profile

The All Employee profile is presented in Table 2 below. Asian and Pacific Islanders comprise 54.9 percent of all employees, Caucasians comprise 27.3 percent, and Others comprise 17.8 percent. The female to male gender ratio is 58:42.

Table 2. Kapi'olani Community College, All Employees

| | | | Executive | | APT | | Civil Service | | Instruct Faculty | | Other Faculty | |
|---------------------------------|-----|------|-----------|-----|-----|------|---------------|------|------------------|------|---------------|-----|
| All Employees | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| | 384 | 100 | 14 | 4 | 62 | 16 | 78 | 20 | 191 | 50 | 44 | 12 |
| Ethnicity | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Asian and Pacific Islander | 211 | 54.9 | 5 | 1.3 | 42 | 10.9 | 56 | 14.6 | 79 | 20.6 | 29 | 7.6 |
| Chinese | 34 | 8.9 | | 0.0 | 2 | 0.5 | 11 | 2.9 | 12 | 3.1 | 9 | 2.3 |
| Filipino | 33 | 8.6 | | 0.0 | 9 | 2.3 | 8 | 2.1 | 11 | 2.9 | 5 | 1.3 |
| Indian Subcontinent | 3 | 0.8 | | 0.0 | | 0.0 | | 0.0 | 3 | 0.8 | | 0.0 |
| Japanese | 117 | 30.5 | 5 | 1.3 | 27 | 7.0 | 29 | 7.6 | 44 | 11.5 | 12 | 3.1 |
| Korean | 9 | 2.3 | | 0.0 | 2 | 0.5 | 1 | 0.0 | 4 | 1.0 | 2 | 0.5 |
| Other Asian | 15 | 3.9 | | 0.0 | 2 | 0.5 | 7 | 1.8 | 5 | 1.3 | 1 | 0.3 |
| Hawaiian and Pacific Islander | 43 | 11.2 | 3 | 0.0 | 7 | 1.8 | 13 | 3.4 | 17 | 4.4 | 6 | |
| Hawaiian/Part Hawaiian | 42 | 10.9 | 3 | 0.0 | 7 | 1.8 | 13 | 3.4 | 16 | 4.2 | 6 | 1.6 |
| Samoa | 1 | 0.3 | | 0.0 | | 0.0 | | 0.0 | 1 | 0.3 | | 0.0 |
| Other Ethnic Groups | 121 | 31.5 | 6 | 0.8 | 10 | 2.6 | 9 | 2.3 | 91 | 23.7 | 8 | 2.1 |
| African American | 6 | 1.6 | 1 | 0.3 | | 0.0 | 1 | 0.3 | 3 | 0.8 | 1 | 0.3 |
| American Indian / Alaska Native | 6 | 1.6 | | 0.5 | 2 | 0.5 | 1 | 0.3 | 1 | 0.3 | | 0.0 |
| Caucasian | 105 | 27.3 | 5 | 0.0 | 8 | 2.1 | 6 | 1.6 | 84 | 21.9 | 7 | 1.8 |
| Hispanic | 4 | 1.0 | | 0.0 | | 0.0 | 1 | 0.3 | 3 | 0.8 | | 0.0 |
| No Response | 9 | 2.3 | | 0.3 | 3 | 0.8 | | 0.0 | 4 | 1.0 | 1 | 0.3 |
| Gender | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Female | 224 | 58.3 | 5 | 1.0 | 35 | 9.1 | 48 | 12.5 | 102 | 26.6 | 35 | 9.1 |
| Male | 160 | 41.7 | 9 | 1.3 | 27 | 7.0 | 30 | 7.8 | 89 | 23.2 | 9 | 2.3 |

A detailed profile of faculty ethnicities is presented in the table 3 below. Asian and Pacific Islanders comprise 46.0 percent of all faculty, Caucasians comprise 38.7 percent, and Others comprise 15.3 percent. The female to male gender ratio for faculty is also 58:42. Full and Associate Professors comprise 40 percent of the faculty while the Assistant Professors and Instructors comprise 60 percent.

Table 3. Kapi'olani Community College Faculty, by Rank, Ethnicity, and Gender

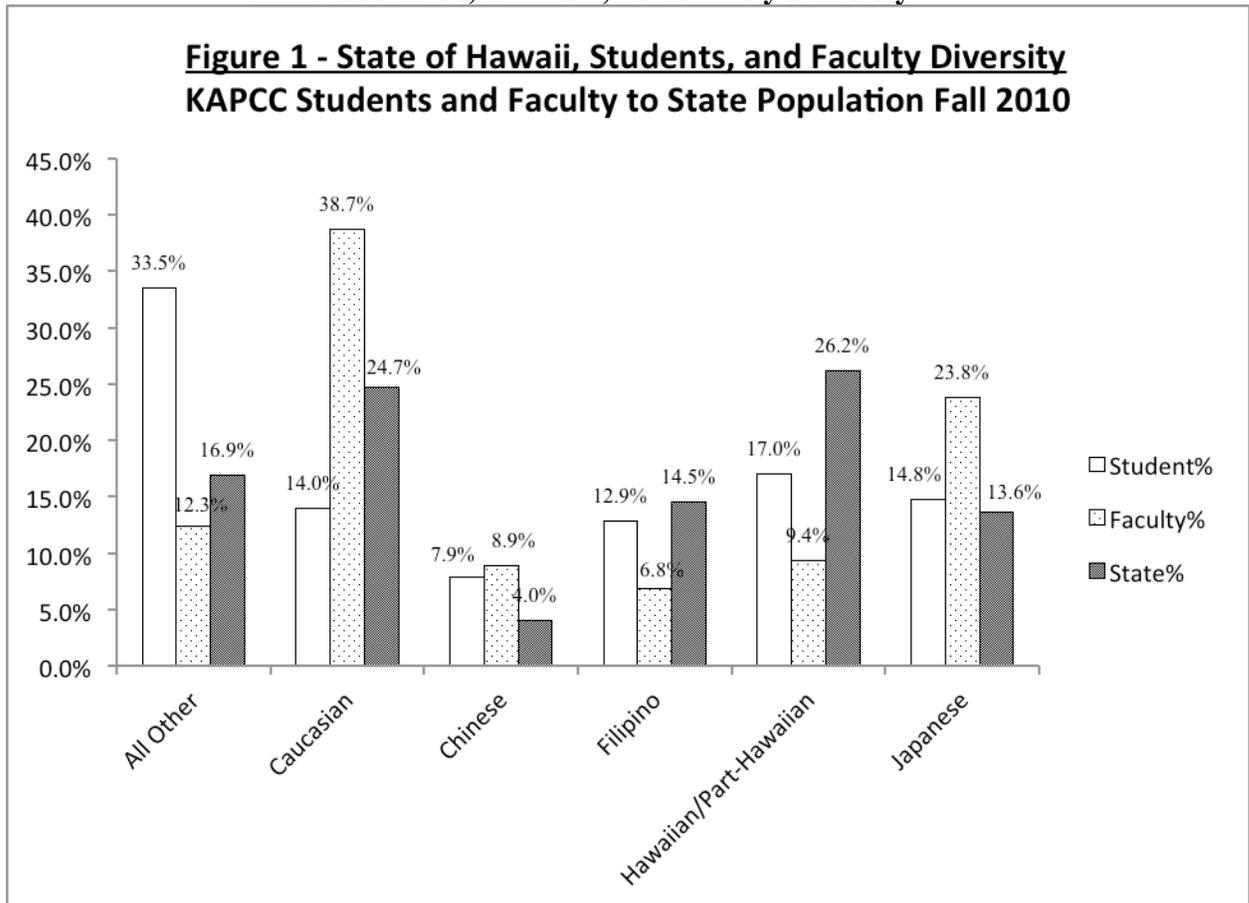
| | Total | | Professor | | Associate | | Assistant | | Instructor | |
|-------------------------------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|
| | No. | % |
| All Faculty | 235 | 100 | 58 | 24.7 | 36 | 15.3 | 65 | 27.7 | 76 | 32.3 |
| Ethnicity | No. | % |
| Asian and Pacific Islander | 108 | 46.0 | 27 | 11.5 | 20 | 8.5 | 35 | 14.9 | 26 | 11.1 |
| Chinese | 21 | 8.9 | 7 | 3.0 | 1 | 0.4 | 9 | 3.8 | 4 | 1.7 |
| Filipino | 16 | 6.8 | 2 | 0.9 | 1 | 0.4 | 6 | 2.6 | 7 | 3.0 |
| Indian Subcontinent | 3 | 1.3 | 1 | 0.4 | 1 | 0.4 | 1 | 0.4 | | 0.0 |
| Japanese/Okinawan | 56 | 23.8 | 15 | 6.4 | 15 | 6.4 | 16 | 6.8 | 10 | 4.3 |
| Korean | 6 | 2.6 | 2 | 0.9 | 2 | 0.9 | | 0.0 | 2 | 0.9 |
| Other Asian | 6 | 2.6 | | 0.0 | | 0.0 | 3 | 1.3 | 3 | 1.3 |
| Hawaiian and Pacific Islander | 23 | 9.8 | 2 | 0.9 | 1 | 0.4 | 9 | 3.8 | 11 | 4.7 |
| Hawaiian/Part Hawaiian | 22 | 9.4 | 2 | 0.9 | 1 | 0.4 | 9 | 3.8 | 10 | 4.3 |
| Samoan | 1 | 0.4 | | 0.0 | | 0.0 | | 0.0 | 1 | 0.4 |
| Other Ethnic Groups | 99 | 42.1 | 29 | 12.3 | 15 | 6.4 | 21 | 8.9 | 34 | 14.5 |
| African American | 4 | 1.7 | 1 | 0.4 | | 0.0 | 1 | 0.4 | 2 | 0.9 |
| American Indian/Alaska Native | 2 | 0.9 | 1 | 0.4 | | 0.0 | | 0.0 | 1 | 0.4 |
| Caucasian | 91 | 38.7 | 27 | 11.5 | 15 | 6.4 | 18 | 7.7 | 31 | 13.2 |
| Hispanic | 2 | 0.9 | | 0.0 | | 0.0 | 2 | 0.9 | | 0.0 |
| No Response | 5 | 2.1 | | 0.0 | | 0.0 | | 0.0 | 5 | 2.1 |

| Faculty = 235 | Total | | Professor | | Associate | | Assistant | | Instructor | |
|---------------|-------|------|-----------|------|-----------|-----|-----------|------|------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Female | 137 | 58.3 | 31 | 13.2 | 18 | 7.7 | 39 | 16.6 | 49 | 20.9 |
| Male | 98 | 41.7 | 27 | 11.5 | 18 | 7.7 | 16 | 6.8 | 27 | 11.5 |

Data Source for Tables: CC Systems Office - Data as of 10/09/2010

Figure 1 below represents the proportional detailed ethnic diversity of the State of Hawai'i in comparison to student and faculty diversity at Kapi'olani Community College. Caucasian and Japanese faculty are over-represented at the College in relation to both the state and student populations. Native Hawaiian and Filipino faculty are under-represented in relation to both the state and student populations.

Figure 1.
State of Hawai'i, Students, and Faculty Diversity



Data Source: ODS

- State of Hawaii: Population -2010 Census Demographic Profile at http://hawaii.gov/dbedt/info/census/Census_2010/demographic
- Student: ODS
- UH System MAPS UHCC Fall 2010 Enrollment Report Table 3 Full-Time Faculty: Community Colleges Human Resource Office

Conclusion

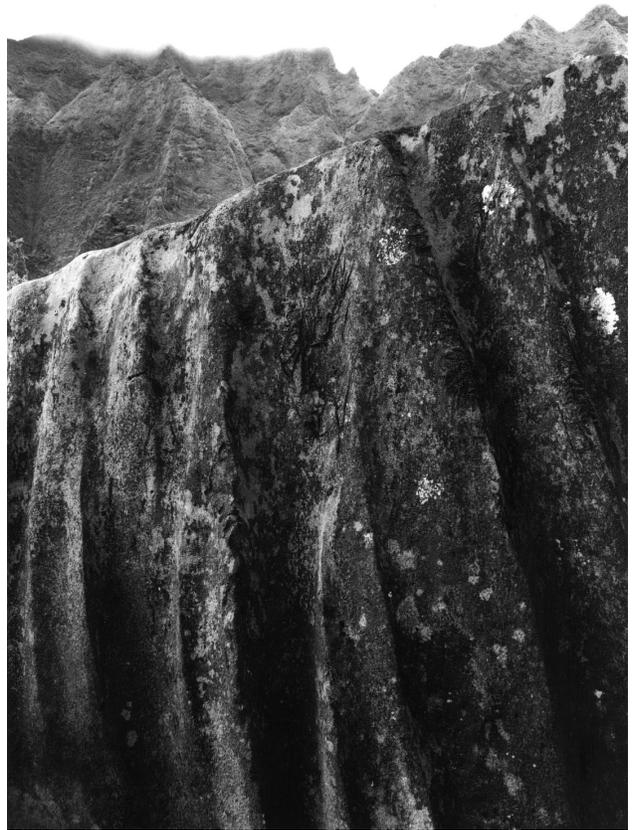
With the leadership of the Chancellor, and a full complement of committed vice chancellors and deans, talented chairs, unit heads, faculty, staff, and students have together been engaged in ongoing learning and significant achievement. Together we have sharpened our focus on student engagement, learning, and achievement, the formula for student success, in an innovative ecology of learning with an evolving culture of evidence.

References

- SecC:01 Kapi'olani Community College, "KCC Intranet Reorganization webpage" (accessed March 21, 2012).
Doc #268: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/268>
- SecC:02 Kapi'olani Community College, "KCC OFIE Program Review webpage" (accessed June 12, 2012).
Doc #607: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/607>
- SecC:03 University of Hawai'i, "UHCC Campus-Systems Functions Map" (accessed June 12, 2012).
Doc #634: [Reference](#), Archive Link: <http://hdl.handle.net/10790/634>

D. Certification of Continued Institutional Compliance with Eligibility Requirements

Malia paha he iki 'unu, pa'a ka pōhaku nui, 'a'ole e ka'a.



Perhaps it is the small stone that can keep the big rock from rolling down.

Mary Kawena Pukui, 'Ōlelo No'eau, #2125

Section D. Certification of Continued Compliance with Eligibility Requirements, Updated for Distance Education Substantive Change Request Integration

1. Authority

Kapi'olani Community College (the 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. University of Hawai'i is governed by a 15-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 and Certificates of Achievement awarded by the College.

The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

2. Mission

The College's mission statement was reviewed and revised as part of the process for updating its strategic plan for 2008-2015 and was formally approved by campus governance bodies before being approved by the UH Board of Regents on May 20, 2010.

The mission statement thus is aligned with the strategic plan for 2008-2015. The mission and strategic plan, along with annual and three-year program reviews, are guiding the tactical planning of academic programs and administrative and educational support units for the period, 2009-2012, and will guide the next cycle of planning for 2012-2015. The mission statement, along with vision and values statements, is broadly communicated to the public via the College's homepage ([Live Link, Reference](#), Endnote SecD:1) and catalog page ([Live Link, Reference](#), Endnote SecD:2). The strategic plan for 2008-2015 is also posted on the homepage ([Live Link](#)).

3. Governing Board

The functioning governing board for the 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 the College.

4. Chief Executive Officer

Since his appointment by the UH Board of Regents beginning August 1, 2007, Dr. Leon Richards has been the Chancellor and Chief Executive Officer at Kapi'olani Community College. He is a full-time administrator who does not serve on the governing board of the University System. He has the requisite authority to administer board policies.

5. Administrative Capacity

The administrative staff is made up of fourteen members, nine of whom are in executive (E) positions. The administrative staff also includes a representative from Kalāualani (a governance body representing Native Hawaiian faculty, staff, and students at the campus and UH System level). Five of the administrators have doctoral degrees, eight have master's degrees, and one has a bachelor's degree. The administrative staff is ethnically diverse: African American (1), Native Hawaiian (2), Asian American (5), and Caucasian (6). The administrative staff is comprised of nine males and five females. (See Table 1. "Kapi'olani Community College Administrative Staff, Spring 2012" in Section C: Organizational Information.)

6. Operational Status

Kapi'olani Community College is fully operational and has been in continuous service since 1946. Since 2006, Kapi'olani has experienced steady enrollment growth to 9,030 students in fall 2011. Resident and non-resident enrollment and tuition growth, general fund allocations, and federal funding have helped the College remain fiscally sound. The

College serves a diverse multi-ethnic population seeking certificates, degrees, transfer, and personal enrichment opportunities.

7. Degrees

The college offers 21 associate degree programs and 49 certificates. Academic programs at the College emphasize the outcomes of learning rather than the experience of or time spent in learning. The College offers an Associate in Arts (AA) degree, and Associate in Science (AS) degrees, Certificates of Achievement (CA), Certificates of Completion (CC), Academic Subject Certificates (ASC), and Certificates of Competence (CC).

Additional detail on general education, course requirements, length of study related to degrees is found in the Catalog.

8. Educational Programs

The principal degrees of the College are congruent with its mission to prepare students to meet personal enrichment goals, rigorous degree requirements and employment standards, and for lives of ethical and social responsibility. 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. See catalog for further documentation.

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.

9. Academic Credit

The College uses the definition of academic credit hour established in UH Executive Policy – Academic Affairs, E5.228, dated August 1, 2011. The College also 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.

10. Student Learning Achievement

All programs at the College have student learning outcomes at the degree and program level, and learning competencies at the course level. These are all listed in the Catalog. All course competencies 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. Degree, program, and course learning assessments were integrated into Annual Report of Program Data in Fall 2011.

Through its Learning Outcomes Assessment Committee, the College is continually developing a robust set of strategies for assessing student learning outcomes.

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 2010-11 Catalog lists the courses in the major discipline areas. Courses required for written communication and mathematical reasoning are found in descriptions of the individual programs.

In 2009, five new General Education Student Learning Outcomes were developed and approved by the Faculty Senate and administration:

1. Thinking/Inquiry
2. Communication
3. Self and Community/Diversity of Human Experience
4. Aesthetic Engagement
5. Integrative Learning

General education course listings are found in the catalog. Course outlines for language and quantitative reasoning courses are available through Curriculum Central. The College is actively engaged with the Association of American Colleges and Universities and uses their best practice literature to refine general education learning outcomes and develop assessment strategies.

12. Academic Freedom

The college guarantees its faculty the freedom to teach and its students the freedom to learn. The freedom to engage in academic inquiry and to express ideas freely are both necessary to effective and meaningful learning experiences. All students and faculty, regardless of their country of origin, are members of an academic community dedicated to the pursuit of truth and the development of critical thinking. The college has made this commitment through an Academic Freedom statement included in the college Catalog's policies and procedures.

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 and professional development. Faculty must meet Minimum Qualification as determined by

the University of Hawai'i Community College System. A complete listing of faculty and their degrees is found in the 2010-2011 Catalog, Appendix D. 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.

The College maintains quality programs through the efforts of its faculty. In 2010-11, the College had a full-time/part-time ratio of 1.07 (IPEDS, Human Resources Report 2010-11).

14. Student Services

Student Services are consistent with UH Board policy and provides a wide range of support activities across the academic programs for students or potential students. The Office for Student Affairs provides leadership for the College's enrollment management activities through the Kekaulike Information and Service Center; provides leadership in the area of student co-curricular and social activities and leadership training through the Student Engagement Program; and provides leadership through programs that support targeted populations including Disability Services, TRIO Student Support Services, Veteran Services, Native Hawaiian Career Technical Education Project, Mental Health Services and Single Parent/Displaced Homemaker Services that are applicable to students or potential students across the various academic programs.

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, Open Computer Labs, and a Testing/Placement Center) supports the vision and curriculum of the College by providing an innovative environment for learning and research. Internet access, systemwide 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. A Campus Web Team reports to the CELTT unit head. Collegewide information is disseminated through the campus website as developed by the Web Team.

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. The funding is adequate to support student learning programs and services, improve institutional effectiveness and assure financial stability. The budget is balanced and reflects reserves in excess of 5 percent.

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 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

Under the direction of the Chancellor, the Office for Institutional Effectiveness (OFIE) systematically coordinates and facilitates institutional planning and program evaluation for all Academic Programs and Administrative and Educational Support Units at the College. The focus of each of these programs and units is on student engagement, improved student learning and achievement of educational goals. Each of these programs implements three-year tactical plans for improvement aligned with the College Strategic Plan for 2008-15. The following are available online:

- Strategic plan for 2008-2015 ([Reference](#) [large file], Endnote SecD:3)
- Unit tactical Plans ([Live Link](#), [Reference](#), Endnote SecD:4)
- Long Range Development Plan ([Reference](#) [large file], Endnote SecD:5)

20. Public Information

The 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. ([Live Link](#), [Reference](#), Endnote SecD:6)

21. Relations with the Accrediting Commission

The 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 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.

References

- SecD:01 Kapi'olani Community College, "Kapi'olani Community College website" (accessed March 13, 2012).
Doc #153: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/153>
- SecD:02 Kapi'olani Community College, "Catalog webpage" (accessed March 13, 2012).
Doc #199: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/199>
- SecD:03 Kapi'olani Community College, "KCC Strategic Plan 2008-2015" (accessed February 29, 2012).
Doc #173: [Reference](#), Archive Link: <http://hdl.handle.net/10790/173>
- SecD:04 Kapi'olani Community College, "OFIE Tactical Plan website" (accessed March 13, 2012).
Doc #174: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/174>
- SecD:05 Kapi'olani Community College, "KCC Long Range Development Plan (LRDP) Update presentation" (accessed April 13, 2012).
Doc #449: [Reference](#), Archive Link: <http://hdl.handle.net/10790/449>
- SecD:06 Kapi'olani Community College, "Catalog webpage" (accessed March 13, 2012).
Doc #199: [Live Link](#), [Reference](#), Archive Link: <http://hdl.handle.net/10790/199>

E. Certification of Continued Institutional Compliance with Commission Policies

‘A‘ohe ‘ulu e loa‘a i ka pōkole o ka lou.



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

(There is no success without preparation).

Mary Kawena Pukui, ‘Ōlelo No‘eau, #213

Section E. Certification of Continued Institutional Compliance with Commission Policies

The college certifies that it continues to comply with all the Commission policies identified below:

- Policy on Award of Credit
- Statement on Benefits of Accreditation
- Policy on Commission Actions on Institutions
- Policy on Commission Good Practice in Relations with Member Institutions
- Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy on Credit for Prior Experiential Learning in Undergraduate Programs
- Policy on Distance Education and on Correspondence Education
- Statement on Diversity
- Policy on Insider Trading
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Institutional Compliance with Title IV
- Policy on Institutional Integrity and Ethics
- Policy on Institutions with Related Entities
- Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions
- Policy Regarding Matters Under Litigation
- Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals
- Policy on Public Disclosure
- Policy on Refund of Student Charges
- Policy on Representation of Accredited Status
- Policy on Review of Commission Actions
- Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process
- Policy on Student and Public Complaints Against Institutions
- Policy on Substantive Change
- Policy on Transfer of Credit

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

‘A‘ohe pu‘u ki‘eki‘e ke ho‘ā‘o ‘ia e pi‘i.



No cliff is so tall that it cannot be scaled.

Mary Kawena Pukui, ‘Ōlelo No‘eau, #209

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

Recommendation 1: To more fully integrate planning, the college must:

A. Define the role of the institutional research office in planning processes and use data as the basis for institutional planning (Standard IB.6).

This recommendation has been directly addressed through the College's Reorganization Plan which was approved by the UH Board of Regents in April 2009. This approved reorganization plan established an Office for Institutional Effectiveness (OFIE). OFIE, under the direction of the Chancellor, implements the collegewide strategy above and other related functions ([Reference](#), Endnote SecF:1):

OFIE provides leadership and coordination for long-range, strategic, and tactical planning; research in institutional effectiveness, especially in support of learning-centered faculty development opportunities and student learning outcomes, and accreditation; and grants research and resource development in support of national promising practices as well as unique opportunities in Hawai'i.

Since 2006, OFIE has worked with appropriate college constituencies to facilitate the completion of the following:

Planning and Evaluation Processes

1. Long range development plan, Kapi'olani in 2020;
2. Strategic plan for 2008-2015;
3. Tactical planning for academic programs and administrative and educational support units, 2006-2009 and 2009-2012;
4. Development of an Institutional Improvement Matrix, which aligns learning outcomes assessment, annual reports of program data, tactical planning, budgeting, accreditation, and strategic plan cycles of assessment, evaluation, and improvement ([Live Link](#), [Reference](#), Endnote SecF:2).
5. Evaluation of evaluation processes resulting in revision of the College's Comprehensive Program Review policy;
6. Development of an engagement, learning, and achievement model and Institutional Effectiveness Measures (IEMs);
7. Administration of Community College Survey of Student Engagement (CCSSE) in 2008, 2010, and 2012;
8. Administration of fall 2011 faculty and staff survey, and chairs, unit heads, and administrator survey;
9. Administration of "Assessing Institutionalization Map" survey in 2009 and 2011 as part of National Science Foundation "Innovation through Institutional Integration" grant.

Resource Development

1. Achievement of the goal under Strategic Outcome C1 to increase extramural grants fund by 3 percent per year to over \$5.9 million;
2. Acquisition of grants aligned with strategic and tactical planning measures, including (a) U.S. Department of Education, Title III Institutional Strengthening Program Grants (Native Hawaiian Serving Institution), 2004-2009 and 2009-2014, and annual renovation of learning spaces grants totaling more than \$8 million; (b) NSF STEM Program Development Grants totaling more than \$11.6 million; (c) U.S. Department of Education grants for the development of the College's Center on Responsive Education, \$3.2 million; (d) Housing and Urban Development Office of University Partnerships totaling \$1.6 million.

OFIE has taken the lead on planning, research, and assessment such as facilitating discussion on the ACCJC Rubric for Evaluating Institutional Effectiveness at the Policy, Planning, and Assessment Council meeting and other council meetings. The college uses these rubrics as formative evaluation tools to monitor progress in planning, program review, and student learning outcomes assessment. Rubrics are posted at the OFIE website:

- ACCJC/WASC Planning Rubric - May 8, 2012 ([Reference](#), Endnote SecF:3)
- ACCJC/WASC Program Review Rubric - May 8, 2012 ([Reference](#), Endnote SecF:4)
- ACCJC/WASC Student Learning Outcomes Rubric - May 8, 2012 ([Reference](#), Endnote SecF:5)

The College is at the Sustainable Quality Improvement Level for Planning and Program Review and at the Proficiency Level for Student Learning Outcomes Assessment. Program Review assessment, evaluation, and improvement is completed annually and is the anchor process in the College's Institutional Improvement Matrix ([Live Link](#), [Reference](#), Endnote SecF:6).

Each degree program is completing learning assessments in spring 2012 and those results will be included in their Annual Review of Program Data (ARPD) in August 2012. Programs will evaluate their results and develop improvement plans by December 2012.

There are 283 courses in Career and Technical Education programs (Business Education, Food Service, Health Sciences, Hospitality Education, and Nursing Education). One hundred and thirty of these courses (45.9 percent) have course assessment plans (CAP) in place, 188 (66.4 percent) have course learning reports (CLR, or equivalent) completed, and 69 (24.4 percent) have both. There are 457 courses in the liberal arts (Humanities, Language, Linguistics and Literature, Math Sciences, and Social Sciences), 170 (37.2 percent) have CAP, 123 (26.9 percent) have CLR, and 86 (18.8 percent) have both.

In the fall 2011 survey, department chairs, unit heads, and administrators indicated a high level of engagement in planning, program review, and learning assessment ([Reference](#),

Endnote SecF:7, Data Book Three, p.7, Question 21). The program review process at the college is gaining greater traction and relevance as improvements are being guided by the UHCC System's ongoing campus efforts and continuous improvement. Since the last comprehensive visit, the UHCC System has continued to improve the Program Review Process. Grounded in the systemwide policy UHCCP 5.202 Review of Established Programs ([Reference](#), Endnote SecF:8), the process has been managed by the systemwide Instructional Program Review Council (IPRC) ([Reference](#), Endnote SecF:9).

From 2007 – 2009, the system moved from common data elements reported by the colleges to online templates with data generated centrally by the Office of the Vice President for Community Colleges. The online templates include metrics to assess program health in the areas of demand, efficiency, effectiveness, and overall. At their March 2009 meeting, the IPRC decided to include Distance Education data in the ARPD, effective August 2009. Templates for remedial/developmental Reading, Writing, and Math were added in 2009. Student Support Services and Academic Support Services were added in 2010. The data and analysis for 2010 and 2011 is publicly available ([Reference](#), Endnote SecF:10).

The linkage between ARPD and Tactical Planning is better understood and implemented particularly as new academic deans work more closely with department chairs and faculty. Evidence of program learning outcomes assessment was integrated into the ARPD in fall 2011, and fall 2012.

The fall 2011 faculty and staff survey evidenced a high level of faculty engagement in the assessment of student learning ([Reference](#), Endnote SecF:11, Data Book Two, p.8, Question 6). Results of this assessment were used to promote the first “Closing the Loop” assessment institute in May 2012. The fall 2011 faculty and staff survey also asked what assessment methods faculty use to assess student learning of course competencies ([Reference](#), Endnote SecF:12, Data Book Two, pp.12-13, Question 8).

B. Refine the objectives in the College's tactical and strategic plans so they are measurable, have obtainable benchmarks and assessment methods, inform the allocation of resources, and then regularly assess progress and use the results for improvement (Standards I.B.2, I.B.3).

In 2008, the College began formal meetings with campus representatives from a wide range of academic and support units, as well as the Faculty Senate, Staff Council, Student Congress, and Kalāualani, the College organization aligned with Pūko'a, the Native Hawaiian advocacy body at the UH System level. To facilitate maximum participation, engagement, and dialogue, meetings were scheduled on back-to-back Wednesday and Thursday evenings, once per month, in February, March, April, and May 2008, and a dedicated Laulima website housed all draft documents generated by the Committee to Update the Strategic Plan (CUSP) as they evolved.

Within the CUSP, four subcommittees were formed to address the five strategic outcomes identified by the UH System:

Group A: Focused on the framing documents for the updated plan, the mission, vision, values, planning context, and functional statements, and on the integration of planning agenda items from the College's 2006 ACCJC/WASC Self Study as well as recommendations from the Accreditation Report from January 2007.

Group B: Focused on Strategic Outcome 1, Native Hawaiian Educational Attainment and Strategic Outcome 2, Hawai'i's Educational Capital.

Group C: Focused on Strategic Outcome 3, Economic Contribution and Strategic Outcome 4, Globally Competitive Workforce

Group D: Focused on Strategic Outcome 5, Resources and Stewardship.

Community stakeholders began receiving electronic drafts of the updated plan in February 2008 and joined the face-to-face phase of the four-group planning processes in March 2008. Throughout the spring semester, participants were informed that the College was building on the UH, UHCC, and the College frameworks, that there was a new emphasis on measurable outcomes and that these outcomes would drive UH System and the College budget requests to the Hawai'i State Legislature.

The collaborative work of the participants was further shaped by a thoughtful, comprehensive, evidence-based Planning Context statement, developed by the UHCC System and the community college campuses, which focused on seven issues that will drive institutional transformation over the planning period. These include:

1. Globalizing economy and environment;
2. Severe social change and the inability of government to respond;
3. Education as a driver of economic development;
4. Escaping the low-wage, low-skilled Trap;
5. A poorly performing education-to-work pipeline;
6. Emerging opportunities identified—need for institutional innovation;
7. Heightened attention to diversified revenue streams.

In June 2008, the updated plan was further refined and formatted. Group A convened in early July to complete the integration of accreditation-related items and to review suggested formatting changes.

In July 2008, the administrative staff met to review the following set of planning documents: a) planning process; b) planning shaped by external context; c) planning shaped by vision, values, and mission; d) functional statement; and e) strategic outcomes, performance measures, campus strategies.

At the UHCC System level, strategic outcome labeling was changed from numbers (1-5) to letters (A-E). The College then divided outcome E into two outcomes, one focused on faculty and staff development (E), and one focused on physical and technological resources and sustainability (F), resulting in six strategic outcomes.

In early August 2008, the updated plan was the focus of an all-day administrative retreat. The administrative staff was impressed with the in-depth and detailed strategies identified by the campus and community representatives to the Committee to Update the Strategic Plan and their clear alignment with each of the performance measures and outcomes.

From these detailed strategies a set of eight collegewide strategies were identified:

1. Manage and grow enrollment strategically;
2. Diversify, improve and increase the College's financial aid portfolio for students;
3. Develop a new ecology of engaged learning and teaching for retention and persistence;
4. Develop a new ecology of engaged learning and teaching for degree and certificate completion and transfer;
5. Diversify, sustain and increase the College's funding portfolio and revenue streams;
6. Increase financial, technological, and physical resources and faculty and staff expertise;
7. Strengthen community outreach and partnerships;
8. Improve ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting.

In fall 2009, tactical planning by academic and educational support units was shaped by program review data and the eight collegewide strategies. These tactical plans informed the allocation of resources. In fall 2011, all academic and support units developed midterm updates on their tactical plans.

These three year tactical plans identify outcomes and measures from the Strategic Plan that programs can help the college achieve, and measures from annual and three year comprehensive program review that need improvement. Tactical plans specify strategies for the achievement of Strategic Plan measures and the improvement of program review results.

Each year Annual Reviews of Program Data (ARPD) identify strengths and weaknesses with the academic programs and student services. The ARPD drive tactical planning for improvement. The Policy, Planning, and Assessment Council oversees tactical planning through an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

C. Evaluate the College's planning processes using a self reflective dialogue that leads to improvement. (Standards IB.6, IB.7).

Internal Evaluation and Dialogue: Dialogue concerning the development of the strategic planning process was integrated into the monthly meetings of the Policy, Planning, and Assessment Council (PPAC), and formal approval for the plan was sought and received from the College's governance bodies, the Faculty Senate, Staff Council, Student Congress, and Kalāualani.

In July 2009, consultants were hired to begin the process of long range development planning. Over a twelve month period, they completed an assessment of the opportunities and limitations of an expanded physical footprint for the College. This long range development plan represents a physical manifestation of the Strategic Plan. They coordinated their work, timeline, and reporting to constituents (broader campus representatives, community stakeholders, UH Board of Regents) through a campus advisory working group comprised of the Chancellor, Vice Chancellor for Administrative Services, the Vice Chancellor for Academic Affairs, the Director of the OFIE, and the then Dean of Culinary, Hospitality and College Advancement, who continues to oversee the development of the new Culinary Institute of the Pacific facility.

The consultants updated this committee on August 26, 2009, and presented their initial findings and project timeline to the PPAC on September 1, 2009. On September 26, 2009, a highly interactive long range planning charette engaged 20 community stakeholders from civic associations, Neighborhood Boards, the legislature, and city government. Six of these stakeholders were engaged in the earlier strategic planning process. Consultants dialogued with the PPAC on November 3, 2009, and completed a second charette in November 21, 2009.

As the College moved to its third cycle of tactical planning in 2009, it strengthened its commitment to the use of program review data and strategic plan outcomes and performance measures as tools for assessment and evaluation for program and institutional improvement, and for budgeting and resource allocation.

In September 2011, a campus-wide survey administered by OFIE was completed by 364 faculty and staff, representing a 50.8 percent response rate. In this campus-wide survey, 312 to 314 individuals answered five questions related to the College's mission and its use in planning and priority setting (number/response count in parenthesis):

- 91.0 percent (284/312) strongly or somewhat agreed that they were committed to improving the effectiveness of their educational/professional practice to improve student learning and success.
- 86.3 percent (271/314) strongly or somewhat agreed that the mission statement expresses the collegewide commitment to learning.
- 57.4 percent (179/312) strongly or somewhat agreed that they used data, program review data, or other institutional assessment data to help their department or unit to identify areas of improvement.

- 51.8 percent (162/313) strongly or somewhat agreed that they participated actively in the planning or priority-setting process in their department.
- 47.8 percent (150/314) strongly or somewhat agreed that they have discussed the relevance of the mission statement to student learning with peers or administrators.

Using this data the College sponsored the first annual “Closing the Loop” Summer Institute (May 2012) which showcased samples of completed course level student learning assessment and trained faculty how to design and implement useful assessment strategies, including rubric design. Coaching assistance was provided by experienced colleagues. For 45 College faculty, the Institute supported thought provoking, collaborative dialogue on the next steps for those courses with completed learning assessment. Faculty also shaped long term strategies for continuous learning improvement and policies on using learning assessment to drive vital budget and resource allocation at the College ([Reference](#), Endnote SecF: [13](#)). Service-Learning faculty and staff completed a second cycle of learning assessment and have developed assessment rubrics and protocols that are shared via the OFIE website and with colleges and universities nationally ([Live Link](#), [Reference](#), Endnote SecF: [14](#)).

Recommendation 2: The College should complete, implement and then evaluate three curriculum oversight reforms:

A) Redesign of the curriculum approval and revision process (Standard. IIA.2.a).

In fall 2007, the College’s Faculty Senate endorsed changes to the curriculum process so that multiple deadlines were available to faculty. In fall 2008, the Faculty Senate endorsed the initiation of a “pre-submission checklist,” a process that asks course proposers to consult with various stakeholders prior to submission of the proposals for formal review. The pre-submission review process checklist is also a vehicle through which the institution assures that library and learning resources and technology resources are planned for and allocated in a manner that directly supports student learning and improves the achievement of these outcomes. The unit heads for Library and Learning Resources and the Center for Excellence in Learning, Teaching and Technology are a consistent presence in the curriculum review process. In the course of reviewing all proposals, these unit heads make note of any resource implications for their respective units and communicate these to appropriate staff in their units. If changes to services or operations may be warranted, the unit heads plan or implement changes accordingly.

While faculty proposers felt that implementing the pre-submission checklist lengthened their part of the process, the members of the Curriculum Committee and Faculty Senate recognized that the quality of proposals improved and the review process was made more efficient as a result.

The development of the curriculum management software package based on Leeward Community College’s Curriculum Central progressed more slowly than was anticipated and the College’s Faculty Senate elected to delay full implementation until spring 2010.

Nevertheless, some faculty voluntarily used the software in fall 2009, piloting the system and enabling the reviewers to familiarize themselves with the software initially with a manageable number of proposals and working with the developers to address the remaining bugs in the software.

Since fall 2010, all College course proposals are submitted via Curriculum Central. Multiple deadlines allow for proposal submission at various times during the semester. Programming glitches are ongoing, as the program gets implemented across the various campuses in the UH System. Responses from reviewers suggest that that online process has speeded up and facilitated the review process; however, some proposers still find it challenging to input courses.

In the fall 2011 survey, 96 faculty and staff indicated that they have inputted course proposals through Curriculum Central, 32.5 percent of these respondents found the process very or somewhat easy, while 63.5 percent found the process somewhat or very difficult.

B. Full implementation of the five-year curriculum review process (Standard II.A.2.e).

Mindful of the workload of the reviewers on Faculty Senate and Curriculum Committee and of the departmental faculty, the department chairs opted to stagger the curriculum review over the period 2009-2012. Departmental timelines, submitted to the Vice Chancellor for Academic Affairs in August 2009, identified which courses the departments would submit for review in each of the following four semesters. In August 2009, all but three of the departments had completed their plans for bringing all of their courses into compliance with the five-year review policy.

As of May 2012, 293 out of 373 targeted courses (79 percent) have been reviewed. Overall 757 out of 837 courses (90 percent) are within a five-year cycle of review. In the fall 2011 survey, 84.4 percent of faculty and staff indicated that they were aware that the courses they teach need to go through a curriculum review process every five years ([Reference](#), Endnote SecF: 15, Data Book Two, p.15, Question 10). The process is being tracked with schedule that tracks review due dates ([Reference](#), Endnote SecF: 16). Thus a system is in place to monitor and implement the ongoing five year course review process.

C. The process for establishing and validating course pre-requisites (Standard II.A.2.b).

The process for establishing and validating course pre-requisites is managed through the course proposal template in Curriculum Central, which asks faculty to reflect on the essential skills needed for students to be successful in the course and justify prerequisite courses. This new course proposal template includes the following six prompts which require faculty to think more deeply about prerequisite knowledge and skills:

1. What basic skills (reading, writing, and analytical) are needed for success in this course? The concern here is with the skills levels required of students rather than the level of material in the class. Amount and level of reading, writing or other independent work required.

2. Amount and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.
3. Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?
4. Expectations for student participation outside of class. Students are expected to spend at least two hours outside of class for every hour in class by means of the following activities: art gallery visit(s), botanical garden visit(s), computer projects, concert(s), documented practice time, group project, guitar practice, homework assignments, hula practice, individual project(s), journal writing, language lab additional time, museum visit(s), papers, physical practice outside of class, piano practice practice lab time, reading assigned text(s), rehearsal time, research projects, service learning project(s), singing practice, term papers, theatre visit(s), 'ukulele practice, view performances, work in lo'i.
5. Justify the level of proposed course: 100 level, 200 level, or lower than 100 level.

The fall 2011 survey data indicate that faculty are aware of the importance of critical reflection in identifying the essential skills needed for their students to be successful in the courses, and to justify prerequisite courses ([Reference](#), Endnote SecF:17, Data Book Two, p.16, Question 11).

Recommendation 3: To create continuity and to improve communication, the college must:

A. Develop a written description of its governance structure that defines the roles of constituent groups in governance (Standard IV.A.2).

On December 9, 2010 a new document entitled *Governance at Kapi'olani Community College* was posted on the college's homepage along with a memo from Chancellor Leon Richards. The memo states that this document is "a reiteration of the Board of Regents Policy of shared governance, a codification of the participatory governance processes used at KCC, and a guide for problem solving and decision making." This document, which defines the roles of constituent groups in governance, was reviewed and approved by the chairs of the four authorized governance organizations and integrates their input and feedback.

In April 2012, after dialogue with leaders of the authorized governance organizations the approved *Governance at Kapi'olani Community College* document was revised to improve clarity and integrate new language from the Charter of Kalāualani.

B. Finalize, implement reorganization, fill positions, and evaluate the reorganization (Standard IV.B.2.a).

The Vice President for UH Community Colleges formally approved the College's reorganization plan with an updated functional statement on April 30, 2009. All the executive positions identified in the Reorganization proposal were filled by spring 2010. Personnel charts were updated in 2010, 2011 and 2012.

The college has completed a detailed description of the College's governance processes, an initial evaluation of the effectiveness of these governance processes, and engaging governance entities in developing improvement plans ([Live Link](#), [Reference](#), Endnote SecF: [18](#)).

In spring and summer 2011, with the reorganization in place and with the completion of a document defining the roles and responsibilities of authorized governance organizations and advisory councils, the College developed a survey to evaluate the functions of seven units identified in the reorganization plan. These evaluations indicated a need to better communicate the roles and responsibilities of the new and renamed units identified in the Reorganization Plan ([Reference](#), Endnote SecF: [19](#), Data Book Two, pp.62-68, Questions 43-48). Results are being reported to the units and through the Policy, Planning, and Assessment Committee and other bodies in Spring and Fall 2012. Baseline results from these surveys will be used to develop improvement benchmarks for 2013 when the survey will be administered again.

C. Record and widely disseminate recommendations and decisions of its governance bodies (Standard IV.B.2.b).

Minutes from PPAC and Administrative Staff Council meetings are consistently updated. Other Governance bodies have not had sufficient staffing to record and widely disseminate recommendations and decisions. In fall 2009, the Vice Chair of the Faculty Senate received three credits of assigned time to oversee and facilitate the Faculty Senate committee structures and functions and disseminate the work of these committees in a timely manner. In addition, student help clerical support has been provided to the Faculty Senate for these purposes. Faculty Senate minutes are currently posted at our Lualima intranet but need to be updated and made available more widely.

Kalāualani has completed its new charter. However, its minutes are currently posted at our Lualima intranet and need to be updated and made available more widely.

Student Congress regularly disseminates its minutes, recommendations, and decisions via a limited distribution email list and will be moving this reporting to the campus web site in 2011-12. Student Congress minutes also need to be updated and accessible to all students on a public (non-intranet) web page.

Staff council minutes are not posted but communications is managed via a limited email distribution list.

Other relatively new bodies, such as the Vice-Chancellor's Advisory Council (VCAC), which was formerly the Dean's Advisory Council, and the Counseling and Academic Advising Council (CAAC) are posting minutes, recommendations, and decisions for dissemination.

Plans are underway to locate all minutes of governance groups meetings at a single intranet site. This site will be made available to the Self Study Visiting Team.

D. Regularly evaluate the College's governance and decision-making structures, widely communicate the results of these evaluations and use the results as the basis for improvement (Standard IV.A.5).

In spring and summer 2011, with the reorganization in place and with the completion of a document defining the role of governance groups and their roles and responsibilities, the college developed a campus-wide survey to evaluate governance and decision-making structures.

This survey asked eight sets of questions related to communication and governance ([Reference](#), Endnote SecF:20, Data Book Two, pp.49-59, Questions 33-40). These evaluations indicate a need to better communicate the roles and responsibilities of the authorized governance organizations and standing advisory councils. Results were reported to the authorized governance organizations and standing council in fall 2011. Baseline results from these surveys will be used to develop improvement benchmarks for 2013.

Update on Substantive Change in Progress, Pending, or Planned

On September 18, 2009, the College submitted a Substantive Change Request to ACCJC/WASC to establish additional locations geographically apart from its main campus for two of its nursing programs, the: 1) Associate Degree in Nursing Program at Leeward Community College; and 2) Practical Nursing Program at Windward Community College. This Substantive Change Request was approved on November 3, 2009.

In October 2011, the College submitted a Substantive Change Request to ACCJC/WASC related to Distance Education offerings supporting degree and certificate completion. This Substantive Change Request was approved on November 22, 2011.

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Standard 1: Institutional Mission and Effectiveness

E lawe i ke a‘o a mālama a e ‘oi mai ka na‘auao.



He who takes his teachings and applies them increases his knowledge.

Mary Kawena Pukui, ‘Ōlelo No‘eau, #328

Standard One: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

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

Descriptive Summary

Queen Kapi'olani (1834–1899) left a legacy of the primacy of education in a vision of a thriving Hawai'i with an aspiration for excellence. The College carries her name with pride. Her motto, Kūlia i ka Nu'u, "Strive for the highest," unifies the College's vision, values, and mission statements and sets the standard for student learning. The vision, values and mission statements drive planning and decision-making while serving as a continuously evolving set of ideals against which the effectiveness of the College is measured and improved in an ongoing effort to strive for the highest.

Educational Purposes

The College's vision, values, and mission statements are included in its strategic plan, 2008-2015 ([Reference](#) [large file], Endnote 1A:1), linked on the College's homepage ([Live Link](#), [Reference](#), Endnote 1A:2) and presented in the introduction of this self evaluation. In its mission, the College defines its educational purposes with respect to student learning in the following three statements:

- [The College] prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long- term needs and contribute to a diversifying state economy.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.

The mission statement reflects the College's role as an institution providing high quality education in liberal arts degree programs, articulated transfer programs, career and technical programs, and programs for lifelong learning. The College's mission statement, in conjunction with its vision and values statements, also reflects elements that characterize educational experiences at the college: open access to learning opportunities; a nurturing and supportive environment; an emphasis on respect, integrity, and ethical conduct, as reflected in themes of cultural diversity, service-learning, international experience, and sustainability that run through the curriculum and the planning process.

Intended Student Population

The College is one of seven campuses established during the 1960s-1970s as centers of learning for the residents of Hawai'i. Four campuses were located on O'ahu and three on the neighbor islands. Honolulu, the center of population has two campuses: Kapi'olani Community College on the east side and Honolulu Community College on the west. Although the University of Hawai'i Community College (UHCC) campuses were originally established as geographic centers, to maximize the use of resources, campuses were also assigned to offer high-cost programs islandwide or statewide. For example, Kapi'olani Community College was assigned to provide Health Sciences and Emergency Medical Services (EMS) programs statewide and a Nursing program islandwide on O'ahu.

In addition to Health Sciences and EMS, the College is the only one in the UH System to offer the following programs: Paralegal Education, Travel and Tourism Operations Management, Exercise and Sport Science, and Biotechnician.

With the development of the internet and other distance education technology and the need and capability to extend educational opportunities to areas of Hawai'i not conveniently located near one of the community college campuses (identified as underserved regions in the strategic plan), the College joined other campuses in offering distance education in the liberal arts and other areas. The College's Liberal Arts program, once predominantly East Honolulu-based, has joined the Health Sciences, EMS, and other one of a kind programs as statewide programs. Hence the mission identifies the College's student population as "Hawai'i's people":

The College strives to provide the highest quality education and training for Hawai'i's people.

The mission statement also reflects the College's open access admissions policy: anyone 18 years of age or older or with a high school diploma or GED is eligible to enroll and work toward the attainment of an educational goal:

The College 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.

The open access admissions policy and the diversity of its intended population result in a highly diverse student body in terms of ethnicity, age, economic status, educational background and educational goals. ([Reference](#), Endnote 1A:3, Data Book One, p.3, Table 2) ([Reference](#), Endnote 1A:4, Data Book One, p.8, Figure 1). This openness to diversity is articulated in the following statement from the mission:

The College is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.

Commitment to Native Hawaiian Students

As a federally designated Native Hawaiian-serving institution, the College is committed to promoting the educational attainment of Native Hawaiian students through initiatives such as the following:

- *Kahikoluamea*, the department that houses first year experience pathways, with a Hawaiian cultural component, for developmental students;
- *Achieving the Dream*, an initiative (part of a nationwide effort) that promotes student success in developmental courses, with a focus on Native Hawaiian, low-income, and other underserved students;
- National Science Foundation-supported science, technology, engineering and math (STEM) pathways to prepare Native Hawaiian students, underrepresented minorities and other students for four-year STEM programs and careers in STEM;
- *Native Hawaiian Career and Technical Education Program* (NHCTEP) and *Mālama Hawai'i*, two initiatives which focus on academic, career, financial, and personal support for Native Hawaiian students.

Commitment to Student Learning

Its mission statement commits the College to promoting learning and success and developing areas of excellence and special emphasis within the curriculum.

The College is assessing student learning in its courses and programs. It reports results in annual and three-year comprehensive program reviews and implements improvements through its tactical and strategic plans. The cycle of assessment and improvement is described in more detail in I.B.1.

Additional statements in the mission reflect the College's commitment to optimizing resources in support of student learning and its commitment to ongoing collaborations and dialogues with entities that can enhance and improve student learning.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

Alignment of Programs and Services with the College's Educational Purposes

The College's mission statement includes three statements, cited in I.A., that attest to its educational purposes: to offer high quality liberal arts and other articulated transfer programs and high quality 21st century career programs; and to support lifelong learning.

Transfer Programs: The College offers a comprehensive Associate in Arts degree for students intending to transfer to four-year institutions. The College also offers an Associate in Science in Natural Science (ASNS) degree for students preparing to transfer to four-year programs in natural sciences, computer science, engineering, and math (STEM). The ASNS degree was developed to meet critical STEM workforce shortages in the state. Supported by funding from the National Science Foundation, the program implements strategies that national research indicates improves the educational engagement, learning and achievement of all students, with special attention to Native Hawaiians as an underrepresented group.

Career and Technical Education Programs: The College offers two-year career-technical programs in high employment demand areas such as Nursing and Health Sciences, Business Education, Paralegal Education, Hospitality and Tourism, and Culinary Arts. It also offers recently developed programs designed to meet workforce needs in emerging career fields such as Biotechnician, Exercise and Sport Science, New Media Arts, and Second Language Teaching.

Continuing Education: Through its Office for Community and Continuing Education, the College offers programs and contract training that provide a wide variety of courses in response to the educational needs of local businesses and the surrounding community ([Reference](#), Endnote 1A:5). Continuing education courses are offered in such areas as business management, computer technology, culinary arts, culture and arts, health education, travel and tourism, language and culture, digital design, and wellness of body and mind. Continuing education initiatives are discussed in more detail in II.A.2.

Promoting Student Learning and Success for a Diverse Student Body

The following mission statements address the College's special character and intended student population:

- [The College] strives to provide the highest quality 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 for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.

Programs Based on Educational Preparation: Because of its open access policy and its efforts to broaden international access, the College enrolls students with a broad range of academic readiness, from those who are underprepared for college to those who are academic high achievers.

- *Developmental Education:* To address the needs of students underprepared to take transfer-level courses (as determined by COMPASS Placement Test scores in English and math) and to promote student engagement and success in remedial and developmental education, the Kahikoluamea department was formed in 2009 from three existing components:
 1. Holomua, which offered pre-transfer courses in English (writing and reading) and Math;
 2. Mālama Hawai'i, a Native Hawaiian coalition of faculty and staff focused on promoting Native Hawaiian success in college;
 3. First Year Experience (FYE), which designs activities and interactive technology experiences to engage students for retention during their critical first year in college.

The development of the Kahikoluamea department is described in an article authored by the Chancellor: "Elevating Developmental Education at Kapi'olani Community College: Thoughts on Our Past, Present and Future." ([Reference](#), Endnote 1A:6)

- *English for Speakers of Other Languages (ESOL):* To address the needs of students who are speakers of languages other than English and whose goal is to enroll in transfer-level courses, the College offers four levels of intensive ESOL courses.
- *Honors Program:* For high achievers, the College offers an Honors Program. Students are invited to join when they have completed eleven or more credits in transfer-level courses and have attained a cumulative GPA of 3.5 or above. The program offers honors cohorts within regular classes in which honor students, in addition to completing the regular class requirements, work with the instructor to design and complete an honors component and present their work at a student conference.
- *Independent Study Courses:* Students who have successfully completed all or a substantial portion of the regular credit courses offered in a subject may apply for independent study. These students work with instructors to design courses and

learning experiences geared to their interests, aptitudes, and desired learning outcomes.

- *Secrets of Success*: The Library and Learning Resources Unit (LLR) offers Secrets of Success (SOS) workshops for all students ([Reference](#) [large file], Endnote 1A:7). The workshops focus on skills and resources to enable students to be successful in college. Topics include succeeding in online courses, taking notes, using library resources, time management, textbook reading strategies, overcoming test anxiety, and improving communication skills.

Services for a Diverse Student Body: In addition to traditional academic counseling and advising, career counseling and financial aid assistance with loans and grants, the College provides services for needs identified in its diverse student body, including the following (described in more detail in II.B.3.a):

- *Mālama Center*: a gathering place for students interested in the study of Native Hawaiian and Pacific Islands languages, cultures, and histories.
- *TRIO-Student Support Services (TRIO-SSS)*: for students who meet federal low-income levels; who are first-generation in college (neither parent has a baccalaureate degree); or who have documented disabilities.
- *Honda International Center (HIC)*: services, activities and support for international students.
- *Disability Support Services Office (DSSO)*: services for students with documented disabilities.
- *Single Parents/Displaced Homemaker*: services for single parents and displaced homemakers in gaining marketable skills that will lead to economic self-sufficiency.
- *Veterans Affairs Center*: services for veterans.
- *Kapi'olani Deaf Center (KDC)*: in partnership with the Gallaudet University Regional Center housed on campus, services for deaf and hard of hearing students and other members of the deaf community in Hawai'i and the Pacific Rim. (The College has the largest population of deaf and hard of hearing students among all the campuses in the University of Hawai'i System and offers courses in American Sign Language and Deaf Studies.)
- *Mental Health Program*: due to an increasing number of students needing mental health services, a full-time Mental Health Counselor was brought on board in fall 2011 to plan, develop and maintain a mental health program at the College.

Preparing Students for Lives of Ethical and Social Responsibility: The College's service-learning program is designed to prepare students for lives of ethical and social responsibility. Service-learning is a teaching and learning methodology that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility, enhancing what is taught by extending student learning beyond the classroom and providing opportunities for students to use newly acquired skills and

knowledge in real life situations in their own communities. Approximately 300 students per semester complete service-learning assignments at more than 70 community-based, intercultural, and intergenerational organizations and schools in Honolulu.

Integrated International Education Enriched through Global Collaborations:

Through its international education efforts, Kapi'olani Community College has become a globally connected Hawaiian place of learning that prepares our students to compete and collaborate in a global workplace by providing them with an understanding of and appreciation for the cultural differences among people in their immediate environment and throughout the world ([Reference](#), Endnote 1A:8, p.9). International education is the focus of the following components of the College's programs and activities:

- *Academic Subject Certificates in Hawaiian Studies, Asian Studies, and International Studies.* The Liberal Arts program offers certificates in these three areas. Its AA degree also requires a course in a Hawaiian, Asian and Pacific issues, reflecting the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
- *Language and Culture Courses:* The language offerings at the College include Japanese, Chinese, Korean, Spanish, French, Filipino, and American Sign Language. A study abroad program funded by the Freeman Foundation features intensive language learning in Japan, China, Korea and Vietnam.
- *ESOL Intensive Transition Program:* The College offers an ESOL Intensive Transition Program to prepare international students for study at the College. To qualify, students must score 400 (paper-based) or equivalent on the Test of English as a Foreign Language (TOEFL).
- *International Café:* The College hosts the International Café, which allows local and international students to become resources for each other in language and culture learning. The International Café has received national recognition with an award from the American Council of Education.
- *International Student Club:* The College supports the International Student Club whose mission is to build community among international and local students, cultivate student leadership, promote cultural awareness and cross-cultural understanding, and enhance student global competencies and skills.
- *Student Exchange Programs:* The College engages in student exchange programs that attract students from a multitude of countries and enrich the classroom experience for both local and international students. These programs include the Community College for International Development (CCID) program; the Developing Environmentally Sustainable Hospitality Managers (DESHM) program; and student exchange programs with Nagasaki Prefectural University, Matsuyama University, Hakuoh University, Seitoku University, and partnerships with Westin Chosun Hotel and Korea Tourism College.
- *International Education Week and International Festival:* An international education week in the fall semester and a week-long annual international festival

in the spring feature performances and films from around the world as well as presentations on local, regional, and international topics and issues.

A summary of International Education activities is included in the College's Annual Report for International Education: 2011 ([Reference](#) [large file], Endnote 1A:9, p.77).

Serving the Needs of Students Islandwide and Statewide

Given the islandwide and statewide responsibilities of its programs, the College has developed off-campus sites and distance education courses and programs offered via the internet and television:

- Two satellite Nursing programs have been established on O'ahu at Leeward Community College and Windward Community College. The nursing program has also delivered courses at the Wai'anae Health Academy.
- Health Science programs have also been delivered at the Wai'anae Health Academy.
- The Radiologic Technology and Emergency Medical Services (EMS) programs are being offered on the islands of Hawai'i and Maui in collaboration with hospitals and the community colleges on those islands. EMS training is also offered on Kaua'i.
- The Educational Interpreting program has also been offered statewide via television

The off-campus sites for Health Sciences and Nursing programs were approved by ACCJC, based on Substantive Change Requests submitted in 2006 ([Reference](#), Endnote 1A:10) and 2009 ([Reference](#), Endnote 1A:11) ([Reference](#), Endnote 1A:12).

The liberal arts and business and paralegal programs offer distance education courses in order to reach students in underserved regions and students who are unable to come to the campus. Because over 50% of the courses for liberal arts and business degrees and certificates may now be taken via distance learning, the College submitted a Substantive Change Request to ACCJC, which was approved in 2011 ([Reference](#), Endnote 1A:13).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

The College's mission statement appears in the Kapi'olani Community College Strategic Plan 2008-2015 ([Reference](#) [large file], Endnote 1A: [14](#)), which was approved by the University of Hawai'i Board of Regents on May 20, 2010 ([Reference](#), Endnote 1A: [15](#), p.16). The mission statement is available via a link at the College's home page ([Reference](#), Endnote 1A: [16](#)). The mission statement also appears in the College's catalog and in print.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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**

Policy K4.200 Institutional Mission ([Reference](#), Endnote 1A: [17](#)), available on the College's intranet ([Live Link](#), [Reference](#), Endnote 1A: [18](#)), requires the College to review and revise its mission statement in conjunction with a new strategic plan every six years (or sooner, if required).

The most recent review and revision began in Fall 2007, when the 2003-2010 strategic plan was updated. This update of the strategic plan was prompted by the Second Decade Project (2007), conducted by the UH System to "develop a set of priorities that will enable the University to plan for the next decade [2010-2020]" and to determine which educational needs each of its campuses should target ([Reference](#), Endnote 1A: [19](#)).

As a result of the Second Decade Project, the UH System planning office identified five strategic outcomes that all campuses were to incorporate into their strategic plans. The College's strategic plan for 2008-2015 incorporated the five and added a sixth ([Reference](#) [large file], Endnote 1A: [20](#)); in the process, the College updated its mission to align with the new strategic outcomes as well as new ACCJC accreditation requirements. The revisions to the mission are documented in a memo from the Chancellor to the Board of Regents requesting approval of the mission statement ([Reference](#), Endnote 1A: [21](#)).

K4.200 also requires that governance groups at the College approve the mission before the Chancellor submits it to the Board of Regents. The authorized governance groups

(AGOs) are the Faculty Senate; Kalāualani (Native Hawaiian council); Staff Council; and Student Congress. In addition, K4.200 requires that 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.”

During the two-year revision of the strategic plan, representatives from the identified stakeholder groups had the opportunity to incorporate their interests into the mission. The process for revising the mission along with the strategic plan is described in the Kapi'olani Community College Strategic Plan 2008-2015 ([Reference](#) [large file], Endnote 1A: [22](#), pp.3-7). Each of the groups had a representative who was engaged in the strategic planning process. All major stakeholders approved the mission statement by June 1, 2009.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

The mission guides planning, decision making, and budgeting at the College and is central to its strategic and tactical plans.

Strategic Planning: The College's mission drives its strategic plan. The 2008-2015 strategic plan identifies the following six outcomes, each of them aligned with two or more of the eleven components of the College's mission:

- *Native Hawaiian Educational Attainment:* Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher educational institutions
- *Hawai'i's Educational Capital:* Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
- *Economic Contribution:* Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.
- *Globally Competitive and Collaborative Workforce:* Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.
- *Resources and Stewardship:* Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

- *Resources and Stewardship*: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.

The following table illustrates how the strategic outcomes are aligned with statements in the mission:

Table 1. Alignment of Six Strategic Plan Outcomes with the Eleven Components of the College's Mission

| | A. Native Hawaiian Educational Attainment | B. Increase Hawai'i's Educational Capital | C. Contribute to Hawai'i's Economy | D. Globally Competitive Workforce | E. Invest in Faculty and Staff | F. Acquire and Manage Revenues Efficiently |
|--|---|---|------------------------------------|-----------------------------------|--------------------------------|--|
| 1. Gathering Place for Diversity | X | X | | | | |
| 2. Nurturing Workplace | X | | | | X | |
| 3. Highest Quality Education & Training | X | X | | | | |
| 4. Open Access | X | X | | | | |
| 5. Preparation for AA/BA | | X | | X | | |
| 6. 21st Century Careers | | X | X | X | | |
| 7. Civic Responsibility | | X | X | X | | X |
| 8. Integrated International Education | | | X | X | | |
| 9. Resources | | | X | | | X |
| 10. Partnerships | | | | | X | X |
| 11. Continuous Improvement | | | | | X | X |

Guided by the mission, the College's administrative, academic, and educational support units develop tactical plans. In the "Tactical Planning Framework for Academic and

Support Units and Emphases, 2009-2012” ([Reference](#), Endnote 1A:23, p. 41), the developers of the tactical plans are instructed to do the following:

Review the “Vision, Values, and Mission Statements” on page 14 of the Strategic Plan. Also, review pages 15-20. From the 11 components of the Mission Statement identify and prioritize those that you will help the College achieve.

The writers are also instructed to align their tactical plans with the strategic plan: “Your performance measures should align with and help the College achieve its [strategic outcomes] as identified in the Strategic Planning Matrix....”

The College’s tactical plans are published at the Office for Institutional Effectiveness (OFIE) website, to make the planning process transparent ([Reference](#), Endnote 1A:24).

The tactical plans are reviewed annually during the process to allocate resources for the College’s units and develop extramural grant proposals. The strategic and tactical plans are also used to prioritize requests for new funds and positions when the College submits biennium budget requests to the State Legislature via the University of Hawai‘i System.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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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

In its cycles of program reviews, student learning assessments, tactical and strategic planning, and other assessment and planning processes, the College maintains an ongoing, collegial dialogue about improving student learning and institutional processes.

Dialogue about the continuous improvement of student learning and institutional processes takes place in forums established for that purpose: the authorized governance organizations (AGOs) and standing councils. (See I.B.4 below for an overview of these bodies; their roles and responsibilities at the College are described in IV.A.2.a.) Ad hoc committees and task forces are also appointed to discuss and make recommendations concerning specific plans for improvement. The members of these organizations, councils, and committees report back to their constituencies to continue the dialogue and gather feedback for decision-making.

The Chancellor has also made presentations to and solicited feedback from the AGOs on such topics as how the College's reorganization and its governance structure will facilitate campus operations and increase institutional effectiveness; what our strategic planning goals are and what strategies are being used to achieve them; and how the Vice President of University of Hawai'i Community College's office is implementing performance-based budgeting to achieve the performance measures identified in the UHCC's and the College's strategic plans and where the College stands in terms of these measures. The Chancellor also meets with and discusses improvement initiatives with specific campus groups, for example, with student support personnel regarding the implementation of pathways to improve student engagement, learning, achievement, and success.

As a result of the College's commitment to an ongoing assessment of student learning, departments and learning support units have designated two faculty members to coordinate the assessment and improvement of learning in courses and programs. These coordinators are members of the faculty senate Student Learning Outcomes (SLO) Ad

Hoc Committee that meets monthly to discuss the status of the learning assessment and improvement efforts and to update members regarding requirements of the process.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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 its strategic and tactical plans, the College sets goals and objectives to improve its effectiveness, stating them in measurable terms. The priorities of goals and objectives in the College's strategic plan are aligned with the priorities and outcomes of the strategic plans of the University Hawai'i (UH System) and the University of Hawai'i Community Colleges (UHCC System), which were based on an analysis of post-secondary educational needs in the Second Decade Project. (See I.A.3.)

The priorities in the College's three-year tactical plans are aligned with the outcomes of its six-year strategic plan. Specific areas targeted for improvement are also based on assessment data collected from three major sources:

- Annual Reports of Program Data (ARPDs), whose data are compiled in Comprehensive Program Reviews (CPRs) every three years;
- Assessments of student learning, which, as of fall 2012, are included in ARPDs and subsequent CPRs;
- Community College Survey of Student Engagement (CCSSE), a national survey administered every two years ([Reference](#), Endnote 1B:1).

These assessment mechanisms are used to identify areas of strengths and weakness, so that the College can set specific, measurable goals and objectives for improvement. The mechanisms are described below in I.B.3.

Strategic Plan

Aligned with its mission statement (see I.A.4) and the UHCC strategic plan, the College's strategic plan serves as the guiding document for planning and improvement. The current Kapi'olani Community College Strategic Plan 2008-2015 ([Reference](#) [large file],

Endnote 1B:2) identifies six major outcomes (A-F) and twenty-nine numbered performance measures. Twenty-seven of these measures are quantitative.

The following two measures without quantitative metrics in the original plan will have quantitative baselines and benchmarks established for 2012-2015:

- D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.
- F4 Increase the number of courses, programs, and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.

A strategic plan scorecard is used to track progress in achieving performance measures and outcomes. (See I.B.4 for an overview of the results reporting in the tracking.)

Tactical Plans

Tactical plans, implemented on a three-year cycle and reviewed annually, enable the College's academic, administrative and educational support units to formulate specific strategies and performance measures that are relevant to the functions of their units while contributing to the improvement of the College's strategic plan outcomes and performance measures.

Each unit identifies

1. areas of weakness, based on program review data and/or other data gathered to assess the specific activities of the units;
2. improvement strategies, outcomes, and performance measures, based on input from the deans, department chairs, and faculty and staff;
3. resources needed for implementation.

The plans then guide each unit's activities for the year. The outcomes are tracked annually using data from the three sources listed above and/or other data collected by each department or unit. Strategies for improvement may be adjusted annually, as needed. In addition, units may be asked to address areas of weakness in College's strategic plan performance measures, as indicated by the scorecard.

The 2009-2012 tactical plans are posted at OFIE ([Live Link](#), [Reference](#), Endnote 1B:3); an archive of tactical plans for 2007-2010 is available at the College's intranet ([Live Link](#), [Reference](#), Endnote 1B:4).

The College's institutional improvement matrix summarizes the time frames and alignments of its planning, assessment, and budgeting cycles ([Live Link](#), [Reference](#), Endnote 1B:5).

Survey of Faculty and Staff Understanding of the Planning Process and Participation in Improving Student Learning and Institutional Effectiveness

According to the fall 2011 faculty and staff survey ([Reference](#), Endnote 1B:6, Data Book Two, p.22),

- 91.2 percent of the responding faculty and staff strongly or somewhat agreed that the mission statement expresses a collegewide commitment to student learning (question 17-1, N=297).
- 93.1 percent strongly or somewhat agreed that they are committed to improving the effectiveness of their educational/professional practice to improve student learning and success (Question 17-5, N=305).

In addition,

- 59.6 percent strongly or somewhat agreed that they participated actively in the planning or priority-setting process in their department (Question 17-3, N=272).
- 66.3 percent strongly or somewhat agreed that they used data, program review data, or other institutional assessment data to help their department or unit to identify areas of improvement (Question 17-4, N=270).

Furthermore, the 2011 survey of campus leaders ([Reference](#), Endnote 1B:7, Data Book Three, p.7, Question 21) indicates that departments and units use the data from program reviews and plans to assess strengths and weaknesses in their programs and services and incorporate the assessments into plans for improvements:

- 92.8 percent indicated that their department/unit partially or fully uses the results of program reviews or other institutional assessment data routinely to inform plans for improvement in programs and services.
- 85.7 percent indicated that their department/unit partially or fully implements a tactical plan that clearly and succinctly states its goals for future development.
- 75.0 percent indicated that their department/unit partially or fully implements their tactical plan as a guide for operational planning for each fiscal year.
- 77.7 percent indicated that members of their departments/units participate extensively in planning or priority-setting processes.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

Assessment Mechanisms for Tracking Progress

The College's instructional and support programs are assessed using the following evaluation mechanisms, whose assessment data are used for tracking progress toward achieving the goals identified in the strategic and tactical plans. Starting in fall 2012, the first two mechanisms (Annual Report of Program Data and Comprehensive Program Review) will both include data on student learning assessment. (See II.A.1.a and II.A.1.c.)

Annual Report of Program Data (ARPD): The Annual Report of Program Data (ARPD), for instructional and student services programs, is coordinated by the University of Hawai'i Community College (UHCC)'s Office of Academic Affairs. The UHCC Institutional Research Office provides data annually for assessing progress in meeting benchmarks set by the system. The data enable programs and units to identify strengths and weaknesses in demand, efficiency, and effectiveness. Based on the data and benchmarks, programs are rated healthy, cautionary, or unhealthy. The programs then identify in action plans (1) strategies for improvement and (2) the resources needed to implement the plans. Strategies and resource needs identified in the ARPDs may be then incorporated into the College's strategic and tactical plans.

ARPDs for the College's instructional and student services programs are posted at the UHCC's website ([Reference](#), Endnote 1B:8).

Comprehensive Program Review (CPR): Section 5-1 (Instructional Programs) of the UH Board of Regents policies ([Reference](#), Endnote 1B:9) requires a comprehensive review of new, provisional, and established programs at least once every five years.

Based on UHCC Policy #5.202, Review of Established Programs ([Reference](#), Endnote 1B:10), the UHCC Office of Academic Affairs monitor periodic comprehensive reviews of instructional programs and educational and administrative support programs. CPRs analyze multi-year data from the ARPDs to identify (1) trends in program strengths and weaknesses in demand, efficiency, and effectiveness and (2) strategies to improve effectiveness and overall program health. Like the ARPDs, the CPRs also identify resources and actions needed to implement the plan.

The College requires CPRs every three years, based on its policy #K5.202 (Review of Established Programs) ([Reference](#), Endnote 1B:11). The three-year cycle was adopted to align the time frame of the CPR with the three-year tactical planning and six-year strategic planning cycles. CPRs for 2006-2009 are posted at the OFIE website under

Program Review (Comprehensive Instructional 2006–2009) ([Live Link](#), [Reference](#), Endnote 1B: [12](#)). The campus is currently discussing combining the CPR and the tactical plan into a single document, with the tactical plan serving as the action plan for the CPR ([Live Link](#), [Reference](#), Endnote 1B: [13](#)).

The UHCC Instructional Program Review Council (IPRC) oversees the review of instructional programs at all seven CC campuses. Since 2007-2008, the IPRC has set as a top priority developing and implementing a framework for tying budget decisions to outcomes assessment by identifying issues in the outcomes of program review/data reports that would qualify programs for program improvement funds ([Reference](#), Endnote 1B: [14](#)). The plan is currently being implemented by the UHCC office.

Community College Survey of Student Engagement (CCSSE): The UHCC Office of Academic Affairs administers the Community College Survey of Student Engagement (CCSSE) ([Reference](#), Endnote 1B: [15](#)) on a two-year cycle, in even-numbered years. CCSSE obtains feedback from students on their level of engagement in the following areas:

1. Active and Collaborative Learning
2. Faculty-Student interaction
3. Academic Challenge
4. Student Effort
5. Support for Learners

The College's CCSSE results are compared to results from comparable colleges and the previous cohort. A report is issued identifying strengths and weaknesses. The results are also broken down into data sets on students who are developmental/non developmental; traditional/non-traditional age, first-generation/non first-generation, and by race/ethnicity. Survey results are posted at the OFIE website ([Reference](#), Endnote 1B: [16](#)).

CCSSE research indicates that improving these areas of student engagement can improve student success ([Reference](#), Endnote 1B: [17](#)), so strategies for improving student engagement are integrated into strategic and tactical plans, based on the survey data. For instance, the strategic plan's performance measure B6 states, "Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE"; and the Arts and Sciences tactical plan targets two CCSSE benchmarks for improvement.

Survey on the Availability and Use of Data for Ongoing Institutional Planning

As a result of a 2006 Accreditation Recommendation and as part of the College's reorganization, the College created the Office for Institutional Effectiveness (OFIE) in 2009 to monitor, assess, and evaluate its planning, assessment and resource allocation cycles.

In the fall 2011 faculty and staff survey, individuals were asked six questions evaluating the functioning of OFIE ([Reference](#), Endnote 1B: [18](#), Data Book Two, p.62). The "Don't

Know” answers ranged from 47 to 59 percent on these questions and are not included below:

- 80.2 percent (97/121) strongly or somewhat agreed that OFIE facilitated the tracking of tactical and strategic plans (Question 43-3, N=267).
- 79.8 percent (103/129) strongly or somewhat agreed that OFIE facilitated the development of tactical and strategic plans (Question 43-2, N=266)
- 77.3 percent (109/141) strongly or somewhat agreed that OFIE increased the institution’s capability of conducting research and evaluation of program and project effectiveness (Question 43-3, N=267)
- 77.5 percent (110/142) strongly or somewhat agreed that OFIE facilitated the practice of using data-based and evidence-based decision-making on campus (Question 43-1, N=267)

Institutional Effectiveness Measures (IEM)

The 2008-2015 strategic plan and the 2009-2012 tactical plan for OFIE emphasize developing integrated planning, assessment, evaluation, and improvement processes. In reviewing the various data collected on student achievement, differences in data definitions, gaps, and timeframes/actionability were identified ([Reference](#), Endnote 1B:19). As a result, to more efficiently track progress toward improvement, the College has developed ten Institutional Effectiveness Measures or IEMs ([Live Link](#), [Reference](#), Endnote 1B:20), five of which track student success toward a certificate or degree and five of which track the five areas of student engagement assessed by the CCSSE. The College is testing the hypothesis that improving these CCSSE measures will drive improvements in the student success IEMs.

The five student success IEMs are derived from the University of Hawai‘i System’s student information system (Banner) and track academic progress toward a certificate or degree:

1. Course Success - percent of all students earning a C or higher
2. Fall-to-Spring Persistence – percent of fall, new, home-based students continuing in spring
3. Year One Academic Progress – percent of fall, new, home-based students earning 20 or more credits with C or higher, or graduated or transferred, within one academic year, includes summer.
4. Year Two Academic Progress - percent of fall, new, home-based students earning 40 or more credits with C or higher, or graduated or transferred, within two academic years, includes summer.
5. Year Three Academic Progress - percent of fall, new, home-based students earning 60 or more credits with C or higher, or graduated or transferred, within two academic years, includes summer.

These IEMs align well with the data currently collected and enable comparative analyses of Native Hawaiian students and all students, Pell and non-Pell students, as well as gender and age group comparisons. The College is testing the hypothesis that a sustained focus on improving these five measures will drive improvements in Annual Report of Program Data indicators and other assessment measures, and most importantly result in greater and faster academic progress to graduation and transfer. In sum, these five academic measures are milestones on pathways to degrees.

The ten IEMs are used in conjunction with the strategic plan scorecard (see 1.B.4 below) which tracks progress on the twenty-nine performance measures of the strategic plan.

Resource Allocations for Improvement

The College's Resources: The College's resources include faculty and staff positions, facilities, and funds from various sources (state general funds; revenues from tuition and fees; revenues from summer school and continuing education classes, including contract training; specific professional fees; and fees for student activities). (For a breakdown of the College's funding, see III.D.)

Additional funds may come from surplus state funds and the federal government (e.g. Education Stabilization funds from the ARRA). These supplemental federal and state funds are distributed to the campuses by the UHCC System office to target improvements in facilities, technology, and student learning. In addition, the College acquires grants, mainly from federal agencies, to target improvements in student learning and institutional effectiveness.

Biennium Budget and Supplemental Budget Requests to the State Legislature:

Campus requests for additional permanent general-funded positions and additional funding from the state may be made when the state's biennium budget is under construction at the legislature. Requests are channeled via the UH Vice President for Community Colleges to the UH System President/UH System Budget Office and the UH Board of Regents, which submits the request to the legislature and the governor. Such budget requests target priorities in the UH System's strategic plan and BOR Budget Policy Paper.

Between 2006 and 2012, the College has received positions and funding increases in Nursing (to fulfill a critical workforce need) and to support Native Hawaiian programs (a top priority in the UH System's strategic plan).

Major Resource Allocations for Improvements at the College: The College's \$35 million dollar budget is largely consumed by personnel costs and campus operations and maintenance. Departments and units receive allocations annually to cover their personnel and basic operating costs. These allocations typically allow for little to no discretionary spending. The primary source of funds for educational improvement is grants and new performance based budgeting.

The decisions for major resource allocations are made by the Chancellor in consultation with the College's governance bodies, his administrative staff, and specific groups on campus that the allocation of funding will affect. The allocations consist of (1) vacant positions or personnel moved from one department or unit to another and (2) grant funds for educational improvement. Allocation decisions are made to target improvement in the outcomes of the College's strategic plan.

Categories and examples of major allocations over the last six years include the following:

Allocations of Positions: Faculty and staff have been allocated to serve the strategic outcomes of the College. For example, additional staffing was provided to the Office for Institutional Effectiveness to assist the College with data collection, analysis, and dissemination and with grant-writing to acquire additional funds to support the College's improvement initiatives.

To target improvements in the strategic outcomes A, B, and C, position allocations and additions were made to Kahikoluamea (which houses developmental education), the Math and Sciences department (which houses the College's Science, Technology, Engineering, and Math (STEM) initiative), Nursing and New Media Arts (two key workforce programs), and the Maida Kamber Center (support for degree completion, transfer and career development). For details of these allocations, see III.A.6.

Renovations of Facilities: Between 2006 and 2011, the College acquired over \$7 million in Title III funding to renovate learning spaces that service priority areas at the College. These include the Kahikoluamea Center in 'Iliahi (developmental education and services); the STEM Center in Koki'o (math-science education); the Mālama Hawai'i Center in Mānele (support for Native Hawaiian students and programs); Kōpiko Business and Technology computing lab and learning center (workforce development); and the Center for Excellence in Learning, Teaching, and Technology (CELTT) in Naio (professional development for faculty).

Technology Improvements: A one-time allocation of two million dollars from the College was used to upgrade instructional equipment and technology in classrooms where such equipment was needed for improving instruction, as identified in tactical plans. Over the last six years, CELTT has expended \$2,511,887 for updating and improving educational technology on campus.

Professional Development of Faculty: Between 2006-2011, the College expended \$4.7 million on professional development (mainly sabbaticals and reassigned time teaching equivalencies) to provide faculty with the expertise to address such priority outcomes as improving success and retention rates in developmental education courses and in liberal arts gatekeeper courses; increasing the success and retention rates for Native Hawaiian students; and increasing the number of STEM degrees and certificates awarded.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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 University of Hawai'i Board of Regents has established a system of shared governance that authorizes the forming of constituent-based organizations responsible for making recommendations or providing advice on specific areas of responsibility ([Reference](#), Endnote 1B:21). Included in shared governance at the College are the authorized governance organizations (AGOs): Faculty Senate, Student Congress, Kalāualani (Native Hawaiian council), and Staff Council, representing the College's four major constituencies. (See IV.A.2.a for descriptions of these organizations.)

“Governance at Kapi'olani Community College” describes the various means available to all personnel at Kapi'olani Community College to participate in the planning process ([Reference](#), Endnote 1B:22). This document provides for standing councils that administrators consult on a variety of issues; ad hoc committees and task forces that are created for specific purposes; and the opportunity for direct participation, with issues of campus wide importance, for all college personnel through a variety of face-to-face and electronic technology formats.

The standing councils include the Policy, Planning, and Assessment Council (PPAC); Administrative Staff Council; Vice Chancellors' Advisory Council (VCAC); and Counseling and Academic Advising Council (CAAC). (See IV.A.2.a for descriptions of these councils.)

As its name implies, the Policy, Planning, and Assessment Council (PPAC) plays a key role in planning. As the PPAC is the only campus body to include a cross section of academic and support units, authorized governance organizations, and executive personnel, it serves as an integrative and centralized forum for discussions, analyses, and recommendations related to matters of policy, planning, budgeting, and program assessment.

The PPAC is the primary forum for dialogue on the following: the strategic and tactical plans and periodic assessment of progress toward the goals of these plans; the College's budgeting priorities; and the review of the results of program reviews for academic programs and administrative and educational support units.

Collegewide Planning Processes that Evidence Broad-based Participation

Each of the components of the College's planning, budgeting, implementation and assessment cycle provides opportunity for involvement by College constituents.

Strategic Planning: The process to develop the College's strategic plan for 2008-2015 began in 2007 ([Reference](#) [large file], Endnote 1B:23). The process initially involved 23 faculty members representing all departments and units of the college and 20 community stakeholders. The group aligned the plan with the UHCC System strategic outcomes and performance measures while targeting the specific needs of the College and its community. Updates on the planning process were provided to and input was solicited from faculty and staff through their departments and units. Once completed, the plan was presented to all faculty and staff for review. The plan was approved in fall 2009.

Tactical Planning: Each department develops and approves a three-year tactical plan, with input from the dean, department chair, and faculty constituents. During the process, department chairs and unit heads present their plans to PPAC, where questions are raised and feedback given.

Annual Reports of Program Data and the Comprehensive Program Reviews: Faculty and staff are also responsible for writing the Annual Reports of Program Data and the three-year Comprehensive Program Reviews (described in I.B.3 above) for their departments and units based on data provided by the UHCC Institutional Research Office. They identify strength and weaknesses in their programs and activities as well as priorities, strategies, and actions for improvement.

Long Range Development Plan (LRDP): The College periodically develops a LRDP to serve as a master plan for its physical resource. In 2009, the campus began updating its LRDP ([Reference](#) [large file], Endnote 1B:24). The LRDP projects campus improvements to 2020. This process was guided by the College's mission statement and the strategic plan outcomes and considered the needs of a growing student population, specialized requirements of the College's programs, challenges of localized building restrictions, and limits of buildable land area.

The process of planning for the physical growth of the College is presented in the Long Range Development Plan (LRDP) and documented at the OFIE website under LRDP Planning Documents ([Reference](#), Endnote 1B:25). Participants in the planning process incorporated feedback from many campus and community stakeholders including the PPAC, charrette participants, a state senator and state representatives, neighborhood boards, and the College Advisory Working Group, in consultation with PBR Hawai'i and Associates, which was hired to produce the plan. Evidence of the dialogues that occurred is documented through various presentations ([Live Link](#), [Reference](#), Endnote 1B:26). The LRDP was presented to the Board of Regents in September 2010 and approved in principle (no funding was attached to the approval) ([Reference](#), Endnote 1B:27, p.20).

Survey on Faculty and Staff Participation in the Planning Process

The fall 2011 faculty and staff survey ([Reference](#), Endnote 1B:28, Data Book Two, p.22) provides data on faculty and staff perceptions about their involvement in the planning process at the departmental level: 53.6 percent of faculty and 44.4 percent of staff strongly or somewhat agreed that they participated actively in the planning or priority setting process in their department/unit (Question 17-3). (See *Faculty Responses Only* and *Staff Responses Only* reports at the OFIE website.)

In the fall 2011 survey, campus leaders were asked to identify those who played primary roles in developing their tactical plans ([Reference](#), Endnote 1B:29, Data Book Three, p.5, Question 19). The top three responses were as follows:

- 32.1 percent of respondents identified department/unit chairs with input from all faculty and staff;
- 28.6 percent identified full-time members of the department or unit;
- 21.4 percent identified the department/unit chair with input from selected faculty and staff (such as program coordinators).

In question 20, the campus leaders were asked to identify those who would play primary roles in updating their tactical plans. The top three responses are reported below:

- 28.6 percent respondents identified department/unit chairs with input from all faculty and staff;
- 21.4 percent identified full-time members of the department or unit;
- 17.9 percent identified the department/unit chair with input from selected faculty and staff.

Strategic Plan Scorecard 2012

The College's Strategic Plan Scorecard 2012 (updated March 28, 2012) for tracking strategic plan performance measures provides evidence that the planning process has led to improvement of institutional effectiveness ([Reference](#), Endnote 1B:30). It also indicates areas the College needs to continue to target for improvement. The following highlights the achievements of the College; the College met or exceeded its benchmark goal on 15 of 27 quantitative measures and submeasures:

Strategic Outcome A. Native Hawaiian Educational Attainment (performance measures A1-A4d): The College exceeded its benchmark year goal for Native Hawaiian enrollment with an overall increase of students and Financial Aid Pell grant participation rates. Additionally, Native Hawaiian student certificate and degree completion and transfer rates to UH System four-year institutions have also increased and exceeded benchmark goals ([Reference](#), Endnote 1B:31).

Retention rates of Native Hawaiian students enrolled at the College reflect an upward trend from 2006-2010 ([Reference](#), Endnote 1B:32, Data Book One, p.36, Table 14b). The

number of Native Hawaiian students who are home-based at Kapi'olani Community College and who have successfully completed 20 credits or more has also been increasing ([Reference](#), Endnote 1B: [33](#), Data Book One, p.44, Table 15b).

Strategic Outcome B. Hawai'i's Educational Capital (performance measures B1-B7): The College exceeded its benchmark year 2009-10 goals for certificate and degree completion, transfers to four-year UH System institutions, and student enrollment from underserved regions. Additionally, the College has improved CCSSE benchmark items relating to active collaborative learning and student faculty interaction to the 80th percentile among large colleges. The College is also making good progress on completing a cycle of program learning assessment that will be evident in the fall 2012 ARPD.

Strategic Outcome C. Economic Contribution (performance measure C1): External grant funding for the College has exceeded benchmark goals. Figures represented in Performance measure C1 represents actual year-to-date spending. Refer to IV.A.4 for total amounts of grants awarded.

Strategic Outcome D. Globally Competitive and Collaborative Workforce (performance measures D1-D10): The College exceeded its benchmark year goals in several areas. Continuing education enrollment has more than doubled from 2006 to 2011. The number of students transferring to UH Mānoa as Pre-Education and Education majors has increased, thus meeting benchmark goals. In addition, the number of students pursuing an Associate in Science in Natural Science degree has significantly exceeded the benchmark year goal. The College has increased both the number of service-learning completers and international students enrolled, and will continue to work toward meeting the benchmark year goals.

Strategic Outcome E. Resources and Stewardship (performance measures E1-E2): The College increased professional development funding, exceeding the benchmark goal ([Reference](#), Endnote 1B: [34](#), p.4).

Strategic Outcome F. Resources and Stewardship (performance measures F1-F5): The College increased its non-state revenues (i.e. tuition and fees special funds, community college special funds, student activities revolving funds, federal work study, etc.) thus exceeding the benchmark year goal.

Areas the College Needs to Continue to Target for Improvement

We are making good progress on completing a cycle of program learning assessment (B7) as will be evident in fall 2012 ARPD.

The College has not achieved the following benchmarks: degree and certificate completion in occupations where wages are above U.S. average (D1), STEM degree completion (D4), service-learning completers (D7), international student enrollment (D8), and repair and maintenance budget requests (F1). Although the College did not achieve the strategic plan benchmarks, increases in the number of STEM majors, service-

learning completers and international students did occur despite the global economic meltdown. The gap between the baseline and benchmark data will be the focus of the deans' and vice chancellors' targeted improvements for 2012-13.

The College has also not achieved the developmental reading, writing, and math benchmarks for Achieving the Dream Cohorts of Native Hawaiian and All students (A3a,b,c and B3a,b,c); nor the benchmarks for all student transfer to non-UH campuses (B4d) and degrees and certificates awarded in underserved regions (B5a).

Preliminary Scorecard on the IEMs

The College also tracks ten institutional effectiveness measures (IEMs) for student engagement and success, described above in I.B.3. The College plans to publish its IEMs in a dashboard format at the College's website. Preliminary findings include the following results. (See Section A for details of the IEMs scorecard results.)

Student Success IEM 1: Every student group (all, Native Hawaiian, females, males, Pell, non-Pell, under 25 and 25 and over) showed improvement in course success in both college-level and developmental courses. Pell recipients, females, and students over 25 had the greatest course success over the period.

Student Success IEM 2: Between fall 2008 and 2011, the all students re-enrollment rate increased from 73.2 to 73.7 percent. In the same period, the number of Native Hawaiians who re-enrolled from fall-to-spring increased from 508 to 834, and their re-enrollment rate in this period increased from 66.8 percent to 69.1 percent.

Student Success IEMs 3,4,5: For all but one student group, the most successful cohort was the most recent one in 2008, which provides evidence that the College is making academic and student services improvements. Clearly Pell recipients had the most success, followed by females, and students over 25. The gap between all students and Native Hawaiian students is targeted in the College's Strategic Plan and appropriate tactical plans and in the deans' and vice chancellors' self-assessment goals and objectives.

Student Engagement IEMs: In the 2010 CCSSE administration, the College showed improvement to the 80th percentile in Active and Collaborative Learning and Faculty-Student Interaction. However, percentile scores for Academic Challenge (40th), Support for Learners (40th) and Student Effort (10th) need improvement.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

Matters of quality assurance are communicated to internal and external constituencies through the publication of the results of the assessment mechanisms described above:

- Annual Reports of Program Data (ARPD), at the UHCC Office for Academic Planning, Assessment, and Policy Analysis ([Reference](#), Endnote 1B:35).
- Comprehensive Program Reviews at the College's website, under Three-Year Program Review ([Reference](#), Endnote 1B:36).
- Results of the College's Community College Survey of Student Engagement (CCSSE) at the College's OFIE website ([Reference](#), Endnote 1B:37).

In compliance with Student Right-to-Know Act, Public Law 101-542, the College began publishing its graduation and persistence rates at its website in 2012. ([Reference](#), Endnote 1B:38) ([Reference](#), Endnote 1B:39).

Achieving the Dream Data

In 2007, the UHCC System joined Achieving the Dream (AtD), a multi-year national initiative to help more community college students succeed, particularly student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color. The Hawai'i initiative focused on improving the achievement and success for Native Hawaiian, low-income, and other underserved students. Data compiled by AtD, including the College's performance on AtD benchmarks, are published at the UHCC System website ([Reference](#), Endnote 1B:40).

Reports to National Constituencies

The College has maintained strong communication channels and regularly reports to the following national constituencies.

- Individual academic programs report to and are assessed by their accrediting and approving organizations and associations on quality and quality assurance (see II.A.1).
- Campus Compact – Service-Learning and Civic Engagement
- Carnegie Foundation for the Advancement of Teaching – Community Engagement Classification
- American Council on Education – international initiatives
- Association of American Colleges and Universities – Liberal Education and America's Promise, High Impact Practices Institute (Summer 2011), Community College Roadmap Project (2010-2013), Diversity and Democracy Journal.
- Association for Gerontology in Higher Education

Reports to Other External Agencies

Finally, the College communicates the quality of its endeavors in reports to external agencies, including ACCJC/WASC and granting agencies such as the National Science Foundation. The effectiveness of this reporting is evidenced by the fact that many external funders have re-invested in the college over the last 15 years, including the 2006-2012 period:

- Corporation for National and Community Service (4 times, 1995 to 2013)
- Freeman Foundation (4 times, 2005-2012)
- Department of Education, Title III 5-year Program Grants (4 times, 1995 to 2014)
- Department of Education Renovation Grants (numerous, 2006-2011)
- National Science Foundation (numerous grants, different NSF programs, 2005-2015)
- U.S. Housing and Urban Development (3 times, 2001-2013)
- The Wo Family Foundation, based on the success of previous professional development programs, invests \$100,000 in innovations and professional development annually.

Assessment Data on Student Learning Outcomes for Quality Assurance

The College is assessing learning outcomes at the course and program levels for credit and continuing education programs. Two faculty coordinators oversee the process and provide direction and consultation for departments and support units. Refer to II.A.1.a for information regarding the College's learning outcome initiatives. The data on student learning has been reported in the ARPDs since fall 2011.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None. The College will follow through on its plans to enhance the reporting of data on student learning by incorporating Program Learning Reports in the ARPDs, beginning in fall 2012.

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

Descriptive Summary

Since 2009, the College has been conducting an evaluation of its evaluation and improvement processes. In February-March 2012, OFIE developed an Institutional Improvement Matrix to ensure the alignment of its processes ([Live Link](#), [Reference](#), Endnote 1B:41).

In March-April 2012, the College completed a report entitled "Evaluating our Evaluation Systems" that is being shared with the campus through the PPAC.

As a result of this ongoing and systematic evaluation, the College discussed a revision of its program review policy (K5.202) in spring 2012 to consolidate the three-year comprehensive program review and three-year tactical planning into a single document. The CPRs will have a new section, called tactical action plans, which will include strategies on how a program intends to improve ARPD measures and support the College's achievement of strategic outcomes. To monitor the effectiveness of the planning, outcomes will be reviewed by the PPAC annually, in the fall semester.

Processes to Assess the Effectiveness of the Cycle of Integrated Planning

The annual strategic plan scorecard described in I.B.4 serves as the primary mechanism for monitoring and assessing the effectiveness of the strategic planning process. The scorecard was first presented and discussed in the PPAC in spring 2012; updates will be discussed in subsequent spring semesters. The central focus of dialogue will be how well the strategic planning process is working in producing the outcomes targeted and what more needs to be done to improve outcomes.

Annual updates of tactical plans are the primary mechanism for monitoring and assessing the effectiveness of the tactical planning process. When tactical planning is consolidated into the comprehensive program reviews, the CPRs will be reviewed in the PPAC annually, in the fall semester, to discuss how well the review and planning process is working in producing the outcomes targeted and what more needs to be done to improve outcomes.

Annual updates of the ARPDs provide a forum for discussing the effectiveness of the program review process.

Once the IEMs scorecard is fully implemented, it will serve as a mechanism for assessing on a broad scale the effectiveness of the College's strategic and tactical planning. The IEMs scorecard will be presented and reviewed annually in the PPAC.

The surveys of faculty and staff and campus leaders conducted in fall 2011 provided assessment data on the following aspects of College's planning process:

- Faculty and staff understanding of the planning process and participation in improving student learning and institutional effectiveness (See 1.B.2 above.)
- Availability and use of data for ongoing institutional planning (See 1.B.3 above.)
- Resource allocation practices (See 1.B.3 above.)
- Faculty and staff participation in the planning process (See 1.B.4 above.)

The survey of faculty and staff and campus leaders will be administered in odd-numbered years (the next one is scheduled for fall 2013) to complement the student engagement survey (CCSSE), which is administered in even-numbered years.

Effectiveness of the College Planning Process for Fostering Improvement

For a description of the improvements resulting from the College's planning process, see I.B.4 above.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Assessment of the Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR)

University of Hawai'i Community Colleges Policy (UHCCP) #5.202, Review of Established Programs ([Reference](#), Endnote 1B:42, p.3, Section 9), establishes the procedure and timeline for reviewing its evaluation mechanisms:

- Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the Instructional Program Review Committee is responsible for assessing the effectiveness of the System Program Review Process and to recommend changes to improve the outcomes of the process.
- At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program

review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

- At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

Based on this policy the UHCC System's Instructional Program Review Council (IPRC) periodically and systematically reviews its two evaluation mechanisms, the annual and comprehensive program reviews. Some improvements have resulted from the review:

Annual Report of Program Data (ARPD): Prior to 2009, program directors and coordinators self-evaluated the relative health of their programs, rating them healthy, cautionary, or unhealthy. In 2009, the IPRC developed algorithms for determining program ratings based on an analysis of longitudinal data and established systemwide benchmarks for health indicators of demand, efficiency and effectiveness. These systemwide benchmarks provide a more objective assessment of programs health.

In 2009, in recognition of the increase in the number of courses offered through distance education, data on distance education was incorporated into the ARPDs.

In fall 2011, a tab was incorporated into the ARPDs, so that programs could report on their program-level SLO assessment. After reviewing the results of the 2011-2012 ARPDs, Instructional Program Review Committee (IPRC), approved the inclusion of a more structured report of SLO assessment in the ARPDs effective fall 2012 ([Reference](#), Endnote 1B:43).

Comprehensive Program Review (CPR): Prior to fall 2008, the UHCC made changes in ARPD data elements and definitions. Since then with substantial dialogue and input from the campuses, the UHCC developed a consistently defined set of data elements for the CPRs to align them with data elements in the ARPDs. The changes in the UHCC policy on Comprehensive Program Review were completed in January 2012.

As a result of these systemwide revisions, the College is also now revising its program review policy, K5.202 (Review of Programs). The 2006-2009 CPR format was evaluated by the College's Office for Institutional Effectiveness and a plan emerged to consolidate the three-year comprehensive program review and the three-year tactical plan. The initial presentation on this change was made to the PPAC on March 6, 2012 and approved June 12, 2012 ([Live Link](#), [Reference](#), Endnote 1B:44).

Effectiveness of Evaluation Mechanism in Contributing to Improvement in Programs and Services

Annual Report of Program Data (ARPD): The executive summary of the 2010-2011 ARPDs posted at the UHCC website notes that of the College's twenty-five academic programs, eight were deemed healthy, sixteen were cautionary, and one was unhealthy ([Reference](#), Endnote 1B:45). (**Note:** when the ARPDs began incorporating standard

algorithms and systemwide benchmarks for determining program status in 2009, the number of programs with cautionary and unhealthy status increased substantially.)

The 2010-2011 summary notes improvements in program status: in 2009-2010 four programs were deemed unhealthy; in 2010-2011, only one of the four (Educational Interpreting) was still unhealthy, the other three having implemented changes to move to cautionary status. The unhealthy program was stopped out; due to low demand, a decision made to incorporate it into the Associate in Arts in Liberal Arts rather than offering it as a stand-alone degree.

In the cautionary and healthy categories, the 2010-2011 scorecard is mixed: two programs (Liberal Arts and Hotel Operations) dropped from healthy to cautionary status while two programs (Accounting and Information Technology) rose from cautionary to healthy status.

The summary notes that the ARPD data and ratings based on systemwide benchmarks have triggered a substantive review of programs, followed by modifications to improve their data. For example, Exercise and Sport Science has created a more manageable Certificate of Achievement and implemented a select-admission, cohort-based curriculum; Hotel Operations and Travel & Tourism have merged into a single program with two areas of concentration; Mobile Intensive Care Technician will create a Certificate of Achievement; and New Media Arts will create intensive studio courses.

A preliminary assessment of the 2011-2012 ARPDs again shows mixed results, with ten programs showing improvement in their overall ratings; eight declining in their overall ratings; four programs maintaining their healthy ratings; and three programs remaining at cautionary status ([Reference](#), Endnote 1B:46).

Comprehensive Program Review (CPR): The data sets and benchmarks for the CPRs are aligned with those of the ARPDs. The CPRs covering 2009-2012 will allow the College to analyze trends in the assessment data and outcomes of the ARPDs, identify strengths and weaknesses, and plan for improvement in a three-year time frame. (**Note:** the analyses of ARPD data will have to take into account changes in data definitions over time.)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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Standard 2: Student Learning Programs and Services

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.)*

Mary Kawena Pukui, 'Ōlelo No'eau, #2178

Standard Two: STUDENT LEARNING PROGRAMS AND SERVICES

The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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

The College serves and celebrates a diverse, multicultural student population and community through strong, diverse, and responsive academic programs listed in the following table, summarized from the catalog, Degree and Certificate Programs, Section C ([Live Link](#), [Reference](#), Endnote 2A: [1](#), Programs of Study). In the table below, the number of certificates in each discipline area is noted in parentheses.)

Table 1. Academic Programs at Kapi'olani Community College

Business, Legal, and Technology Education

- *Associate in Science Degrees:* Accounting, Information Technology, Marketing, Paralegal
- *Certificates:* Accounting (3), Information Technology (4), Marketing (5), Legal Secretary
- *Advanced Professional Certificate* in Information Technology (Building upon the AS degree in Information Technology and creating a pathway to a bachelor's of applied science degree in Information Technology Management at UH West O'ahu)

Culinary Arts

- *Associate in Science Degree:* Culinary Arts with three concentrations
- *Certificates:* Culinary Competition, Culinary Arts (3), Dining Room Service, Pastry Arts.

- *Advanced Professional Certificate* in Culinary Management (Building upon the AS degree in Culinary Arts and creating a pathway to a bachelor's of applied science degree in Culinary Management at UH West O'ahu)

Hospitality and Tourism

- *Associate in Science Degree*: Hospitality and Tourism with two concentrations
- *Certificates*: Hospitality and Tourism (5)

Health Education

- *Associate in Science Degrees*: Exercise and Sport Science, Mobile Intensive Care Technician, Medical Assisting, Medical Laboratory Technician, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technologist, Respiratory Care Practitioner, Nursing
- *Certificates*: Activity Aide, Emergency Medical Technician, Community Health Worker, Dental Assistant, Exercise and Sport Science, Medical Assisting, Adult Residential Home Care Operator, Home Health Nurse Aide, Nursing (4)

Liberal Arts

- *Associate in Arts in Liberal Arts Degree*
- *Associate in Arts in Hawaiian Studies Degree*
- *Associate in Science Degree*: Natural Science with three concentrations (STEM Transfer Degree)
- *Associate in Science Degree*: Educational Paraprofessional with three concentrations; Interpreting, Educational; New Media Arts, with two concentrations
- *Certificates*: Hawaiian Studies, Asian Studies, International Studies, Biotechnician, Educational Paraprofessional (4), Interpreting, Educational

In addition to these academic programs the College offers certificates in Continuing Education such as Massage Therapy, Pharmacy Technician, and Surgical Technology Science.

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.

Descriptive Summary

The College ensures its programs fit its mission through the UH System's program planning process, as outlined in E5.201 Approval of New Academic Programs and Review of Provisional Academic Program ([Reference](#), Endnote 2A:2). All its programs must be reviewed and approved by the Board of Regents through this process, based on

UH Board of Regents Policies, Section 5-1. Instructional Program ([Reference](#), Endnote 2A:3). Approval requires that the campus show how the program is aligned with the “University and campus mission and development plans” (Appendix B. Guidelines for New Academic Programs, p. 9). For a discussion of the current fit of the College’s instructional programs with its mission, character, and student population, see I.A.1.

The mission alignment is reviewed every three years, via the comprehensive program review (described in 1.B.3), which requires a statement of “Alignment with mission” in Part VII. Analysis of Program ([Reference](#), Endnote 2A:4, p.4, Part VII).

Program Reviews

To ensure that its programs and services are of a high quality and uphold its integrity, the College reviews them regularly via the process described in I.A.3. The evaluation mechanisms in the review process—Annual Report on Program Data, or ARPD, and three-year Comprehensive Program Review, or CPR—present and analyze data to assess the programs on the following criteria:

Demand: the number of new and replacement positions in the state and country and number of majors.

Efficiency: average class size and fill rates, as well as student/faculty ratio.

Effectiveness: essential, ongoing and systematic information on student achievement: student persistence and completion; number of degrees and certificates awarded or transfers to the four-year University of Hawai‘i campuses; and academic and technical skill attainment.

Assessments of student learning outcomes for programs and courses will be included in ARPDs and CPRs, beginning in fall 2012. An action plan targets improvements in areas of weakness identified by the assessment.

Curriculum Review

New and existing programs and courses are subject to curriculum review. Before final approval by the Chancellor, new or modified courses and programs are reviewed by (1) department or discipline faculty and counselors; (2) a curriculum specialist; (3) the head librarian (to determine what library resources are necessary to support new or modified courses and programs; (4) the coordinator of the Center for Excellence in Learning, Teaching and Technology (CELTT) (to determine what technological or professional development resources are necessary to support new or modified courses and programs); the program dean and department faculty; the Faculty Senate curriculum committee and the Faculty Senate; and the Vice Chancellor for Academic Affairs.

Course review is managed through Curriculum Central, a systemwide, web-based software program that supports the review process. New courses are subject to review; existing courses are scheduled for review and update on a five-year cycle.

The course review template in Curriculum Central requires the following information: credit and contact hours; prerequisites, co-requisites, and recommended preparation; content; methods of instruction and evaluation; alignment of competencies (course learning outcomes) with general education outcomes and program outcomes; alignment of competencies with content and methods of evaluation; and texts, materials, and references.

Articulation Agreements

The College ensures that its programs and services are appropriate to an institution of higher education through articulation of its courses and programs with other colleges and universities, particularly in the University of Hawai'i System, which includes UH Mānoa, a graduate research institution; two four-year campuses (UH Hilo and UH West O'ahu); and seven community colleges, including Kapi'olani. (See II.A.6.a for a list of articulation agreements.)

Programs Reviewed by External Agencies

The following programs also undergo periodic review by external agencies:

Table 2. Programs Reviewed by External Agencies

| Program | External Agency |
|---|--|
| Associate in Science degree Nursing | National League for Nursing Accrediting Commission |
| Hospitality and Tourism | Accreditation Commission for Programs in Hospitality Administration |
| Medical Laboratory Technician | National Accrediting Agency for Clinical Laboratory Sciences |
| Radiologic Technology | Joint Review Committee on Education in Radiologic Technology |
| Medical Assisting | Committee on Accreditation for Medical Assistant Education |
| Occupational Therapy Assistant | Accreditation Council for Occupational Therapy Education |
| Physical Therapist Assistant | Commission for Accreditation of Physical Therapy Education |
| Respiratory Care | Committee on Accreditation for Respiratory Care |
| Food Service Patisserie and Culinary Arts | Accrediting Commission of the American Culinary Federation Educational Institute |
| Paralegal | American Bar Association approval |

The following programs are currently seeking external accreditation: Mobile Intensive Care Technician, Dental Assisting, Business, and Exercise and Sport Science.

The Practical Nursing and Associate in Science degree in Nursing programs are approved by the Board of Nursing, State of Hawai'i, to ensure compliance with State standards in Nursing education.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Research and Analysis Used to Identify Student Learning Needs

The College relies upon research and analysis to identify student learning needs and to plan strategies and action to improve student success and assess progress toward achieving stated success outcomes, using a cycle of program assessment and evaluation noted in I.B.3 and the evaluation mechanisms described in I.B.3 and in II.A.1 above. Below is a summary of the mechanisms used for assessing student progress.

Annual Report of Program Data (ARPD): Based on assessment data, the College identifies student learning needs and develops action plans to address them. (See I.B.3 for details.)

Comprehensive Program Review (Every Three Years): Based on the analysis of three-years of ARPD data, the College identifies student learning needs and develops tactical plans to address them. (See I.B.3 for details.)

Community College Survey of Student Engagement (CCSSE): CCSSE is a national assessment effort conducted through the UHCC System to understand and improve student engagement at the community colleges ([Reference](#), Endnote 2A:5) in such areas as active and collaborative learning, faculty-student interaction, academic challenge, student effort, and support for learners. (See I.B.3 for details.)

To gain more insight into the connection between these measures and student experiences at the College, the Office for Institutional Effectiveness (OFIE) has completed a series of

student focus group interviews in spring 2012 to identify the obstacles to success that students encounter at the College and to develop targeted strategies to improve both student engagement and academic achievement ([Reference](#), Endnote 2A:6).

Another feature of this year's CCSSE administration is to ask students to provide their UH email usernames on the survey, which enabled the College to investigate the correlation between students' engagement and their academic achievement. This in turn will allow the college to conduct validation of the survey and identify the areas of student engagement that impact academic achievement the most.

CCSSE assessment data are tracked as part of the College's Institutional Effectiveness Measures (see 1.B.3) and are used to develop strategies to improve student success for the College's strategic and tactical plans.

Achieving the Dream (AtD): In 2007, the College, along with other UHCC community colleges, joined the national initiative Achieving the Dream, which provided data on entering fall semester cohorts of degree-seeking students from 2006-2011. The data include success rates of entering fall semester cohorts of degree-seeking students and track the number and percentage of students, especially Native Hawaiian, low-income, and other under-served students, who:

- successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses.
- successfully complete "gatekeeper" courses (high-enrollment and relatively low success rates), such as introductory math and English courses.
- complete all courses they take, earning a grade of C or higher.
- re-enroll in the Colleges from one semester to the next
- earn certificates and/or degrees.

The data were used in strategic and tactical planning for the Kahikoluamea (the department housing developmental education) targeting interventions to improve student learning and success in remedial/developmental math and English courses, with strategies designed to work with Native Hawaiian students, when appropriate ([Reference](#), Endnote 2A:7).

In 2008, AtD provided a list of gatekeeper courses at the College. These gatekeeper courses were mainly courses required for university transfer. A goal to improve success rates in gatekeeper courses was integrated into the Arts and Sciences tactical plan ([Reference](#), Endnote 2A:8).

Carl Perkins Program Health Indicators: For the College's twenty-two career and technical education programs, assessment of student performance and achievement is measured against the six health indicators established in the Carl Perkins Career and Technical Education Act of 2006. These core indicators are:

- 1P1 Technical Skill Attainment
- 2P1 Credential, Certificate or Degree
- 3P1 Student Retention or Transfer
- 4P1 Student Placement
- 5P1 Non Traditional Participation
- 5P2 Non Traditional Completion

Definitions for these measurements are posted on the UH System website ([Reference](#), Endnote 2A: [9](#), p.45) ([Reference](#), Endnote 2A: [10](#), p.27).

Performance goals for these indicators are established by the State CTE office. Both the College and individual CTE programs are measured against these goals. Performance at the program level is reported in the Annual Report of Program Data (ARPD), which indicates whether a program has met or not met the Perkins goals, with indicators not met targeted for improvement. In the most recent data report (2010-11), the College was the only campus in the seven campus UHCC System to exceed all the established goals:

Table 3.
Meeting Performance Goals for Perkins Indicators

| | 1P1 Goal: 90.10% | 2P1 Goal: 45.00% | 3P1 Goal: 56.00% | 4P1 Goal: 51.00% | 5P1 Goal: 16.25% | 5P2 Goal: 15.15% |
|---------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| System | 91.04 | 49.13 | 75.81 | 65.71 | 17.47 | 15.98 |
| Kapi'olani CC | 95.77 | 56.35 | 78.24 | 61.60 | 27.04 | 17.23 |

Assessing Educational Preparation of Students

Educational preparation of students is determined primarily by COMPASS placement testing, which assesses students' reading, writing, and math proficiency. Placement scores in pre-college level and college-level courses are set by the University of Hawai'i Community College (UHCC) System. All students who enroll at the College are required to take the placement test, unless they are transferring with prior college English or math credits or register only for courses that have no English or math prerequisites. In the case of transfer students, a review of their transcripts is conducted to determine the appropriate level of courses for students to enter.

For students who do not meet COMPASS benchmarks in college-level English or math, the Kahikoluamea department provides remedial and developmental courses and integrated support services. Kahikoluamea tracks student success and retention through AtD data reports (2006-2011) and its ARPDs and CPRs, and develops intervention strategies targeting improvement.

Addressing Diversity and Demographics

Academic Subject Certificates in Hawaiian, Asian, and International Studies and a New Associates in Arts Degree in Hawaiian Studies: Based on the high percentage of students of Hawaiian and Asian ancestry, including immigrants and children of immigrants, and the number of international students on the campus and in its community, the College offers Academic Subject Certificates in Hawaiian Studies, Asian Studies, and International Studies. These certificates are embedded in the Associate in Arts (AA) degree. These certificates are designed to meet the interests and needs of the campus' multiethnic, multicultural student body. Like the UH systemwide general education requirement of a course in Hawaiian, Asian and Pacific issues, the certificates serve to promote respect for cultural diversity and enhance students' knowledge and appreciation of the community in which the College is located.

In fall 2012, the College will begin offering a new Associate in Arts degree in Hawaiian studies, approved as a provisional degree by the University of Hawai'i Board of Regents at its monthly meeting held May 17, 2012. The degree was collaboratively developed by the seven UHCC community colleges as an option to prepare students to transfer to a Hawaiian Studies baccalaureate degree path at UH Mānoa or UH Hilo. The degree is also designed to provide qualifications that would be beneficial in the workforce or other areas of study where a knowledge of the Hawaiian culture is desired.

Hawaiian and other Underrepresented Students in Science, Technology, Engineering and Math (STEM): Based on data showing a critical workforce shortage in science and computer technology (identified by the UH System's Second Decade Project ([Reference](#), Endnote 2A: [11](#)) and other workforce reports) and the underrepresentation of Native Hawaiian students in STEM majors, the College's Math and Sciences department has developed a STEM program ([Reference](#), Endnote 2A: [12](#)), funded by National Science Foundation (NSF) grants, to recruit Hawaiian and other underrepresented students into STEM fields and provide them with support and rigorous preparation for transfer into STEM majors at baccalaureate institutions.

Insights into student learning needs and how best to promote successful learning was derived from the work of Hawaiian educators, in particular Manulani Meyer, who emphasizes six major principles that guide current work in the College's efforts to support Native Hawaiians in STEM:

1. The sea is conceived of as a bridge connecting Hawaiians with Oceanic places and peoples and the world.
2. Place and genealogy shape relationships in a chain of cultural continuity. Mentors provide a link in a chain of cultural continuity.
3. Empiricism includes all the senses, sight, taste, smell, hearing, and touch.
4. The most important aspect of a Hawaiian knowledge structure is experience. Native Hawaiian education is more often experienced as community-based projects that are culturally driven.

5. Knowledge-belief structure sets the tone for how one handles technological influences and places them within a structure of values, priorities, and spiritual beliefs.
6. Knowledge is valued when it is applied and proves useful.

Based on these principles of Native Hawaiian learning, the program adopted six evidence-based approaches for student success:

1. Engage students in active learning experiences;
2. Set high, meaningful expectations;
3. Practice high context interactions and provide regular, timely, and specific feedback;
4. Become aware of values, beliefs, and preconceptions;
5. Recognize and stretch student styles and developmental levels;
6. Seek and present real-world applications.

Integration of Hawaiian Epistemology and Pedagogy Across the Curriculum: The integration of Hawaiian epistemology and pedagogy has also been promoted across the curriculum in a professional development initiative, based on research supporting high-context pedagogies that lead to increased engagement, learning, and achievement.

The goals of this professional development initiative are to encourage and support faculty to integrate place and culture-based content into courses and to build an archive of place- and culture-based strategies and assignments for faculty use. (More information on this professional development initiative developed as part of Collaborative Circles for Creative Change [C4ward], based on a communities of practice model, can be found in Standard III.A.)

Place, culture, and community-based content and perspectives are also being integrated into the student experience in Kahikoluamea (developmental education integrated with first-year experience student engagement initiatives), in the College's writing courses (ENG 22–Beginning Composition and ENG 100–Composition) and in student engagement initiatives such as Holomua I Ke Ola (“Moving Forward in Life”): My Wayfinding Odyssey, a student development program and success program, based in traditional Native Hawaiian navigation methods, or wayfinding. (See II.B.3 for details on Holomua I Ke Ola.)

The service-learning option offers a pathway for learning that is place, culture, and community-based in the context of courses across the curriculum ([Reference](#), Endnote 2A:13).

Addressing the Economic and Social Needs of the Community

The College offers fields of study based on analysis of community needs, employment needs and trends, and student enrollment demand. New programs are added when new

employment demands and community needs are identified. The UH System's Second Decade Project, or SDP (see I.A.3) identified critical workforce needs to be addressed by both the UH System's strategic plan and the College's strategic and tactical plans. ([Reference](#), Endnote 2A: [14](#)).

Increasing the Number of Four-Year Degrees Awarded: The SDP reported that Hawai'i ranked near the bottom of the nation in terms of number of baccalaureate degrees awarded per 100 high school graduates, so the UH System targeted increasing the number of students receiving baccalaureate degrees to increase the educational capital of the State.

The need for more baccalaureate graduates prompted the College to develop general articulation agreements with the three four-year campuses in the UH System: UH Mānoa, UH Hilo, and UH West O'ahu. The agreements establish dual admission and dual enrollment at the 2-year and 4-year campuses to facilitate transfer. (For more information on these articulation agreements see II.A.6.b. below.)

The College has also developed tracks from its two-year AS degrees to four-year campuses:

- The Culinary Arts department has developed a program of third-year courses for transfer to a Bachelor's of Applied Science (with a concentration in Culinary Management) at the University of Hawai'i West O'ahu.
- The Respiratory Care program developed an articulation agreement between its two-year Associate in Science (AS) degree and a Bachelor's of Applied Science degree (with a concentration in Respiratory Care Management) at the University of Hawai'i West O'ahu.
- The Emergency Medical Services department has developed an articulation agreement with the University of Hawai'i West O'ahu between the College's A.S. degree in Mobile Intensive Care Technician and a B.A. degree in Public Administration.
- The Medical Lab Technician program has developed a 2+2 program with the UH Mānoa Medical Technology B.S. A candidate for the B.S. must first earn an MLT credential from the College before completing two years of upper division courses at UHM.
- The Paralegal, Information and Computer Science, Accounting, and Marketing programs also have articulation agreements with UH West O'ahu College to facilitate transfer of their graduates to a four-year degree program.

For articulation agreements in Nursing and Education, see "Addressing Workforce Shortages" below.

Increasing the Number of Science, Technology, Engineering and Math (STEM) Graduates: The College developed a new program to address the need to increase the number of STEM graduates: an Associate in Science in Natural Science (ASNS). The

purpose of the ASNS degree is to provide a clear and explicit pathway for students intending to transfer into STEM majors at baccalaureate institutions. The degree also provides a focus for the College to identify, recruit, counsel, and retain STEM students. The degree facilitates articulation and transfer agreements between the College and four-year STEM programs at UH Mānoa (UHM), UH Hilo (UHH), and programs on the U.S. mainland.

Emerging Careers: The SDP report projected future industries in Hawai'i, including Life Sciences / Biotechnology, Information Technology, and Film and Digital Media. The College is able to contribute to workforce development in these areas through its New Media Arts program in animation and interface design and its Biotechnician certificate, a joint program of the Math and Sciences and Health Sciences departments. In response to the need for workers to care for Hawai'i's aging population, the College developed the Kūpuna Education Center, which supports and trains caregivers for the elderly to complement the College's programs to train nurses' aides and practical nurses.

Addressing Workforce Shortages: The SDP projected shortages of the hospitality and food preparation workers, nurses and educators. In addition to developing an Advanced Professional Certificate in Culinary Management, the College has reviewed and improved its program in Hospitality (HOST), which serves the tourism industry, the state economy's largest source of non-government revenue. In consultation with its HOST advisory committee, the program added courses on career and customer service skills, tour directing, an introduction to Hawaiian culture, and Japanese conversation and culture for business and tourism.

In order to increase its capacity to graduate Nurses (LPNs and RNs), the College developed off-campus sites at Leeward CC and Windward CC. The A.S. in Nursing program is also participating in a consortium with the B.S. in Nursing program at the University of Hawai'i at Mānoa and two other community college associate programs. The two-year and four-year programs share the same curriculum for the first three years. Graduates of associate-degree programs can then transfer to UHM for one final year to earn a BSN.

In response to the teacher shortage, the College has developed articulation agreements with the B.Ed. program at the University of Hawai'i at Mānoa for its courses focused on preparing special education paraprofessionals. The College's Center of Responsive Education (CORE) expanded the teacher preparation initiative to include three additional programs: Deaf Education, Second Language Teaching, and Educational Interpreting. CORE faculty work together to prepare highly qualified paraprofessionals and pre-education students transferring to a baccalaureate teacher education program.

Underserved Regions: The SDP also identified a need to provide educational services to underserved regions of Hawai'i, such as the rural areas of O'ahu and the Neighbor Islands.

In addition to its Nursing programs at off-campus sites, the College offers health programs at the Wai'anae Health Academy, in a rural area of the island designated underserved by the SDP report. The College also offers other health programs statewide, such as Radiologic Technology and Emergency Medical Services.

The College's development of a substantial distance education capability also serves the need to provide education services to underserved rural areas.

Research and Analysis in Assessing the Achievement of Stated Learning Outcomes

The College has identified learning outcomes for all of its courses, competencies, programs, certificates, and degrees. In addition, the faculty have aligned course outcomes with program and general education outcomes and developed plans for assessing the outcomes. (See II.A.1.a.) The alignments are integrated in the course proposal template of Curriculum Central, the UHCC online curriculum management program, used during the curriculum review process ([Reference](#), Endnote 2A: [15](#), pp.2-5).

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) established a framework for assessing program learning outcomes in 2007. ([Reference](#), Endnote 2A: [16](#)) and a plan for assessing course competencies (2010) ([Reference](#), Endnote 2A: [17](#)).

Student Learning Outcomes and Course Competencies

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) distinguishes between course outcomes, called competencies, and broader learning outcomes, called student learning outcomes or SLO. Course competencies are defined as "measurable skills, knowledge, and/or attitudes that students possess at the end of a course." Several competencies constitute a broader learning outcome at the program or general education levels.

CTE program (degree and certificate) SLOs are defined as "program-specific outcomes that two-year college graduates should possess to succeed in work." General education outcomes and Liberal Arts program outcomes are defined as "cross curricular SLOs that two-year college graduates should possess to succeed in work, transfer education, and life."

Both course and program assessment plans provide for an ongoing cycle of collecting and analyzing data on outcomes, identifying ways of improving the outcomes, implementing strategies for improvement, and re-evaluating the outcomes. The cycle ensures that programs target continuous improvement of program and course outcomes. In 2011, the College published a course assessment manual ([Reference](#), Endnote 2A: [18](#)) and program assessment manual ([Reference](#), Endnote 2A: [19](#)) to assist faculty in assessing learning outcomes.

In spring 2012, two faculty were appointed to oversee the course and program learning assessment, one working with liberal arts and student services faculty and the other with

career and technical education and continuing education faculty. The coordinators' role is to lead discussions among faculty and staff in developing assessment instruments, setting expected levels of achievement, and devising teaching strategies and methodology for improvement. Faculty discipline assessment coordinators work with the SLOs assessment coordinators to discuss, plan, and implement the course level assessments with colleagues in each discipline.

The course and program assessments are guided by templates for course learning reports (CLRs) ([Reference](#), Endnote 2A:20) and program learning reports (PLRs) ([Reference](#), Endnote 2A:21).

Preliminary results for course and programs learning assessment are available at departments that oversee the courses or from program coordinators. Results of the assessments of courses and programs will be summarized in the ARPDs in fall 2012. The assessment data from course and program learning reports will be used in course reviews (see II.A.1), program reviews (see II.A.1), and tactical planning (see I.B.3). For the College's progress on the assessment of student learning, see II.A.1.c below.

Since 2007 the College has provided funding for improvements in learning outcomes assessment, including approximately \$350,000 in reassigned time for assessment and discipline coordinators, training, and course redesign.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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 appropriateness of delivery systems and modes of instruction is determined as part of the curriculum review process described in II.A.1. The course review includes an evaluation of suggested methods of instruction and delivery for each course to ensure that they fit the content and competencies the course is expected to deliver.

When a new mode of instruction or delivery is offered for a course, data are collected to compare its effectiveness with other modes of instruction or delivery. For example, in order to increase student success rates in developmental writing, faculty piloted accelerated modes of instruction for the developmental and transfer-level writing sequence. The accelerated learning project (ALP) allowed students to enroll in both

developmental (ENG 22) and transfer-level writing (ENG 100) at the same time. The success rates of students in the ALP and non-ALP courses were compared. In fall 2010, 76 percent of developmental students enrolled in the ALP courses successfully completed ENG 100, compared with a success rate of 66 percent for ENG 100 students overall. In spring 2011, ENG 100 success rates were 75 percent for ALP students, and 56 percent overall. Based on these promising results, the ALP delivery method has continued to be offered and tested to gather more data on improvement before the College commits to the model on a wider scale.

Similarly, the College has assessed online course delivery. The table below compares student success, completion, and withdrawal rates in online classes with the rates in face-to-face classes. The numbers indicate the percentage difference between online classes and face-to-face classes. Negative numbers indicate the percentage difference between online classes and the face-to-face classes. For example, in fall 2006, 8.59 percent fewer students were successful in online classes than in face-to-face classes, 5.34 percent fewer students completed their classes, and 5.33 percent more students withdrew. By spring 2010, the data indicate an increased effectiveness in online courses. Over 4 years, success rates improved significantly from -8.59 to +.29, completion improved from -5.34 to -1.27, and withdrawal rates declined from 5.33% to 1.42%.

Table 4.
Success, Completion, and Withdrawal: Online vs. Face-to-Face

| Term | Success | Completion | Withdrawal |
|-------------|---------|------------|------------|
| Fall 2006 | -8.59 | -5.34 | 5.33 |
| Spring 2007 | -5.31 | -5.69 | 4.23 |
| Fall 2007 | -1.21 | -2.90 | 2.17 |
| Spring 2008 | -1.47 | -3.19 | 1.93 |
| Fall 2008 | -1.07 | -3.10 | 2.74 |
| Spring 2009 | -2.31 | -2.91 | 1.91 |
| Fall 2009 | -0.36 | -1.16 | 1.18 |
| Spring 2010 | 0.29 | -1.27 | 1.42 |

The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) offers a professional development academy in online education, so faculty can continually enhance their skills in online education and improve student success and completion rates in online courses.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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

Identifying and Assessing Student Learning Outcomes

The College's faculty has identified learning outcomes for courses, programs, and general education and aligned the course competencies with program and general education outcomes. (See II.A.1.a.) The course competencies are included in course outlines and syllabi; course competencies and program and general education outcomes are published in the College's catalog. (See the Catalog for a complete listing.) ([Live Link](#), [Reference](#), Endnote 2A:22)

Progress Assessing Course Learning: As of the end of spring semester 2012, of the 283 courses in career and technical programs, 130 (45.9%) have developed assessment plans and 188 (66.4%) have completed course-learning reports; 69 (24.4%) have both plans and reports. Of the 457 courses in the liberal arts, 170 (37.2%) have assessment plans, 123 (26.9%) have course learning reports, and 86 (18.8%) have both plans and reports.

The course learning assessments are based on evaluation of student work, using agreed upon expected levels of achievements and rubrics established by faculty. Student surveys may be used optionally. Faculty have discussed the results and recommended pedagogical and curricular improvements, as needed.

The course learning reports are available at the offices of the departments that house them and conducted the assessments and will be summarized in the fall 2012 ARPDs. The summaries will also be included in the College's three-year comprehensive program reviews, which are used for tactical planning, and in course reviews, to provide justification for course modifications.

Progress Assessing Outcomes: Data for the assessment of program learning outcomes include samples of student work from courses; student portfolios; practitioner research on learning (i.e. the development of specific instruments to measure SLOs and studies conducted that measure learning); qualitative research such as focus groups; or other assessment tools. After the outcome data are analyzed, faculty meet to discuss the results and recommend pedagogical and curricular improvements, as needed.

Programs reporting progress in program learning assessments in their fall 2011 ARPDs include Culinary Arts, Hotel and Restaurant Operations, Nursing, Physical Therapy Assistant, and New Media Arts ([Live Link](#), [Reference](#), Endnote 2A:23).

All programs are scheduled to complete the first cycle of assessment by fall 2012, with results reported annually in ARPDs; the second cycles are targeted for completion in 2015 ([Reference](#), Endnote 2A:24). The ARPDs will include action plans to target improvements, as needed, with implementation to begin in the spring 2013. Three-years of assessment data will be compiled and analyzed in the College's comprehensive program reviews, which serve as the basis for the three-year tactical planning cycles.

Using Assessment Results for Program Improvements

Programs that started on assessments of their learning outcomes in 2010-2011 or earlier reported a range of results in their fall 2011 ARPDs. Some, including Hospitality and Travel and Tourism, Liberal Arts, Marketing, and Physical Therapist Assistant, discovered that they needed to revise SLOs, align course and program learning outcomes more effectively, develop better assessment instruments, and/or develop rubrics to conduct effective assessments. For example, to assess its five outcomes, liberal arts began to pilot a cornerstone project in spring 2011, in courses commonly taken by liberal arts students in their final semester of studies.

Other programs had begun the assessment of one or more of their learning outcomes and reported that all or most of their students (90-100%) met the outcomes assessed: Culinary Arts, Hospitality/Travel and Tourism, Information Technology, Occupational Therapy Assistant, Medical Assisting, Medical Laboratory Technician, and Radiologic Technologist; these programs plan to continue to monitor outcomes in an ongoing cycle. The Program Assessment Scorecard (updated 9/11/2011) at the OFIE website includes a table of programs that reported assessing all program learning courses ([Reference](#), Endnote 2A:25).

New Media Arts (NMA) reported program improvements as a result of its assessments of outcomes:

NMA updated both animation and interface design associate degrees by removing five courses, rearranging the sequence of two existing courses, and adding two new courses: ART 284 Animation Studio and ART 285 Interface Design Studio. These two new courses address several issues that were discovered during the assessment process: a) the need for coverage of specific NMA-related topics, b) the need for students to become independent self-learners, c) the need for students to go through the full creative process in order to create industry quality portfolio and demo-reel products, and d) the need to work in collaborative team environments.

Thirteen Math and Sciences faculty, including the department chair, teaching in the Associate in Science in Natural Science degree program, with three faculty facilitators, assessed four outcomes using 47 learning artifacts. The results indicated that students were meeting three out of the four outcomes (Communication, Critical Thinking, and

Disciplinary Integration; the fourth, Self and Community, was scored lower than the other three. The faculty reconvened in 2011-2012 “to determine appropriate strategies which might be integrated into their classes to better achieve” the Self and Community outcome.

The Paralegal program assessed its outcome “Demonstrate basic principles of legal analysis and apply critical thinking skills” and reports “the faculty are developing new or improved pedagogies which the program will implement and evaluate in subsequent semesters.”

The faculty and staff in the Library and Learning Resources (LLR) unit have completed one cycle of learning assessment and as a result have begun collaborating with instructional faculty to improve the ability of students to access and evaluate information resources and citations. A librarian and a writing instructor collaborated to develop two research lessons, and after piloting the lessons in spring 2011, they have been integrated into most ENG 22 and select ENG 100 face-to-face classes.

An exemplary model of assessment is the service-learning option, described in II.A.2.c. In spring and summer 2012, service-learning faculty and staff leaders completed a second cycle of assessment and evaluation to determine the extent to which course-embedded community service experiences and structured reflections lead to student achievement of four general education learning outcomes. Based on their assessments, the team has developed second-generation writing prompts, scoring rubrics, and assessment protocols ([Reference](#), Endnote 2A:26).

Assessment of Continuing Education Courses and Programs

The College’s Office for Community and Continuing Education (OCCE) offers and assesses the outcomes of certificate programs and short-term training and contract courses in collaboration with Emergency Medical Services, Health Science (e.g., Massage Therapy, Pharmacy Tech), Nursing (Surgical Tech), Culinary Arts, and Hospitality. The Office of International Education develops and assesses short-term training and contract courses for international students.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

The College will continue to implement plans for the assessment of all course competencies and program learning outcomes. OCCE will continue to develop student learning outcomes and assessment strategies for those courses and programs that have fallen behind in SLOs development and implementation.

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.

Descriptive Summary

The College offers courses and programs in the following areas: liberal arts and natural sciences transfer programs; two-year career and technical programs; pre-collegiate and developmental courses; intensive language courses for international students; continuing education and short-term training and contract education.

Criteria and Processes for Offering and Evaluating Courses and Programs to Ensure their Quality and Integrity

Collegiate Programs: College-level instructional programs at the College are established and reviewed by criteria and processes established by policies of the Board of Regents and the UH System:

1. UH Board of Regents Policies, Section 5-1. Instructional Program, which establishes the overall University policy on new programs, provisional programs, review of established programs, and termination of programs ([Reference](#), Endnote 2A:27)
2. University of Hawai'i System Policy, E5.201, Approval of New Academic Programs and Review of Provisional Academic Programs ([Reference](#), Endnote 2A:28) and University of Hawai'i System Policy, E5.202, Review of Established Programs ([Reference](#), Endnote 2A:29)
3. University of Hawai'i Community Colleges Policy #5.202, Review of Established Programs ([Reference](#), Endnote 2A:30)

The criteria for establishing programs ensure that programs serve the economic and social needs of the community and that the College has the expertise and resources to offer them. All instructional programs are reviewed in a cycle of annual program review and comprehensive program reviews every three years, with improvements targeted in tactical planning every three years and strategic planning every six years. (See I.B.2, I.B.3 and II.A.1 for descriptions of these processes).

The program learning outcomes are being assessed in processes described in II.A.1.a and II.A.1.c.

While most of the College's programs are delivered at the campus, programs assigned islandwide or statewide responsibilities (e.g., Nursing, Emergency Medical Services, and Health Sciences) are offered at off-campus sites and/or via distance learning. Other on-campus programs also offer courses via distance learning. Both the off-campus learning

sites and the distance education program in liberal arts have been reviewed and approved by ACCJC.

Collegiate, Pre-Collegiate and Developmental Courses: The College offers (1) transfer-level courses required for its programs; (2) pre-collegiate and developmental courses in English (reading and writing) and math to meet the learning needs of students who place at the pre-transfer levels on COMPASS placement test, and (3) a pre-transfer sequence of four intensive courses in English for Speakers of Other Languages (ESOL).

To ensure their programmatic fit and the appropriate credit type and delivery mode, new course proposals go through the curriculum review process described in II.A.1. To ensure currency, existing courses are subject to the five-year curriculum review cycle described in II.A.1. To ensure quality, the achievement of course competencies are also assessed in course learning assessment process described in II.A.1.a and II.A.1.b.

Continuing Education Courses and Program and Short-term Training and Contract Education Courses: The College's Office for Community and Continuing Education (OCCE) offers continuing education courses and programs and short-term training and contract education courses, based on community and industry demands. Continuing education courses offered by Culinary Arts, Health Sciences and Nursing have developed and assessed student learning outcomes (SLOs). The College's international short-term customized contract training programs are designed and assessed by the Office of International Affairs and the Language, Linguistics and Literature department.

Intensive Transition Program for International Students: The College offers an Intensive Transition Program (ITP) for International Students to prepare them for entering the College's credit courses and programs. The number of sections offered is determined by the number of students recruited by the Honda International Center. ITP courses fall under the ESOL program, and their learning outcomes are assessed along with other ESOL courses in the Arts and Sciences department. These courses also are subject to the curriculum review process described in II.A.1 and the course learning assessment process described in II.A.1.a and II.A.1.b.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Policies and Procedures for Programs & Course Development and Evaluation

The planning, approval, and evaluation of degree- and certificate-granting programs for both face-to-face and distance education (DE) modes of delivery are governed by the policies of the University of Hawai'i listed in II.A.2 above.

These policies establish a coordinated program approval process to meet the requirement of the UH BOR and its executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional bodies.

The Faculty Senate curriculum committee is assigned by the Faculty Senate Constitution ([Reference](#), Endnote 2A:31) to review and make recommendations to the Senate concerning degree requirements, new program proposals, new course proposals, and course and program modifications and deletions.

The review process for new courses and for existing courses at least once every five years ensures that course content, teaching methods, delivery modes and evaluation methods are aligned with course competencies. The competencies are also aligned with program and general education learning outcomes. Existing courses may be modified or deleted as part of the five-year review process. The reviews involve faculty in the disciplines and departments and faculty assigned to the Center for Excellence in Learning, Teaching, and Technology (CELTT) and the library.

The Faculty Senate makes recommendations on course and program additions, modifications, and deletions to the College's administration for approval.

Faculty Senate also oversees the assessment of program student learning outcomes (SLOs) and course competencies described in II.A.1.a. and II.A.1.c.

Targeting Improvement

The assessment of course and program SLOs, the annual and comprehensive program reviews, and tactical and strategic plans derived from the reviews target improvement in areas of weakness in programs and courses. The five-year curriculum review of courses and assessment of course competencies target improvements in courses.

Self Evaluation

The College is at the proficiency level of Student Learning Outcomes assessment. The procedure for assessing student learning in programs and courses is established and being implemented.

Actionable Improvement Plans

The first cycle of assessment of course competencies is scheduled for completion in spring 2012. The assessment of program learning outcomes has begun. These assessments will be ongoing.

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

Determining Competency Levels and Measurable SLOs

The institution relies on discipline and program faculty to determine competency levels in courses and learning outcomes for programs, through discussion, research and piloting, for both traditional and distance education (DE) modes. Course competencies are assessed using rubrics developed by discipline faculty. These rubrics are calibrated in discussions of evaluations of student work in the Faculty Senate process set up for assessing course competencies.

The College's career and technical programs have developed measurable course and program outcomes in consultation with external accrediting agencies and industry-community advisory boards, and in compliance with state and federal requirements, so that graduates meet the expectations of the professions. (Programs and their respective accrediting agencies appear in the catalog, Degree and Certificate Programs, Section C, and are listed above in II.A.1; programs and their advisory board members appear in the Appendix, Section D, of the catalog.)

The liberal arts program maintains its curriculum at a collegiate level primarily through formal and informal discussions among faculty at two-year and four-year campuses in the University of Hawai'i System. The formal discussions take place in the University Council on Articulation (UCA), which oversees the transfer of credits within the system ([Reference](#), Endnote 2A:32). Articulation agreements formalize the equivalency of specific course or programs. See Articulation Agreements within the UH System for a list of the course, program and degree pathway agreements among UH campuses ([Reference](#), Endnote 2A:33).

At the general education level, the College established a rubric for general education outcomes in 2008 and incorporated it into the curriculum review process. Faculty are asked to indicate one of three levels of outcomes students attain in the proposed course. Based on the level indicated, courses are classified as preparatory, level 1, or level 2:

Preparatory Level: Courses at the preparatory level (pre-collegiate courses) develop the capacity for students to be successful in degree and certificate programs and serve as prerequisites for transfer-level courses required for degrees and certificates. These courses provide students with the basic reading, writing, thinking, and reasoning to perform college level work. Preparatory courses are numbered below 100 and include English and math courses in Kahikoluamea (which houses the developmental education program) and courses for English for Speakers of Other Languages offered in the Languages, Literature and Linguistics department.

Level 1 (Introductory): Courses at level 1 are introductory transfer courses that foster beginning- to intermediate-levels of comprehension in subject areas and familiarize students with the reasoning skills and methodologies of the various disciplines. By the end of the course, students have knowledge of the basic elements of the processes introduced (i.e. students know how to do something such as apply methods of inquiry). Students are able to apply knowledge in familiar situations. These courses are generally numbered at the 100-level and are generally taken in the first-year of a student's program.

Level 2 (Applied): Courses at level 2 require students to transfer and build upon knowledge, reasoning skills, and methods acquired in level 1 courses. Students attain the ability and flexibility to apply the reasoning and processes from level 1 in new and unfamiliar situations. By the end of the course, students have knowledge of intermediate/advanced elements of the processes introduced. (For example, students can evaluate an article rather than just being able to summarize it.) Level 2 courses are generally numbered at the 200 level and are taken in the second-year of a student's program.

Structuring Degree Pathways

All programs are structured so that students have a clear pathway from the introductory (level 1) to applied learning (level 2). These pathways are described in the program descriptions in the catalog ([Live Link, Reference, Endnote 2A: 34](#), Programs of Study) and in program advising sheets available at the College's website ([Reference, Endnote 2A: 35](#)) ([Reference, Endnote 2A: 36](#)).

The liberal arts degrees require students to take foundation and diversification courses at level I, before they progress to level 2 courses. The degree also includes two levels of written communication, an introductory writing course at level 1 (ENG 100 or ESL 100) and two Writing Intensive courses at level 2. The faculty are piloting cornerstone assignments to serve as culminating learning experience at level 2 for liberal arts student.

Career and Technical Education (CTE) programs are also structured with introductory courses at level 1 in the first year, and applied courses at level 2 in the second year. All

CTE programs include a culminating experience at level 2, such as internships, practica, and clinicals.

Through the curriculum review process for programs and courses (described in II.A.1), faculty play a key role in structuring the relationship between student learning outcomes and competency levels for degrees, certificates, programs, and courses. The review process includes a review of the course number (100-level or 200-level) based on the competencies and content of the course.

CTE program outcomes were validated by advisory committees in 2009, and the validation process continues, as needed, when programs are reviewed and updated.

Assessing Learning in Degree Pathways

During the curriculum review process described in II.A.1, course competencies are aligned with program learning outcomes so that as students progress through the sequence of courses required for a degree, they are also moving toward achieving the program outcomes.

As students move through the pathways toward degree completion, faculty assess student attainment of course competencies at level 1 and 2 through evaluation methods identified and approved for the course in the curriculum review process.

The course learning assessment process described in II.A.1.a. and II.A.1.c is designed to review and improve student achievement of competencies. The program learning assessment process described in II.A.1.a. and II.A.1.c is designed to assess and improve student achievement of program learning outcomes.

Examples of Methods Used to Assess Program Learning Outcomes

Cornerstone assignments being piloted by liberal arts faculty are designed to assess the five program outcomes, including integrative learning, which require students to apply and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives. (See II.A.2.c "Synthesis of Learning" below for a more detailed description of cornerstone assignments.)

The health programs employ a variety of methods to assess program outcomes. For example, the Respiratory Care Program uses employer and student surveys that are aligned with the program learning outcomes to monitor program quality. In a 2010 employer survey, 100 percent of respondents rated graduates above the benchmark for performance, and 100 percent of employers indicated graduates were satisfactory relative to professional behavior, communication skills, and multicultural knowledge.

The Occupational Therapy Assistant program uses the Fieldwork Performance Evaluation (FWPE) to measure attainment of program learning outcomes and monitor program quality. In 2010, 85 - 100 percent of students were meeting or exceeding the benchmark on FWPE.

The Physical Therapy Assistant (PTA) program uses clinical internship and evaluations, course assessments, and a verbal exit survey to assess program learning outcomes and monitor program quality. The 2010 data indicated that 100 percent of students were meeting or exceeding the benchmark for the clinical evaluations. To strengthen the use of course assessments for program evaluation, the PTA faculty are in the process of drafting rubrics for the major course assessments that are aligned with the program learning outcomes.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Quality instruction at a collegiate level is established by hiring qualified instructors through a process that specifies minimum and desirable qualifications for each position. The hiring process is described in III.A.1.a. All faculty are reviewed for the quality of their teaching periodically, through the processes described in III.A.1.b. All faculty are provided with professional development opportunities related to their duties, as described in III.A.5.

Quality instruction at a collegiate level is also ensured by periodic reviews of outcomes of programs and courses described in I.B.3, II.A.1 and II.A.2. In these review processes, faculty play an essential role through their input in department and discipline committees and meetings and in their participation on Faculty Senate committees that oversee the quality of instruction—curriculum; admissions, academic standards, and graduation; distance education; and student learning outcomes assessment.

Program Breadth and Rigor

Program breadth is ensured by general education requirements for degrees and certificates. (See II.A.3 for details of the requirements.)

Course Sequencing and Program Depth

Course sequences within a program follow the principles of structuring the relationship between learning outcomes and competency levels described in II.A.2.b above, moving students through preparatory (if needed) and introductory levels to applied levels of learning.

The process for establishing course prerequisites is managed during the curriculum review process described in II.A.1. The course proposal template in Curriculum Central asks faculty to determine the essential skills needed to be successful in the course in order to justify prerequisites. The course proposal template guides faculty through the following considerations in selecting course prerequisites:

- Basic skills (reading, writing and analytical) needed for success in the course.
- Amount and level of reading, writing or other independent work required.
- Amount and level of quantitative and logical reasoning required.
- Background knowledge in related subject matter expected of students entering the course.

Prerequisites may be adjusted when courses are updated during the curriculum review process, based on achievement data in program reviews and data collected and analyzed during the course learning assessment process described in II.A.1.a and I.A.1.c.

Time to Completion

The College uses the nationally-accepted norm for degree programs: a minimum of 60 semester credits, or two years of full-time study ([Reference](#), Endnote 2A:37). Due to external accreditation requirements, some CTE programs consist of more than sixty credits. The time to completion may be longer than two years of full-time study due to prerequisites for admission to a program or preparation in developmental courses to become college ready.

Certificates designed for entry-level training or job upgrading in career technical programs require fewer than 60 credits:

- Certificate of Achievement: medium-term technical-occupational-professional course sequence of 24-45 credits providing entry-level skill or job upgrading.) Students who complete a Certificate of Achievement must also demonstrate proficiency in English and math.
- Certificate of Completion: short-term technical-occupational-professional course sequence of 10-23 credits providing entry-level skills or job upgrading.
- Certificate of Competence: short-term credit or non-credit courses providing entry-level skills or job upgrading (if for credits, 4-9 credit).

Synthesis of Learning

Career and Technical Education Programs: Career and technical education programs require students to perform the full range of skills and demonstrate mastery of program knowledge through culminating authentic experiences in internships, clinicals, and practica. Outcomes are assessed by both the faculty and industry professionals supervising the student in the work setting. In New Media Arts, synthesis of learning is assessed by a portfolio review.

Liberal Arts: Liberal arts faculty have piloted cornerstone projects in selected courses, focusing on synthesis of learning for students who have completed one-year (24 earned credits). The classes require students to integrate material and skills learned in previous courses by completing a project that encompasses research, analysis, synthesis, evaluation, and reflection.

In cornerstone projects, students examine historical contexts, ethics, aesthetics, and problems/solutions that surround substantive issues and themes related to the subject of the course. Cornerstone projects provide evidence of student achievement of at least three of the five general education student learning outcomes. (See II.A.3. for descriptions of these general education/AA degree outcomes.)

The following courses were designated cornerstone classes for spring 2011: PHYS 170 (General Physics I), BIO 265L (Ecology & Evolutionary Biology Lab), LING 102 (Introduction to the Study of Language), PSY 212 (Survey of Research Methods), PSY 240 (Developmental Psychology). In fall 2011, PSY 212 and PSY 240 were replaced with ENG 272G (Myths, Dreams, & Symbols), PHIL 211 (History of Western Philosophy), and PSY 260 (Psychology of Personality).

Learning communities and service learning also promote synthesis of learning in the liberal arts curriculum. Learning communities were first offered at the College in 1997. Students in learning communities 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 way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members. The number of learning communities offered varies from semester to semester, depending of faculty and student interest.

Service learning options connect community service experiences with academic learning, personal growth, and civic responsibility, enhancing what is taught in the classroom by extending learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real life situations in their own communities ([Reference](#), Endnote 2A:38). Critical reflective journals and an end-of-semester capstone essay link the students' service experience outside the classroom to the course curriculum. In spring 2012, eighty-six sections of courses offered a service learning option for students.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The College offers four basic categories of courses, selected based on course content, teaching methods, and outcomes: lecture, lecture-lab, lab, and learning in the workplace (internships, practica, and clinicals).

Teaching Methodologies: Within these four categories, the College's faculty employ a wide range of specific teaching methodologies: place-based and culture-based learning, service learning (see II.A.2.d), problem-based learning, project and presentation learning, writing to learn, collaborative learning, learning communities, accelerated learning, self-paced learning, intensive language-learning (study abroad courses), and multimedia learning. A fall 2011 survey of the college's faculty documents the wide range of teaching methodologies employed by the College's faculty ([Reference](#), Endnote 2A:39, Data Book Two, p.10, Question 7).

Delivery Modes: While the majority of the College's over 900 classes per semester are delivered in the classroom on campus, distance education courses and hybrid courses (which combine in-class and online instruction) have become an increasingly important delivery mode, with over 160 online courses and 20 hybrid courses offered every semester ([Reference](#) [large file], Endnote 2A:40, p.46). The College also offers a limited number of broadcast television classes, supplemented with online support, primarily for statewide programs such as the Associate in Science for Educational Paraprofessionals. Until renovations precluded access to the HITS studio (Hawai'i Interactive Television Services) in spring 2010, the College offered American Sign Language and other languages to students across the state through closed-circuit interactive television.

The College ensures through its course review process (described in II.A.1) that the teaching methodologies and delivery methods of a course are appropriate to its content and competencies.

Given the teaching methodology and delivery method, faculty select from a variety of ways of assessing student learning. The fall 2011 faculty and staff survey identifies the range of assessment methods faculty use to assess course competencies ([Reference](#), Endnote 2A:41, Data Book Two, p.12, Question 8). The College ensures through its curriculum review process that the methods of assessing student learning are appropriate to the course content and competencies.

The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) ([Reference](#), Endnote 2A:42) coordinates a professional development program that encourages faculty to research, discuss and test best teaching practices for various discipline and various kinds of students. The current professional development model is called Collaborative Circles for Creative Change (C4wards). C4wards is currently focusing on the following modes of delivery and pedagogy: online pedagogy; ePortfolios

for assessment; best practices for improving success in gatekeeper courses; and pedagogy based on Native Hawaiian values and epistemology.

Faculty members also attend regional, national and international workshops and conferences to share and learn innovative teaching methods.

External funding also supports faculty conversations about modes of delivery and pedagogy. Every even-numbered year, the College representative to the Wo Learning Champions (a systemwide group of faculty and staff supported by an endowment funded by a private gift) coordinates faculty development workshops for the College faculty during Wo Innovations in Learning Day ([Reference](#), Endnote 2A:43).

Matching Student Learning Styles with Teaching Methodologies and Delivery Systems

Counselors, advisors and peer mentors help students identify their learning styles and recommend courses with teaching methodologies and delivery systems that best fit their perceived learning styles, taking into account a variety of factors including cultural needs, learning abilities, ability to self-direct, and linguistic proficiencies.

A Secrets of Success (SOS) workshop on learning styles is offered by the Library and Learning Resources unit to provide an opportunity for students to identify their learning styles ([Reference](#), Endnote 2A:44).

For students considering enrollment in an online course, the College offers an orientation ([Reference](#), Endnote 2A:45) that asks them to consider, “Are You Ready for an Online Course?”

Assessing the Effectiveness of Teaching Methodologies and Delivery Modes to Enhance Student Performance

Student feedback surveys via the eCafé are used to gather qualitative and quantitative data on courses, including teaching methodologies employed. Faculty use the results to review their methodologies and make modifications, as needed, to improve student performance on course competencies.

Before new teaching methodologies are adopted widely, they are piloted, with data collected on student success rates in courses using the methodology compared to success rates in courses not using the methodology. For examples of the assessment for accelerated delivery in a sequence of writing courses (English 22 and English 100) and of distance education vs. classroom education, see II.A.1.b.

Participants in the Vanguard Faculty Initiative (sponsored by CELTT) researched teaching methods to increase student engagement and improve student success in gatekeeper courses (course with multiple sections and course success rates below 70%). Among the strategies identified were offering accelerated courses, incorporating additional support for students (mentors) into the class, using instructional strategies focused on building community/teamwork within the class, and developing assignments to engage students with culture and place. The Vanguard projects are viewable in the Poster Session link on the C4ward website ([Reference](#), Endnote 2A:46). Faculty will

assess the teaching methods by comparing the success rates of courses taught using Vanguard-developed methods with success rates of the same courses not using the methods.

Dialogue about the relationships between teaching methodologies and student performance has taken place whenever methodologies are tested. Discussions have also taken place in the assessment of course learning described in II.A.1.c. When the cycles of assessments of course competencies and program learning outcomes are fully realized, a more systematic assessment of teaching methodologies and delivery modes in relationship to learning outcomes will be in place. The survey data presented in II.A.2.f below is evidence of a commitment to this dialogue among the College's faculty.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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.

Descriptive Summary

Programs are systematically evaluated to ensure their relevance and appropriateness in the cycle of assessment and improvement that includes the Annual Report of Program Data (ARPD) and the three-year Comprehensive Program Review (CPR), described in I.B.3 and II.A.1.

Courses are reviewed and updated to ensure their relevance and appropriateness in the five-year cycle of course review described in II.A.1. The course and program learning assessment processes described in II.A.1.a and II.A.1.c are designed to assess learning outcomes.

Program Relevance

In ARPDs and CPRs, the relevance of CTE programs is defined and evaluated by the following data:

- Relevance to workforce needs: current and projected number of county and state jobs.
- Relevance to industry needs: competencies and learning outcomes designed to meet what industry requires of workers, as confirmed by advisory committees and/or by accreditation by professional associations and/or by employer satisfaction surveys.

- Relevance to students: number of applicants, number of majors, attainment of academic goals, persistence, graduation rate, number of degrees/certificates awarded, licensure information, transfer rates, success at another UH campus; student satisfaction, as assessed by graduate/leaver surveys.

Relevance of the liberal arts program is determined by:

- Relevance to transfer institutions: articulation of courses and programs, number of transfer students.
- Relevance to students: number of applicants, number of majors, attainment of academic goals, persistence, graduation rate, number of degrees/certificates awarded, transfer rates, success at another UH campus, student satisfaction, as assessed by graduate/leaver survey:

Appropriateness to the College's Mission and Community

The three-year CPRs require a statement of the alignment of the program with the College's mission ([Reference](#), Endnote 2A:47) ([Reference](#), Endnote 2A:48).

Reviewing the Achievement of Student Learning Outcomes

Student learning outcomes and competencies are published in the College's catalog. Achievement of student learning outcomes and competencies is evaluated in assessment processes described in II.A.1.a and II.A.1.c. Student learning assessments will be integrated into the ARPD in fall 2012 and subsequent three-year Comprehensive Program Reviews, along with action plans for improvement.

Maintaining Currency

To maintain their currency, courses and curriculum are evaluated in a five-year course review cycle described in II.A.1.

Planning for the Future

Both the annual and three-year reviews of programs include action plans identifying strategies and benchmarks for improvements. Tactical planning at three-year intervals is embedded in a six-year strategic planning cycle.

The annual and three-year reviews are presented by the department chairs/unit heads to the Policy, Planning and Assessment Committee (PPAC). The annual reviews identify equipment and staffing needs; resource allocations may be made to address the needs and improvement of equipment and an increase in positions or funding for lecturers, as prioritized based on the College's strategic plan.

Modification and Termination of Programs

The annual reviews have also guided programs in developing new curricula. For example, based on its annual review, the Culinary Arts program incorporated new topics such as cooking for health and wellness, especially to prevent childhood obesity; best

practices in sustainable food service; culinary education for hands-on learners; and global food service education through technology.

When demand for a program falls, the programs are stopped out in order to conduct a comprehensive review of workforce needs and make changes to their curricula, as needed. Occupational Therapy, Educational Paraprofessionals, and Interpreter Education were stopped out. One program, eBusiness, was terminated due to lack of relevancy to employment demands.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

The College's commitment to the assessment and improvement of student learning outcomes for courses and program is clear from its curriculum review process, described in II.A.1, and the cycles of course and program learning assessments, described in II.A.1.a. and II.A.1.c.

The fall 2011 survey of faculty documented their ongoing engagement in using learning assessment to improve teaching and learning outcomes. Question 6 was designed to gauge faculty involvement in student learning assessment.

Table 5. Faculty Engagement in Student Learning Assessment
([Reference](#), Endnote 2A:49, Data Book Two, p.9, Question 6)

| Faculty Engagement in Student Learning Assessment (SLA) | No. of Faculty Responding | Strongly / Somewhat Agree (%) |
|--|---------------------------|-------------------------------|
| 1. I have actively used the SLA results to address weak areas of student learning. | 188 | 78.7 |
| 2. SLA results are a great guide for me to make improvements to my teaching | 185 | 78.4 |
| 3. I was actively engaged in SLA. | 194 | 83 |
| 4. My course competencies are clearly aligned with program learning outcomes. | 193 | 88 |
| 5. I participated in development of program learning outcomes. | 183 | 64.5 |
| 6. I am willing to work with colleagues on SLA. | 209 | 91.4 |
| 7. I will be more willing to do SLA if examples are available for me to adopt. | 199 | 80.4 |
| 8. I know where to find assistance on developing SLA. | 203 | 73.9 |
| 9. I do not see the value in SLA. | 204 | 5.9 |

Self Evaluation

The College meets the Standard. Faculty assess student attainment of course competencies through carefully developed evaluation methods that are identified and approved in the curriculum review process. The Faculty Senate has established plans for course and program assessments and the departments and units are implementing those plans. The College will continue to improve outcomes assessments within the ongoing cycles it establishes.

Actionable Improvement Plans

None.

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

The College does not use departmental course or program examinations.

Self Evaluation

Not Applicable.

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

The catalog explains the basis on which the College awards credits, based on generally accepted norms in higher education ([Live Link](#), [Reference](#), Endnote 2A: [50](#), College Policies):

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 per week. For a lab class, a credit represents a minimum of three hours of instruction per week. Credits vary for laboratory or clinical fieldwork required in addition to regular classroom instruction.

The catalog also notes the following:

The normal division of time for classroom instruction and preparation is two hours of preparatory work for one hour in the classroom. Thus, for a three-credit course, the class usually meets three hours a week, and students are expected to spend six hours in preparing assignments.

The curriculum committee works with the discipline faculty to determine how many credits should be assigned to a course, given the scope of its content and competencies. The number of credits awarded for a course is reviewed during the curriculum review process described in II.A.1.

Courses have established competencies that articulate the knowledge, skills, and attitudes (outcomes) students are expected to attain. The competencies are stated in course outlines and syllabi. Instructors use the methods of assessment designated for the course in the course outline to assess whether students have met the competencies; grades for

satisfactory or better work are awarded in alignment with assessment of the level of proficiency at which students meet the competencies.

The cycle of course learning assessments (see II.A.1.a and II.A.1.c) is designed to ensure that course competencies have consistency and collegiate rigor with rubrics for assessment; and also that courses are effectively designed to deliver the competencies. The report template used to document the course assessments identifies the expected level of achievement for each competency ([Reference](#), Endnote 2A:51).

During the assessment process the faculty discuss assessment methods and the level of achievement expected, along with whether the expected competencies are being achieved and whether the course needs to be improved. Course Learning Reports completed in spring 2011 document the process and may be accessed at the department offices. The results will be summarized in Annual Report of Program Data (ARPDs) in 2012.

Self Evaluation

The College meets the Standard. Currently, the faculty relies on the students' level of achievement of the competencies when determining course grades. The College will continue to use existing review and assessment processes to ensure there is a strong alignment between student learning outcomes and the award of credits.

Actionable Improvement Plans

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Identifying Learning Outcomes for Degrees and Certificates

Faculty in the career and technical education (CTE) areas develop program outcomes for degrees and certificates in alignment with industry needs. The outcomes are validated through discussions with industry advisory committees. The majority of CTE programs also align their outcomes with standards established by professional accrediting agencies and receive visits from agency accrediting teams who review program outcomes to ensure alignment with accreditation standards. (See II.A.1 for a table of programs with external professional accrediting agencies and the Degree and Certificate Programs section of the catalog ([Live Link](#), [Reference](#), Endnote 2A:52, Programs of Study) for the listing of program outcomes.)

The learning outcomes of liberal arts degrees are aligned with the general education standards set by ACCJC. A Faculty Senate Ad Hoc Committee hosted three faculty forums to discuss the general education areas and design outcome statements. The College identified five focus areas and committees made up of faculty from across the

College wrote SLOs for each area. The general education outcomes were then adopted by the liberal arts faculty as the outcomes for the Associate in Arts degree. (See II.A.3 below for the general education and liberal arts degree SLOs.)

Achievement of Program Learning Outcomes as the Basis for Awarding Degrees and Certificates

To ensure that the achievement of program learning outcomes is the basis for awarding degrees and certificates, the College has done the following:

- Aligned its course competencies with its program learning outcomes so that, as students progress through the sequence of courses required for a degree, they are also moving toward achieving the program outcomes.
- Established learning outcome assessment processes to determine whether students are achieving the course competencies and program learning outcomes and to design strategies for improvements, as needed.

Institutional Dialogue about the Learning Expected of Students Awarded a Degree or Certificate

The program assessment manual guides faculty in identifying program learning outcomes and levels of expected student performance for them ([Reference](#), Endnote 2A:53). As part of the cycle of program learning assessment, faculty collect direct and/or indirect evidence of student learning and analyze and discuss the evidence using rubrics or other measuring tools to assess whether students are meeting the established performance standards.

After compiling and analyzing assessment results, faculty discuss strategies to improve learning, including new teaching/learning methodologies or additional curricular, pedagogical, assistance. The institutional dialogue about the learning expected from students is documented in program learning reports (PLRs), which will be summarized in Annual Reports of Program Reviews (ARPDs) in fall 2012. Preliminary results were ARPDs in fall 2011. (See II.A.1.c.). The following are samples from the Hospitality and Tourism Education Department ([Reference](#), Endnote 2A:54) ([Reference](#), Endnote 2A:55) ([Reference](#), Endnote 2A:56).

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

The College will continue to develop a mechanism for ensuring that it awards degrees and certificates based on student achievement of a program's stated learning outcomes.

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 catalogue. 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.

Descriptive Summary

The general education curriculum is based on a carefully considered philosophy, rooted in two principles of Hawaiian epistemology:

- *Ma ka hana ka 'ike*. “In working, one learns.” Knowledge in ancient Hawai‘i was gained through discipline, work, observation of nature, and an abiding respect for spirit, earth, and life. Human beings demonstrated wisdom and skills not by how much they claimed to know, but by their actions and deeds.
- *He pūko 'a kani 'āina*. “A coral reef that grows into an island”: A coral reef is a community of interconnected beings; as each being grows and contributes to the whole, the community becomes firmly established ([Live Link, Reference](#), Endnote 2A:[57](#), College Policies, Philosophy of General Education).

The philosophy states:

General education, integrated into both transfer programs and career and technical programs, provides a foundation for lifelong learning. This foundation consists of diverse courses that, in combination, foster intellectual and social growth. Courses require interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively and productively with others, and to contribute to the well-being and vitality of the community. Learning outcomes are characterized by the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation. ([Live Link, Reference](#), Endnote 2A:[58](#), College Policies, Philosophy of General Education)

In spring 2009, the Faculty Senate curriculum committee approved five general education student learning outcomes for the College, based on the College’s philosophy:

Self and Community/Diversity of Human Experience - Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

Communication – Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social and other forms of communication.

Thinking/Inquiry – Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy and qualitative/symbolic reasoning.

Integrative Learning – explore and synthesize knowledge attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

The Arts and Sciences faculty adopted these outcomes to serve as the learning outcomes for the Associate in Arts degree.

General Education Philosophy Reflected in Degree Requirements

General education requirements for the Associate in Arts (AA) and Associate in Science in Natural Sciences (ASNS) degrees include foundation, diversification, and focus requirements. (The ASNS does not include the Hawaiian/second language and an Oral Communication requirement, and requires only one course, not two, in each of the three diversification areas to allow student to take additional math and science courses required for science majors in four-year programs.)

The general education requirements for these two degrees are modeled on the general education core requirements for the University of Hawai'i at Mānoa ([Reference](#), Endnote 2A:59), the baccalaureate institution that attracts the majority of the College's transfer students. The requirements also reflect the College's general education learning outcomes:

**Table 6. General Education Learning Outcomes for
AAS and ASNS General Education Degrees**

| AA and ASNS General Education Degree Requirements | General Education Learning Outcomes |
|--|--|
| Foundation Requirements | |
| Written Communication (three credits / one course) | Communication; Thinking/Inquiry |
| Symbolic Reasoning (three credits / one course) | Thinking/Inquiry |
| Global and Multicultural Perspectives (six credits / two courses) | Self and Community/Diversity of Human Experience |
| Diversification Requirements | |
| Arts, Humanities, and Literature (six credits / two courses, from two of these areas) | Self and Community/Diversity of Human Experience; Aesthetic Engagement |
| Natural Sciences: (Biological Sciences, three credits; Physical Sciences, three credits; Science Laboratory, one credit) | Self and Community/Diversity of Human Experience; Thinking/Inquiry |
| Social Sciences (six credits, from two different departments) | Self and Community/Diversity of Human Experience; Thinking/Inquiry |
| Focus and Graduation Requirements | |
| Hawaiian/Second Language (two courses numbered 101-102 or 111-112) | Self and Community/Diversity of Human Experience |
| Oral Communication (three credits/one course) | Communication; Thinking/Inquiry |
| Writing Intensive (two courses designated WI) | Communication; Thinking/Inquiry |
| Hawaiian, Asian and Pacific Issues (one course designated HAP) | Self and Community/Diversity of Human Experience |

The Associate in Science (AS) and Associate in Technical Studies (ATS) degrees require fifteen credits of general education courses that reflect the College's general education learning outcomes:

**Table 7. General Education Learning Outcomes for
AS and ATS General Education Degrees**

| AS and ATS General Education Degree Requirements | General Education Learning Outcomes |
|---|--|
| Foundation Requirements | |
| Written Communication (three credits / one course) | Communication; Thinking/Inquiry |
| Mathematic or Logic (three credits / one course) | Thinking/Inquiry |
| Diversification Requirements | |
| One course (three credits) in each of the following areas: Humanities, Natural Sciences and Social Sciences | Self and Community/Diversity of Human Experience; Aesthetic Engagement |

General education course requirements of AS and ATS degree programs provide graduates with a foundation for life-long learning. In addition, as required by their professional accrediting agencies, the program learning outcomes incorporate general education outcomes such as communication, ethical deliberation, math proficiency, information and computer literacy, and of multicultural perspectives, and integrative learning, taught in the context of the professions/careers into which the student is preparing to enter. (See Degree and Certificate Programs in the catalog ([Live Link Reference](#), Endnote 2A: [60](#), Programs of Study) for the listing of program outcomes.)

How Student Learning Outcomes are Used to Analyze Courses for Inclusion in General Education Requirement Categories

Courses are included in general education based on hallmarks for foundation ([Reference](#), Endnote 2A: [61](#)), focus ([Reference](#), Endnote 2A: [62](#)), and diversification ([Reference](#), Endnote 2A: [63](#)) areas, published at the University of Hawai'i at Mānoa (UHM) General Education website. Faculty committees on foundation and focus areas review and approve the placement of courses in these categories. Faculty place courses in diversification categories during curriculum review program. During all of these reviews, the course competencies are matched against the hallmarks to ensure that the courses fit the designated areas.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including 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

Associate in Arts degree students are required to complete 19 credits distributed among the major areas of knowledge. Students completing Associates of Science in Natural Sciences, Associate in Science, or Associate in Technical Studies degrees are required to take one three-credit course in each of the three major areas of knowledge. The outcomes of course in these major areas of knowledge are aligned with the General Education outcomes, as is shown in the table above.

The basic content and methodology of the major areas of knowledge are described in the diversification hallmarks used to place courses in these categories ([Reference](#), Endnote 2A:64). For example, the hallmarks for Social Sciences are as follows:

To satisfy the Social Sciences (DS) requirement, at least two thirds of a course

- uses the terminology of theories, structures, or processes in the social or psychological sciences;
- involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes;
- demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

Similar hallmarks are identified for each of the major areas of knowledge. Courses that are designated to meet these hallmarks have concomitant competencies that reflect the knowledge and skills in the major areas of knowledge that the students will attain in the course. Student achievement of the course competencies is also assessed during the cycle of course learning assessment described in II.A.1.a and II.A.1.c.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

ENG 100, the Written Communication course required for all degrees, introduces students to oral and written communication, information competency, computer literacy, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means, as stated in its course competencies:

- Analyze and evaluate the logic, evidence, and strategies of an argument.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Find and evaluate information from a library and from the Internet or other sources; synthesize and document relevant findings in one's own writing, without plagiarizing.

Students develop life-long learning skills in scientific and quantitative reasoning in the symbolic reasoning and natural science courses required for all degrees.

Other required and elective courses in a program enhance the students' capability to be a productive individual and lifelong learner. For example, speech and two required writing intensive courses in the liberal arts program enhance the students' skills in oral and written communication.

Table 8. Needed Capabilities/Skills and Courses Where They are Attained

| Capabilities/Skills Needed to Be a Productive Individual and Lifelong Learner | Courses Where the Capabilities/Skills are Attained |
|--|--|
| Oral and Written Communication | ENG 100 (required for all degrees); Speech (required for the AA degree); Writing Intensive courses (two required for the AA and AS in NS degrees). |
| Critical analysis/logical thinking | ENG 100 and math (required for all degrees); other courses. |
| Ability to Acquire Knowledge through a Variety of Means/Information Competency | ENG 100 (required for all degrees); also other courses requiring research essays or report, including Writing Intensive courses. |

| | |
|---------------------------------------|--|
| Computer Literacy | ENG 100 (required for all degrees); other courses requiring students to use a computer. |
| Scientific And Quantitative Reasoning | Math or logic (required for all degrees); some natural sciences requirement and social sciences. |

The foundation review process (see II.A.3) and course review process (see II.A.1) ensures that the courses designated to deliver these competencies include them in their outcomes. The rubrics for assessing these competencies are developed during the cycle of course learning assessment described in II.A.1.a and II.A.1.c. The cycle is designed to ensure that the assessment of course competencies have consistency and collegiate rigor.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including 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.

Descriptive Summary

The following chart shows the alignment of the qualities of an ethical human being and effective citizen with the College's general education outcomes and course requirements for degrees:

Table 9. Alignment of Ethics and Course Requirements

| Qualities of an Ethical Human Being and Effective Citizen | College's General Education Outcome | Required Course Where the Outcome(s) are Delivered. |
|---|--|---|
| An Appreciation of Ethical Principles | Self and Community/Diversity of Human Experience | <p>No required course for most degrees. PHIL 250 – Ethics in Health Care is required for Exercise and Sport Science and recommended for other health education programs.</p> <p>In AS degree programs in Health, ethical deliberation is included in program learning outcomes and are taught as part of professional practice.</p> |
| Civility and Interpersonal Skills | Communication | <p>The oral communication course in the AA degree program, Business Education, Paralegal, Culinary Arts, Hospitality and Tourism.</p> <p>In AS degree programs in health, civility and interpersonal skills are included in program learning outcomes and taught as part of professional practice.</p> |
| Respect for Cultural Diversity | Self and Community/Diversity of Human Experience | <p>Global Multicultural Perspective courses in the AA and ASNS degree programs; the Hawaiian, Asian, and Pacific Issues course in the AA degree program.</p> <p>In AS degree programs respect for cultural diversity/knowledge of different cultural perspectives is included in program learning outcomes and taught as part of professional practice. In addition, humanities and social sciences courses (e.g. geography, sociology, cultural anthropology), taken to fulfill a general education requirement, may introduce students to concepts of cultural diversity.</p> |
| Historical and | Self and | Global Multicultural Perspective |

| | | |
|---|---|---|
| Aesthetic Sensitivity | Community/Diversity of Human Experience; Aesthetic Engagement | courses in the AA and ASNS degree programs; literature and art diversification courses in the AA degree program. Courses in literature, art, music, dance, and theater or other areas of humanities, if taken to fulfill diversification requirement for the AS degree, introduce students to aesthetic sensitivity. |
| Willingness to Assume Civic, Political, and Social Responsibilities | Self and Community/Diversity of Human Experience | No required course. However, a service learning option allows students who choose it to demonstrate a willingness to assume civic, political, and social responsibilities. |

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Associate in Arts (AA): The AA degree provides students with an interdisciplinary core of general education to prepare them for successful completion of a baccalaureate degree. (See II.A.3 and College Policies and Regulations in the catalog ([Live Link](#), [Reference](#), Endnote 2A:[65](#), College Policies) for details.)

Academic Subject Certificates embedded in the AA degree allow students to select courses with a focus on Hawaiian Studies, Asian Studies, and International Studies. (See Degree and Certificate Programs in the catalog ([Live Link](#), [Reference](#), Endnote 2A:[66](#), Programs of Study) for details.)

Associate in Science in Natural Science (ASNS): The ASNS degree provides a pathway for students intending to transfer into STEM (Science, Technology, Engineering and Math) majors at baccalaureate institutions. The ASNS has pathways in Life Science or Physical Science (See Degree and Certificate Programs in the catalog ([Live Link](#), [Reference](#), Endnote 2A:[67](#), Programs of Study) for details.)

Associate in Science (AS): The AS degree is awarded to students successfully completing a program of occupational, technical, and professional courses, with related general education courses (15 credits). It prepares student for employment, and sometimes for transfer (especially to University of Hawai'i West O'ahu, UHWO), thus focuses on one area of study: the career into which the student intends to enter. (See College Policies and Regulations in the catalog ([Live Link](#), [Reference](#), Endnote 2A: [68](#), College Policies) for details.)

Associate in Technical Studies (ATS): The ATS degree is a two-year technical-occupational-professional degree. It provides students with skills and competencies by integrating courses from two or more existing approved programs with related general education courses (15 credits). It is intended to target emerging career areas that cross traditional boundaries. Like the AS degree, it focuses on one area of study: the career into which the student intends to enter. (See College Policies and Regulations in the catalog ([Live Link](#), [Reference](#), Endnote 2A: [69](#), College Policies) for details.)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

CTE program faculty meet with their industry advisory boards to identify course competencies and program outcomes aligned with industry needs. These programs evaluate technical and professional competencies through skill testing in clinical and laboratory settings.

Course competencies and program outcomes are also reviewed in the assessment processes described in II.A.1.a and II.A.1.c to ensure that students are meeting the outcomes at an acceptable professional level.

Preparation for Certification by External Agencies

The College's health programs prepare students for national certification examinations. The College's pass rates have exceeded the national pass rates:

Table 10. Kapi'olani Students Average First Time Pass Rate on National Certification Exam vs. National Pass Rates

| Program | Kapi'olani Students National Certification Exam: Average First Time Pass Rates | National Pass Rates |
|---------------------------------------|--|---------------------|
| AS Nursing | 97% (2008 to 2011) | 87% |
| Emergency Medical Services: EMT | 90.5% (2007 to 2010) | 70% |
| Emergency Medical Services: Paramedic | 100% (2007 to 2011) | 67% |
| Exercise and Sports Sciences | 100% (2009 to 2011) | 70% |
| Medical Assisting | 81.2% (2007 to 2011) | 67% |
| Medical Lab Technician | 100% (2008 to 2011) | 76% |
| Occupational Therapy Assistant | 75% (optional; 2008 to 2010); pending (2011) | 81% |
| Physical Therapy Assistant | 100% (2008 to 2011) | 82.65% |
| Practical Nursing | 100% (2009 to 2011) | 86% |
| Radiologic Technology | 100% (2007 to 2011) | 92% |
| Respiratory Care | 100% (2008 to 2011) | 85% |

Preparation for Licensure

After students in nursing, medical laboratory technician, radiologic technology, and respiratory care receive their degrees and pass their national certification exams, they are qualified for and may apply for licensure.

Employer, graduate, and program surveys

To determine how well students are prepared to meet employment competencies, each CTE program conducts regular employer, graduate, and program surveys. The employer satisfaction survey is sent out by Culinary Arts, Hospitality and Tourism, Health Science programs and the Nursing program to organizations who have hired graduates within a year of their graduation in order to gain important feedback on how well the program has prepared the graduate for their work.

The survey results are used to improve the programs and are available from the department chairs of the programs. Information gathered through surveys is provided to the professional accrediting associations so that they can monitor that program's adherence to the applicable standards.

The College also administers graduate and leaver surveys to students within a year of their graduation or leaving. These surveys garner their opinions regarding the: 1) quality of their academic experience at the college; 2) quality of their academic programs; 3) level of satisfaction with their academic program; 4) quality of their degree or certificate; 5) current employment status; 6) relationship between their current job and the training received at the College; 7) how well the training prepared them for their current job. Results of these surveys in 2007-08, 2008-09, 2009-10, 2011-2012 are available at the OFIE website ([Live Link](#), [Reference](#), Endnote 2A: [70](#)).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies the learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College's catalog, available online ([Live Link](#), [Reference](#), Endnote 2A: [71](#)) and in a limited print version, provides students with clear, accurate information about degrees, certificates and courses, including expected student learning outcomes.

The dean of Arts and Sciences is assigned to oversee the updating of the catalog annually. The College's curriculum specialist reviews the catalog information for accuracy and completeness.

Faculty are required to provide students with course syllabi that include the expected learning outcomes for the course, as specified in course outlines.

The online faculty handbook provides guidelines on how to develop course syllabi and what information to include (a course description, course competencies /objectives, course requirements and classroom policies) ([Reference](#), Endnote 2A: [72](#)). At new faculty orientations, held in fall and spring, incoming instructors are briefed on the College's syllabus requirements.

Faculty members are required to submit copies of their course syllabi to the department office at the beginning of each semester. Department chairs and discipline coordinators review faculty syllabi for accuracy and consistency with the catalog description of the

course. Furthermore, in peer evaluations of new and junior faculty and lecturers, course syllabi and other materials are reviewed by colleagues. The evaluator assesses 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.

The course learning assessment process described in II. A.1.a and II. A.1.c reviews student work to ensure that assignments are effectively designed to address the stated outcomes of the course.

Self Evaluation

The College meets standard.

Actionable Improvement Plans

None.

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

Transfer Policies

The College's transfer-of-credit policy appears in its catalog and on its website ([Reference](#), Endnote 2A:73). Via this policy, students are made aware that the College accepts credits from institutions fully accredited by U.S. regional accrediting associations and for which the students have earned a grade of "D" (not "D-") or better, provided that the courses are substantially equivalent to courses at the College. Only course credits are accepted in transfer; grades and grade points from other institutions do not transfer. This policy is consistent throughout the ten-campus University of Hawai'i System and is regularly reviewed by the Chief Student Affairs Officers.

The "Transfer Credits to KCC" webpage provides links to assist the transfer student in making the transition to the College ([Reference](#), Endnote 2A:74). The procedure for requesting transcripts is outlined and a link is provided to access the request form. Links to information about the transfer of Advanced Placement (AP) or College-Level Examination Program (CLEP) credits are also provided.

Finally, transfer students have access to the UH System Course Transfer Database ([Reference](#), Endnote 2A:75) making it possible for students to research prior to transfer how their courses will count at the College.

Students who transfer to the College from other institutions must request an official review of their prior courses in order to establish the equivalences to courses at the College and to have their prior courses posted to their College transcript. Staff at the Kekaulike Information and Service Center (KISC) are responsible for transcript evaluation and basic transfer credit advising assistance to support students' entry into programs and majors offered at the College.

When reviewing transcripts, KISC staff may refer to the Course Transfer Database to utilize the archive of information on course equivalencies. In those cases where no prior articulation decision has been made, the KISC transcript evaluator sends the course information to the relevant department for faculty review and determination of an equivalent course. In determining transferability, the courses are evaluated for their content, outcomes, academic level, number of contact hours, and methods of evaluation.

Articulation Agreements

The College supports students transferring to and from other institutions by establishing articulation agreements.

Articulation Agreements for Transfer of Credits and from Campuses within the UH System: The College's students transfer credits primarily to and from campuses in the UH System. Policy E5.209 (University of Hawai'i System Student Transfer and Inter-Campus Articulation) governs transfer within the system ([Reference](#), Endnote 2A:76). It establishes the principle that "the transfer experience should be as simple and predictable as possible" and "unreasonable institutional barriers to transfer should be eliminated."

A Memorandum of Agreement on the Transfer of General Education Core Requirements expands the conditions under which students' completion of general education core requirements transfer among UH campuses, ensuring that "students who complete the general core at one UH campus before transferring will be considered upon transfer to have satisfied the general education core requirement at any UH campus." The agreement "is in effect for five years until spring 2016 and subject to review in spring 2015 and will remain in effect until the review is completed." ([Reference](#) [large file], Endnote 2A:77)

The University Council on Articulation (UCA) oversees the transfer of credits within the UH System ([Reference](#), Endnote 2A:78). The UH System website Articulation Agreements within the UH System lists the course, program and degree pathway agreements among UH campuses ([Reference](#), Endnote 2A:79). The College's course articulation agreements with other campuses include courses in accounting, culinary arts, digital media, education, hospitality and tourism, information technology, marketing, math, and Pacific Islands studies.

The College's UH program articulation agreements include the following:

Table 11. UH Program Articulation Agreements

| Kapi'olani CC Associate Degree Program | Transfers Credits to Bachelor's Degree Programs |
|--|--|
| A.S. Mobile Intensive Care Technician | B.A. Public Administration, University of Hawai'i–West O'ahu (UHWO) |
| A.S. Respiratory Care | B.A.S., concentration in Respiratory Care Management, UHWO |
| A.S. Nursing | B.S. Nursing, University of Hawai'i at Mānoa and UH Hilo online BSN. |
| AA Elementary Education/Special Education Dual Preparation Track | B.Ed, University of Hawai'i at Mānoa |
| A.S Accounting | B.A. in Business Administration with a concentration in Accounting, UHWO |
| A.S. Marketing | B.A. in Business Administration with a concentration in Marketing, UHWO |
| A.S. + Advanced Professional Certificate in Culinary Arts (CIP) | B.A.S., concentration in Culinary Management, UHWO |
| A.S. + Advanced Professional Certificate in Information Technology | B.A.S., concentration in IT Management, UHWO |

The College has degree pathway articulation agreements with the University of Hawai'i at Mānoa (Ka'ie'ie), the University of Hawai'i at Hilo (Ho'omi'i) and the University of Hawai'i West O'ahu (Mānanawai). These articulation agreements represent the most recent developments in the College's endeavors to promote successful transfer and timely completion of degrees. They establish dual-admission, dual-enrollment programs.

Students who meet admissions requirements at these institutions, either as first-year or transfer students, may enroll in the university but continue to take all their courses at the College while maintaining their admission status at the four-year institution. These agreements include academic advising support at both institutions as well as other provisions for student engagement.

The College also has articulation agreements with universities outside the UH System. An agreement with Oregon State University establishes a dual-admission, dual-enrollment program.

The College also has general articulation agreements with Hawai'i Pacific University, Gallaudet University, Portland State University, and the University of Phoenix.

The College has a program articulation agreement in education with Chaminade University (Honolulu) that allows students to transfer credits from the College's A.S. Educational Paraprofessionals (Concentration in Special Education) to Chaminade's B.S. Dual Licensures in Elementary Education /Special Education Emphasis For Educational Assistants (E.A.'s).

Articulation Agreements for Transfer of CTE Credits from High Schools: In an effort to increase the going-rate of high school students to college and to promote the timely completion of degrees, the College is participating in a University of Hawai'i Community College systemwide effort to articulate introductory courses in selected career and technical education programs with comparable programs of study at the high schools. Students can earn college credit after successfully completing high school programs of study as well as successfully completing an assessment designed and evaluated by college faculty. The College has signed such agreements in three areas: entrepreneurship, marketing, and retailing, posted at Articulation and Agreements (DCAPS) Hawai'i's Career Pathway System Dual Credit Articulated Program of Study Agreement Requiring Nationally-Recognized Certification ([Reference](#), Endnote 2A:80).

Developing, Implementing, and Evaluating Articulation Agreements

The development and implementation of articulation agreements involves several individuals from the campuses involved, including the Vice Chancellors for Academic Affairs and the Vice Chancellors for Student Affairs, or equivalents; and registrars, program faculty and counselors.

Articulation agreements are evaluated and revised when feedback indicates that students are experiencing roadblocks or when programs revise degree requirements and curricula at the partner institutions.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Board of Regents policy Chapter 5, Section 5-1.g. Termination of Programs ([Reference](#), Endnote 2A:81, p.3, Section g) establishes the UH System's commitment to students enrolled in programs scheduled for termination:

Commitments to students already officially enrolled in such programs shall be met and limited for up to two years for associate degrees at community college programs.

The College offers the courses needed for the student to graduate. When program requirements are significantly changed, current students are advised by a program counselor and given the option of graduating under the old requirements or the new requirements.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College provides information about its mission, programs, and services to prospective and current students, the public, and its personnel through its main website ([Reference](#), Endnote 2A:82) and other websites, including an annual online and printed catalog ([Live Link](#), [Reference](#), Endnote 2A:83).

The Dean of Arts and Sciences, Vice Chancellor for Academic Affairs, and a curriculum specialist are assigned the responsibility to oversee and review the publication of the online and print catalog annually to ensure it clearly, accurately, and consistently represents the College.

Data on student achievement posted at the Office for Institutional Effectiveness, under Assessment and Evaluation ([Live Link](#), [Reference](#), Endnote 2A:84) are regularly reviewed for clarity, accuracy, consistency, and currency by the director and his staff.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing-board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Statements on academic freedom and responsibilities of faculty appear in the 2009-2015 Agreement between State of Hawai'i, the Board of Regents of the University of Hawai'i and the University of Hawai'i Professional Assembly ([Reference](#), Endnote 2A: [85](#)). Article IX, Academic Freedom states:

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 individuals. When thus speaking as an individual, they should be free from censorship or discipline.

The Article also contains procedures for dealing with alleged infringements on academic freedom and alleged breach of professional ethics and/or conflicts of interest in research or scholarship. The Article is published online in the Faculty Handbook under "Academic Freedom and Responsibility" ([Reference](#), Endnote 2A: [86](#)). The faculty handbook is introduced to all new faculty at new faculty orientation sessions.

In addition, the University of Hawai'i Community Colleges Policy UHCCP #5.211. Statement of Professional Ethics (Faculty) ([Reference](#), Endnote 2A: [87](#)) includes statements on academic freedom and responsibility:

As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline.

The policy requires its dissemination to faculty: "The Chancellor shall provide a copy of this statement to all new faculty members."

The College's commitment to academic freedom is also made public in the Introduction of the catalog ([Live Link](#), [Reference](#), Endnote 2A: [88](#), College Policies):

Kapi'olani Community College, as a member of the University of Hawai'i System of institutions, guarantees its faculty the freedom to teach and its students the freedom to learn. The freedom to engage in academic inquiry and to express ideas freely are both necessary to effective and meaningful learning experiences. All students and faculty, regardless of their country of origin, are members of an

academic community dedicated to the pursuit of truth and the development of critical thinking.

For statements of the faculty's responsibility for distinguishing between personal conviction and professionally accepted views in a discipline, see II.A.7.a below; for policies on student academic honesty; see II.A.7.b below; and for the College's nonalignment with specific beliefs and world views, see II.A.7.c below.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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 communicates its expectation that faculty distinguish between personal convictions and professionally accepted views in Article IV (Faculty Responsibilities and Workload, Section A) of its 2009-2015 Agreement between State of Hawai'i, the Board of Regents of the University of Hawai'i and the University of Hawai'i Professional Assembly ([Reference](#), Endnote 2A:89):

In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions.

This statement is also published online in the Faculty Handbook under "Academic Freedom and Responsibility" ([Reference](#), Endnote 2A:90).

In addition, the University of Hawai'i Community Colleges Policy UHCCP #5.211. Statement of Professional Ethics (Faculty) ([Reference](#), Endnote 2A:91) includes the following statement:

... faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

Complaints from students about a faculty member expressing personal convictions in his or her classes as if they were professional accepted views of the discipline, should they arise, are to be investigated and resolved by academic deans.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The College's statement on Academic Dishonesty, Cheating, and Plagiarism and its consequences is published in its catalog and online at List of Regulations, Policies, and Data at the College's website ([Reference](#), Endnote 2A:92). Instructors are also encouraged by their department chairs to refer to the Student Conduct Code in their individual course syllabi.

Disciplinary authority is exercised through the Student Conduct Committee. The committee follows procedures for hearing allegations of misconduct. Disciplinary actions that the College may impose include a formal warning, probation, suspension, and dismissal.

In addition, the University of Hawai'i Community Colleges Policy UHCCP #5.211. Statement of Professional Ethics (Faculty) includes the following statement: "Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit." ([Reference](#), Endnote 2A:93)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog or appropriate faculty or student handbooks.

Descriptive Summary

The College does not seek to instill specific beliefs or world views. Codes of conduct for staff, faculty, administrators, and students are described in policies published in the catalog and the faculty and student handbooks.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

The College does not offer curricula in foreign countries.

Self Evaluation

Not applicable.

Actionable Improvement Plans

None.

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II.B. Student Support Services. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with the 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.

How the Institution Determines Students Are Able to Benefit from Its Programs

Consistent with its mission and as stated in Board of Regents Bylaws and Policies, Chapter 5. Academic Affairs, Section 5-11, the College admits high school graduates or those eighteen and over who can benefit from the instruction offered.

The College administers the computer-adaptive ACT COMPASS Placement Test as its standardized English and math placement instrument for incoming students who have not yet taken a college English or math course. Students who place below transfer level are required to take courses in developmental education (writing, reading, and math) in order to acquire the skills needed to be successful in transfer or Career and Technical (CTE) programs.

The College also offers four-levels of English for Speakers of Other Languages (ESOL) courses to prepare students whose first language is not English, so they can acquire the skills to succeed in transfer level courses.

The College recruits and admits international students based on TOEFL scores and has developed an Intensive English Transition Program to prepare students for entry into ESOL credit courses or transfer courses with English prerequisites.

Collegewide Discussions about Student Access, Progress, Learning, and Success

The College provides counseling and advising services through a decentralized organizational model, with counselors assigned to departments in three academic clusters, based on the programs they offer:

- Cluster 1: Business, Legal, and Technology Education; Culinary Arts; and Hospitality.
- Cluster 2: Emergency Medical Services, Health Sciences, and Nursing
- Cluster 3: Arts and Sciences (four departments: Arts and Humanities; Languages, Literature, and Linguistics; Math and Natural Sciences; and Social Sciences). The counselors in the Maida Kamber Center provide career, transfer and graduation services.

Other counselors are assigned to targeted populations serving student needs related to mental health, Single Parent/Displaced Homemaker, TRIO/SSS, Native Hawaiian Career and Technical Education Program (NHCTEP), Veterans, Disabilities, Kahikoluamea (which houses developmental education), Mālama Hawai'i (support for Native Hawaiian students), Deaf and Hard of Hearing, and International. (See II.B.3. for descriptions of these services for targeted populations.)

In this decentralized model, student services personnel in the academic clusters share the responsibility for student success with instructional faculty. Discussions about student access, progress, learning, and success take place in department meetings.

Counseling and Academic Advising Council (CAAC): To promote collaboration and ensure communication across the various counseling units, counselors meet in the Counseling and Academic Advising Council (CAAC). The CAAC is responsible for discussion, analysis and recommendations on issues related to (a) academic advising; (b) student engagement, development, and success; and (c) professional standards and practice.

The chair of the CAAC serves on the Policy, Planning, and Assessment Council (PPAC) in order to promote collegewide discussions about student access, progress, learning, and success from a Student Services point of view.

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

Student Services compiles an Annual Report of Program Data (ARPD), posted at the University of Hawai'i Community Colleges website ([Reference](#), Endnote 2B:1) and a three-year comprehensive program review ([Reference](#), Endnote 2B:2). Data sets assess the quality of services, including financial aid participation, graduation and transfer rates, and student persistence rates by number of credits earned. The Community College Survey of Student Engagement (CCSSE) assesses student use of and satisfaction with academic advising, career counseling, job placement assistance, financial aid advising, student organizations, transfer credit assistance, and service for people with disabilities.

Based on these annual and three-year reviews, Student Services develops a tactical plan, aligned with the College's strategic plan for enrollment and degree completion, to improve in targeted areas, with performance measures. The tactical plan is updated annually during a three-year cycle, with an assessment of progress toward performance measures and adjustments in improvement strategies. (See II.B.4.)

Through tactical planning, Student Services has also begun developing and assessing student learning outcomes for continuous improvement in the quality of the students' experience. (See II.B.4.) Counselors attended an initial training session on assessment in

spring 2010 and follow-up sessions in 2011 and 2012. These sessions were focused on formulating student learning outcomes and developing assessment strategies for these outcomes. The current assessment coordinator assigned to Student Services continues to provide guidance, and the counselors are scheduled to complete a full cycle of program assessment by fall 2012.

Planning for improvement by departmental counselors, including tactical strategies, assessment strategies, and resource requests, is integrated into the tactical plan of the programs and departments to which counselors are assigned. Counselors are involved in dialogues on curriculum, class scheduling, and learning support.

The following student support services also target student success:

- First Year Experience (FYE): the FYE program provides students with knowledge of the college campus for successful matriculation.
- Ho'okele (Student Engagement): The student engagement coordinator oversees the Associated Students of Kapi'olani Community College (ASKCC), the Board of Student Publications, the Board of Student Activities, and the Peer Mentor program.
- Pathways: Under the direction of a Pathways Coordinator and Pathways Learning Support Coordinator, this program supports students in their academic progress to a degree, certificate, and/or transfer.
- Honda International Center (HIC): Under the supervision of the unit head of the Office of International Affairs, HIC supports international students.

The effectiveness of student support services regardless of delivery point is based on data collected through the following methods:

- Evaluation forms completed by students after meeting with a counselor;
- Satisfaction surveys conducted periodically;
- Focus groups and Graduate Leaver Surveys conducted through the Office for Institutional Effectiveness (OFIE) ([Live Link](#), [Reference](#), Endnote 2B:3);
- Campus wide Student Services surveys conducted periodically;
- Community College Survey of Student Engagement (CCSSE) conducted bi-annually since 2002, and now integrated into the annual program review ([Reference](#), Endnote 2B:4).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning: a. General Information, b. Requirements, c. Major Policies Affecting Students, and d. locations or publications where other policies may be found.

Descriptive Summary

The College publishes an online catalog, updated annually, to provide students with current information on programs, services, policies, and contact information ([Live Link, Reference, Endnote 2B:5](#)). The offices of Academic Affairs, Student Affairs, and Administrative Services contribute information to the catalog. The senior administrator of each area reviews the content of the previous year's catalog with staff and faculty and identifies any needed edits, changes, or updates. The information is compiled under the direction of the Dean of Arts & Sciences.

General Information: The catalog provides the following information: official name, address; telephone numbers, website (cover page); educational mission (p. A1), and information about courses, programs, and degrees, including the following ([Live Link, Reference, Endnote 2B:6](#)):

- Programs of Study (Programs of Study, p. C1)
- Degree Offerings: (College Policies, Degree and Certificate Programs)
- Course Descriptions: (Course Descriptions, p. B1)
- Academic Calendar and Program Length: inside front cover
- Academic Freedom Statement (College Policies, A Commitment to Academic Freedom)
- Available Student Financial Aid (College Policies, Financial Information)
- Available Learning Resources (College Policies, A Commitment to Learning Support)
- Names and Degrees of Administrators and Faculty (Appendix, p. D1)
- Names of Governing Board Members (p. i)

Requirements: The catalog provides information on requirements for admissions (College Policies, Admissions, Registration, and Financial Information) and degree, certificates, graduation and transfer (College Policies, Degree and Certificate Programs), as well as student fees and other financial obligations (College Policies, Tuition and Fee Schedule) ([Live Link, Reference, Endnote 2B:7](#));

Major Policies Affecting Students: The catalog provides information on major policies affecting students, including academic regulations and academic honesty (College Policies, Student Regulations); nondiscrimination (College Policies, University Policy on Nondiscrimination and Affirmative Action); acceptance of transfer credits (College Policies, Acceptance of Transfer Credits); grievance and complaint procedures (College

Policies, Policy on Academic Grievances); sexual harassment (College Policies, Policy on Sexual Harassment); and refund of fees (College Policies, Refund Policy) ([Live Link, Reference](#), Endnote 2B:8).

Locations or Publications Where Other Policies May Be Found.

The College's website is the main source of information for student-related policies and procedures ([Live Link, Reference](#), Endnote 2B:9). The Office of the Vice Chancellor for Student Affairs works with the College's webmaster to ensure that current versions of student policies are accessible online. Printed copies of policies may be requested through the vice chancellor's office by any member of the college community.

The online catalog includes a section on policies (College Policies). Students may also access the following websites for information on UH systemwide policies:

- Student Organizations ([Reference](#), Endnote 2B:10)
- Systemwide Student Conduct Code ([Reference](#), Endnote 2B:11)
- Electronic Channels for Communicating with Students ([Reference](#), Endnote 2B:12)
- Protection of the Educational Rights and Privacy of Students ([Reference](#), Endnote 2B:13)

Student-related information on the College's website includes the following ([Reference](#), Endnote 2B:14):

- System and Campus-Wide Electronic Channels for Communicating with Students
- Student Conduct Code
- Policy on Sexual Harassment
- Sexual Assault Policy Section A.
- Grievance Procedures
- The Family Educational Rights and Privacy Act
- University Policy on Nondiscrimination and Affirmative Action
- Notice to Students with Disabilities
- Residency Regulations for Tuition Purposes
- Return of Title IV Funds Policy
- Higher Education Tax Credits
- Average Graduation and Persistence Rates

Records of Student Complaints

The office of the Vice Chancellor for Academic Affairs maintains documents related to all formal academic complaints. The office of the Vice Chancellor for Student Services

maintains those files related to student conduct, discrimination, and disability issues. Department chairs keep records related to complaints handled at their level ([Reference, Endnote 2B: 15](#)).

Self Evaluation

The College partially meets the Standard. The college recognizes the importance of an up-to-date and complete catalog for its constituents, available online prior fall registration for the next academic year. Registration now begins in mid-April each year, so the College plans to publish its catalog before then.

Actionable Improvement Plans

The College will review, update and publish its catalog in time to match the systemwide registration dates.

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

Identifying Student Learning Support Needs

The College researches and identifies learning support needs of its student population using a variety of tools, including student feedback surveys and the Community College Survey of Student Engagement (CCSSE).

Students' educational preparation is assessed through placement testing, which also includes a questionnaire on student demographics linked to a risk assessment and career assessment, discussed with all first year students at New Student Orientation sessions. The College has responded to the needs of entering cohorts with interventions that focus on providing a strong foundation of knowledge at the beginning of their educational pathway.

The College also continuously collects data identifying learning support needs through program coordinators, departmental counselors and chairs, and the Office for Institutional Effectiveness (OFIE). An extensive study of the needs of the first year student population is currently being prepared for distribution in July 2012 to student support services personnel.

Research on student learning support needs is conducted at the institutional level by OFIE. Research on best practices in student learning and high impact educational practices informs all improvement initiatives to meet the learning needs of all students. Substantial funding from Title III Institutional Strengthening and Renovation grants and the National Science Foundation has enabled research on learning needs and the implementation, evaluation and strengthening of initiatives targeting Native Hawaiian

and other underrepresented students in Science, Technology, Engineering, and Math (STEM) courses and the AS in Natural Sciences degree pathways.

Research by OFIE and student services and instructional faculty informs the College about student learning support needs, including the academic and technical skills required for success in courses, regardless of delivery method. As a result, Student Services has implemented a number of best practices including mandatory orientations, peer support, high-context learning, and clear academic pathways to degree completion.

Services and Programs to Support Student Learning Needs

Kuilei: The Kuilei High School to College Connections Program provides a package of integrated services with the goal of increasing the number of high school students who enter postsecondary education. The program has integrated financial aid counseling services and COMPASS testing at high schools to streamline the transition of students into their first year of college. ([Reference](#), Endnote 2B: [16](#))

Kahikoluamea: The goal of this department is to provide “a welcoming learning environment for students to engage in collaborative learning and to foster a sense of community and positive energy in order to help students successfully complete their courses and achieve their educational goals.” ([Reference](#), Endnote 2B: [17](#))

The goal of the department, which houses developmental education, is to link pre-transfer and required 100-level English and math courses with specific CTE or Arts and Sciences majors, as part of coherent student pathways. Toward this effort, Kahikoluamea counselors play an active role, not only in providing guidance to students in academic choices, but in shaping co-curricular activities to support their choices.

Kahikoluamea includes the following resources: (a) peer mentoring and tutoring in math, writing, and technology; (b) study sessions; (c) computers with Microsoft Office software, Internet access, and math and English tutorials; (d) areas for collaborative group study; and (e) informational workshops.

First Year Experience (FYE): The College’s FYE initiatives provide entering students with support and resources to successfully navigate their transition from high school to college. FYE introduces new students to support services, campus resources, committed counselors, staff and faculty; it provides the information, tools and skills the first year student needs to transition, learn, grow, and succeed in college. ([Reference](#), Endnote 2B: [18](#))

Services provided to first year students include New Student Orientations, peer mentoring and tutoring, academic counseling, career and academic advising, financial aid assistance, registration assistance, computer and technology training, and cultural enrichment activities.

Starting in fall 2012, a first year registration model aims to enroll entering students in required English and math courses, along with courses required for CTE programs or

liberal arts courses with high success rates for first year students. The program is designed so that students can complete or make progress toward meeting English and math requirements that are prerequisites for content area courses in their first year while at the same time experiencing success in content area courses related to their interests. FYE goals include success in English and math, reenrollment, and completion of 20 credits in the first year.

Holomua I ke Ola: My Wayfinding Odyssey: My Wayfinding Odyssey is a new student development and success initiative (fall 2012) to promote the development of college success skills, engagement in social-cultural activities, and engagement with peers and campus support services. In coordination with instructors who teach first year courses, counselors work to integrate engagement activities into the curriculum. The program uses a theme and metaphor from traditional Hawaiian and Pacific navigation, known as wayfinding.

Student Success Mentoring Program (SSMP): Funded by a Title III Grant, the SSMP utilizes peer mentors to assist students in multiple areas including providing information about the College and its program to students, parents, faculty, campus staff, high school counselors, and the general public. Peer mentors also serve as classroom aides in developmental English and math classes and advise prospective and admitted students in academic planning. Technology peers assist students in developing skills needed in technology-based instruction. ([Reference](#), Endnote 2B:19)

Kūlia ma Kapi'olani Native Hawaiian Career and Technical Education Program (NHCTEP): The College's Kūlia ma Kapi'olani Project consists of culturally-based support services woven into various CTE programs. A significant emphasis is placed on internship opportunities within CTE programs. The project has a high rate of employment placement (94% for the most current cohort) for students completing their degrees. NHCTEP is housed in the Mālama Hawai'i Center and offers:

- Peer mentoring and academic advising
- Academic assessment and intervention
- Peer-led study groups
- Free application for Federal Student Aid (FAFSA) assistance
- Computer accessibility
- Community projects focusing on caring for our island home and its indigenous culture
- Employment related skills, continuing education and job placement programs.

Maida Kamber Center (MKC) for Career Exploration, Transfer and Graduation Services: The MKC helps strengthen the pathways for students beyond their first year and into their second year and transfer to four-year institutions in state or elsewhere. Its goals are to increase the transfer rate from 2-year to 4-year colleges and to increase the production of certificate and associate degrees. ([Reference](#), Endnote 2B:20)

MKC's academic counselors provide comprehensive, high quality, career development and transfer services, using a three-step process for addressing student career and transfer needs:

- **Assessing** interests, skills, values, personality, and goals.
- **Exploring** career and transfer interests, including participating in job shadowing, internship/co-operative education, career/job fairs, service-learning, volunteer work, part-time jobs.
- **Managing a Career Plan** using accurate, current career information, including employment and economic trends, in the decision-making process.

Single Parents/Displaced Homemaker Program (SPDH): SPDH assists eligible single parents and displaced homemakers with support and retention services to overcome challenges such as limited finances, family obligations, and emotional and personal issues. Services include career and personal counseling, financial aid and scholarship information, and access to a repository of community resources and services including child care, parenting workshops, legal services, housing, public assistance, domestic violence prevention, and pregnant and parenting teen assistance. Services are delivered both in person and via a Lualima website for those who have difficulty coming to campus. ([Reference](#), Endnote 2B:21)

Mental Health Services Program: With an increasing number of students who need mental health services, the College hired a full-time Mental Health Counselor in fall 2011 to plan, develop and maintain a student mental health program, including educating the campus about mental health issues and providing counseling for students and faculty.

Veterans Affairs Center: A full-time counselor position was allocated to the unit in 2011 based on the growth in the number of veterans and their family members registering at the college. A full-time student support specialist who assists VA students with their certifications and disbursement of funds was also assigned to this office to serve the 300+ veterans enrolled in spring 2012. ([Reference](#), Endnote 2B:22)

TRIO-Student Support Services (SSS): TRIO-SSS helps first generation in college, low income, or disabled students attain their educational goals. Funded by the U.S. Department of Education, the program was renewed through 2014 under a major federal grant that focuses on streamlining the referral process for students to enter this intensive support services program. ([Reference](#), Endnote 2B:23)

Disability Support Services Office (DSSO): The office provides services to students with disabilities and maintains the College's compliance with federal disability laws. Faculty are notified at the beginning of the semester of the need to accommodate students with disabilities in their classes. ([Reference](#), Endnote 2B:24)

Kekaulike Information and Student Services Center (KISC): The Kekaulike Information and Service Center (KISC) provides enrollment services to students, including information and support for admission to the College and to selective

admission degree programs, maintenance of student records and transcript evaluation, financial literacy and aid, and degree audits for graduation. ([Reference](#), Endnote 2B:25)

Assessing Student Learning Support

The Community College Survey of Student Engagement (CCSSE) is a basic tool to assess student learning support. The results of the 2010 survey follow. CCSSE is administered every two years in the spring semester; the results of the 2012 survey will be available in fall 2012.

Table 12. CCSSE

| Community College Survey of Student Engagement (CCSSE) | | Survey Year | | |
|---|---|-------------|------|------|
| | | 2006 | 2008 | 2010 |
| 34 | Support for Learners Benchmark (Percentile) | 60 | 70 | 40 |
| Means Summary All Students 1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very) | | | | |
| 35 | Academic Advising | | | |
| | Frequency | 1.67 | 1.71 | 1.72 |
| | Satisfaction | 2.21 | 2.31 | 2.19 |
| | Importance | 2.59 | 2.54 | 2.59 |
| 36 | Career Counseling | | | |
| | Frequency | 1.54 | 1.51 | 1.50 |
| | Satisfaction | 2.12 | 2.19 | 2.10 |
| | Importance | 2.54 | 2.39 | 2.50 |
| 37 | Job Placement Assistance | | | |
| | Frequency | 1.26 | 1.18 | 1.25 |
| | Satisfaction | 1.80 | 1.91 | 1.76 |
| | Importance | 2.10 | 1.94 | 2.14 |
| 38 | Financial Aid Advising | | | |
| | Frequency | 1.48 | 1.44 | 1.53 |
| | Satisfaction | 1.94 | 2.09 | 2.01 |
| | Importance | 2.30 | 2.33 | 2.37 |
| 39 | Student Organizations | | | |
| | Frequency | 1.25 | 1.25 | 1.31 |
| | Satisfaction | 1.86 | 2.06 | 1.89 |
| | Importance | 1.84 | 1.90 | 1.97 |
| 40 | Transfer Credit Assistance | | | |
| | Frequency | 1.47 | 1.52 | 1.50 |
| | Satisfaction | 1.91 | 2.09 | 1.98 |
| | Importance | 2.33 | 2.38 | 2.36 |
| 41 | Services for People With Disabilities | | | |
| | Frequency | 1.24 | 1.20 | 1.28 |
| | Satisfaction | 1.92 | 1.94 | 1.99 |
| | Importance | 2.10 | 2.01 | 2.16 |

Major Findings of the Survey:

- Nearly three-quarters (73%) of students say that the College puts quite a bit or very much emphasis on providing the support they need to help them succeed.
- Half (50%) say that the College puts quite a bit or a very strong emphasis on encouraging contact among students from different economic, social and racial or ethnic backgrounds.
- Half (51%) say that the College puts quite a bit or very much emphasis on providing the financial support they need to afford their education, but nearly one-quarter (23%) say the College puts very little emphasis on this service
- Over half (58%) of students use academic advising services sometimes or often, and one-third (34%) rarely or never use them.
- Just over half (51%) of students say they rarely or never use career counseling services.

The data revealed the following:

- The frequency with which services were utilized was consistently below 2.0 (somewhat/sometimes used) for academic advising, career counseling, job placement, financial aid advising, student organizations, transfer credit assistance, and services for people with disabilities.
- The satisfaction rates for services were above 2.0 (sometime/somewhat satisfied) for academic advising, career counseling, and financial aid advising and below 2.0 for job placement, student organizations, transfer credit assistance, and disability services. It should also be noted that students' satisfaction with all services in 2010 was lower than in the 2008 survey.
- The importance of services offered by the College was rated by students above 2.0 (sometimes/somewhat important) for all services except for student organizations. The four most important services as ranked by the students were academic advising (2.59 on a 3.0 scale), career counseling (2.50), financial aid advising (2.37), and transfer credit assistance (2.36). In 2010, the need for job placement and disability services was rated higher in importance than in 2008.

A decline in satisfaction ratings in the 2010 scores may be attributed to significant enrollment increases in 2009-10, without increase in staffing. In response, positions were allocated to address the increased need for student services. (See "Human Resource Allocations to Target Strategic Outcome B" in III.A.6 for details of reallocation of positions to Student Services.) The College is also working to use technology to package financial aid, to evaluate non-system credits for students transferring to the College, and to create student educational plans.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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

Student support services are available both in-person and online. The College maintains a comprehensive website at which potential and enrolled students can find information about academic programs and support services ([Live Link](#), [Reference](#), Endnote 2B:26).

Students can register for and withdraw from classes through the online MyUH Portal. The Portal also allows students to check registration status, view financial aid status, online tutoring, and update personal information. Online transactions, such as credit card payment for tuition and fees, are also possible through the MyUH Portal.

Instructors use Lulima, the UH online course management system, to communicate with students in both online and face-to-face classes. Lulima enables instructors to utilize discussion boards, upload files needed for coursework, and administer exams. MyUH and Lulima ensure that all students are able to access and update important information and coursework remotely.

An online advising system called STAR is available for students, advisors, and faculty and staff involved in student advising. Students can check their progress toward degrees or certificates; they can also determine where they would stand if they changed their major. STAR also allows students to research and apply for scholarships.

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Encouraging Personal and Civic Responsibility

The College's mission statement commits it to preparing "students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement."

Service-Learning: The College has developed a nationally recognized service-learning program that promotes personal and civic responsibility. Service-learning is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Students choose to volunteer at more than seventy community organizations and schools in Honolulu, providing service in six major areas: arts, elder care, education, environment, health, and intercultural understanding. Critical reflective journals and an end-of-semester capstone essay link the students' service experience to the course curriculum and enable faculty to assess learning outcomes. Students are encouraged to serve at least 20 hours per semester and for more than one semester. Over 10,000 students have participated in service-learning since January 1995.

Ho'okele Student Engagement: In 2009, the position of student activities coordinator was re-described as student engagement coordinator to reflect the College's increased emphasis on promoting student engagement. CCSSE research documents a strong correlation between student engagement and student success.

The student engagement coordinator oversees three chartered student organizations (CSO) funded by student fees: the Associated Students of Kapi'olani Community College (ASKCC) or Student Congress, the Board of Student Publications (BOSP) and the Board of Student Activities (BOSA):

ASKCC develops and implements programs and activities based on the need and interest of the students and promotes participation and service in the college community. All KCC students are members of ASKCC upon payment of their student activity fees. Student Congress is the official channel between students and the College administration in the areas of governance, student rights, academic regulations, curriculum development, instruction, support services, co-curricular activities, and all fees assessed by the College to students, including tuition.

BOSP publishes Kapi'o Newpress, a weekly student newspaper ([Reference](#), Endnote 2B:27) and Kapi'o, an annual magazine; Lē'ahi, an anthology of essays written by students in English classes; Ka 'I'iwi Polena, a student journal focused on essays and art about Hawai'i; and CuiZine, a student journal for and about cooking. The BOSP

also sponsors readings and writing contests to encourage student writers. The publications are supported by student publications fees and advertising.

BOSA oversees the co-curricular activities program at the College ([Reference](#), Endnote 2B:28). Its mission is to complement the academic programs and to enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, on-campus community service, recreational, leadership and governance activities. Students are encouraged to participate in all aspects of the program. Activities include clubs, concerts, Cactus-n-Coffee garden clean up, Study With A Buddy (SWAB) program during final exams, access to University of Hawai'i at Mānoa intramural sports program, multicultural performances, and social events.

The student engagement coordinator promotes collaboration among the Board of Student Activities (BOSA), Board of Student Publications (BOSP) and Student Congress (ASKCC). The student organization offices were relocated in fall 2010 to the Ho'okele Center to provide greater visibility and encourage participation in student leadership programs.

Peer Mentor Programs: Students serving their fellow students has become essential to the success of the Science, Technology, Engineering and Math (STEM) program, the Native Hawaiian Project, Office of Student Activities, Kahikoluamea Center, First Year Experience, TRIO Student Support Services, Phi Theta Kappa (Honors Society), Kekaulike Information & Service Center, and Service-Learning. The institutional commitment to the development of a strong peer-mentoring program is evident in the August 2011 hiring of a peer mentor coordinator to provide leadership and training for all student leaders.

Encouraging Intellectual and Aesthetic Development

International Education Week (fall semester) and the International Festival (spring semester): These two events feature scholarly and cultural lectures and presentations on international topics, as well as films, music, dance, art exhibitions and literary readings, by local, national, and international guests. These two events are signature events in the College's annual calendar.

Koa Art Gallery: The Koa Art Gallery holds student and faculty art shows annually, as well as shows by artists from the community. The gallery also exhibits student and faculty art in buildings on campus, including the library and dining rooms.

Concerts: The Board of Student Activities (BOSA) hosts concerts and films at the College.

Encouraging Personal Development

'Imiloa ([Reference](#), Endnote 2B:29): In fall 2010, the College launched 'Imiloa, an online social learning and resource network. 'Imiloa provides a welcoming space and starting point for first year students to begin their career exploration, using MyPlan, an

online academic and career planning tool that guides students to self-assess, set goals, make an academic plan, identify academic and student support services and resources, and engage with instructional faculty, counselors, advisors, and peer mentors to enhance their learning. Through the 'Imiloa online community, students participate in active and collaborative learning activities using blogs and forums.

After its pilot year, the staff and peer mentors have developed a number of recommendations for improvement based on student and faculty evaluations of the effectiveness of 'Imiloa to deliver information about programs or course content and engage students in discussions. MyPlan activities have been incorporated into Holomua I ke Ola: My Wayfinding Odyssey, described in II.B.3.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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

Counseling Services

The College employs thirty-one full-time counseling faculty. To accomplish their mission in providing support services to students, counseling faculty perform a set of core functions through individual and group interactions. While differences in student populations and departmental priorities may affect the degree of emphasis of functions by counseling faculty, the following functions are fundamental to the mission of community college counseling:

- **Academic counseling** to assist students in assessing, planning, developing, and implementing immediate and long-range academic goals.
- **Career counseling** to assess aptitudes, abilities, interests, and values; and to provide information on employment trends.
- **Personal counseling** on personal, family or other social concerns impacting a student's education.
- **Crisis intervention** directly or through cooperative arrangements with other resources on campus or in the community.
- **Diversity counseling** with respect to a student's identity, values, and experiences.

- **Outreach** to students and community to encourage them to avail themselves of services, focused on maximizing all students' potential to benefit from the academic experience.
- **Consultation and advocacy** to improve the environment for the intellectual, emotional, and physical development of students.
- **Assessment and research** of counseling activities and services, with the goal of improving their effectiveness.
- **Training and professional development**, for counseling staff, interns, and others.

Students can make appointments with counselors by phone or by email ([Reference](#), Endnote 2B:30). Students may also monitor their progress toward their degree by using STAR, an online program designed to match a student's academic record against program requirements to show what has been completed and options for other college pathways.

Through the College website, students are able to contact counselors in their academic unit. They can receive advising through email using the STAR advising tool. Chat or Skype sessions are emerging as new ways to reach distance education students and a series of technology workshops is available to counselors through a partnership with the Center for Excellence in Learning, Teaching, and Technology (CELTT).

The Counseling and Advising Council (CAAC) was created in 2007 in response to the 2006 ACCJC report regarding counseling and academic advising. The Counseling and Advising Council provides a communication link and discussion forum for counselors assigned to the various units.

Evaluating Counseling

A standard counselor evaluation form is used to receive student feedback after appointments. Students complete the form after meeting with a counselor. The evaluations are reported in contract renewals, tenure and promotion documents, and five-year faculty performance reviews ([Reference](#), Endnote 2B:31).

Evaluating the Counseling Program: The biannual Community College Survey of Student Engagement (CCSSE) includes student feedback data on academic advising and career counseling. These data are included in the Annual Report of Program Data and used in tactical plans for departments or units.

All of the federally funded programs such as TRIO Student Support Services complete an Annual Performance Report, which measures persistence, good academic performance, graduation and transfer to four-year educational institutions.

Two significant factors have recently affected the level of counseling support at the College. First, the college experienced a 25% increase in enrollment between 2009-2011. Second, feedback from the 2010 CCSSE survey indicated a decline in student satisfaction

with learning support, in comparison to data reported in 2008. The CCSSE satisfaction ratings for academic advising and career counseling declined by 0.12 and 0.09, respectively. (See "Assessing Student Learning Support" in II.B.3 for the College's CCSSE scorecard.)

To address these declines, the Chancellor approved the reallocation of two counseling positions. Current data indicate positive changes in meeting student success through improved staffing. The college will use the 2012 CCSSE data for further evaluation.

Improving Student Learning as Part of Counseling: Following training sessions in 2010, 2011, and 2012, counselors developed student learning outcomes for their unit, created means to assess them, and incorporated the assessments into their tactical plans.

Counselors have also engaged in dialogue around student engagement, learning and success in developing MyPlan, a personalized online tool to help students create an academic plan and identify campus support and resources to meet their needs and goals. Facilitated by the Pathways Coordinator, these planning sessions established student outcomes for each stage of the student development process. Counselors will begin using MyPlan beginning in fall 2012 with a cohort of first year students.

Training for Counselors

New counselor training sessions and counselor academies inform new hires about campus policies and a counselor's role and functions related to student success. Newly hired counselors without professional experience in counseling are assigned a mentor.

The College provides professional development to counseling faculty through a systemwide academic advising conference and other professional conferences and technology training session.

In 2009, a forum discussion was held on "The Role of Student Services Personnel (SSP) as Pathways Champions." The presentation focused on student outcomes such as success and persistence rates and the need to address them. A discussion ensued about student engagement and support needed to increase student outcomes. Each SSP was asked to become a Pathways Champion.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The mission of the College commits it to becoming “a gathering place where Hawai‘i’s cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.” The College’s core values include “Aloha for Hawai‘i, and its diverse peoples, cultures, languages, and environments.” The College provides a range of programs and services to support and enhance student understanding and appreciation of diversity.

Supporting and Enhancing Student Understanding and Appreciation for Diversity

The College’s Associate in Arts (AA) degree requires a Hawaiian-Asian-Pacific focused course designed “to encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.” The College has also developed Academic Subject Certificates in Hawaiian Studies, Asian Studies and International Studies to enhance student understanding of local and international cultures.

Career and Technical Education (CTE) programs include in their learning outcomes an appreciation of diversity. For example the Associate in Science (AS) degree in Paralegal has the following outcome: “Demonstrate sensitivity through adaptability and flexibility in working with diverse groups of people. (E.g., establishes pleasant working relationships, communicates effectively with coworkers and clients, cooperates with others).” The AS in Hospitality and Tourism with a Concentration in Hotel and Restaurant Operations has the following outcome: “Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.” The Nursing program requires students to be able to “[p]rovide care that is culturally sensitive.”

Mālama Hawai‘i Center: The Mālama Hawai‘i Center serves as a gathering place for students and faculty interested in the study of Native Hawaiian and Pacific Islands languages, cultures, and histories. Its Mālama Pono and Mālama Māla program provide opportunities for students to join faculty in working together in service to the ‘āina (land). (See III.A.4.a for details of the Mālama Hawai‘i Center and its activities.)

Office of International Affairs (OIA): OIA supports the International Café, where international students and local students can engage in cultural exchange and mutual help in learning each other’s languages and culture. The Café is a place of on-going learning, creativity, understanding, but most of all peace with oneself and with others. Café participants develop their service potential, language abilities, and their awareness of the issues in Hawai‘i through a variety of activities including the Honolulu Festival (Japanese and Pacific Basin cultures), visits to Lē‘ahi Hospital (elderly visit) and the Next Step Shelter (homeless). The International Café organizes speakers and videos throughout the year that are open to all students, faculty, staff, and oftentimes the public. The

International Café has received national recognition with an award from the American Council of Education.

OIA also coordinates International Education Week (fall semester) and the International Festival (spring semester) and through the Honda International Center, offers study abroad programs. In addition, the College supports the International Student Club (see [Reference](#) [large file], Endnote 2B: [32](#), p.26) and section I.A.I, Integrated International Education Enriched through Global Collaborations for more information.)

Student Clubs: Student clubs also promote an appreciation of diversity on campus:

- The Alma Latina Spanish Club provides a place for students to express themselves in Spanish games, dance and language. Guest lecturers are brought in to speak to issues and interests that impact Hispanic students. The club participates in the international festival and observes Hispanic holidays such as All Saints Day, Cinco de Mayo, carnival and Hispanic month.
- The Outer Island Club was formed to allow students that come from neighboring islands to participate in social gatherings and community events.
- The Pacific Island Students Organization (PISO) participates in the International Festival and hosts events that showcase Pacific Islands culture.
- RISE! is a Christian club for students who are interested in having fellowship and fun.
- International Student Club provides opportunities for international and local students to participate together in activities that promote intercultural understanding.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Placement Instruments

The College uses the computer-adaptive ACT COMPASS Placement Test as its standardized placement instrument for English and math courses. Test scores are reported to the University of Hawai'i System office and ACT to monitor results. ACT conducts

research on its tests to evaluate their fairness, consistency, and validity ([Reference](#), Endnote 2B:33).

Validation studies of the systemwide cut scores, first conducted in 2003-2004, will be repeated in spring 2012. English and math placement test results for students at the seven University of Hawai'i community colleges along with success rates in the courses taken by the students will be compiled and sent to ACT for analysis. A review of the cut scores will follow from the analysis of the results.

In 2005, a UH systemwide placement testing advisory group was convened to review placement policies and address issues of "compliance drift" (campuses deviating from established cut scores and testing procedures). The group recommended modifications or additions to policies and practices on issues that have systemwide impact.

In 2008-2009 the advisory group recommended that the mandatory 60-day wait period be rescinded so as not to cause undue delays in students' progress toward their educational goals. The proposed policy change was piloted at Kapi'olani and Leeward Community Colleges in 2009-2010, where students were allowed to retest on demand. Based on the results of the study, the retesting policy was changed systemwide, effective July 2010 ([Reference](#), Endnote 2B:34).

Admission Practices and Instruments

All students at least 18 years of age or having earned a high school diploma or equivalency are admitted to the College. Students applying to Health programs and New Media Arts are subject to a selective admissions process, developed by the programs.

Nursing: The Nursing department uses the National League for Nursing (NLN) Pre-Admissions RN exam to assess the verbal, math, and science competence of students. This nationally-administered exam is aligned to industry standards. Minimum requirements for admission to the Associate in Science degree in Nursing program include satisfactory completion of prerequisite support courses, cumulative grade point ratio of 2.0 or higher for all courses taken at Kapi'olani Community College, grade point ratio of 2.5 in prerequisite and general support courses, and a National League for Nursing pre-admission examination score of 95 within the past three years.

To assess the effectiveness of its admission procedures and instruments, the Nursing Department conducts an annual review of its graduation and persistence rates as required for the accreditation of its Associate Degree in Nursing (ADN) program via the National League for Nursing Accrediting Commission. In addition, the Nursing Department reports on and assesses the graduated nursing students' pass rates on the NCLEX-RN exam, which leads to RN licensure.

Using an analysis of the graduation, persistence and licensure exam pass rates the Nursing department reviews its admissions policies annually. In 2010, the minimum composite score for the NLN Pre-Admission-RN exam was increased. Extensive feedback and dialogue between students, faculty, and clinical facilities from pre-

admission through job placement ensure admissions requirements, pedagogical strategies, and clinical practices result in successful graduates in the industry.

A review of prerequisite courses or COMPASS placement test scores may be triggered if the Nursing applicant pool changes significantly. Persistence and graduation rates are also closely monitored; the program works with the Office for Institutional Effectiveness to develop surveys and an action plan if these rates decline.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College stores, secures and releases information on student records in full compliance with Board of Regents Policies on student records ([Reference](#), Endnote 2B: 35) ([Reference](#), Endnote 2B: 36). The records office also works to maintain compliance with the newly established electronic security policies within the UH System.

Information Storage

The College stores permanent record cards (PRC) of students who were enrolled prior to the implementation of the last two electronic student information systems (Aldrich and Banner). Because these student records were never migrated into the electronic student information systems, photocopies of these records are provided for transcripts on the occasional request for copies.

These PRC's are located and stored in locked, fire-proof filing cabinets in a locked storage room on campus. The College is currently in discussion to have these records scanned by a professional data management firm to store and secure the images electronically. When this project is completed, the original PRC's will be stored alphabetically in boxes and moved for secure storage off-campus. These files are considered permanent records and will not be a part of the College's file rotation and purge system.

Inactive student files are stored with ACCESS, a private records storage company that picks-up and delivers the records from campus. After five years after the departure of the student, the files are retrieved from ACCESS and shredded.

Information Security

The UH System's policy E2.214 ([Reference](#), Endnote 2B:37) addresses the safe storage of personally identifiable information which is protected by Chapter 92F (Uniform Information Practices Act) of the Hawai'i State Revised Statutes, the Federal Privacy Act of 1974, Federal Family Educational Rights and Privacy Act (FERPA), and other applicable state and federal laws and University of Hawai'i policies.

Electronic student records are stored in Banner, a systemwide student information system. Access to information tables in Banner is granted by the Vice Chancellor for Student Affairs. Access to sensitive data or the ability to alter electronic information in Banner is granted based on workplace responsibilities and needs. All users of Banner must understand, sign and agree to the University of Hawai'i confidentiality of records policy. Security of Banner is the responsibility of the systemwide Banner central office.

To increase the security of paper files and decrease the chance of records being stolen or accessed for misuse, the College is digitizing records and documents containing confidential student information.

Release of Records

Following Family Education Rights and Privacy Act (FERPA) guidelines, students have the right to review upon request the contents of their files. Students may view their files in the records office, located in 'Ilima 102. For the release of records to a third party, the College requires the student's written request/permission, unless requested by a court-ordered subpoena. Student records may be viewed electronically from any campus in the UH System.

The College is in compliance with the UH System's A7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students concerning student access to their educational records. All past and present students have rights to inspect and review their educational records upon request. The College consistently provides the requesting students access to their records within the maximum 45-day window required. Faculty and staff are available to explain and interpret the contents of the record. A condensed version of the FERPA rules is available in the registration office for students to review so they are familiar with the policy and their rights under FERPA. The document is also available online ([Reference](#), Endnote 2B:38).

In response to two data exposures, the College has designated an information technology specialist in the Center for Excellence in Learning, Teaching, and Technology as campus information security specialist. The College will also be mandating information security training for everyone and requiring that every computer be scanned for storage of personal information, starting with computers in departments that have the highest potential for storing such information. The personal information will be erased.

The UH System's Executive Policy E2.214 outlines the policies and best practices associated with the safe handling and storage of electronic data, including a General

Confidentiality Notice. All employees of the University of Hawai'i who will be granted access to its electronic student information systems must sign this notice as acknowledgement of their understanding of the correct procedures for the access and safe keeping of electronic data.

Self Evaluation

The College meets the Standard. Compliance with all applicable federal and university policies is ensured through ongoing training; procedures for the strict maintenance of confidentiality and safe transmission and handling of student personal data; and the requirement that each employee who has access to student records sign a form to acknowledge his/her responsibility to protect the confidentiality of student records ([Reference](#), Endnote 2B: [39](#)).

Actionable Improvement Plans

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College uses three instruments to evaluate student support services: 1) tactical plan updates; 2) program reviews; and 3) the Community College Survey of Student Engagement (CCSSE). Tactical plans are created on a three-year cycle, as described in II.B.3 and reviewed annually.

Counselors in targeted student services programs create a joint tactical plan, using data from the Student Services program review and CCSSE data. Counselors embedded in academic departments work with instructional faculty on departmental or cluster tactical planning, using CCSSE data to help the departments identify potential student services needs. (See II.B. for the organization of the counselors on campus.)

In spring 2007, counselors established two Student Development Outcomes (SDOs):

1. Students will continue to grow through self-awareness
2. Students will be responsible for their choices and make informed decisions

To work toward, assess, and improve the attainment of these SDOs, counselors developed interventions, alignment matrices, and measurable outcomes. To ensure that students benefit from the interventions, counselors are responsible for assessing the outcomes for students in their respective programs or targeted populations. For example, Culinary Arts, Hospitality, and Business, Legal and Technology Education counselors

have created an intervention strategy to ensure students are able to identify major requirements for their programs and register for applicable courses. The intervention was delivered through the web, student support web tools, new student orientation, and individual counseling sessions.

Program Reviews and Tactical Planning in Student Services

The Student Services Annual Report of Program Data includes quantitative demand, efficiency and effectiveness indicators. The latest version of the Student Services Annual Report of Program Data is available at the UHCC System website ([Reference](#), Endnote 2B:40).

The Vice-Chancellor for Student Services, in collaboration with faculty and staff, creates the Student Services tactical plan. The current version of the plan runs through 2012 ([Reference](#), Endnote 2B:41). Counselor's notes, focus groups, and surveys are also used in assessing the 2009-2012 Student Services tactical plan. These informal means of assessment allow student support services to collect immediate student feedback and to make changes necessary to meet student needs. CCSSE, administered every two years, assesses efforts on a broader scale, in its Support for Learners measure, which is included in the College's Institutional Effectiveness Measures. (See I.B.4.) A final assessment to determine if the tactical plan has accomplished its goals is completed at the end of the tactical plan three-year cycle and is used as the basis for the next three-year plan.

Counselors embedded in academic programs address the student learning outcomes in the reviews for those programs. The counselors participate with the instructional faculty in developing strategies for improving the outcomes.

Self Evaluation

The College meets the Standard. Student Services collects data to assess the degree to which it contributes to the achievement of student learning outcomes. The data are used to develop improvement strategies. The College is making progress in aligning student support services' learning outcomes and tactical plans to strategies that contribute to the achievement of student learning.

Actionable Improvement Plans

None.

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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.

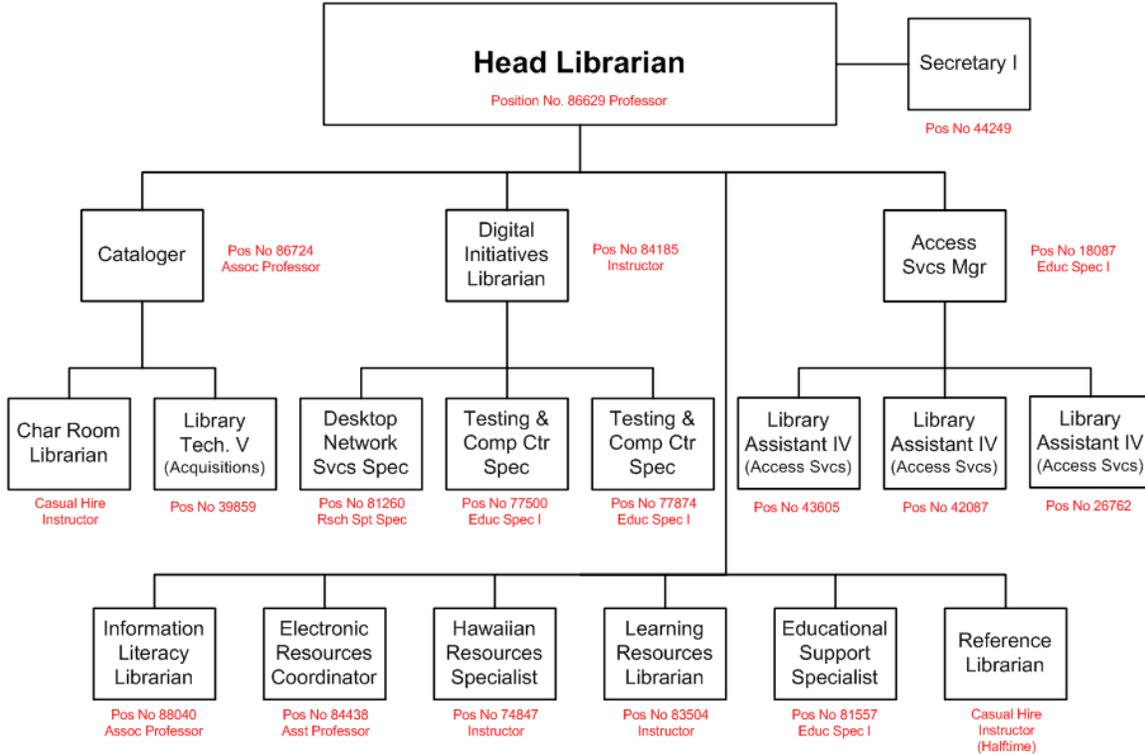
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

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 (LLR) supports the vision and curriculum of the College by providing an innovative environment for learning and research. The mission of the library is stated in its tactical plan (2009-2012):

- Provide access to and instruction in the use of information tools and resources;
- Collaborate with faculty, staff, students, and community to enhance instruction, learning, and research;
- Serve as a gathering place—physically and virtually—for cultural exchange and diversity in learning through development of collections, creation of original content, and participation in exhibits and performances ([Reference](#), Endnote 2C:1).

Figure 1. Library & Learning Resources Organizational Chart

The library is set up as a “one-stop, go-to” place that addresses a variety of student needs and a “hub” of the campus that works to invite students to access and use tools they may not have otherwise. The library is not only a place to conduct research and study but a student engagement center.

The library provides over 145 public computers, color and black and white laser printing, photocopiers, audiovisual equipment, and more. Study areas and rooms in the library allow students to concentrate on individual work or to work collaboratively with classmates.

Library materials include books, periodicals, reference materials, online resources, videotapes, and DVDs. The library also provides electronic journals and databases that can be accessed by all students, including distance learners. Students currently registered at the College as well as students registered at other campuses but taking courses from the College are able to access the electronic resources twenty-four hours a day, seven days a week ([Reference](#), Endnote 2C:2). The library also subscribes to an online service that allows users to conduct a “federated search,” enabling them to search multiple article and e-book databases with a single search request ([Reference](#), Endnote 2C:3).

The library’s website provides research tips, grammar and writing assistance, tutorials on citation formats, and other resources. Students can access these resources from public computers in the library or by visiting the library’s website ([Reference](#), Endnote 2C:4).

The library also houses the main open computer lab on campus and the testing center.

Researching Student Learning Needs

To identify student learning needs and assess the effectiveness of the library's resources and services in meeting those needs, the library administers an annual survey. The head librarian and the library's faculty and staff discuss the survey results and implement appropriate changes ([Reference](#), Endnote 2C:5).

Assessing the Quantity, Quality, Depth and Variety of the Collection

The library has also developed an ongoing, systematic process to inventory, evaluate, and weed the collection. The learning resources librarian oversees the collection development policy ([Reference](#), Endnote 2C:6). Reference librarians are responsible for selecting library print and visual materials to support the College's academic programs.

The library's printed materials are organized into the collections by purpose, subject, use, and format. Librarians evaluate circulation statistics and user feedback to determine the effectiveness of this organization. Projects to weed reference and general collections and integrate the Hawaiian and Special collections have been completed so as to improve access.

The library has also set up systemwide borrowing, allowing current students or faculty members to borrow and return materials to any University of Hawai'i (UH) System library. Circulating books can be borrowed for 28 days for most items and for shorter loan periods for special collections, such as Hawaiian, Pacific or Asian material. Students from other UH campuses who are enrolled in the College's online courses may access the library's physical collection through inter-library loans.

The electronic resources coordinator librarian is in charge of reviewing, managing, and maintaining the Library and Learning Resources electronic resources. The digital initiatives librarian is responsible for designing and implementing projects to digitize and provide web-based delivery of online collections.

Faculty input is highly encouraged, especially from programs with specific accreditation requirements. In Summer 2010, the library worked with the Nursing faculty to acquire titles in support of the Nursing program for its program accreditation.

Reference librarians also consult with faculty on acquiring materials for student assignments. New materials are ranked by relevance to curriculum support, and recent acquisitions are listed on the library's website when they are processed, catalogued, and ready for use ([Reference](#), Endnote 2C:7).

The reference librarians also use course syllabi, reference questions, IntraSystem Loan queries, and re-occurring topics for term papers as additional tools for developing the collection. Course proposals or revisions from the Faculty Senate's curriculum committee are also reviewed for recommended materials listed in the course outlines.

In July 2008, the library hired a Hawaiian resource specialist, who performs an ongoing assessment of the Hawaiian and Pacific collections (including audiovisuals) and consults with the faculty in this specialized field to make sure the collection supports student needs.

Quantity: The library has 75,405 print volumes, 150 print serial subscriptions, 934 audiovisual items, and 2,703 microforms. Additional titles are awaiting processing. Over 15,258 journal titles and over 62,000 full-text e-books are available online through the library's databases ([Reference](#), Endnote 2C:8).

Quality, Depth, and Variety: The reference librarians rely on faculty and student input to evaluate the quality, depth, and variety of its collection. The reference librarians also consult standard review sources and professional journals, such as Choice Reviews Online and Publishers Weekly, to assess the quality of materials before purchase.

The annual student surveys show a high degree of satisfaction with library materials. The spring 2011 library survey, administered to both face-to-face students and distance learners, indicated that among students who used the library, 83 percent usually found enough books and 80 percent of students found enough articles to meet their class needs.

The fall 2011 survey provided assessment data on the availability, currency, quantity, quality and variety of resources at the library ([Reference](#), Endnote 2C:9, Data Book Two, p.29, Question 22). Faculty and staff responded to a question rating five characteristics of library materials in their subject areas.

- 64.3 percent indicated that they were somewhat or very satisfied with the availability of needed online journals/materials (N=182).
- 67.3 percent were somewhat or very satisfied with the currency of resources (N=171).
- 61.4 percent were somewhat or very satisfied with the quantity of materials (N=176).
- 67.2 percent were somewhat or very satisfied with the quality of materials (N=177).
- 62.3 percent (109/175) were somewhat or very satisfied with the variety of materials (N=175).
- 36.4 to 39.6 percent indicated “don't know” to the five ratings, suggesting limited or no familiarity or use of the resources.

Equipment: Computer Labs and Testing Center

The Library Computer Lab: The library provides technology resources to support teaching, learning, and student success, including computers, color and black and white laser printing, photocopiers, and audiovisual equipment. Computer hardware and software purchases and donations are evaluated by the library's information technology committee, taking into account student needs as expressed in surveys and informal feedback, maintenance considerations, and budget.

Of the numerous labs available on campus, the primary student open lab is in the library, with eighty desktops. Additionally, fifty laptops are available for students to borrow for use in the library, provided that the user has a UH System library card. (Non-UH-affiliated users are allowed access to computer equipment provided their activities are not disruptive to other patrons.) According to a FY2011 statistics report, the computing lab logged 166,935 use sessions for its public desktops and laptops, a 19 percent increase over FY2009 ([Reference](#), Endnote 2C:10, p.3).

An increase in electronic resources and headcount indicated a need for more computers, which corresponded to comments made in the annual student survey ([Reference](#), Endnote 2C:11). As a result, the library has replaced all of its existing desktop computers with newer machines and added fifty-three desktop computers and thirty-four laptops to its open computer lab since 2006, bringing the total computer count from thirty-one to over one-hundred-forty-five. The library also evaluated and purchased thin client computers as a cost-cutting measure for its instruction classroom and are now evaluating their performance during database searching and source-evaluation classes.

The 2011 library survey, administered to both face-to-face students and distance learners, showed that 92 percent of the students who responded agreed that the library's computers meet their needs.

Other Computer Labs: The primary labs on campus (aside from those in the Library) are listed in the table below:

Table 13. Primary Labs (Not Including the Library) at the College

| Lab Name | Desktop/Laptop Computers for Access | Primary Users |
|---|-------------------------------------|--|
| Mālama Hawai'i Center (Manono-Fall 2010/Mānele Bldg-Spr 2011) | 24 desktops | Mālama Hawai'i Students |
| Kahikoluamea Center ('Iliahi 231) | 9 Desktop / 60 Laptop | Kahikoluamea Students |
| TRIO Student Support Services (TRIO-SSS) ('Iliahi 113) | 5 Desktop/24 Laptop | TRIO Students |
| Health Science (Kauila) | 20 Desktop /20 Laptop | Health Science Students |
| Business (Kōpiko) | 133 Desktop /33 Laptop | Business Students |
| Culinary Arts ('Ōhelo) | 36 Desktop/34 Laptop | Culinary Arts Students |
| Hospitality ('Ōlapa) | 65 Desktop/30 Laptop | Hospitality Students |
| Economics Lab (Olonā) | 16 Desktop/30 Laptop | Econ Students and by Social Sciences faculty in their classrooms |
| STEM Center | 6 desktops, 10 laptops | STEM students |

Support for Other Computer Labs: In January 2005, the College created the Center for Excellence in Learning, Teaching and Technology (CELTT) to promote the College mission and emphasis on learning-centered education.

CELTT provides campus-wide access to information technology by supporting the maintenance of computer labs and providing technology training for faculty and staff. CELTT 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, and development of computer software, computer maintenance, and audiovisual resources that support student learning.

CELTT employs two information technology (IT) specialists who provide support for the College's computer labs and learning centers. Other departments, programs, and units have IT specialists to manage and upkeep their labs, including the Business, Legal and Technology (BLT) lab in Kōpiko, the New Media Arts (NMA) lab in Koa/Kōpiko, the

STEM lab in Kokio, and the library lab. Some computer labs are primarily used as classrooms; some are specialized for particular areas of study; some are open-use computer labs. As the numbers of web-enhanced, hybrid, or online classes being offered increases, technical support for the computer labs is essential.

Computing and Testing Center (CTC): In addition to its computer lab, the library also houses the Computing and Testing Center. Equipped with twenty-four desktops, it supports placement testing, TOEFL testing, and testing for classes. In Spring 2012 CTC started piloting ATI Nursing testing services to supplement the admissions testing services offered by the Nursing department. (See II.C.2 for more details.)

Enhancing Student Learning Outcomes in Information Literacy

The library assesses student learning outcomes (SLOs) as part of its tactical plan ([Reference](#), Endnote 2C: [12](#)):

- SLO 1: The student will evaluate information and its sources critically. (B6)
- SLO 2: Students will be able to successfully use the library catalog, find books on library shelves, and use electronic resources to find journal articles. (B6)
- SLO 3: Students will be able to acknowledge sources. (B6)

To deliver these outcomes, the library holds information literacy workshops for students as part of its Secrets of Success workshops as well as customized workshops for specific classes. (For a description of these workshops, see II.C.1.b below.)

In question 18 of the fall 2011 survey, 82.1 percent of faculty and staff indicated that the Library and Learning Resources (LLR) facilitated their work to promote student learning and success “greatly” or “to some degree” (N=297) ([Reference](#), Endnote 2C: [13](#), Data Book Two, p.24, Question 18).

Tutoring and Student Learning Outcomes

Because the library’s mission is to support student learning, tutoring and other academic support activities were moved to the library; however, additional staff and funding were not provided with the move, so the library could not deliver tutoring and other support activities. Tutoring remains de-centralized and not systematically supported, offered by departments or programs who have funds to support tutoring.

Currently, nine programs offer tutoring services on the campus: Business, Information and Computer Science, STEM (Science, Technology, Engineering and Math pathway students), Kahikoluamea (remedial and developmental education), Mālama Hawai‘i (support for Native Hawaiian students), First Year Experience, Student Engagement, International Café, and TRIO/SSS (support for first-generation college students). All programs except one gather quantitative data, and several gather qualitative data, to assess and improve services.

Two of the programs, Business and STEM, gather data on the content of the tutoring session from the student as well as information on course grades from faculty. These data are used to make correlations between tutor use and grade improvement. In this way, these two programs are evaluating the relationship between the service and intended student learning.

Some programs are moving to a model of peer mentors rather than peer tutors, where the peer mentors also serve in an essential role in engaging students and producing student learning outcomes. For example, the STEM program uses peer mentors in peer led unit study (PLUS) sessions. Funded by a National Science Foundation (NSF) grant, the PLUS program links tutoring to a specific course and professor. The peer mentors are advanced students in math, physics, biology or chemistry who work closely with a course professor and review course material with students in the PLUS sessions.

In fall 2010, nine STEM courses offered optional PLUS sessions with a peer leader, impacting a total of 74 students. Data indicate that students who attended PLUS sessions passed the course with a grade of C or better at a higher rate than students who did not attend PLUS sessions. Data also suggest a correlation between the number of times students attends the sessions and their final grade in the course ([Reference](#), Endnote 2C:14).

In the Business program, tutors report students' questions to faculty to help faculty determine what material the students find the most challenging. Faculty can then use this information to modify classroom teaching.

Data on tutoring from the Kahikoluamea Department have most recently been used to advocate for the hiring of a learning support coordinator to oversee tutoring throughout the campus. The data gathered during the spring 2011 semester on the number of visits and the courses for which students were seeking assistance indicate that Kahikoluamea tutoring services supported over 1005 visits by students in over seventy different courses. The tutoring in Kahikoluamea is directed to supporting students in its pre-transfer classes. However, approximately 70 percent of the visits (700 out of 1005) were from students in transfer-level courses.

To support students in online classes and to increase tutoring access for all students, Smarthinking was contracted by the UHCC System beginning in fall 2011 for use by all UHCC students. Smarthinking is an online tutoring service integrated into the MyUH Portal and is available twenty-four hours a day, seven days a week. Each student is allotted five hours of online tutoring at no charge; additional tutoring support can be purchased for \$35 per hour or through reallocation of unused hours, if available. Online tutoring is offered in math, writing, statistics, Spanish, biology, chemistry, organic chemistry, physics, anatomy and physiology, economics, finance, and accounting. As of February 2012, 396 students had accessed 256 hours of online tutoring time ([Reference](#), Endnote 2C:15).

Self Evaluation

The College partially meets the Standard. In the recent survey, 82.1 percent of faculty and staff indicated that the Library and Learning Resources (LLR) facilitated “greatly” or “to some degree” their work to promote student learning and success (N=279) ([Reference](#), Endnote 2C: [16](#), Data Book Two, p.24, Question 18). However, question number 22 indicates over a third of the faculty/staff are not familiar with the collections ([Reference](#), Endnote 2C: [17](#), Data Book Two, p.29, Question 22). Library services including computer labs and the testing center are meeting the needs of students. However, centralization is needed to ensure consistency in tutor training, the pay rate for tutors, the roles of tutors, and availability of tutor services. Data on tutorial services also need to be collected more systematically to assess and improve tutoring.

Actionable Improvement Plans

The hiring of a learning support coordinator to oversee tutoring across campus will ensure consistency in services provided to students.

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

Information Literacy Instruction

Library instruction supports the College’s commitment to information literacy and aligns with the Association of College and Research Libraries (ACRL)’s information literacy competency standards for higher education.

Learning Outcomes: The library has established the following student learning outcomes (SLOs) for information literacy:

SLO 1: Students will be able to access needed information. Objectives include:

- Gain familiarity with the library (e.g., services, resources, layout).
- Access appropriate sources for specific needs.
- Use Hawai‘i Voyager the University of Hawai‘i System’s online public access catalog, to find books.
- Find books on the library shelves.
- Use electronic resources to find journal articles.
- Email/print/save articles found in electronic resources.

SLO 2: Students will be able to evaluate information and its sources critically. Objectives include:

- Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Determine if the information found meets their information needs.
- Recognize that searches may be limited or expanded by modifying search terminology or logic.

SLO 3: Students will be able to acknowledge sources. Objectives include:

- Retrieve the source's citation information found in electronic databases.
- Check database-generated citations for errors.
- Use MLA/APA style correctly.

Customized Workshops on Information Literacy: The library acts purposefully to teach these competencies through customized workshops on accessing library resources, evaluating information, and acknowledging sources, tailored to the needs of each course and course assignment ([Reference](#), Endnote 2C: [18](#)).

Faculty may contact the library to arrange a customized workshop on information literacy. In preparation, librarians communicate with the faculty to review specific course content and discuss the objectives and execution of the instruction session. Sessions are also held at Leeward Community College and Windward Community College to serve the needs of students in our satellite Nursing program.

In these sessions, librarians use hands-on exercises to promote active learning. The activities include locating books from the stacks, finding full-text articles from the electronic databases, evaluating websites, and conducting group presentations on how to use electronic databases ([Reference](#), Endnote 2C: [19](#)).

During the 2011-2012 academic year a total 372 workshops were conducted, servicing 5,044 students. These workshops were delivered in conjunction with courses in a variety of disciplines across the campus, including courses in English, Culinary Arts, Hawaiian Studies, Nursing, Psychology, Family Resources, Speech, and Pre-College Communication.

The library is currently exploring additional ways to service distance learning students. Synchronous distance education classes that interact with librarians are not currently available, though digital versions of handouts with hyperlinks are offered to instructors who teach online ([Reference](#), Endnote 2C: [20](#)). The library is in the process of creating a subject guide website to help students find resources that are best utilized for their courses. The library is also investigating ways to develop and provide instructional content through Lulima, the University of Hawai'i's content management system (CMS), and Blackboard Collaborate, the virtual office-hours management tool.

After their information literacy sessions, librarians reflect on student learning of information competencies and the effectiveness of the library session. This reflection comes from direct and indirect assessment through observation, student performance, course instructor feedback, surveys, and/or tests. Librarians use these data to revise handouts, instruction delivery, lesson design, assessment methods, etc.

To assess on a larger scale, the learning resources librarian and the College's student learning outcomes coordinator lead a yearly review that includes aggregating data and making suggestions for improvement of the instruction program based on those data. The library has completed two cycles of workshops, details of which can be found in the Library Assessment Report ([Reference](#), Endnote 2C:21).

The library continues to improve its information literacy sessions, increasing partnerships with instructional faculty and the number of sessions it conducts. One example of the enhanced partnerships is a collaborative project between a librarian and a writing teacher that integrates a two-day long research activity into both developmental and college writing, launched in Fall 2011.

Secrets of Success Workshops: The Secrets of Success (SOS) workshop series is intended to help students succeed by teaching them basic learning, study, and technology skills.

More than 50 sessions (over 35 unique workshops) are conducted each semester, and an additional 20 sessions are offered over the summer on various topics: Library Resources, APA and MPA Referencing, Microsoft Office 2007 (Word, Excel, PowerPoint), Laulima (The UH System Web-Based Instructional Interface), Making the Most of College, Textbook Reading Strategies, Taking Notes, Exams and Tests, Time Management, Communication Skills, How to Survive In An Online Course, Improve Your Vocabulary and Grammar, Thinking through History, Introduction to A Foreign Language.

The Secrets of Success (SOS) website was created to help promote and support the SOS workshops ([Reference](#), Endnote 2C:22).

Evaluations of the workshops ask participants to indicate their response to the statement "The Workshop was Helpful," with 1.0 being "Strongly Disagree" and 4.0 "Strongly Agree." The mean rating is 3.75.

Reference Services: The reference desk, centrally located on the first floor, provides services Monday through Friday. Reference librarians assist patrons through in-person consultation, phone, and email. In AY2011-2012, reference librarians answered over 5,752 inquiries ([Reference](#), Endnote 2C:23). Through reference services, the library helps students in one-on-one scenarios to access library resources and troubleshoot technology problems. Reference staff assist students who had previously taken a formal library session and seek further help.

As another way to reach out to students and provide additional access points to resources, the reference librarians maintain a Facebook page ([Reference](#), Endnote 2C:24) and a blog ([Reference](#), Endnote 2C:25).

Students may also request help from a librarian through an “Ask a Librarian” email reference service, or they can call the library for assistance ([Reference](#), Endnote 2C:26).

Reference librarians confer among themselves informally in-person, through email, and at twice-monthly reference meetings to discuss challenging questions, issues, and ways to improve service.

Self Evaluation

The College meets the Standard. Ongoing instruction is provided through formal library instruction, SOS sessions, and reference services. The Library and Learning Resources Unit tactical plan targets improvements in learning support services

Actionable Improvement Plans

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library Access

Regular library hours are as follows:

Table 14. Library Hours

| Fall and Spring Library hours: | Summer Library hours: |
|--|---|
| Monday - Thursday: 7:30am - 7:00pm Friday: 7:30am - 4:00pm Saturday: 8:30am - 4:00pm Sunday: Closed | Monday - Thursday: 8:00am - 6:00pm Friday - 8:00am - 4:00pm Saturday - Sunday: Closed |

The Library is closed on state holidays and during campus closure.

Requests from the library’s annual student surveys prompted the library to extend its hours for the week of final examinations, starting Fall 2009, and on Saturday starting

Spring 2011 ([Reference](#), Endnote 2C:27). As a result, during final examination periods, the library, its computer lab and its testing center are open an extra hour per day (Monday - Thursday), and are open on the Saturday preceding final exam week. The Testing Center is open also on the Sunday preceding final exam week. Quantitative data indicate that during finals, this has been beneficial to students ([Reference](#), Endnote 2C:28).

Access to Electronic Resources

The library subscribes to nearly 50 online databases that provide on-campus and remote access to all of the College's students and faculty twenty-four hours a day, seven days a week via any computer or mobile device with Internet access. These databases contain full-text journal, magazine, and news articles, e-books, and streaming video. The library also links to free and authoritative open source sites when possible, for example, the Hawaiian Journal of History and digitized books at Ulukau for Hawaiian Studies.

Nursing Program Satellite Sites

In 2009 the College's Nursing program created satellite sites at two other community colleges in the University of Hawai'i System: Windward Community College and Leeward Community College. The library worked with the Nursing department to catalog and transport books to these two sites, where they are housed in the libraries of those two campuses. In addition, students and faculty can request the transport of library books from any University of Hawai'i campus to any other via IntraSystem Loan. Print resources support the nursing students and faculty at these sites, supplementing the remote access to electronic resources that the library provides. Librarians also travel to these satellite sites to hold instructional sessions to familiarize students with databases.

Equal Access to Resources

Library resources both in print and electronic format are accessible to all students, faculty, and staff in all instructional programs. Formal instruction sessions are available to all instructors and their classes. To assist with any individual questions, reference services are provided in person, via email, and also via phone to support both face-to-face and distance education students. For online users, additional access points to the library's resources are found on the library's Facebook page ([Reference](#), Endnote 2C:29) and at the Lailima instruction site ([Reference](#), Endnote 2C:30). An Americans with Disabilities Act (ADA)-compliant PC equipped with Kurzweil Reading technology and JAWS visually-impaired magnification software is available on the first floor of the library.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library Maintenance

Technical services staff maintain and mend the books and other materials in the library's collection. Circulation staff coordinate regular maintenance of the collection. These activities include shelving and monitoring the condition of print materials on the shelves. An inventory of the major library collections was conducted in Summer 2010. According to the circulation report on inventory statistics, the number of missing books was less than 3 percent ([Reference](#), Endnote 2C:31). This inventory excludes the oversize collection and the R section, which includes the Nursing section since the Nursing faculty worked with the technical services librarian to assess titles for their program accreditation.

Campus auxiliary services staff are responsible for daily upkeep and cleaning of the library's physical environment. Problems noted in the 2006 report regarding mold, a leaky roof, and faulty air conditioning have been addressed. The library renovated its air conditioning system in 2007. The current air conditioning system keeps the humidity and temperature of the building at optimal temperatures for continued upkeep of physical materials.

One full-time technician is responsible for the security and maintenance of all public and staff computers in addition to related equipment in the Library and Learning Resources unit. This technician keeps all system updates and virus-detection software current and operational as well as oversees warranty service on all hardware.

Public desktop and laptop computers for students require authentication (University of Hawai'i user name and password) and are currently running Microsoft Windows 7 or XP. In addition to spyware and virus detection software, a program called SteadyState is also installed on all public computers. SteadyState restores the computer to a clean default state each time a computer is rebooted. In securing the library's networks, the library technician is assisted by staff from 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 that alerts the Circulation staff if it detects a library item that has not been properly checked out. Items, including the circulating laptop computers, are tagged so that they will set off the library's book-detection system if they are removed from the premises. Fire exit doors sound a loud audible alarm when opened.

Only staff members and custodians 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 or campus security if any problems occur. Campus security officers check the exterior of the library as part of their regular rounds and are responsive to any needs for staff security.

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. The library conducted an inventory of its Hawaiian Collection in 2008 and 2010 and of its General Collection in summer 2010, which indicated few missing items. Network security has also been enhanced.

Computer Labs and Learning Centers

The open access labs (Kōpiko, Lama, Kahikoluamea and Mamane), discussed in III.C.1.a, 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

The College meets the Standard.

Actionable Improvement Plans

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and 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: The library's electronic resources are one of the contracted services; the majority of the databases 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 College's library to purchase electronic resources that would otherwise be unaffordable.

The library is a member of the following consortia:

- *Hawai'i Library Consortium*: This statewide consortium includes academic, public, private, and special libraries throughout Hawai'i. Through the consortium, the College's library receives access to a package of full-text databases from EBSCOHost covering a broad range of subjects ([Reference](#), Endnote 2C:32). EBSCOHost databases are the most heavily used electronic resources in the library ([Reference](#), Endnote 2C:33).
- *Medical Libraries Consortium of Hawai'i*: The library purchases Journals@OVID and STAT!Ref through this consortium. An evaluation of usage statistics, cost, and feedback from instructional faculty led to the cancellation of MDConsult in December 2010, previously purchased through this consortium.
- *Community College Library Consortium*: The library currently subscribes to the Garland Encyclopedia of World Music (Alexander Street Press) and Cochran Library of Health Resources and Science through this California-based consortium.

University of Hawai'i System Libraries: The University of Hawai'i Library Council, consisting of all head librarians of the University of Hawai'i System, meets monthly to ensure cooperation and to standardize systemwide 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 systemwide shared Library Integrated Management System, Hawai'i Voyager. The system for purchasing is designed as a "cooperative" model wherein each campus is designated its own budget and consensus (and corresponding funding contribution) is required to make any systemwide purchase.

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 request books through IntraSystem Loan, renew borrowed items online, email and text message search results, and click on hypertext links in bibliographic records.

The University of Hawai'i System Libraries' contract with the vendor for Hawai'i Voyager software maintenance is reviewed annually for renewal.

Through IntraSystem Loan, users of the College's 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 the College's library. During AY2010-11, the library sent 1,447 items to other University of Hawai'i System Libraries and received 435 items requested by the College's users ([Reference](#), Endnote 2C:34).

The systemwide 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](#), Endnote 2C:35) and updated in 2011 ([Reference](#), Endnote 2C:36).

In addition to the evaluations conducted by the above-mentioned committees, councils, and consortia, the library also looks at informal feedback from faculty and students, and observations made at the reference desk and during instruction. The purpose of these evaluations is to determine the types of materials that faculty and students request from other libraries within the UH System as well as the frequency with which these items are requested.

The library has just entered into a contract with the UH Mānoa Library to provide digital repository services for long term storage and access of the College's important digitized and born digital documents. Use of the repository's services will be evaluated by software that tracks the number of downloads of digital items.

In the student survey conducted in Spring 2011, 95 percent of respondents felt that the computer resources in the library are important to their success at the college; 95 percent responded that they are able to use the library's online book catalog, Hawai'i Voyager, to find the books they need; and 90 percent of the respondents get enough articles from the library databases to meet their class needs ([Reference](#), Endnote 2C:37).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The library develops a tactical plan every three years that outlines its goals, objectives, and evaluation strategies to ensure continued improvement of its services, based on assessment data that include an annual student survey data, data on collection usage, comparison of headcount to historical data, decrease in wait time, increased access to digital collections, and assessment of student learning outcomes for instruction ([Reference](#), Endnote 2C:38).

The library uses informal faculty and staff feedback to inform effectiveness and connection to curriculum in areas such as collection development and reference. Faculty discuss with the library issues such as plagiarism and quality of sources and share ideas for expansion of the instruction program.

Improvements resulting from its evaluations include the following:

Longer Library Hours: Requests from the library's annual student surveys prompted the library to extend its hours, resulting in extended hours during the week of final examinations starting Fall 2009, and Saturday operating hours starting Spring 2011 ([Reference](#), Endnote 2C:39).

Additional Computers: The annual student survey for the library indicated a need for more computers in the library. So did the increase in electronic resources, online classes, and usage data ([Reference](#), Endnote 2C:40). As a result, the library added 53 desktop computers and 34 laptops to its open computer lab since 2006, bringing the total computer count from 39 to over 145. The library has also purchased thin client computers as a cost-cutting measure for its classroom and is now evaluating their performance during database searching and source-evaluation classes. Computer usage is a first step in enabling students to attain student learning outcomes for programs across the campus that require technology literacy.

Printing System for the STEM Center: Printing supports student success to produce course-related works such as essays, PowerPoint slides, and images for poster boards. In 2010, STEM program faculty requested help with printing for the STEM Center. The library configured the same print server system as the one housed in the library and now maintains both of them, promoting a consistent print and payment system for the campus.

Computer Software Help for the Ulu Pono Program: While the reference staff members are very accommodating and are willing to help students multiple times if they require extra help, it became apparent through observations in spring 2011 that students in the Ulu Pono program needed extensive help with Microsoft Word and basic computer functions. The library was proactive in contacting the program, and discussions led special instruction sessions on Microsoft Word to ensure that students had the ability to start and complete assignments that required word processing and special formatting.

Testing Services: The Computing and Testing Center (CTC) was originally established to support placement testing. Its services have expanded to support testing for face-to-face, hybrid, and distance education courses. CTC produces quarterly and annual reports on its placement and academic testing activities.

Since FY 2008 there has been a 132 percent increase in demand for academic testing as the Center accommodated a recession-based surge in student enrollment and the College's goal toward increasing course offerings online. During finals week of Fall 2010 CTC experienced an unprecedented demand for testing and students waited for hours to take their final exams. In response, CTC studied its data and instituted improvements so

that, in Spring 2011, the longest waiting period was reduced to 30 minutes ([Reference, Endnote 2C:41](#)). More improvements were made in Fall 2011, and in Spring 2012 the longest waiting period was 10 minutes. CTC continues to work on improvements.

The CTC also keeps information on student satisfaction, having moved its student satisfaction survey to an online format in 2011. These student satisfaction data and statistics on placement and academic testing are reported in the Annual Academic Support Program Review ([Reference, Endnote 2C:42](#)). After a major move of CTC from 'Iliahi to Lama building, CTC used the satisfaction survey data to determine that students liked the new location.

Learning Support Services: The reorganization of the College in 1998 resulted in tutoring and academic support activities being moved to the library; however, lacking additional staff and funding, the library could not sustain tutoring, training, and additional academic support activities. (See "Tutoring and Student Learning Outcomes" in II.C.1.a above.) Still, tutoring is assessed in the Annual Report on Program Data for Academic Support Services, as part of the College's cycle of institutional planning and improvement, described in I.B.3 ([Reference, Endnote 2C:43](#)).

Self Evaluation

Library

The College meets the Standard for library services. The library has a tactical plan ([Reference, Endnote 2C:44](#)) that is updated every three years and performs an annual program review ([Reference, Endnote 2C:45](#)). Overall, a high level of satisfaction among library users is evident through the annual library survey ([Reference, Endnote 2C:46](#)). The library has shown evidence of soliciting feedback from students, faculty, and staff, and making changes to better meet student needs. The College does not have a centralized learning assistance center. Learning support including testing, 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 Learning Support Services.

Tutoring

The College partially meets this Standard. Standardization is needed for consistency in tutor training, the pay rate for tutors, the roles of tutors, availability of tutor services, data collection and use, the identification of intended student learning, and a process for assessing the attainment of student learning outcomes.

Actionable Improvement Plan

The College will review best practices for tutoring and create a comprehensive and consistent plan to support tutorial services on campus.

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Standard 3: Resources

I ha‘aheo no ka lawai‘a i ka lako i ka ‘upena.



The fisherman may well be proud when well supplied with nets.

Mary Kawena Pukui, ‘Ōlelo No‘eau, #1152

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.

Descriptive Summary

The College has two categories of employees: (1) UH Board of Regents (BOR) appointees, including executives, faculty, and APT (administrative, professional, and technical) personnel; and (2) State of Hawai'i civil service employees, including building maintenance and janitorial personnel, groundskeepers, office assistants, secretaries and others.

Hiring and evaluation of BOR appointees are governed by BOR Bylaws and Policies, Chapter 9. Personnel ([Reference](#), Endnote 3A:1), and the UH System's policies and procedures for implementing the BOR policies ([Reference](#), Endnote 3A:2). State employees are employed in accordance with the Department of Human Resources Development's civil service policies and procedures ([Reference](#), Endnote 3A:3).

Establishing Qualifications for Employees

To ensure that personnel are qualified by appropriate education, training, and experience to provide programs and services, the UH System and the University of Hawai'i Community Colleges (UHCC) establish minimum qualifications (MQs) based on the duties and responsibilities of employees.

MQs for executive and managerial positions are described in UH System executive policy E9.205. Qualification Requirements for Academic Positions in the

Executive/Managerial Classification and Compensation Plan ([Reference](#), Endnote 3A:4), are based on duties and responsibilities described in Classification And Compensation Plan for the University of Hawai'i Executive Classes ([Reference](#), Endnote 3A:5).

MQs for faculty positions are established by the UHCC personnel office. Faculty are required to have at least master's degrees or equivalent in the subject or area they will be assigned to teach or work in. (See Minimum Qualifications for Faculty Positions, UHCC Human Resources ([Reference](#), Endnote 3A:6)). The MQs ensure that faculty members are qualified for the duties and responsibilities described in Faculty Classification Plan, Attachment 1 in the Guidelines for Tenure and Promotion ([Reference](#), Endnote 3A:7, p.11). The MQs are reviewed annually by the UHCC's Vice Chancellors for Academic Affairs or upon request to review by any campus in the System.

The UH System uses the APT Broadband online system to describe duties and responsibilities of administrative, professional, and technical employees. ([Reference](#), Endnote 3A:8). The Classification and Compensation Plan for the University of Hawai'i APT personnel ([Reference](#), Endnote 3A:9) describes the APT classifications based on banding (a measure of work complexity and supervisory responsibility) and career group (common work function). MQs for APT staff are based on the duties and responsibilities of their positions. All APTs must have appropriate baccalaureate degrees or equivalent background and experience. Other MQs may be established to meet the nature and scope of responsibilities of the positions.

Duties and MQs for civil service position are described in Class Specifications and Minimum Qualification Requirements, posted at the Department of Human Resources Development (DHRD) ([Reference](#), Endnote 3A:10).

In addition to MQs, desirable qualifications (DQs) identify criteria important to meeting the needs of the College's instructional programs and support units. Constituent faculty and/or staff participate in the discussion of DQs to characterize skills and knowledge required. The DQs are approved by the vice chancellors to ensure fit with the College's mission, needs, priorities, and outcomes stated in its strategic plan.

Ensuring that Employees are Sufficiently Qualified

To ensure that well-qualified applicants are hired for positions, the College follows a well-defined and rigorous hiring process, outlined in III.A.1.a below. To ensure that newly-appointed employees in faculty, APT, and civil service positions are capable of performing their duties and responsibilities, they serve probationary periods. The probationary periods are established in UH System policies, collective bargaining unit agreements, and civil service rules. Executive personnel are subject to annual performance reviews, as required by BOR policy. For details of the reviews of probationary personnel and executive personnel, see III.A.1.b below.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

Hiring Processes

BOR and civil service positions at the College are announced at Jobs at the University of Hawai'i, WorkatUH website ([Reference](#), Endnote 3A: [11](#)), and in local or national media, as needed for broader or targeted recruitments. Announcements describe the duties and responsibilities and the MQs and DQs of the positions. Procedures for application are also stated.

The College ensures that well-qualified personnel are hired through its multi-layered selection processes. After a position is established in alignment with the needs and priorities identified in the strategic plan, a screening committee is appointed for reviewing applications, interviewing applicants and recommending the best qualified to appropriate bodies and administrators. The UH BOR formally approves all hiring.

Executives are hired by the College in accordance with the UH System's A9.620 Recruitment and Reassignment of Executive and Managerial Personnel ([Reference](#), Endnote 3A: [12](#)). The Office of the Vice President for Community Colleges (VPCC) oversees the hiring of the chancellor and vice chancellors. Screening committees are composed of administrators, faculty, staff, students and/or community members.

Faculty and APTs are hired in accordance with UH System policy 9.540 Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel ([Reference](#), Endnote 3A: [13](#)). The collective bargaining unit agreement for the APT personnel also contains provisions for preferential rights to positions ([Reference](#), Endnote 3A: [14](#)).

Hiring procedures for civil service personnel are regulated by State of Hawai'i law and the relevant bargaining agreements. The Department of Human Resources Development (DHRD) website serves as a clearinghouse for information on all civil service employment ([Reference](#), Endnote 3A: [15](#)).

Hiring Faculty

The College's Human Resources office (HR) oversees hiring of faculty at the College. Faculty play a significant role in the hiring process by serving on screening committees.

In response to position announcements, applicants submit the following: 1) a faculty CC Personnel Form 27A application form ([Reference](#), Endnote 3A: [16](#)); 2) graduate and undergraduate transcripts(s) showing degrees and coursework to date; 3) a one- to two-page statement outlining the ways in which the applicant meets the MQs and DQs; and 4) three letters of recommendation.

Meeting MQs: The screening committee reviews the applications to check that applicants meet the MQs. Applicants must meet the MQs to be considered for hire. If none of the applicants meets the MQs, the position is re-advertised and new applications are reviewed until there is a sufficient pool of qualified applicants from which to select the best qualified.

When a sufficient pool of qualified applicants is obtained, the screening committee reviews the applications to select the best qualified for interviews. Applicants in the pool are rated on their desirable qualifications (DQs), using rubrics ([Reference](#), Endnote 3A: [17](#)). Prior to interviews, the College's Equal Employment Opportunity /Affirmative Action (EEO/AA) officer reviews interview questions and rubrics to ensure EEO/AA guidelines are followed.

Assessing Applicants' Subject Matter Knowledge: Degrees or equivalencies establish that applicants have knowledge of their subject matter. HR verifies that transcripts have an official seal and are mailed directly from the degree-granting institution. To establish the equivalency of international degrees to degrees from accredited US post-secondary institutions, the College requires applicants to have foreign degree evaluated by agencies such as National Association of Credential Evaluation Services (NACES) and/or International Education Resource Foundation (IERF).

Assessing Applicants' Potential to Be Effective Teachers: The College's mission commits it to student learning (see section I.A.) and thus to effective teaching and support of learning. The screening committee reviews letters of recommendation for evidence of effective teaching. Vice chancellors or other supervisors contact references to verify the contents of an applicant's letters. Optionally, applicants may also submit student evaluations as evidence of their teaching effectiveness.

During the interview, applicants are questioned about their teaching in relationship to the duties in the position description: what strategies has the applicant used to 1) assess and improve student achievement of learning outcomes; 2) address the learning needs of diverse students; 3) integrate thinking and writing skills into course content; and 4) enhance learning through technology. If faculty will be required to teach distance education courses, desirable qualification and interview questions related to distance learning are integrated into the process. Finally, applicants may also be asked to perform a teaching demonstration as part of the interview, during which their planning, delivery,

content and materials, use of media, and overall effectiveness are assessed, using rubrics designed beforehand.

Assessing Applicants' Scholarly Activities: The duties of faculty stated in position announcements at Jobs at the University of Hawai'i, WorkatUH website ([Reference](#), Endnote 3A:18) include "engaging in professional development and professional or scholarly activities related to one's discipline or teaching." Faculty are expected to be current in the scholarship of their subject areas and in best teaching and assessment practices in their disciplines. Based on materials in the application and responses to interview questions, the screening committee assesses an applicant's currency of knowledge, familiarity with best practices in teaching and assessment, and record of professional development.

Hiring Lecturers (Adjunct Faculty)

Positions for lecturers are announced at Jobs at the University of Hawai'i, WorkatUH website ([Reference](#), Endnote 3A:19). Lecturers are required to meet the same MQs as instructional faculty. Department chairs interview applicants to determine their ability to teach effectively and to select those that best meet the needs of the department.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The College evaluates the performance of all BOR appointees, as required by policy ([Reference](#), Endnote 3A:20, p.9-37, Section 9-13) in order to do the following:

- Assure the University and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage;
- Recognize excellence and provide incentives for superior performance;
- Provide a means for the improvement of performance in furtherance of the University's mission.

Evaluations are designed to assess the performance of duties as outlined in the classification plans for employees. (See III.A.1.a above.) Procedures for evaluation for appointees have been developed by appropriate administrative bodies, in consultation with employee unions.

Civil service personnel are evaluated annually. The supervisor uses Performance Appraisal System (PAS) forms HRD 526 ([Reference](#), Endnote 3A:21) and HRD 527 ([Reference](#), Endnote 3A:22), developed by the DHRD, to assess and document the quality of work, reliability and achievement of agreed upon goals.

Evaluating Faculty

Probationary and temporary faculty are evaluated for contract renewal. Peer evaluations are conducted every semester; the evaluations include observations of classroom performance and a review of other duties and responsibilities, which include institutional service contributing to college-wide, department, and discipline projects identified in the College's strategic and tactical plans. Participation in professional development, professional activities, and public service is also assessed.

The procedures and timelines for contract renewal for probationary and temporary faculty as well as tenure and promotion are outlined in the 2009-2015 agreement between the University of Hawai'i Professional Assembly (UHPA) and the University of Hawai'i Board of Regents (UH-BOR) ([Reference](#), Endnote 3A:23).

The College provides guidelines for faculty contract renewal in its Contract Renewal Checklist and Guidelines ([Reference](#), Endnote 3A:24). Tenure-track faculty submit a comprehensive self-assessment dossier for contract renewal in the second and fourth years of a five-year probationary period. Temporary or non-tenure-track faculty are required to submit annual contract renewals (until they are successfully promoted). The dossiers must include evidence of effectiveness that is both qualitative (e.g., peer evaluations of classroom performance) and quantitative (e.g., data from student feedback surveys).

In contract renewal dossiers, probationary and temporary faculty set goals and objectives to improve in their performance of teaching and institutional service. Reviewers, which include peers, department personnel committees (DPC), department chairs and unit heads, deans, and the vice chancellors and/or Chancellor, also suggest areas for improvement. After their first contract renewals, faculty applying for subsequent contract renewal are asked to address their goals and objectives from the previous contract period as well as any recommendations. They also list and describe new goals and objectives.

After completing the fourth year of probationary service, tenure-track faculty submit their applications for tenure and promotion to the next rank, typically from rank C-2 to C-3. The expectations for promotion are described in the Guidelines for Tenure and Promotion ([Reference](#), Endnote 3A:25, p.9).

Post-tenure, faculty may apply for promotions after completing three years of service. Promotion dossiers are reviewed for performance at the rank to which the faculty are applying. Tenured faculty who choose not to apply for promotion or who have reached the highest rank (C5) are evaluated at least once every five years, as required by BOR policy. The College delegates the five-year review of faculty to the department chairs and unit heads, who conduct the reviews.

Faculty who have administrative responsibilities (i.e. department chairs) are subject to additional evaluation by their peers through an online survey ([Reference](#), Endnote 3A:26). Administered at the end of spring semester, the survey is designed to evaluate the chair's or unit head's performance of duties specific to his or her appointed positions: governance, personnel management, curriculum management, planning and budgeting, and matters related to students. A report that contains descriptive aggregated numerical results and open-ended comments are compiled and returned to the chairs for their review, to be used for improvement, as needed.

Evaluating Lecturers

Each department develops guidelines and procedures for lecturer self-assessments. A sample from the Math and Sciences Department is available ([Reference](#), Endnote 3A:27). Lecturers at level A (up to 75 credits taught) are required to conduct student feedback surveys of their classes each semester and turn in annual self-assessments that include the results of the surveys. Peer evaluations may also be required. The requirements for self-assessment by lecturers at level B (76-149 credits taught) and C (150+ credits taught) are also established by departmental guidelines and procedures. The self-assessments serve as a basis for improvement in teaching.

Evaluating Executives

Executive personnel are evaluated annually, as required by BOR Bylaws and Policies, Chapter 9. Personnel, Section 9-12, Part IV Conditions of Service ([Reference](#), Endnote 3A:28, p.9-30, Section 9-12). The performance categories and criteria are based on the measurable outcomes identified in UHCC System and the College's strategic plans. The evaluations are the basis for reappointment and for consideration of salary adjustments and performance incentive awards.

A "360 Degree Performance Assessment" survey is used to get feedback from constituents, peers, and subordinates ([Reference](#), Endnote 3A:29). After receiving the results of the survey, executive personnel write self-assessments, including a status report on goals and performance measures set in the previous year and an action plan setting new goals and performance measures for the following year.

The Chancellor meets with executives to review the evaluation and recommend improvements in performance for the following year. The Office of the Vice President of the Community Colleges and the President of the University of Hawai'i review the Chancellor, using a similar process.

Evaluating APT Personnel

APT personnel are evaluated in accordance with BOR Administrative Procedure A9.170 Performance Evaluation of Administrative, Professional and Technical (APT) Personnel ([Reference](#), Endnote 3A:30). APT personnel undergo annual performance evaluations using the APT Broadband online system (Office of Human Resources University of Hawai'i) ([Reference](#), Endnote 3A:31). The supervisor, in consultation with the staff member, establishes performance expectations in three general areas: Competency, Quality, and Productivity. The staff member is rated as exceeding, meeting, or not meeting expectations. As the duties and responsibilities of APT personnel are directly related to the College's needs, the annual review performance expectations address improving institutional effectiveness.

During a three-year probationary period, the staff member may be terminated without recourse for not meeting expectations. After employment security is attained, the staff member may be nominated for and awarded special compensation for exceptional performance. When the staff member does not meet expectations, he or she is granted a six month period of improvement, with an extension of three months, if needed. After this period of improvement, an APT staff member may be terminated if subsequent performance is not improved.

Evaluating Civil Service Personnel

Civil service employees are evaluated after an initial six-month probationary period and thereafter annually (more frequently, if necessary). The process is coordinated by HR to ensure a fair, timely and constructive performance evaluation. The process begins with a meeting between the supervisor and the employee, at which the supervisor sets performance goals and expectations, targeting improvements. The supervisor uses Performance Appraisal System (PAS) forms HRD 526 ([Reference](#), Endnote 3A:32) and HRD 527 ([Reference](#), Endnote 3A:33) to assess and document the quality of work, reliability and achievement of agreed upon goals.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

All faculty and staff in student learning programs and support units of the College share the responsibility of facilitating student learning and attainment of student learning outcomes.

The Role of Faculty in Producing Student Learning Outcomes

The Faculty Classification Plan ([Reference](#), Endnote 3A:34, p.11) describes the primary responsibility of faculty as “teaching and learning or the professional support of teaching and learning, or a combination of both (including both credit and non-credit areas).”

Section B. Primary Responsibility of Faculty requires that faculty, “[w]here appropriate, ... design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success.”

The template used for announcements for recruiting faculty positions includes language on teaching and learning outcomes in its description of duties:

Under general supervision, [faculty] design, deliver, and assess instruction in terms of student-learning outcomes; develop and/or update course content and materials and teaching and assessment strategies and methods to improve student attainment of learning outcomes.

Faculty Discussions about Assessing and Improving Course Competencies and Program Learning Outcomes

The Faculty Senate’s Ad Hoc Committee on Student Learning Outcomes (SLOs) has designed an assessment of student learning in programs and courses (described in II.A.1.a and II.A.1.c) to ensure that substantial faculty dialogue takes place about improving learning outcomes. As part of this assessment, faculty design rubrics and set levels of expectations for student achievement, as well as make plans for improvement, including changes in teaching methodologies, course content or sequencing. These steps are documented in course learning reports (CLRs) ([Reference](#), Endnote 3A:35) and program learning reports (PLRs) ([Reference](#), Endnote 3A:36).

How the course learning assessments are improving learning outcomes is still too early to tell, as the first cycle of assessment will be completed in fall 2012 and implemented in spring 2013, followed by the assessment of the improvement strategies. Program learning assessments are also in progress; early results of improvements are reported in II.A.1.c.

Professional Development in Support of Developing and Assessing Course Competencies and Student Learning Outcomes

Faculty have opportunities to learn about SLOs and assessment through various workshops offered at the College and elsewhere in the system. In spring 2007, the

College invited nationally-recognized consultant Ruth Stiehl to conduct workshops on creating measurable student learning outcomes. Since then, the College has offered more than twenty-five workshops (some offered numerous times) on developing learning outcome statements and rubrics to assess them. For a listing of the workshops offered since 2007, see SLO Assessment Workshops ([Reference](#), Endnote 3A: [37](#)).

Faculty and Lecturer Self-Assessments

The contract renewal guidelines (see Standard III.A.1.b above) require probationary tenure-track faculty and non-tenure-track faculty to produce a self-assessment of teaching ability with respect to courses taught, including a discussion of effectiveness, learning outcomes, and student responses to their teaching efforts.

In applications for tenure and promotion, faculty are required to demonstrate that they have effectively performed their duties, which includes “[w]here appropriate, ... design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success.” (Tenure and Promotion Guidelines.)

In memos responding to faculty self-assessment dossiers, the Chancellor has recommended faculty to be engaged in campus discussions of SLOs and to participate in professional development workshops that assist faculty in using SLOs to improve learning, as part of their teaching and non-teaching goals for the following year ([Reference](#), Endnote 3A: [38](#)).

Lecturer Self-Assessment: Guidelines for lecturer self-assessment (see III.A.1.b) ask lecturers to address student learning outcomes. For example, lecturers in the department of Languages, Linguistics and Literature (LLL) are required to write an annual 2-3 page self-assessment memo to the department chair, including responses to the following questions:

- What strategies, methods, materials, and/or assignments did you employ to create a positive learning environment and to assist students in achieving the course objectives?
- If you submitted a self-assessment the previous year, how have you implemented the improvements you, your peer evaluator, or your department chair suggested? Based on data from your grade distribution reports, your student feedback surveys, and your peer evaluation, what improvements would you like to make next semester should you be assigned the course(s) again?

Self Evaluation

The College meets the Standard. Faculty play a role in assessing and improving learning outcomes and report on their activities in self-evaluation documents.

Actionable Improvement Plans

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Codes of Professional Ethics

The following table lists the professional codes of ethical conduct that guide the College's employees.

Table 1. Professional Codes of Conduct

| Reference | Personnel Impacted |
|---|--|
| 1. Standards of Conduct (Ethics), Chapter 84 of the Hawai'i Revised Statutes (Reference , Endnote 3A:39) | All State employees. |
| 2. University of Hawai'i Administrative Rules, Title 20, Chapter 2 Statement on Rights and Responsibilities of the University of Hawai'i Community (Reference , Endnote 3A:40) | University of Hawai'i employees. |
| 3. University of Hawai'i Executive Policy E1.203 Policy on Sexual Harassment and Related Conduct (Reference , Endnote 3A:41) | University of Hawai'i employees. |
| 3. University of Hawai'i Executive Policy E9.210 Workplace Non-Violence (Reference , Endnote 3A:42) | University of Hawai'i employees. |
| 4. University of Hawai'i Executive Policy E5.211, Policy for Responding To Allegations of Research and Scholarly Misconduct (Reference , Endnote 3A:43). | University of Hawai'i employees. "Misconduct" in research and scholarship is defined in this policy and the procedure for dealing with allegations. |
| 5. University of Hawai'i Executive Policy E5.214, Conflicts of Interest (Reference , Endnote 3A:44) | University of Hawai'i employees. A disclosure form regarding financial conflicts of interest is distributed annually. Completion of the form is required of all faculty members. |

| | |
|---|--|
| <p>6. Faculty Professional Responsibilities and Workload, Article IV of the 2009-2015 Agreement between the University of Hawai'i Professional Assembly (UHPA) and the University of Hawai'i Board of Regents (UH-BOR) (Reference, Endnote 3A:45, p.4).</p> | <p>University of Hawai'i faculty.</p> |
| <p>7. University of Hawai'i Community College Policy UHCCP #5.211 Statement on Professional Ethics (Faculty) (Reference, Endnote 3A:46)</p> | <p>UH Community College System faculty. UHCCP #5.211 Statement on Professional Ethics (Faculty) requires that the Chancellor provide a copy of this statement to all new faculty members. Faculty may access the policy online, as it also posted as part of the College's Faculty Handbook online (Reference, Endnote 3A:47).</p> |

Fostering Ethical Behavior

New faculty are introduced to professional ethics at a day-long orientation session ([Reference](#), Endnote 3A:48). Discussion of ethics is part of the "Know Your Syllabus" and "Get to Know Scenarios" portions of the session.

Service units at the college offer workshops that encourage ethical behavior, including recognizing sexual harassment (see III.A.4.a) and protection of personal information (see III.B.1.b). All new full time faculty, staff, and administrators are required to take and pass the online training course on sexual harassment.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Overview of the Faculty, Staff, and Administrators at the College

As of fall 2010 the institution had 384 full-time employees, 197 instructional positions and 187 in the administrative or support staff category.

Table 2. Number of Employees by Job Classification

| Fall 2010 | Full-Time Employees | Part-Time Employees | Totals | FTE Total |
|---|---------------------|---------------------|--------|-----------|
| Primarily Instruction BOR (UHPA) | 197 | 184 | 381 | 258 |
| Executive/Administrative BOR (no union) | 9 | 0 | 9 | 9 |
| Other professionals (support services) BOR (HGEA) | 97 | 4 | 101 | 98 |
| Technical and paraprofessionals BOR (HGEA) | 7 | 0 | 7 | 7 |
| Clerical and secretarial CS (HGEA) | 41 | 3 | 44 | 42 |
| Skilled crafts CS (HGEA) | 1 | 0 | 1 | 1 |
| Service/Maintenance CS (UPW) | 32 | 0 | 32 | 32 |
| Total | 384 | 191 | 575 | 448 |

Source: Integrated Postsecondary Education Data System, Winter 2010 Collection Surveys, Human Resources

The College uses the Integrated Postsecondary Education Data System (IPEDS) feedback report to compare the numbers of its employees to those at other community colleges of similar size across the country ([Reference](#), Endnote 3A:49, p.6). In fall 2010, in the

Instructional/Research category, the College had a slightly higher number of employees (258) than the average of its peer institutions (255).

According to the 2011 IPEDS report, the number of College's executives (9) (see Table 1, Section C) is well below the average of twenty-two executive/administrative positions per campus at comparable colleges. In the 2011 faculty and staff survey, however, 77.7 percent of respondents somewhat or strongly agreed that the institution had a sufficient number of administrators (N=237) ([Reference](#), Endnote 3A:50, Data Book Two, p.32, Question 23-8).

In the IPEDS data, the College had 98 personnel in the category of professional staff (support/services) compared to an average of 95 at comparable institutions. The number of non-professional staff (86) was much lower than at comparable institutions, which averaged 162.

Reorganization

The College periodically reviews the alignment of its organization with its mission and strategic plan, particularly when the mission and strategic outcomes are modified or revised. The College's current organization, which was approved in April 2009, was based on (1) the recommendations of ACCJC in the College's 2006 Accreditation Self Study ([Reference](#), Endnote 3A:51, p.14) and (2) changes in the internal and external environment, identified in the College's strategic plan for 2008-2015 ([Reference](#), Endnote 3A:52).

The reorganization was designed to improve the College's ability to (1) regularly assess its institutional effectiveness and implement plans for improvement based on analysis of research data; (2) place student learning and success at the centers of its mission and motivation to act; and (3) improve the focus and effectiveness in delivering services in support of learning ([Reference](#), Endnote 3A:53).

Assessing Staffing Levels

Programs and services assess their personnel needs in their program reviews and tactical plans. In their annual updates of the plans, programs and services may request additional personnel. Taking into account demand for programs and services and improvements needed, the Chancellor may shift vacant positions from one department or unit to another. When new positions are needed, the College may request positions from the UHCC office (reallocated from other campuses) or in the biennium budget requests, for new general-funded positions from the state. (See I.B.2. and I.B.3 for a description of the tactical planning and budgeting process.)

A reallocation of positions based on demand for services occurred in the Kekaulike Information and Service Center (KISC). Due to a critical backlog in evaluating credit equivalencies for students transferring into the institution, the Chancellor reallocated a faculty position to KISC to serve as the transition (transfer) counselor and approved the establishment of an additional temporary position to boost staffing levels to meet students' needs. Both positions address the needs of the increasing number of transfer

students entering the college. On a short-term basis, KISC provided overtime hours to current staff and hired an evaluator on a casual basis that resulted in the backlog being erased by the beginning of the spring 2012 semester. Other new allocations of positions are described in III.A.6.

Faculty: The College aims to have at least one full-time faculty member in every discipline that offers enough sections on a sustainable enrollment basis to employ a full-time faculty member. In CTE programs the College aims to staff each program with enough qualified fulltime faculty to teach all major courses.

The student/faculty ratio in fall 2009 was 18:1, allowing for faculty-student interaction and active-collaborative learning. The ratio is comparable to other campuses in the UHCC System.

The College employs a sufficient number of qualified full-time instructional faculty to perform its mission. (As of 2009, 55.8 percent of the instructional faculty were full-time.) Part-time faculty and lecturers are hired to teach courses not covered by full-time faculty.

The new faculty contract beginning in 2009 reduced the full-time instructional faculty teaching load from 10 to 9 courses per year to give faculty more time to perform their non-teaching duties, so more part-time faculty were hired. The College also receives external grants so full-time faculty teaching assignments have been reduced to cover project work, resulting in the need for lecturers to fill behind them.

Unfilled Positions

Assessment data from the fall 2011 survey indicate that faculty and staff are concerned about staff shortages. In question 23-7, only 42.1 percent strongly or somewhat agreed that there was sufficient staff to provide support services (N=259) ([Reference](#), Endnote 3A:54, Data Book Two, p.31, Question 23-7).

The table below documents the vacancies in APT and civil service positions from 2006-2011. The number of vacancies increased overall during the economic downturn of 2009, when the state government initiated a hiring freeze. As a temporary measure, unfilled full-time positions have been serviced by temporary, casual hire or student workers.

Table 3. Civil Service and APT Vacancies

| | Before Hiring Freeze 7/2006- 9/2008 | During Hiring Freeze 9/2008-9/2011 | After Hiring Freeze 9/2011-12/2011 | Total |
|---------------|--|---------------------------------------|---------------------------------------|-------|
| Civil Service | 12 | 10 | 2 | 24 |
| APT | 2 | 6 | 1 | 9 |
| Total | 14 | 16 | 3 | 33 |

Source: ([Reference](#), Endnote 3A:55)

The most significant position vacancies have been in the human resources office (HR), the business office, support staff for administration, and the Center for Excellence in Learning, Teaching, and Technology (CELTT). Shortages of staff in HR and the business office were acknowledged in the 2006 Self Study (p. 297). After the hiring freeze was lifted September 2011, the College moved forward to fill its vacant positions.

Ongoing vacancies may have impacted the efficiency of College's operations, particularly in HR and the business offices, contributing to faculty's concern about staff shortages. For example, the first payroll disbursement for new faculty is six weeks from the start of their employment and there have been cases where new hires (and individuals with contracts being renewed) have had to wait longer periods for their paychecks. Some delays in processing appointments have been traced to lack of knowledge by initiating units on the administrative and legal requirements. This issue has been addressed with workshops on meeting these requirements.

The average number of work days to complete the hiring of faculty and APT has risen from sixty work days (2003-2007) to ninety work days (2007-2011) ([Reference](#), Endnote 3A:56). To speed up the process and make it more efficient, HR has established internal processing deadlines and a checklist and calendar of key dates ([Reference](#), Endnote 3A:57). A checklist, flow chart and hiring calendar are also being created for civil service positions. ([Reference](#), Endnote 3A:58)

The business office continues to deal with delays in processing payments. Sometimes these payments are critical, especially in departments like Math and Sciences, which require lab supplies for its courses. A substantial increase in the number of grants in the past 4-5 years has also increased the workload in the Business office. The increase in enrollment and preparations for moving to a new financial management system due to start in July 2012 are other factors that impact efficiency.

Effectiveness of the Number and Organization of its Personnel

The test of the effectiveness of an organization and its structure and deployment of personnel is its ability (1) to deliver on the outcomes, based on performance measures, it sets for itself in its strategic and tactical plans; and (2) to improve its effectiveness in targeted area.

The College assesses its progress toward its strategic and tactical planning outcomes on a three-year cycle, with annual updates. Each unit in the reorganization of the College submits a tactical plan, available at the Office for Institutional Effectiveness (OFIE) website ([Reference](#), Endnote 3A:59). The College is currently assessing the outcomes identified in its 2009-2012 tactical plans. For the scorecards on improvement in strategic outcomes and institutional effectiveness measures, see I.B.2. and I.B.3.

Self Evaluation

The College partially meets the Standard. The college maintains a sufficient number of qualified teaching faculty to perform its mission and is moving forward to recruit and fill unfilled staff positions.

Actionable Improvement Plans

The College places a high priority on identifying strategies for hiring and retaining additional qualified personnel to improve the efficiency of its operations. In addition to filling vacancies, the College is working to improve its efficiency by training staff in HR, the business office and student services (including KISC). It is also looking at ways to use technology to streamline operations and manage workload. For example, the College has hired a consultant to explore the creation of an Enterprise Content Management System/Document Personnel Management System for online processing of personnel documents.

The Chancellor has also directed the business office to develop a training program and then issue P-cards to department chairs, unit heads, deans and vice chancellors for the procurement of goods and services ([Reference](#), Endnote 3A:60). This action will reduce purchase-related processing workload and consequently increase the time available for other business office responsibilities. The new processes and procedures will be evaluated for improvements in efficiency and effectiveness along with employee satisfaction with the outcomes.

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.

Descriptive Summary

The College is guided by the personnel policies and procedures established by the University of Hawai'i System, which are available at the BOR Administrative Procedures Information System webpage ([Reference](#), Endnote 3A:61).

The fair treatment of employees is safeguarded and ensured by specific procedures outlined in the collective bargaining agreements of the unions that represent the College's employees: the University of Hawai'i Professional Assembly (UHPA), representing faculty; the Hawai'i Government Employees Association (HGEA), representing (1) administrative, professional and technical employees (APT) and (2) white-collar workers; and the United Public Workers (UPW), representing blue-collar workers.

Each of the collective bargaining agreements (available at the union websites) include grievance procedures:

- The UHPA agreement includes procedures for filing individual or class grievances (Article XXIV, Grievance Procedure) ([Reference](#), Endnote 3A:62).

- HGEA grievance procedure are found in Article 17 - Grievance Procedure of its collective bargaining agreement, 4 pages) ([Reference](#), Endnote 3A:63)
- The UPW grievance procedures are described in the UPW handbook (Section 15. Grievance Procedure, 5 pages) ([Reference](#), Endnote 3A:64).

To ensure that the established policies and procedures are equitably and consistently administered, personnel actions at the College are overseen and reviewed by HR. HR also trains administrators, faculty and staff to perform personnel actions in compliance with established policies and procedures. When grievances are filed, the Chancellor appoints an appropriate staff member to investigate and make recommendations, under the guidance of HR.

The numbers of grievances investigated and resolved by HR from 2003-2011 were as follows:

Table 4. Personnel Grievances/Investigations at the College, 2003-2011

| FY 03-04 | FY 04-05 | FY 05-06 | FY 06-07 | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 0 | 0 | 0 | 2 | 1 | 7 | 7 | 3 |

Source: Human Resources Comparable Measures, Kapi'olani Community College ([Reference](#), Endnote 3A:65)

In question 23-11 in the fall 2011 survey, 54.9 percent of faculty and staff strongly or somewhat agreed that the institution treats them in a professional and equitable manner; 17.3 percent were neutral, and 27.8 percent strongly or somewhat disagreed. ([Reference](#), Endnote 3A:66, Data Book Two, p.32).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None. A further investigation will be conducted to determine the factors resulting in 29 percent of the respondents somewhat or strongly disagreeing that the institution treats faculty and staff in a professional and equitable manner. OFIE will design an appropriate tool for this assessment. Once factors are identified, an action plan may be required to address the concerns.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The College's employment procedures follow the BOR's equal employment opportunity (EEO) policy of "nondiscrimination on the basis of race, sex, gender identity and

expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran.” ([Reference](#), Endnote 3A:67, p.5, Section 1-5)

Before new employees are recruited, the HR officer reviews and approves the job announcement to ensure that it complies with EEO/AA guidelines and that the minimum and desirable qualifications are job-related and assessable. The HR officer approves the screening committee for gender and ethnicity diversity requirements and goes over policies and guidelines with the committee to ensure that the screening process is conducted fairly and equitably. Confidentiality is emphasized throughout the screening process. Records of the selection process and interviews are kept, and the HR officer reviews these records for compliance with UH System’s policies and procedures.

Employment discrimination complaints are handled according to the procedures outlined in Administrative Procedure #A9.920, Discrimination Complaint Procedures for Employees, Students, and Applicants for Employment or Admission ([Reference](#), Endnote 3A:68).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel records of employees are kept in a secure cabinet in the HR office, which has an alarm system. The confidentiality and management of the records are governed by three policies: (1) Fair Information Practice-Confidentiality of Personnel Records ([Reference](#), Endnote 3A:69); (2) Records Management Guidelines ([Reference](#), Endnote 3A:70); and (3) Personnel Records-BOR Employees ([Reference](#), Endnote 3A:71). Union contracts require the confidentiality of personnel files.

College personnel have access to their records as required by law and stated in their collective bargaining agreements. An employee wanting to review his or her records makes an appointment during normal business hours with the HR officer. The individual must present photo identification and review records in the HR office.

When a faculty member wants to access documents from the personnel files of another faculty member (e.g., in the case of a grievance), he or she may request access to specific documents. However, the faculty member whose documents are being requested has the right to refuse access. Administrators at the level of deans and higher may also request access to employee records. Access may be granted if the administrator has direct supervision of the faculty member and if there is sufficient justification.

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.

HR staff members 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 establishes procedures for changes or corrections to records ([Reference](#), Endnote 3A:72).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The mission of the College commits it to becoming “a gathering place where Hawai‘i’s cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.”

The College demonstrates its commitment to equity and diversity by ensuring that employment practices are fair (see III.A.3.a) and by offering professional development and activities that foster appreciation for diversity. (See III.A.4.b.)

Policies on Equity and Diversity

The UH System Executive Policy E1.202 University Statement of Nondiscrimination and Affirmative Action establishes the UH System’s and College’s commitment to an equal education and employment opportunity policy ([Reference](#), Endnote 3A:73). The policy states that the system intends “to comply with the applicable federal and state statutes, rules, regulations, city and county ordinances, and provisions in the collective bargaining agreements which prohibit discrimination in University programs, activities, and employment practices.”

The strategic plan, performance measure E1 commits the College to “[r]ecruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.” Underrepresented applicant groups are identified by UH systemwide data tracking; underrepresented groups are targeted for additional recruitment strategies. (See III.A.4.b.)

The College is a federally-designated Native Hawaiian-serving institution; potential strategy EIA in the strategic plan commits it to, “[r]ecruit and retain Native Hawaiian faculty, staff and administrators to reflect more closely the populations we serve.”

Assessing the Effectiveness of Efforts to Increase Diversity

The effort to recruit underrepresented faculty has resulted in increased diversity among its personnel. Native Hawaiians, who represented 26.2 percent of the state’s population in 2010, are underrepresented among instructional faculty, faculty in other categories, and APT and civil service employees. However, the College has made gains between 2006 and 2011 in all employee categories except civil service.

Table 5. Percentages of Native Hawaiians among Personnel

| | 2006 | 2011 |
|-----------------------------|-------|--------------|
| Instructional Faculty | 5.6% | 8.4% |
| Faculty in other Categories | 3.9% | 13.6 |
| APT | 0.0% | 11.3 |
| Civil Service | 17.6% | 16.6% |

Source: The percentages are based on data from the tables in the Introduction, Section C.

Another significantly underrepresented group among the College’s personnel are Filipinos (14.8 percent of the State’s population in 2010). Again, recruitment efforts since 2006 have increased their representation in all employee categories except civil service.

Table 6. Percentages of Filipinos among Personnel

| | 2006 | 2011 |
|-----------------------------|-------|--------------|
| Instructional Faculty | 5.0% | 5.8% |
| Faculty in other Categories | 2.0% | 11.4% |
| APT | 6.5 % | 14.5 |
| Civil Service | 12.1% | 10.2% |

Source: The percentages are based on data from the tables in the Introduction, Section C.

Self Evaluation

The College meets the Standard. It has increased diversity among its personnel for two major underrepresented groups. However, as their percentages among the College’s personnel are still well below their representation in the State’s population, the College will continue its efforts to recruit and hire qualified Native Hawaiian and Filipino personnel. The College will continue to implement its EEO/AA plan by identifying underrepresented faculty categories and working to encourage a more diverse applicant pool.

Actionable Improvement Plans

None.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The College supports its diverse faculty with appropriate programs, practices, and services.

Mālama Hawai'i ("Taking Care of Hawai'i")

The Mālama Hawai'i Center serves as a gathering place for students and faculty interested in the study of Native Hawaiian and Pacific Islands languages, cultures, and histories. The Center supports professional development for faculty seeking to integrate into their teaching Hawaiian values and knowledge of / connection to place.

The Center's Mālama Pono program offers activities and service opportunities for faculty, staff, and students, with a focus on promoting the Hawaiian values of *'ohana* (family), *aloha* (love and respect), *pono* (righteousness/balance), *kuleana* (responsibility and privilege), *laulima* (working together/cooperation), and *ha'aha'a* (humility). These values emphasize harmony and collaboration among diverse persons and groups and are aligned with the College's vision and values statements.

Since 2006, Mālama Pono has brought together over 255 faculty, staff, students and family to participate in activities such as working together in a lo'i kalo (taro patch) and loko i'a (fishpond), canoe paddling, tapa (bark-cloth) making, maintaining Kaniakapupu (King Kamehameha III's summer palace in Nu'uaniu), and walking around Lē'ahi (Diamond Head) while getting to know it through chants and stories.

Mālama Māla ("Taking care of the garden") offers faculty, staff, and students opportunities to care for a garden of native plants on the land in back of the Mālama Hawai'i Center.

Miha lanaau (flowing quietly along, as a current; silent and quiet, knowing that something great has come upon us) is a professional development initiative that brings together diverse faculty who are passionate about place-based/cultural-based/community-based content while promoting learning rooted in Hawai'i and Hawaiian values. Miha lanaau at Work, an online workspace for all interested faculty, provides a repository for research on Waikīkī, Kapahulu, and Kaimukī, land sections in the immediate neighborhood of the College. A collection of stories, myths, oral histories, and other place and cultural-based information is made available for faculty to incorporate into their classroom teaching. ([Reference](#), Endnote 3A:74)

Kalāualani, an authorized governance organization that advises the Chancellor and administration, provides a formal way in which Native Hawaiian faculty and staff can participate in College governance on issues related to Native Hawaiian programs, activities, and initiatives. Kalāualani is part of the Pūko‘a Council, a UH systemwide council of Native Hawaiian faculty, staff and students that serves as an advisory body to the UH President.

Promoting International Diversity

International Education Week in the fall semester and International Festival Week in spring present guest lectures and panel discussions, performances of ethnic music and dance, and award-winning international films to faculty, staff, students, and community members. The International Festival begins with an International Parade of Cultures, organized by the Paul S. Honda International Center, to celebrate the world's cultures, its people, and the College's commitment to the recognition of diversity and the advancement of international education.

C.U.S.H. (Celebrating a Uniquely Strong Heritage), formed in 2010, is a club that supports African/African American/West Indian cultures through music, travel, food, and activities on campus and in the community.

Safe Zone for Lesbian, Gay, Bisexual, Transgender, and Intersex Equality

The Safe Zone program at the College is a program led by faculty or staff who have been trained by the UH-system commission on Lesbian, Gay, Bisexual, Transgender, and Intersex Equality's Safe Zone initiative. Its purpose is to promote awareness of lesbian, gay, bisexual, transgender, intersex (LGBTI) issues, as part of a nation-wide initiative of college campuses to create environments free of discrimination. It provides an understanding space for people who may be questioning their sexuality or gender identity, struggling with LGBTI issues, or dealing with harassment and discrimination. In fall of 2011 two faculty of the College were appointed to the UH System commission and worked on campus awareness and conducted Safe Zone training for spring 2012.

Prevention of Violence and Harassment

The College's Violence Prevention Taskforce (VPTF) supports Domestic Violence Awareness Month and Sexual Assault Awareness Month by holding various events including the Clothesline Project, Men's March Against Violence, and workshops on Healthy Relationships and Campus Safety. The VPTF also sponsors Walk A Mile In Her Shoes events to bring campus awareness about the issues of violence against women.

The Chancellor is reviewing a sexual assault policy for the campus. In 2009, mandatory sexual harassment training was initiated for all campus personnel due to an increase in reported harassment complaints in the community college system. In addition, all newly hired personnel are required to take sexual harassment training. The number of sexual harassment incidents on campus was reduced to zero in 2011.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The BOR Applicant Data System, implemented by the UH System in 2005, provides data on ethnicity and gender for all of the positions at the College ([Reference](#), Endnote 3A:75). The system performs functions such as surveying applicant sex and ethnicity for federal EEO reports, tracking the screening process, and prompting hiring units to adhere to EEO guidelines. Data are reviewed to assess ethnic and gender distribution of positions at the College and to determine if there are any shortages. Future recruitment can then target underrepresented applicant groups.

For a discussion of increases in diversity among the campus personnel, see III.A.4. For complete data on the ethnic breakdown of campus personnel, see Section C, Table 2. Kapi'olani Community College, All Employees, and Table 3. Kapi'olani Community College, Faculty by Rank, Ethnicity, and Gender, published by the CC systems office, Ethnicity and Gender Data as of 10/09/2010.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The College subscribes to the UH System's established policies and procedures regarding the professional ethics and fair treatment of its administrators, faculty, staff, and students, described in III.A.1.d. (codes of professional ethics); III.A.3 (grievance procedures); III.A.3.a (fairness in employment); III.A.3.b (confidentiality of records); and III.A.4 (nondiscrimination). The College advocates for these policies and procedures through its

professional development activities (III.A.4.a). The College also tracks its records on grievances (II.A.3) and diversity (III.A.4.b).

In addition, the College supports the collective bargaining agreements of its employees, which prohibit discrimination in University programs, activities, and employment practices and which establish grievance and due-process procedures for their members. Employees' grievances are investigated and resolved in compliance with the procedures in the collective bargaining agreements. (See III.A.3).

BOR policy protects administrators from discipline without proper cause under section 9-12, Executive and Managerial Personnel Policies, in particular IV-G. Conditions of Service/Discipline and Appeal ([Reference](#), Endnote 3A:76, p.9-32, Part IV-G).

Student regulations published in the College's catalog explain the rights, responsibilities and standards for behavior of students ([Live Link](#), [Reference](#), Endnote 3A:77, College Policies). A student is accorded due process for alleged violations of the Student Conduct Code (e.g., academic honesty, disruptive behavior, harassment, and substance abuse) through the Student Conduct Committee, which follows established procedures for hearing allegations of misconduct. Disciplinary authority is exercised through the committee.

Students are also accorded due process in academic grievances. If a dispute cannot be resolved at the faculty, department chair to dean levels, students have the right to request a hearing before the Academic Grievance Committee, a body of faculty and students who makes a final judgment on the case.

Self Evaluation

The College meets the Standard. The College has policies and procedures in place that ensure due process to its personnel and students.

Actionable Improvement Plans

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified needs for teaching and learning.

Descriptive Summary

The strategic plan ([Reference](#) [large file], Endnote 3A:78) challenges the College to “[i]ncrease Financial, Technological, and Physical Resources and Faculty and Staff Expertise by providing more high quality professional development opportunities for faculty and staff” (Campus wide Strategy 6). Strategic Outcome E: Resources and Stewardship highlights the importance of professional development through the College's

commitment to “recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.”

Funding for professional development at the College has been substantial. Assigned time and sabbatical leave make up the largest share of dollars expended for professional development.

Table 7. Professional Development Expenditures, by Sabbatical, Assigned Time, Other, Grand Total, Non-Appropriated Funds, FY 2006-2010

| Type of Expenditure | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|---------|---------|-----------|---------|---------|
| Sabbatical | 145,429 | 433,239 | 595,734 | 317,020 | 128,015 |
| Assigned Time | 391,392 | 202,320 | 414,640 | 265,650 | 239,760 |
| Other | 54,349 | 140,238 | 308,667 | 108,438 | 167,079 |
| Subtotal | 591,770 | 775,797 | 1,319,041 | 751,510 | 535,202 |
| Non-Approp Funds | 164,468 | 177,741 | 187,072 | 111,151 | 108,079 |
| Total | 756,238 | 953,538 | 1,506,113 | 862,661 | 643,281 |

The FY 2011 total for professional development funding was \$1,039,521.

Two performance measures in the 2009-2015 strategic plan set future benchmarks for the funding and implementation of professional development activities.

- Performance Measure 1: increase professional development funding by three percent per year from \$776,000 to \$995,000.
- Performance Measure 2: strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off-site learning.

The College’s professional development focuses on the improvement of student engagement and achievement, primarily by introducing or building upon innovative ways of teaching and learning.

Assessment data from question 23-12 in the fall 2011 survey indicate that 67.7 percent of faculty strongly or somewhat agreed that professional development is guided by the learning needs of the College’s students (N=232) ([Reference](#), Endnote 3A: [79](#), Data Book Two, p.32). (“Don’t know” responses are excluded.)

In the spring 2012, the Faculty Confidence and Engagement Survey (FaCES) assessed the faculty’s engagement in the professional development opportunities available to them. Their responses will help identify needs, set priorities, and initiate plans for

improvement and sustainability of professional development activities ([Reference](#), Endnote 3A:80).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Faculty-Driven Professional Development

At the College, faculty play a primary role in identifying and providing activities to address professional development needs. Faculty with proven teaching and learning knowledge and abilities and who recognize the value of sharing experiences with others work together to develop, promote, and conduct professional development activities, with or without funding from the College.

With College funding, faculty have designed a series of three professional development experiences to meet the needs of faculty as they transition from new hires to seasoned members of the campus community:

1. *Scenarios: Teaching in a Learning College* is an eight-week online course to help new faculty build collegial relationships, reflect on effective practices, employ tools for learning outcomes assessment and experience the many methodologies for online teaching.
2. *Engaged in Education (EE)* is designed to take a tenure-track faculty member through to tenure and promotion. In the EE intake interview, the facilitators (1) listen to the training and development needs and interests of the new hires; (2) work with the new hire to establish goals and objectives for each participant; (3) link faculty with others learning in the same area or with similar goals; and (4) lead to an individualized plan for professional development and assessment. As the EE participants progress through their plans, they are encouraged to join one or more Collaborative Circles for Creative Change (C4wards) to continue progressing toward their identified goals and objectives
3. *Collaborative Circles for Creative Change (C4wards)* provide professional development opportunities for all faculty, based on their interests. New faculty may meet and interact with more experienced colleagues with similar interests. An example of a C4wards group is described in III.A.4.a: Miha lanaau brings together faculty who are passionate about integrating place-based/cultural-based content into their courses. Another C4wards group is the Vanguard initiative targeting improved student success in gatekeeper courses (described in III.A.5.b

below). C4ward sponsors other learning groups in areas of diverse faculty interest such as Meditation for Wellness, Personal Health and Wellness, Eldercare/Caregivers, Parents of Small Children, and Dog Owners.

Significant funding for professional development became available in 2010 through a generous donation from the James and Juanita Wo Foundation. The College's Innovations in Professional Development Fund was established with a \$100,000 pledge and supports the continuing development and implementation of the C4wards ([Reference](#), Endnote 3A:[81](#)).

Professional Development for Delivering Distance Education

As the College moves towards its goal to deliver 30 percent of its course offerings on-line, it has offered professional development opportunities for instructors teaching or planning to teach online. The Center for Excellence in Learning, Teaching, and Technology (CELTT) has as one of its primary functions to keep faculty and staff current in new technologies and offer workshops to train faculty and staff in the use of the new technological tools. The Laulima Institute was designed to train faculty in establishing online courses using Laulima, a course management system introduced to the UH campuses in 2008. Since then CELTT has added professional development related to community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web 2.0 tools, and web page templates ([Reference](#), Endnote 3A:[82](#)). (See III.C.1.b. for more details of CELTT workshops in technology and online teaching and learning.)

Systemwide Professional Development

The UHCC System offers professional development opportunities in leadership. Programs include the Professional Administrative Summer Institute (PASI), Emerging Leaders Program, and the Community College Leadership Champions (CCLC).

Systemwide professional development is supported by an endowment funded by the Jim and Juanita Wo and Bob and Betty Wo Family Foundations. The Wo Learning Champions, with two representatives from each of the seven campuses, coordinate activities to support new faculty and staff and renew veteran members. The System also offers Great Teachers' Seminar every summer as part of a nationally available professional development program. ([Reference](#), Endnote 3A:[83](#)) ([Reference](#), Endnote 3A:[84](#))

Other Professional Development Opportunities

Support units at the College also provide professional development for faculty and staff. The Office for Institutional Effectiveness, for example, coordinated workshops on grant writing and management, and the writing of survey questions for the purpose of assessment. Auxiliary and Facilities Services schedules professional development opportunities for faculty and staff in such areas as hazardous materials handling and CPR.

The College has a faculty development fund to provide up to \$1000 per individual for professional development. The funds are awarded in a competitive application process.

Since fall 2008, with the state's freeze on the use of state funds for out-of-state travel, these funds are limited to supporting travel for in-state activities and registration fees for in-or out-of-state activities ([Reference](#), Endnote 3A:85). Extramural funds from grants have been used for out-of-state travel for the purpose of professional development.

The College has also received a five-year, \$1,050,000 Innovation through Institutional Integration grant from the National Science Foundation to fund an annual week-long I3 (Innovation through Institutional Integration) summer institutes for Science, Technology, Engineering and Math (STEM) faculty, designed to identify tools to improve student success.

Self Evaluation

The College meets the Standard. The College offers a diverse range of opportunities in professional development. In many cases, the professional development needs are identified by the faculty themselves and are guided by their learning needs and those of their students.

Actionable Improvement Plans

None.

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

Assessing Professional Development for Impact on Teaching and Student Learning

The College and the UH System assess professional development for the purpose of documenting the value to the participants and potential impact on their students; and where weaknesses in teaching and learning are identified, to make improvements.

Scenarios: Assessment of Scenarios includes a teaching portfolio, a course evaluation, a syllabus with subsequent revision, a peer observation with feedback and a reflection. A fall 2011 outcomes assessment report for the recent Scenarios cohort states that 2 of 3 outcomes were clearly met ([Reference](#), Endnote 3A:86):

1. Demonstrate learning-centered approaches to instruction in assignment and assessment design.
2. Consider effective online pedagogies and integration of Lualima tools into traditional and/or online courses.

Engaged in Education (EE): Electronic portfolios are the primary tool for assessment. Participants submit reflections about how their experiences are helping them meet their agreed upon goals and objectives and the perceived impact on their students. A sample

report for Engaged in Education is provided ([Reference](#), Endnote 3A:87). The report indicates that the participants scored stronger on two questions concerning their own professional development strategies including 1) My assessment strategies lead to improvement in my professional work and 2) I am able to develop strategies for my own professional advancement.

C4wards: There are two categories for C4wards: (1) Institutional Improvement and (2) Support for Innovation and Life Balance. The C4wards that are in Institutional Improvement category have a rigorous assessment plan designed by the Office for Institutional Effectiveness ([Reference](#), Endnote 3A:88). An assessment “toolkit” is used by the concierge (facilitator) for each C4ward to establish a measurable baseline of goals and objectives based on an intake interview process of its members, a log of each sessions’ opportunity to address the identified goals and objectives, and an end of term report that examines the potential impact of the discussions and activities on the classroom.

The Vanguard C4wards initiative in the fall 2010 and spring 2011 redesigned gatekeeper courses (high enrollment, less than 70 percent student success rate), with the intention of increasing student success rates using active and applied learning strategies. Participants planned to assess the strategies by comparing pre- and post-success rates to determine the impact of the course changes.

The C4wards for Support of Innovation and Life Balance are assessed in a more abbreviated fashion. All C4wards are encouraged to present on their progress at a poster session at the end of the spring term for all faculty ([Reference](#), Endnote 3A:89).

A cycle of assessment for the combined professional development program for faculty (Scenarios, EE, C4wards) is not yet complete. By the nature of the sequence, it will take up to five or six years for a new faculty cohort to be fully assessed.

I3 (Innovation through Institutional Integration): The I3 Summer Institute for Science, Technology, Engineering and Math (STEM) faculty (see III.A.5.a) has the following goals: 1) institutionalize, improve and sustain the formal STEM enterprise and 2) increase the number of STEM faculty engaged in producing STEM degree completers from six to twenty-six; and 3) improve gatekeeper course student success rate. In May 2011, the third of five institutes was held ([Reference](#), Endnote 3A:90). Participants reflected on each day’s activities using an electronic portfolio ([Reference](#), Endnote 3A:91). A survey and written assessments were conducted at the end of the week to assess the potential impact of the workshop on the future teaching and learning activities of the participants ([Reference](#), Endnote 3A:92) ([Reference](#), Endnote 3A:93). The attendees were asked to pledge to implement self-selected assessment and teaching practices discussed and demonstrated during the workshop ([Reference](#), Endnote 3A:94). The greatest commitments were given to three strategies including intrusive advising, peer-led sessions and measuring student learning gains using Student Assessment of Learning Gains (SALG).

Impact of Professional Development on the College

The College's efforts in professional development to improve student success are tracked in student achievement data reported annually in program reviews and tactical planning updates, described in I.B.3. Starting in fall 2012, the impact of initiatives to improve student learning will also be tracked in program reviews. The performance measures tracked in the scorecard for the strategic plan and in institutional effectiveness measures provide a broad assessment of the College's efforts to improve; professional development targeting increases student success and learning should help the College improve in measures such as certificate and degree completion (strategic outcome A and B) and course success (Institutional Effectiveness Measure 1).

Self Evaluation

The College meets the Standard. Concerns about the impact of traditional styles of professional development on classroom teaching and learning have led the College toward a more sustainable and holistic form of professional development exemplified by Scenarios, Engaged in Education, and C4wards. The College is pursuing systematic assessment of these and other recent professional development opportunities through evaluations of demonstrated learning outcomes, improvement of personnel activities and the College needs to complete the cycle of assessment and continuous improvement. The FaCEs survey will help to better identify changes that may be required ([Reference](#), Endnote 3A:95).

Actionable Improvement Plans

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is integrated with the College's planning process, described in section I.B.3. To ensure that human resource decisions emanate from needs and plans for improvement, the College requires that requests for positions be made on the basis of the need to address outcomes and performance measures in the strategic plan and tactical plans.

Resource allocations were made to target three outcomes of the strategic plan 2008-2015 ([Reference](#) [large file], Endnote 3A:96):

- *Strategic Outcome A*: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.

- *Strategic Outcome B*: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
- *Strategic Outcome C*: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

Human Resource Allocations to Target Strategic Outcome A: To deploy faculty to “position Kapi’olani Community College and the University of Hawai‘i as leading indigenous-serving higher education institutions,” the College hired two new faculty in Hawaiian Studies and one faculty in Hawaiian-Pacific Islands Studies and assigned them to teach the substantial increase in the number of courses in Hawaiian Studies. The increase was a result of a Hawaiian, Asian, Pacific Issues course requirement for the Associate in Arts degree at the College and the Arts and Sciences baccalaureate degree in the College of Arts and Sciences at the University of Hawai‘i at Mānoa. The library hired a Hawaiian resource specialist to oversee the acquisition of materials to support the expansion of Hawaiian Studies.

To increase success for Native Hawaiian students in developmental education, the College assigned new positions to Kahikoluamea, the department that offers developmental education and first-year experience activities designed to improve student engagement, learning, and achievement: three new positions were added to teach developmental reading and writing, and English 100, the introductory college-level writing course; two positions in developmental math were also added. This deployment of faculty in Kahikoluamea was based on the need to address data indicating lower success rates among Native Hawaiian students in developmental reading ([Reference](#), Endnote 3A:97), writing ([Reference](#), Endnote 3A:98), and math ([Reference](#), Endnote 3A:99) compared to the success rates of non-Native Hawaiian students.

The duties of these positions, as described in the recruitment advertisement, included using innovative pedagogy and culture-based materials, when appropriate, to increase students’ success, retention, and graduation with two-year degrees or transfer to four-year programs.

A new pathway coordinator was assigned to develop support for students from their first semester to graduation from career and technical programs or to transfer to a baccalaureate institution ([Reference](#), Endnote 3A:100).

The College has also developed, with National Science Foundation funding, a program in science, technology, engineering, and math (STEM), targeting an increase in the numbers of Native Hawaiian students preparing to major in STEM disciplines and receiving an Associate in Science (AS) degree in Natural Science or transferring to baccalaureate institutions in STEM. The STEM program develops innovative pedagogy to address the learning needs of Native Hawaiian and other students. To meet the growing demand for STEM courses, the College assigned two new faculty members, two new lab assistants, an Outreach Coordinator, an Undergraduate Research Coordinator, and a Marketing

Coordinator. It has also reassigned a faculty member to coordinate professional development for STEM faculty ([Reference](#), Endnote 3A: [101](#)).

Human Resource Allocations to Target Strategic Outcome B: “To increase the educational capital of the state,” the College has redeployed and reorganized personnel to focus on student success, retention, and degree completion. The Kahikoluamea initiative described above targeted not just Native Hawaiian students, but all students, based on the assumption that the innovative pedagogies that work for Native Hawaiian students would also work for other students.

In addition, the College has increased personnel in financial aid and reassigned counselors to the Maida Kamber Center to focus on supporting students in degree completion, transfer and career development. The new position in financial aid was received from the UHCC System to help meet both systemwide and campus strategic goals of increasing the affordability of college education. Two additional counselors were assigned to focus on career exploration, academic and degree pathway advising, pre-major counseling, and graduation advising. These seven counselors are housed in the Maida Kamber Center. All degree-seeking, transfer, and undecided students are advised by these counselors with the goal of increasing engagement, success, and degree completion ([Reference](#), Endnote 3A: [102](#)).

Human Resource Allocations to Target Strategic Outcome C: One strategy to address critical workforce shortages in the State has been an expansion of the Nursing program. From 2009 to 2011, the College increased the number of FTE faculty positions by 9.2 in its Associate Degree in Nursing and Practical Nursing programs in order to increase the number of Nursing students it graduates. With the new personnel, Nursing expanded its program to two off-campus sites, at Leeward Community College and Windward Community College ([Reference](#), Endnote 3A: [103](#)) ([Reference](#), Endnote 3A: [104](#)). A full-time position was also created for New Media Arts to teach major courses in a CTE program with high student demand and priority for training workforce in an emerging industry.

The need for STEM-trained workers has also been identified as a critical workforce need of the State. The College redeployed faculty and staff to target an increase in the number of students prepared to transfer into STEM programs ([Reference](#), Endnote 3A: [105](#)). (See discussion above.)

How the College Determines that Human Resource Needs are Adequately Met

The College determines that human resource needs are adequately met by reviewing the performance measures in the strategic and tactical plans that the reallocations were made to address. For example, the STEM initiative, described in Strategic Outcome B and C above, has resulted in an increase in the number of students preparing for STEM majors and transferring to four-year institutions. The Associate in Science in Natural Science (ASNS) degree program began in the fall 2007 with 20 majors. As of spring 2012 there were 399 ASNS majors, including 83 Native Hawaiian students. At the end of 2011, 672

ASNS students had transferred to 4-year institutions since the inception of the ASNS degree ([Reference](#), Endnote 3A: [106](#)).

The increase in Nursing faculty described in Strategic Outcome C has resulted in an increase of 33 graduates in the Practical Nursing Program from 2009 to 2011. This degree prepares students for careers in long-term care and home health settings, sectors experiencing critical workforce shortfalls ([Reference](#), Endnote 3A: [107](#)).

The reallocation of positions to Kahikoluamua has been more recent (new faculty were hired in 2011-2012); the impact of the reallocations will be assessed in the 2012-2013 and subsequent program reviews and tactical planning updates.

Self Evaluation

The College meets this Standard. Human Resource planning is integrated with institutional planning. Requests for positions are evaluated on the need to address outcomes and performance measures in its strategic plan and tactical plans. The College reconsiders staffing levels based on the demand indicators for each program and whether or not performance levels are being met.

Actionable Improvement Plans

None.

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III.B. Physical Resources. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The College is situated on approximately 44 acres of land north of Lē'ahi (Diamond Head crater), with seventeen buildings that contain 758,254 square feet of floor space. There are also three portable classrooms (11,584 square feet) and a former chapel for an army installation on the site now used as a classroom for dance and music. Most of the campus buildings were constructed between 1982 and 1992. There are 90 classrooms (56 large, 26 medium and 8 small), 40 labs/computer labs and 385 offices. Approximately 80 percent of the offices serve faculty. Operational spaces include 18 workrooms, 11 conference rooms and 21 storage rooms. ([Reference](#), Endnote 3B:1)

The College also has satellite facilities at other sites on the island of O'ahu, including other UH community college campuses (Leeward and Windward Community Colleges) and on the neighbor islands (EMS programs at Hawai'i, Maui, and Kaua'i Community Colleges). These satellite facilities expand the College's reach in program areas for which the College has islandwide or statewide responsibilities (mainly, Nursing and Health Sciences programs).

Processes and Criteria for Evaluating Campus Facilities and Equipment for Safety

The College's Vice Chancellor for Administrative Services (VCAS) and the Associate Vice President for Administrative Affairs of the UHCC System oversee health and safety on the campus. Also, the UH System has support offices and programs assigned to oversee compliance with occupational and environment health and safety standards ([Reference](#), Endnote 3B:2). (For details concerning campus safety, see Standard III.B.1.b.)

The Administrative Services tactical plan states as one of its goals, "Ensure facilities are maintained to enhance safety of the College Community." (See Standard 1.B.2 and 1.B.3 for a description of the strategic and tactical planning process at the College.) The College complies with the criteria for safety established by the Occupational Safety and Health Administration (OSHA) and Hawai'i Occupational Safety and Health (HIOSH) Division of the State Department of Labor and Industrial Relations.

Administrative Services has established processes and criteria for evaluating campus facilities and equipment for safety, including maintenance of its fire, first aid and lighting

equipment, handling of hazardous materials, and incident reporting required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (a.k.a. Clery Act) and the Higher Education Opportunity Act. (See Standard III.B.1.b below.)

Sufficiency of Campus Facilities for Programs and Services

The campus was originally designed to serve 5000 full-time students (FTE) or a maximum of 6,000 total students ([Reference](#) [large file], Endnote 3B:3). The student enrollment headcount for fall 2011 was 9023 students ([Reference](#), Endnote 3B:4, Data Book One, p.9, Figure 2). However, due to a substantial number of part-time students (65 percent), the FTE equivalent enrollment is 4955, including students enrolled in hybrid courses (half on the Internet, half in the classroom), distance education classes (delivered via internet and/or video-conferencing), and at off-campus sites. Almost 17 percent of the FTE enrollment (832) is in online (Internet) classes. Thus the overall FTE for students attending classes on campus is within the capacity that the campus facilities were designed for.

Table 8. Full-Time Equivalent Student Enrollment in Online Courses

| | Total FTE | Online FTE | | Non-Online FTE | |
|------|-----------|------------|--------|----------------|--------|
| Fall | # | # | % | # | % |
| 2007 | 4281.17 | 402.33 | 9.40% | 3878.84 | 90.60% |
| 2008 | 4614.53 | 582.73 | 12.63% | 4031.80 | 87.37% |
| 2009 | 5034.87 | 781.20 | 15.52% | 4253.67 | 84.48% |
| 2010 | 5219.43 | 885.40 | 16.96% | 4334.03 | 83.04% |
| 2011 | 4955.20 | 832.27 | 16.80% | 4122.93 | 83.20% |

Source: OFIE

Classroom space is at a premium between 7:45 a.m. and 3:15 p.m. Fully-enrolled courses during this peak usage period prompted the College to develop, test, and offer online and hybrid courses.

In the last six years, the College has been successful in garnering significant funds to renovate and upgrade its 30-year-old facilities. (See III.B.2.) These renovations have resulted in the temporary displacement of faculty, staff, and students. In addition, the current high total enrollment has strained the capacity of student support services. Assessment data from question 24-1 in the fall 2011 survey indicate that only 38.1 percent of faculty and staff strongly or somewhat agreed that there are adequate facilities available to sustain program/department/unit and student needs ([Reference](#), Endnote 3B:5, Data Book Two, p.34) (“Don’t know” responses are excluded.)

Annual Reports of Program Data (ARPDs), which include data on number of majors, percent change in majors from prior years, average class size, and class fill rates help the College to assess usage of classroom space and other resources for a program. Based on these data, classrooms and equipment budgets may be reallocated from programs with falling enrollments to those with growing enrollments.

Programs and services that need more space and equipment identify the need in their tactical plans. Through the tactical planning process, requests for space and equipment are reviewed by the Policy, Planning, and Assessment Council (PPAC) and administrative staff, who make recommendations to the Chancellor.

Evaluating Facilities at Off-Campus Sites: Safety and Sufficiency

The College offers an Associate Degree in Nursing at Leeward Community College (initiated in spring 2010) and Licensed Practical Nursing classes at Windward Community College ([Reference](#), Endnote 3B:6). In partnership with Leeward Community College and the Wai'anae Coast Comprehensive Health Center, the College offers classes that lead to certificates in Health Sciences and Nursing at the Wai'anae Health Academy.

On an as-needed basis, the College 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, University of Hawai'i Maui College, and Kaua'i Community College.

The College's Nursing program also has classrooms, offices, and a laboratory at the State of Hawai'i's Lē'ahi Hospital, which is adjacent to the College. The STEM program also has space for undergraduate research projects and a workshop area for students participating in national robotic and CanSat competitions. During a recent renovation of the Koki'o Building, which houses science labs and classrooms, additional space in Lē'ahi served the temporary needs of the Math and Sciences department.

Nursing and other Health Sciences programs also have affiliation agreements with hospitals on O'ahu to provide students with clinical experiences.

All off-campus sites within the UH System abide by the general health and safety policies of the UH System. In the case of partnerships that result in non-UHCC facilities being used (e.g. clinical sites and the Wai'anae Health Academy), the facilities are expected to equal or exceed the College's health and safety criteria.

The Kūlia Grill restaurant at the University of Hawai'i's John A. Burns School of Medicine in Kaka'ako serves as a learning site for the College's Culinary Arts program, as part of its American Culinary Federation Apprenticeship program ([Reference](#), Endnote 3B:7). The Culinary Arts program reapplies annually for a food establishment permit from the Hawai'i Department of Health, in accordance with the rules and regulations established in Chapter 11-12 of the State of Hawai'i's Administrative Rules ([Reference](#),

Endnote 3B:8). The department also maintains and repairs the kitchen equipment at the Kūlia Grill, using department funds.

Regular assessments of the safety and sufficiency of the facilities are conducted by the chairs and coordinators of the programs who send their students to the off-campus facilities. The accrediting agencies of the Health and Nursing programs perform site visits at satellite facilities.

Assessing and Improving Equipment for Distance Learning

The Center for Excellence in Learning, Teaching, and Technology (CELTT) oversees the College's distance learning programs, which include both internet and television courses. CELTT houses a television studio for distance learning in Naio building.

The College's strategic plan and CELTT's 2009-2012 tactical plan states as a performance measure, "Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement." ([Reference](#), Endnote 3B:9)

In the process of tactical planning, CELTT staff assess technology requirements of distance education delivery and implements improvements. Currently it is expanding the Internet Protocol (IP) address system, upgrading networks to increase bandwidth and wireless LAN coverage, and securing sensitive information online.

In 2010, the College adopted BlackBoard Collaborate (previously Elluminate) as its primary web conferencing tool and maintains a site license for common use by the College's faculty and staff. Since its adoption, over 100 faculty have been assigned virtual offices (mandatory training required prior to assignment) and have used the system to conduct classes, tutoring, and office hours; to assist students with problem-solving and technical trouble-shooting using the application-sharing feature, facilitate small group work, and provide students with common meeting spaces to be used without requiring the instructor's presence.

Distance education via videoconferencing is accessed through the UH System's Hawai'i Interactive Television Service (HITS). Equipment upgrades are determined and provided by the Academic Technologies division of Information Technology Services for the University of Hawai'i ([Reference](#), Endnote 3B:10). An upgrade to the new HITS III system is currently being deployed statewide.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

The College's strategic and tactical planning cycle, which includes annual tracking and updates, ensures that program and service units regularly assess their needs for facilities and for equipment maintenance, upgrades and replacement. The College establishes priorities and funding for physical resources based on this planning process.

Annual updates of tactical plans address whether the physical resource requirements of program and services areas are being met. Sixty percent of those identified in the 2009-2012 tactical plans have been met or partially met ([Reference](#), Endnote 3B: [11](#)). The physical resources outcomes in the strategic plan are assessed in the Administration tactical plan and strategic plan scorecard. (See I.B.4.)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The College provides an accessible, safe, secure and healthful learning and working environment for its students and staff. The College operates as part of the UH System and the UHCC System and follows their established policies and procedures. The UH System policies and procedures are available at its website and include Board of Regents (BOR) Policy, Chapter 11, Section 11-5 Public Health and Safety and Section 11-7 Hazardous Materials Management ([Reference](#), Endnote 3B: [12](#)) and A9.750 University of Hawai'i Safety and Health Program ([Reference](#), Endnote 3B: [13](#)). UHCC policies are available at its website ([Reference](#), Endnote 3B: [14](#)), and include 11.600 - Safety and Security Programs ([Reference](#), Endnote 3B: [15](#)).

The Vice Chancellor for Administrative Services (VCAS) has the primary responsibility to ensure that the College's buildings and grounds are accessible, safe, and secure, and provide a healthy environment for students, personnel and visitors. The VCAS consults with the UHCC System offices regarding projects that address health and safety and supervises operations and maintenance via the College's Auxiliary and Facilities Services

(AFS). In consultation with the Chancellor, the VCAS determines project and funding priorities that serve to maintain or improve the level of health and safety at the College.

An Auxiliary and Facilities Services Officer (AFSO), under the direction of the VCAS, manages the personnel and daily responsibilities of facilities operation, maintenance, and security. Faculty and staff are encouraged to report health and safety concerns they observe in their daily work. The AFSO monitors the facilities and campus environment by making frequent drives through campus and by investigating health and safety issues reported to his office.

The UHCC department of Facilities and Environmental Health (FEHO) provides support and guidance to the College ([Reference](#), Endnote 3B: [16](#)). Together with the UHCC Budget and Planning department, FEHO facilitates the management, repair and upgrade of existing facilities and the planning for construction of new facilities. FEHO also provides occupational and environmental health and safety support in coordination with the UH Environmental Health and Safety Office ([Reference](#), Endnote 3B: [17](#)).

Satellite locations used by the College for programs and services are held to the same state and federal regulations as the College. If these sites are within the UHCC System of community colleges, equivalent personnel perform the same functions as personnel at the College. At satellite locations outside the system, such as clinical sites, onsite personnel perform the same duties under their own regulatory control.

Ensuring Accessibility

The College provides accessibility to the campus and its facilities for all students and staff.

Accessibility to the Campus and College Facilities: The campus meets the current accessibility standards of the Americans with Disabilities Act.

The students and personnel of the College commute to the campus. The campus is served by bus routes and parking is free. The campus currently has 1317 parking spaces, 989 allotted to students and 273 to faculty and staff. Thirty-five parking spaces are reserved for handicapped students and staff ([Reference](#), Endnote 3B: [18](#)).

The demand for parking is greatest at the beginning of each semester and the College has made arrangements to supply additional parking:

- An agreement with Diamond Head Theatre, across Makapu'u Avenue, allows students to use the theatre's parking lot (about 60 spaces) during the day. For the first month of each semester, valet parking at the theater helps maximize the number of vehicles (an additional 30) in the parking lot.
- An alternative lot with an additional 90 parking spaces is made available at a location (the former Cannon Club) that is a short walking distance from the campus.

Because there has been an increase in the number of students physically present at the College since 2006, the ready access to parking has declined. Assessment data from question 26-1 and 26-2 in the fall 2011 survey indicate faculty and staff are concerned about parking availability and its impact on their work. Less than 30 percent of faculty and staff had positive responses to these questions ([Reference](#), Endnote 3B: [19](#), Data Book Two, p.37).

The Long-Range Development Plan (See III.B.2.a) targets an increase in parking spaces by 759 or 956, depending on the configuration of a parking structure ([Reference](#) [large file], Endnote 3B: [20](#)). An informal focus group with students indicated that free parking was more important than more parking.

Although parking is a continuing problem on campus, the temporary parking arrangements early in the semester make the problem manageable. Finding parking at certain hours during the day can be difficult, but pressure to find parking may be an encouragement to find more sustainable forms of transportation, including the city bus system, which has stops along two sides of campus.

Ensuring a Safe, Secure and Healthful Learning and Working Environment

The College provides a safe, secure and healthful environment for its students and staff.

Physical Safety: Emergency procedures for situations such as fire, severe weather, and bomb threats are posted in classrooms and offices. The College has a Crisis Management Team that is called to act by the Chancellor in the event of an emergency ([Reference](#), Endnote 3B: [21](#)). Each member of the team has specific responsibilities. When a crisis occurs, an emergency alert system broadcasts a notification via email and phone text messages ([Reference](#), Endnote 3B: [22](#)).

The College consults with the UHCC Environmental Health and Safety (EHS) Specialist, a member of the EHSO staff, who performs site visits to campus to ensure compliance with UH System and state and federal policies regarding occupational health and safety, lab safety, fire safety, and hazardous materials management ([Reference](#), Endnote 3B: [23](#)). If an instance of non-compliance is found, he notifies appropriate authorities on campus for immediate remediation and resolution.

Annual training is conducted by the EHS specialist on the proper labeling, storage, transportation and disposal of chemical substances used in teaching and research. All new faculty and staff with exposure to hazardous materials must go through a more complete initial training when they are hired. Training for biological safety is conducted as part of the UH System Biological Safety Program, a unit within the Office of Research and Graduate Education ([Reference](#), Endnote 3B: [24](#)).

Training to assist in compliance with OSHA standards is usually held systemwide twice per quarter or more, as needed. The College's auxiliary and facilities services staff are required to attend. The EHS Specialist also conducts OSHA workshops. In the event of an incident, OSHA and HIOSH may initiate an investigative follow-up. There have not

been any serious OSHA incidents at the College since 2006. However, a number of workers' compensation claims have been reported. The incidents are investigated and changes to facilities are made, as needed, to prevent future injuries.

Table 9. Workers Compensation Filings

| Year | Number of Filings |
|------|---------------------|
| 2008 | 15 |
| 2009 | 11 |
| 2010 | 13 |
| 2011 | 3 (up to July 2011) |

(Reported by the College's Human Resources Office, July 2011)

The College regularly consults with fire personnel stationed at the Fire Station #5, located near campus. Fire personnel periodically visit the campus 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 are hired by the College to monitor fire alarms, fire extinguishers, and first-aid kits. The first-aid kits located in each building are checked at the beginning of each semester and refilled as needed.

The fire alarm system in each building was recently upgraded with new alarm panels that identify the location of the initiated alarm. When completed, all of the panels will be networked to indicate alarm information from anywhere on campus. The upgrade included increasing the visibility and audibility of the alarms for the hearing-and sight-impaired.

The UHCC System has installed an integrated security system that includes video cameras and emergency call boxes (code blue phones). Eventually, the system will allow live monitoring across all UHCC campuses from one location. The emergency call boxes were upgraded and increased in number (six). Calls made from the "code blue" phones go directly to security (9900) and automatically transmit the phone's identification number and location. Calls are forwarded to a security officer cell phone.

For cardiac emergencies on campus, automated external defibrillators (AEDs) have been installed at three locations, in the Lama, 'Ōhi'a, and 'Ōhelo buildings. CPR/First Aid/AED training was provided to the faculty and staff of the Culinary Arts Department in 2009, and 25 faculty and staff were re-certified in January 2011.

The UHCC System is also assessing and upgrading lighting in parking lots and high traffic walkways at all the campuses. A study completed in 2008 at the College determined that although the exterior lighting met the established norm when the campus

was built, it is now below the target levels recommended by the Illuminating Engineering Society of North America ([Reference](#), Endnote 3B:25). The College plans to upgrade to higher lumen light bulbs and add additional fixtures on existing lighting poles in selected locations. The College has also improved parking lot lighting by regularly trimming trees to ensure the diffusion of light.

Security: The College has two full-time security supervisors and three full-time security patrol officers who patrol the campus during the day and evening shifts (6:00 a.m.-10:30 p.m.), five days a week.

The 10:30 p.m. to 6:00 a.m. shift and the weekend shifts are contracted to an outside service that provides security for the UHCC System. In addition to other duties, campus security provides transportation or a walking escort from dusk to dawn for anyone who requests the service when moving about campus at night ([Reference](#), Endnote 3B:26).

The Clery Act (1990) requires training for security personnel and all others that serve as campus security authorities (CSA). Initial training was conducted for administrative staff so that they understand the roles and responsibilities of the CSA. In addition, the Clery Act requires a statement of security policies and annual reporting of incidents. The CSAs log and report all incidents ([Reference](#), Endnote 3B:27).

The UHCC System is in the process of adopting a systemwide manual of standard operating procedures for all campuses that will include training requirements for campus security as well as the contract security personnel.

An electronic key access system is being phased in systemwide to improve the integrity of the keying system. All campus facilities will be re-keyed and a written approval process and key distribution policy will be established.

Security gates have been added at strategic points on campus to control access to parking lots when the campus is closed.

Electronic Security: In addition to physical security, the UH System has instituted a program to secure electronic student and personnel records. The College's information security approach has four major components:

- Training that seeks to raise awareness about safe computing practices, informs the campus community about state and UH policies, and provides strategies for achieving compliance with those policies.
- Policies regarding access to information, data handling, and mandated training based on user roles.
- Designation of an information security specialist for the campus, and regular professional development regarding information security for IT staff.
- Processes to secure sensitive information, including terminating access upon termination of employment with the campus; regular auditing of paper and digital

data handling and storage across campus; and designing procedures for virus protection and risk assessment for breaches of sensitive data.

In fall 2011, the campus installed Identity Finder on campus computers to identify and remove any social security numbers, bank account numbers, or similar sensitive data. Training and tutorials were created and made available to the campus so that faculty and staff can run Identity Finder on their computers on a regular basis.

General information security training sessions are conducted several times each semester by both the UH System information security officer and the campus information security specialist. In November 2011, the College's work in the area of information security was presented as a model program in a joint meeting of the Data Security Leadership Council and the UH IT Security Leads group.

Healthy Environment: Open park-like settings around the campus provide a welcoming, mentally soothing environment for students, faculty and staff. Shaded seating areas serve as areas for rest and relaxation, eating, or student interaction. The Great Lawn in the center of campus is the site for large gatherings, including graduation ceremonies and special concert events sponsored by the Board of Student Activities.

The Cactus Garden, on the south side of the campus overlooking the parking area, is maintained by campus and community volunteers as part of the healthy environment, providing an aesthetically pleasing approach to the campus or a place where students, personnel and visitors can stop and take time out of their busy day to contemplate nature or meditate. The College was honored for its Cactus Garden with a Beautification Award from the East Honolulu Outdoor Circle in 2011, the third time the garden has received the award ([Reference](#), Endnote 3B:28).

In alignment with its health education and nursing programs, the College has adopted a Healthy Campus initiative. Healthy Campus 2020 is based on the national Healthy People 2020 initiative, which began in 2010. The College will become a member of Healthy Campus in 2012 through the American College Health Education Association and implement an educational awareness campaign in the fall of 2012. The main focus of Healthy Campus is to educate the public about preventable diseases such as heart disease, morbid obesity, stroke, cancer, and lung ailments.

As part of the UH System, the College has specific rules regarding smoking on campus based on guidelines established by state law (Act 295) that prohibit smoking in enclosed and partially enclosed areas, within 20 feet of doorways. The law requires signage at entrances to buildings. Specific areas on campus are identified as smoke-free to provide the desired environment for those who do not smoke. ([Reference](#), Endnote 3B:29)

Based on the recommendations of the College's Tobacco Products Policy Task Force, the Chancellor announced that the College will implement in two phases a policy to establish the College as a non-smoking campus ([Reference](#), Endnote 3B:30). The second phase of

the policy will initiate a ban on all smoking on the campus. The College will become a no smoking campus on August 19, 2013.

The College is also committed to a drug-free campus. It recognizes in its stated policy that “substance abuse of any kind, especially the use of illegal drugs, threatens the University in three ways:

1. it has a negative effect on individual performance;
2. it undermines the communal well-being of faculty, staff and students; and
3. it damages the relationship of the University to the broader community.”

The policy statement also recognizes the importance of providing a supportive and encouraging environment for those who are seeking appropriate treatment for substance abuse ([Reference](#), Endnote 3B:31).

The College also provides the services of a mental health counselor (See II.B.3.) and supports an active Violence Prevention Task Force. (See III.A.4.a.)

Maintenance and Repair of Facilities: Regular maintenance of building interiors and grounds strives for a campus that is clean, sanitary and safe. Faculty and staff report repair and maintenance needs by submitting work requests. The Auxiliary and Facilities Services Officer (AFSO) prioritizes the work requests and assigns them to the appropriate staff. To improve the overall campus maintenance and repair, the AFSO also conducts facility checks. When possible, building maintenance, custodial services, and grounds-keeping work are planned at times that minimize disruptions to classroom activities.

External private contractors perform some maintenance work.

Table 10. Facilities Work Provided by External Private Contractors

| Area of Work | Nature of Contracts |
|------------------------------|---|
| Conservation of Resources | A contract to assess and conserve electricity for A/C and lighting, reduce water usage, and compact refuse. |
| Fire alarm maintenance | Newly-installed fire alarm system under warranty. Testing is conducted at regularly scheduled intervals. Contract likely to be extended beyond warranty period. |
| Air Conditioning Maintenance | Scheduled cleaning and/or replacement of A/C filters. A/C repair on an as-needed basis. |
| Refuse disposal | Two times per week refuse pickup. Contract renewed annually. |

| | |
|---------------|---|
| Tree Trimming | Trimming trees on campus scheduled on an as needed basis. |
|---------------|---|

Controls over Off-Campus Sites to Ensure Their Quality

The quality of the College's off-campus sites at other community college campuses and the School of Medicine is maintained to a common standard set by the UH System. Memoranda of Agreement stipulate provision of facilities and maintenance support ([Reference](#), Endnote 3B:32). The facilities staff at each location are responsible for ensuring that UH System standards are met.

The clinical sites used by the Nursing and Health Sciences programs must meet the standards of their professional accrediting organizations. These sites are visited and evaluated by these reviewing bodies. In some cases, the State Department of Health inspects sites used by the College (e.g., radiation facilities used by the Radiologic Technologist program).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Facilities management and capital improvement are responsibilities shared between the College and the UHCC System. The College is dependent upon state legislative appropriations for the funding of major construction, renovation, and repair projects. Capital Improvement and other state appropriations go to the UHCC System office, which distributes them to its seven campuses.

Under the direction of the Office of the Vice President for Community Colleges, the Community College Budget and Planning Office (CCBPO) coordinates the preparation and execution of budgets for the UHCC System. The Facilities and Environmental Health Office (FEHO) coordinates the repair and maintenance of existing campus building facilities and the development of new facilities for the seven UHCC campuses.

Major building projects are identified in the College's strategic plan and long range development plan (LRDP), which was updated in August 2010 ([Reference](#) [large file], Endnote 3B:33) ([Reference](#), Endnote 3B:34). (See I.B.4 and III.B.2.a below.)

Major renovation and maintenance projects are funded by the CIP Renewal and Deferred Maintenance Fund, from which the College gets a formula-based allotment, allocated with priority to protect the health and safety of the UHCC students, staff, and faculty and to support a safe and healthy environment for student learning.

The College's Vice Chancellor for Administrative Services (VCAS), the Auxiliary and Facilities Services Officer, and their staff assess the priorities for renovation, repair or maintenance. The VCAS confers with the Chancellor, who designates priorities, based on needs identified by regular inspection of facilities and by review of the College's strategic plan and tactical plans of departments and units.

Projects Using CIP Funds for Capital Renewal and Deferred Maintenance

In the last three repair and maintenance budget cycles, the College received an average of \$2.45 million each year, or about 19 percent of the total CIP Capital Renewal and Deferred Maintenance budget available to seven campuses ([Reference](#), Endnote 3B:35) ([Reference](#), Endnote 3B:36) The following projects were completed with Capital Renewal and Deferred Maintenance funds:

Koki'o (Science, Technology, Engineering and Math, or STEM Center): The renovation included an increase in the additional square footage of the STEM Center, additional faculty offices, and reconfiguration of lab space and areas for undergraduate research in Biotechnology and Engineering.

Ka 'Ikena (Culinary Arts Dining Room): A renovation of dining rooms used by the Culinary Arts program for training students was completed in 2011. A movable wall was created between the Ka 'Ikena dining room and the Tamarind banquet room to allow the program to combine the rooms for events with up to a 160-person capacity. The second floor was re-carpeted, the wall covering in the dining rooms were replaced, and an art display system was added to protect the walls.

Sidewalk Renovation and Beautification in Front of 'Ōhi'a Cafeteria: The sidewalk in front of the cafeteria needed repair. The College secured funding to put in a Hawaiian star compass. (See the cover photo of the Self Evaluation.) The compass, which was constructed during the summer of 2011, was unveiled following the annual faculty/staff meeting on August 18, 2011, and symbolically serves as a guide for students, faculty and staff ([Reference](#), Endnote 3B:37).

Renovation of Restrooms: Thirteen restrooms were fully renovated in four buildings including 'Ilima, 'Iliahi, Koki'o, and Kauila. The project was completed in fall 2011.

Safety and Security Upgrades: Safety lighting in parking lots, an integrated security video camera and emergency phone system (code blue) and high security keying were installed.

Fire Alarm System: The existing fire alarm system was upgraded with new panels in each building. (See Standard III.B.1.b.)

Culinary Arts: In 2010, all of the walk-in refrigerators and freezers were renovated at a cost of \$2.4 million. In 2008, a \$1.7 million project included replacement of all exhaust and fresh air intake fans for the kitchens along with roof top ducting and installation of a grease interceptor to meet new City and County regulations.

Library: A major renovation was completed in August 2007. It included replacement of the air conditioning equipment, re-roofing, reconfiguring windows to be fixed glass and other repairs.

Renovation for the Business, Legal and Technology Education lab and neighboring classrooms (Kōpiko 102, 103, and 104) is designed to improve student support services; increase student effort in the active, collaborative, technology-integrated learning; increase peer mentoring and faculty-student interaction; and develop a comprehensive ePortfolio-based assessment. Capital improvement funds have been allocated for this project scheduled for completion in AY2013.

Renovation Projects with Title III Funds Targeting Educational Improvements

Recognizing the limitation of capital funding from the state, the College has acquired grants from the U.S. Department of Education under Title III to renovate and equip its buildings to achieve its strategic outcomes such as developing “innovative and inspiring learning environments in which to work” (Outcome E: Resources and Stewardship) and increasing Native Hawaiian education attainment by positioning the College as “[a] leading indigenous-serving higher education institution.” (Outcome A: Native Hawaiian Educational Attainment).

Title III funding is for Native Hawaiian-serving institutions. Building renovations to enhance teaching and student learning, targeting educational achievement of Native Hawaiian students, have included the following, starting with the most recently completed:

Kōpiko (New Media Arts Classroom): A New Media Arts (NMA) classroom was reconfigured and upgraded in equipment and technology infrastructure in order to meet NMA program needs and outcomes. A renovated digital media lab was designed to support the collaboration between NMA and Science, Technology, Engineering and Math (STEM) faculty and the integration of digital media applications into STEM and other programs ([Reference](#), Endnote 3B:38). The renovations were completed in December 2011.

Naio (Center for Excellence in Learning, Teaching, and Technology or CELTT): In 2011 the ground floor was renovated to improve and expand spaces used for equipment repair and maintenance, video production, instructional support, and website services. Major telecommunications upgrades were performed to improve data transmissions between the Naio and the Lama library building, which houses the College’s primary data center. Data networking infrastructure within the building was

also upgraded as part of the renovation. These improvements increase the CELTT's capacity for web-based services such as streaming video and file sharing.

Mānele (Mālama Hawai'i Center): In 2009, the Mānele building was redesigned to create a sense of space based on Hawaiian perspectives and values for the Hawaiian Studies faculty, staff, and students who use the building. Approximately 180 square feet of classroom space were added to increase teaching and learning capacity, accommodating an increase in number of classes offered.

In question 25 in the fall 2011 survey, 86.9 percent of faculty and staff indicate that the Mānele renovation promotes student engagement and learning to some or a great degree (N=106) ([Reference](#), Endnote 3B:39, Data Book Two, p.36). "Don't know" responses are not included in this evaluation.

'Iliahi (Kahikoluamea Centers for Developmental Education and Student Engagement): The Kahikoluamea Center was created to enhance developmental education and student engagement on campus, with a focus on Native Hawaiian learning. The initial renovation included the classrooms spaces and faculty offices on the second floor. In the second phase, the first floor spaces and the exterior courtyard area between the wings of the building were renovated to create a Student Engagement Center, with offices for Student Activities, Student Congress, Phi Theta Kappa (Honor Society), First Year Experience, New Student Orientation, and Service Learning.

In question 25 in the fall 2011 survey, 84.2 percent of faculty and staff indicate that the Kahikoluamea renovation promotes student engagement and learning to some or a great degree (N=165). 83.3 percent of faculty and staff indicate that the 'Iliahi second phase renovation promotes student engagement and learning to some or a great degree (N=144) ([Reference](#), Endnote 3B:40, Data Book Two, p.36). "Don't know" responses are not included in this evaluation.

Koki'o (Science, Technology, Engineering and Math, or STEM Center): The renovation of the STEM Center and nearby classrooms was completed in December 2006 and opened for student use in January 2007. The space was configured to promote student interaction and collaborative learning. Furniture designed for collaborative work supports the STEM Program's peer mentors and tutors who assist students in class work. New faculty offices were added and the existing offices were reconfigured so that all access points faced inward to offer students easy access to class instructors.

Table 11. Summary of Title III Renovation of Learning Spaces

| Date Funded | Date Completed | Building(s) | Funding Amount |
|-------------|----------------|---|----------------|
| Oct-08 | Dec-11 | Kōpiko / New Media Arts Lab | \$724,482.00 |
| Oct-09 | Dec-11 | Naio / Center for Excellence in Learning, Teaching and Technology (CELTT) | \$1,024,150.00 |
| Oct-09 | Mar-11 | Mānele / Mālama Hawai'i Center | \$445,000.00 |
| Oct-09 | Dec-10 | Various Classrooms (teaching and learning technology upgraded) | \$500,000.00 |
| Oct-08 | Aug-10 | 'Iliahi / Student Engagement Center | \$1,989,000.00 |
| Oct-07 | Sep-08 | 'Iliahi / Kahikoluamea Center (Developmental Education Center) | \$723,591.00 |
| Oct-06 | Sep-07 | Koki'o / Science, Technology, Engineering and Math (STEM) Center | \$757,748.00 |
| | | Total | \$6,163,971.00 |

In question 25 in the fall 2011 survey, 84.6 percent of faculty and staff indicate that the STEM Center renovation promotes student engagement and learning to some or a great degree (N=117) ([Reference](#), Endnote 3B:41, Data Book Two, p.36). "Don't know" responses are not included in this evaluation.

Renovation Projects Funded from Other Sources

Additional renovations have been funded from other sources. Funding from the American Recovery and Reinvestment Act (2009) was used to renovate the Kekaulike Information and Services Center (KISC) in 2011. The KISC space was reconfigured to accommodate recent hires and consolidate various student services into one area, including the new Maida Kamber Center for career exploration, transfer and graduation services, a Veterans Affairs Office, and existing offices for financial aid, transcript evaluation, cashier and continuing education.

KISC has also established satellite locations around campus. Two sites already in place and currently staffed by peer mentors are at a student engagement center in 'Iliahi and at the library.

In summer 2010, the Culinary Arts department received \$75,000 in private donations to convert the Asian/Pacific operational kitchen into an instructional kitchen for 300-level culinary courses. These courses are critical to the Advanced Professional Certificate in

Culinary Management, which articulates into UH West O'ahu's Bachelor in Applied Science degree.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Defining the Total Cost of Ownership of Facilities and Equipment

UHCC Budget and Planning Office (BPO) and the Facilities and Environmental Health Office (FEHO) work together to ensure that UHCC System CIP budget requests for new and renovated facilities are coordinated with corresponding operating budget requests in support of these new and renovated facilities ([Reference](#), Endnote 3B:42). The operating budget requests include all required staffing (janitors, building maintenance workers, etc.) as well as funding for utilities, maintenance and repair, and equipment.

Long-term cyclical repair and maintenance for the campus facilities are tracked using Facilities Renewal Resource Model (FRRM™), a web-based database and analysis software developed and maintained by a consultant for the UH System, Pacific Partners Consulting Group. The FRRM™ software supplies recommended maintenance and repair scheduling based on projected life expectancy of facilities components (e.g., roofing or AC equipment). The VCAS updates the database annually in November with all work completed in the last 12 months.

The objectives of this facilities asset management system for each of the campuses of the UH System are as follows ([Reference](#), Endnote 3B:43):

- Provide an inventory of UH buildings and infrastructure (e.g., roadways, parking lots, utility generation and distribution) for all the campuses.
- Collect maintenance history on buildings for all of the UH campuses at the level of major building systems (e.g., roofs, plumbing, electrical, HVAC)
- Develop a budget model to predict annual funding requirements for facilities renewal and document the existing Backlog of Deferred Maintenance (DM) in a consistent way for all campuses.
- Provide a basis for a funding plan that will address adequate resources for renewal and a reduction of the Backlog of DM.

- Provide consistent and comparative data among campuses for determining funding allocations and targets for addressing renewal as a part of operating or capital budgets.
- Deliver a cost model to each campus with associated staff training so that facilities renewal and Backlog of DM needs can be updated annually and progress in meeting those needs can be measured.
- Provide a planning tool for campus use which provides a useful life "systems" profile of each building as a way of predicting future funding needs or packaging projects to leverage fund sources.
- Develop a credible model to assess needs in a consistent and ongoing manner that will focus on total funding needs and strategies.

Long Range Development Plan (LRDP)

The College completed a Long Range Development Plan (LRDP) in August 2010, with the assistance of planning consultants PBR Hawai'i and Associates and with input from the faculty and staff and the community ([Reference](#), Endnote 3B:44). Aligned with its strategic planning outcomes, the LRDP represents a vision of the College in 2020 ([Reference](#) [large file], Endnote 3B:45).

The plan includes nine new buildings on the campus and an adjacent vacant property, along with landscaping and improved pedestrian and vehicular flow. Layout of landscaping and pedestrian paths was designed to create "outdoor rooms" as environments for learning and interaction between students, faculty, and the community.

The plan included projections of future student enrollment (estimated 5350 FTE students by 2020), potential needs of current and future programs and ease of access to campus (pedestrian, bicycle, vehicular traffic and parking).

The initial cost estimate for implementing the LRDP is about \$150 million. Savings of about \$50 million could be achieved by reducing the parking structure space ([Reference](#), Endnote 3B:46). CIP funding will be required to implement the plan in multiple phases.

Initial steps are underway to acquire the vacant parcel specified in the LRDP (located on Makapu'u Avenue) from the John A. Burns School of Medicine (JABSOM), another UH System entity. The Chancellor submitted a request to the Office of the President of the University to begin discussions about the College's intended use of the land ([Reference](#), Endnote 3B:47).

Planning for the Culinary Institute of the Pacific

The LRDP specifically excluded the already existing plan for the Culinary Institute of the Pacific (CIP) at Diamond Head. The CIP at Diamond Head is a long-range capital project to be built near the College campus at the location of the former military officers' Cannon Club. The College has received state and federal funding for the planning, permitting, and design of the facility.

The CIP at Diamond Head will support a four-year degree in Culinary Arts by providing advanced Asian and multi-function culinary labs, a competition/demo amphitheater, signature restaurant, advanced baking and patisserie labs, classrooms, imu (underground oven) pit, themed garden plots, faculty and administrative offices and other features. In conjunction with UH West O'ahu, future culinary training will include the following:

- Bachelor of Applied Science with a concentration in Culinary Management – writing, critical thinking and reasoning, info tech, management, business law and ethics. It will prepare students for leadership roles in hospitality and restaurant industries.
- Advanced Professional Certificate – advanced education and training in Asian, Pacific and Hawaiian cuisine. It will enhance the culinary skills of students and industry professionals and prepare them for the four-year degree.
- Short-Term Professional Courses – continuing education for working professionals to sharpen their culinary and business skills.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Making Decisions on Facilities and Equipment Based on Strategic and Tactical Planning

Recognizing the need to maintain, repair, renovate, replace, or expand aging facilities and equipment, the College's strategic plan for 2009-2015 targeted as a performance measure "to request \$45,000,000 in repair and maintenance funds, an average of \$5.6 million per year." Potential strategies for renewing the campus were identified as follows:

- F1A Plan new construction and expansion based upon identified unit or programmatic need.
- F1B Upgrade and maintain facilities to ensure superior academic achievement, improve functionality of space, and promote pride in our work environment.
- F1C Use the Leadership in Energy and Environmental Design (LEED) standards as a guide when planning new construction, upgrading, and performing maintenance on facilities.

- F1D Partner with external businesses and organizations to establish onsite/nearby satellite facilities.
- F1E In collaboration with community stakeholders implement a Long-Range Development Plan.

Other strategic plan performance measures relevant to facilities and equipment are the following:

- Performance Measure 2: F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.
- Performance Measure 3: F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4,104,500 to 3,316,366 gallons.

The strategic and tactical planning process described in I.B.2 and I.B.3 ensures that decisions related to physical resources emanate from the College's needs and plans for improvement in programs and services.

The specific physical resources required to implement strategies for program and service improvements are identified in the College's tactical plans, which are aligned to the strategic plan; the long-term physical needs are identified in the Long Range Development plan, which is also aligned with the strategic plan.

Determining that Physical Resource Needs in Program and Service Areas Are Met

A scorecard for the strategic plan tracks how well the performance measures in the College's strategic plan are being met. (See I.B.4 for a summary of the strategic plan scorecard.) However, the scorecard does not yet track all of the performance measures related to physical resources.

Responses in the fall 2011 faculty and staff survey indicate that most of them felt the renovations promoted student engagement and learning "to some degree" or "to a great degree." ([Reference](#), Endnote 3B:48, Data Book Two, p.36, Question 25) ("Don't know" responses were excluded.)

- Question 25-1: 84.6 percent of faculty and staff indicate that the STEM Center renovation promotes student engagement and learning to some or a great degree (N=117).
- Question 25-2: 84.2 percent of faculty and staff indicate that the Kahikoluamea renovation promotes student engagement and learning to some or a great degree (N=165).
- Question 25-3: 83.3 percent of faculty and staff indicate that the 'Iliahi building second phase renovation promotes student engagement and learning to some or a great degree (N=144).

- Question 25-4: 86.7 percent of faculty and staff indicate that the Mānele building renovation promotes student engagement and learning to some or a great degree. (N=106).

The increases in student achievement in Kahikoluamea and STEM suggest that the renovations of 'Iliahi and Koki'o may have contributed to increases in learning. (Improvement cannot be solely attributed to the renovations; other factors may include professional development and implementation by faculty of innovative learning strategies.)

Kahikoluamea: The 2011 Annual Report on Program Data for Remedial/Developmental math and developmental writing records the following, between 2008-2009 and 2010-2011:

- An increase in successful completion of remedial/developmental math courses (C or higher), from 66 percent to 69 percent of students.
- An increase in successful completion of at least one developmental writing course within the first year (C or higher), from 55 percent to 59 percent of students.

Also, between 2007 and 2009:

- An increase in successful completion of at least one remedial/developmental math course within the first year, from 46 percent of Achieving the Dream cohorts to 56 percent.
- An increase in successful completion of at least one developmental writing course within the first year, from 67 percent of Achieving the Dream cohorts to 70 percent.

STEM: The 2011 Annual Report on Program Data for Natural Sciences (STEM degree) records the following, between 2008-2009 and 2010-2011:

- Increase in majors, from 43 to 219.
- Increase in successful completion of courses (C or higher), from 66 percent (2009-2010) to 69 percent (2010-2011).
- Increase in Number of AA degrees awarded, from 8 to 11.
- Increase in Number of Transfers to UH 4-year program, from 1 to 11.

Overall, Native Hawaiian student certificate and degree completion and transfer rates to the UH System four-year institutions have also increased, exceeding benchmark strategic plan goals. (See Strategic Plan Scorecard 2012, "Strategic Outcome A. Native Hawaiian Educational Attainment" in I.B.4.)

It's still too early to analyze the potential effects on achievement of the 2011 building renovations in Kōpiko (New Media Arts), Naio (CELTT), and Mānele (Hawaiian Studies).

Annual updates of tactical plans indicate whether any requirements for physical resources identified have been met or further action is needed, as well as whether new requirements have arisen or if facilities and equipment, once required, are no longer needed. (See III.B.1.a.)

Communicating How the College Assesses Physical Resources

Assessment data from Questions 24-4 and 24-9 in the fall 2011 survey suggest that approximately one in four faculty and staff do not know if there are assessments of physical resource needs in their programs, departments, or units, and do not know that the College determines equipment replacement and maintenance based on program and service needs ([Reference](#), Endnote 3B:49, Data Book Two, p.34). This suggests that the College must do a better job at communicating the process for initiating improvements to physical resources; and explaining the link between acquiring physical resources and the strategic and tactical planning process.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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III.C. Technology Resources. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The Center for Excellence in Learning, Teaching and Technology (CELTT) was established in 2005 to provide leadership for the improvement of teaching and learning and the use of innovative technology to support educational and institutional effectiveness. CELTT plans and delivers high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services. ([Reference](#), Endnote 3C:1)

Identifying the Technology Needs of the Campus

The College identifies its technology needs in the strategic and tactical planning processes described in I.B.2 and I.B.3. The strategic plan for 2008-2015 ([Reference](#) [large file], Endnote 3C:2) identifies the following performance measure for technology:

Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement. (Performance Measure 2 for Strategic Outcome F.)

This measure is in support of a new ecology for teaching and learning to increase retention and persistence of students and the rates of degree and certificate completion and transfer. This initiative requires technology “to connect classrooms, labs and centers, campus, community, and cyberspace” ([Reference](#) [large file], Endnote 3C:3, p.15), with support for faculty innovation in meeting the diverse learning styles of students.

The strategic plan also identifies an increase in technology-dependent distance learning (particularly online and hybrid courses) as a strategy to increase enrollment of students from underserved regions ([Reference](#), Endnote 3C:4, p.15).

In alignment with the College’s strategic plan, departments and units identify technology needs to support strategies for improving teaching, learning, and institutional effectiveness. ([Reference](#) [large file], Endnote 3C:5). During the planning process, CELTT is consulted to identify the technology best suited for these purposes. CELTT also provides guidance on technology when the College updates curriculum (see II.A.1), plans for renovation projects, applies for grants, and when departments and units

purchase equipment for faculty and staff or when classrooms are upgraded with technology.

Classrooms are developed and redesigned with technology based on faculty input and identified needs. A basic technology suite for a typical instructional classroom includes an instructor's workstation with internet connection, a VHS/DVD player, a sound system, a ceiling-mounted LCD/data projector, and a projection screen. CELTT also provides a pool of loaner equipment for staff and faculty, including cameras, projectors, sound systems and laptops. Set up assistance is available on request.

A one-time allocation of two million dollars from the state and \$500,000 from a Title III grant were used to upgrade equipment and technology in classrooms over the last six years.

Technology planning also involves human resources. CELTT reviews position descriptions for all employees who have direct responsibility for technology and/or technology support at the campus computer labs. (See II.C.1.a.) This consultation ensures coordinated technology support across the campus and enables CELTT to provide appropriate support to all the College's employees in technology-related jobs.

Assessing the Effectiveness of Technology in Meeting the College's Needs

The CELTT tactical plan identifies performance measures and tracks the effectiveness of its technology implementation by collecting data to make improvements ([Reference](#), Endnote 3C:6). The performance measures are tracked in the Annual Report of Academic Support Services Program Data. See Printing Services, Instructional Multimedia Support Services, Computer Services, and IT Support in the 2009 Annual Report of Academic Support Services Program Data ([Reference](#), Endnote 3C:7, pp.12-23); 2010 Annual Report of Academic Support Services Program Data ([Reference](#), Endnote 3C:8); and the CELTT Technology Resources System Program Review Fall 2010 to Summer 2011 ([Reference](#), Endnote 3C:9).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Decisions on shaping the College's technology services, support, and facilities and on acquiring hardware, and software are made during the tactical planning process to target improvements in institutional operations and effectiveness.

Decisions regarding support for distance education courses are made in the tactical planning process. Faculty responsible for DE courses indicate to their departments and units their equipment and training needs. In order to ensure that these acquisitions and services reflect current institutional needs and plans for improvement, CELTT consults with faculty, departmental chairs, deans, and others involved in designing and planning DE courses.

The distance learning experience for faculty and students has been enhanced by the implementation of Lulima, the UH System's online course management system and Blackboard Collaborate, an online interactive learning software to create virtual classrooms, offices and meeting spaces.

Based on the needs identified in tactical plans and by faculty request, CELTT provides the following support services:

- HITS and ITV support
- 'Ōlelo cable course production
- Multimedia production
- Transcription and closed captioning
- Distance learning support for Lulima and Blackboard and other components of distance delivery
- Professional development for faculty and staff
- Computer applications support

CELTT also provides technical support for the communications systems on campus including telecommunication system, network, wireless network and devices, campus servers, video and audio conferencing ([Reference](#), Endnote 3C:10).

Information Security and Data Backup

CELTT oversees information security, with an IT Specialist assigned as an information security specialist responsible for implementing policies and procedures, training staff and faculty, and deploying Identity Finder to scan computers for the removal of social security numbers, driver's license numbers, and credit card numbers. The College also deploys firewalls to protect computers and information and updates virus protection software regularly.

UH System policy E2.210 ([Reference](#), Endnote 3C: [11](#)) provides guidelines for the use and management of information technology resources. CELTT ensures that the College's technology system and users are in compliance with these guidelines.

UH System policy E2.214 ([Reference](#), Endnote 3C: [12](#)) covers procedures for the security and protection of sensitive information and for reporting security breaches, in accordance with Chapter 487N of the Hawai'i State Statutes. CELTT provides training on encryption and other safe storage practices for custodians of sensitive data.

Mission-critical data on campus servers are backed up to various media by CELTT staff. Other data stored on CELTT-hosted servers are backed up by data custodians/owners using automated or manual processes. CELTT staff advises data custodians on best data backup and storage practices.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.C.1.b. The institution provides quality training to students and personnel in the effective application of its information technology.

Descriptive Summary

CELTT provides technology training for faculty and staff; the Library and Learning Resources unit and the student engagement office in the Kahikoluamea department provide training for students. A U.S. Department of Education Title III Grant provides supplementary resources and support for technologies/training outside of the College's regular budget.

Training for Students

Decisions about student training offerings are based on the following factors:

- Communication with students as to their needs, through student organizations such as Student Congress and the Board of Student Activities.
- Communication with instructional faculty and counselors with respect to the needs of their students.
- Data collected via outcomes assessment to improve the quality of the instructional sessions and develop resources.
- Implementation of new or modified technology resources that students need to know for courses (e.g. Lulima and Blackboard Collaborate).

- New technologies such as iPads and upgrades to standard computer programs such as Microsoft Office that students need to be familiar with to enhance their educational experiences.

Based on these factors, the Library and Learning Resources unit and Kahikoluamea offer the following services and training for students:

- *Student Technology Support Help Desk*: Students may seek help with technology at computer labs and reference and testing center desks located on campus. Staff and/or peer mentors demonstrate technology/web interfaces for face-to-face and hybrid classes; they show students how to use Laulima, BlackBoard Collaborate and MyUH Portal for online registration; they also assist students with accessing the wireless network or use computer equipment on loan. ([Reference](#), Endnote 3C:13)
- *Student Technology Support Lab*: Short impromptu tutorials and trouble-shooting are offered on such topics as Laulima connections and tool issues; Blackboard Collaborate set up and connection issues; software issues including all incarnations and platforms of Microsoft Office; keyboard language configuration; and hardware use for computers, cameras, storage devices, smart phones, iPads, printing. ([Reference](#), Endnote 3C:14)
- *Secrets of Success (SOS)*: Learn to Use Technology workshops are held in the library classroom. ([Reference](#), Endnote 3C:15)
- *SOS Website*: Online information on such topics as Microsoft Office 2007 and 2010/2011, Excel, PowerPoint, and Word; Laulima; COMPASS Exam Info Sessions; Internet Searching; Email Basics; MyUH Portal; eResume with ePortfolio; Livescribe Note Taking demo, Social Networking and Technology Cautions. ([Reference](#), Endnote 3C:16)

The University of Hawai'i's office of Information Technology Services (ITS) provides phone and web-based assistance for the UH System.

Training College Personnel

Decisions about professional development for faculty and staff are based on the following:

- Direct requests made by individuals, committees, administrators, department chairpersons, department chair/unit heads, and governing bodies such as the Staff Council and the Counseling and Academic Advising Council
- Trends and issues in higher education and industry (e.g., cloud computing, Web 2.0 applications, legal developments, distance education)
- Technologies identified during the strategic and tactical planning process
- Technologies identified during the course and program review process.

Based on these inputs, CELTT has provided a series of professional development workshops and resources for faculty ([Reference](#), Endnote 3C:17):

- Distance learning certification programs for faculty who teach online (designing effective online courses to promote student success in distance education)
- Webpage templates and development of web pages for online courses
- Using hardware and software for instructional purposes, to enhance student learning
- Development and delivery of cable TV courses and accompanying websites
- Information security and cybersafety ([Reference](#), Endnote 3C:18).
- A resource bank of documents that can provide additional assistance to faculty teaching online courses.

For a list of faculty training provided by CELTT from 2009-2011, see ([Reference](#), Endnote 3C:19). CELTT provides a campus subscription to the Teaching and Learning with Technology (TLT) group to provide faculty with access to online resources to improve teaching techniques and provide evaluation tools.

The UH System also provides systemwide training for its personnel, frequently hosted by individual campuses or groups such as the Hawai'i Voyager Users Group and the Apple Summer Institute.

Evaluating the Effectiveness of Technology Training

CELTT assesses the effectiveness of its technology training through feedback surveys and reviewing usage data. An assessment plan is included its tactical plan ([Reference](#), Endnote 3C:20).

The data on success, completion, and withdrawal rates in online vs. face-to-face courses, from 2006-2010 (See Table 4. Success, Completion, and Withdrawal: Online vs. Face-to-Face in II.A.1.b.) indicate that the faculty training in distance education has resulted in comparable rates.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Technology planning takes place in the context of the College's cycle of strategic and tactical planning, budgeting, implementation, and assessment described in I.B.2 and I.B.3 and the curriculum review process described in II.A.1. During these processes, CELTT consults with faculty, program coordinators, chairs, unit heads, deans, and vice chancellors regarding technology resources.

Based on needs identified in the strategic and tactical plans, the College allocates an appropriate budget for the acquisition and maintenance of technology infrastructure and resources. Appropriate personnel operate, maintain, upgrade and replace the College's technology infrastructure and resources.

Reliability and Emergency Backup of Technology Resources

The College provides appropriate system reliability and emergency backup. Campus servers for data and voice systems have UPS units to provide power and allow for safe shut down of mission critical systems during power outages.

Network administrators perform regular backups of mission critical systems; those responsible for data on campus servers are required to perform their own backups to storage units outside the campus server room.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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

The College makes decisions on the distribution and use of technical resources based on information provided in the College's strategic plan, the CELTT tactical plan, the tactical plans of other departments and units that identify technology needs, and CELTT's annual Academic Support Services Program Review Procedures and Measures ([Reference](#), Endnote 3C:[21](#)).

Ensuring a Robust and Secure Technical Infrastructure

The College maintains a robust and secure technical infrastructure by planning and budgeting for it and by providing informational technology resources, campus support and training, and customer care services. Informational technology specialists have been centralized within CELTT to enhance application and server support. The resources, training, and services are assessed in the updates of tactical plans.

The campus has nearly 100% wireless access, optimizing access to technology by students, faculty, and staff to support the College's new ecology of learning and research-based learning spaces housed in the STEM center, the library, Kahikoluamea (developmental education and student engagement) and Mānele (Hawaiian Studies and support for Native Hawaiian students).

Wireless network hardware is routinely upgraded when repairs and replacements are needed and when classroom renovations take place. CELTT has adopted the virtualization of servers to improve scalability to maximize physical resources. A new server will be installed to increase server capacity by 4 terabytes. These two additions will meet campus demands for several years. Student fees and tuition provide the funding for faculty technological infrastructure. ([Reference](#), Endnote 3C:22)

Plans are in development to upgrade the Wi-Fi hardware such as servers and routers. Wireless networking hardware in existing buildings is routinely upgraded when replacements or repairs are needed and when classroom renovations are made. The infrastructure to support the campus networks is also being upgraded as renovations occur or if existing switches, cables, and routers are insufficient for instructional or administrative needs. A UH System Voice Over Internet Protocol (VOIP) project has upgraded the entire Wi-Fi infrastructure and telephone system. ([Reference](#), Endnote 3C:23)

For measures taken to secure the networks, see III.C.1.a.

Prioritizing Needs and Assessing if They are Being Met

During the tactical planning process department chairs, faculty, and deans collaborate with the Vice Chancellor for Academic Affairs to prioritize classes/labs needs. Software purchases are based on curriculum requirements.

CELTT maintains an inventory of technology in classrooms, so that when funds for equipment purchase become available, classrooms that lack technology or whose equipment is outdated, can be given priority ([Reference](#), Endnote 3C:24).

Surveys of the faculty and staff and campus leaders (planned for odd-numbered years) allows the campus to assess if its technology needs are being met. The fall 2011 faculty and staff survey indicates that over 85 percent of faculty and staff are satisfied with CELTT's role in meeting the needs of learning, teaching, communications, research, and operational systems.

- 86.4 percent of faculty and staff indicated that CELTT promoted student learning and success greatly or to some degree (Question 18; N=273) ([Reference](#), Endnote 3C:25, Data Book Two, p.23).
- 88.0 percent of respondents strongly or somewhat agreed that CELTT enhanced the campus capacity to offer online and hybrid courses (Question 46-1; N=209) ([Reference](#), Endnote 3C:26, Data Book Two, p.66).
- 85.5 percent of respondents strongly or somewhat agreed that CELTT provided more professional development opportunities (N=228). In 46-3, 85.0 percent strongly or somewhat agreed that sufficiently supported technology-enhanced teaching and learning experience (Question 46-3; N=227) ([Reference](#), Endnote 3C:27, Data Book Two, p.66).
- 86.0 percent strongly or somewhat agreed that CELTT provided sufficient technological support for campus operations (Question 46-4; N=235) ([Reference](#), Endnote 3C:28, Data Book Two, p.66).

The 2011 faculty and staff survey, with a response rate of 50.1 percent (N=364), provided data on the effectiveness of CELTT ([Reference](#), Endnote 3C:29) in regards to distance learning. Question 14 asked faculty who taught a distance delivery class to “rate the support for your equipment needs?” Seventy percent of the seventy-six faculty who responded were somewhat to very satisfied with the support of their equipment needs in the distance learning courses they taught ([Reference](#), Endnote 3C:30, Data Book Two, p.19).

The 2011 survey of campus leaders also provided feedback on the levels of satisfaction with the College’s websites ([Reference](#), Endnote 3C:31).

- Campus leaders were asked to assess different features of the College’s website (Question 10): 51.9 percent were very or somewhat satisfied with its accessibility (N=27); 50.0 percent were very or somewhat satisfied with its accuracy (N=26); and 53.8 percent were very or somewhat satisfied with its comprehensibility (N=26) ([Reference](#), Endnote 3C:32, Data Book Three, p.3).
- Campus leaders were asked to assess different features of QUILL, the College’s Intranet (Question 15): 63.0 percent were very or somewhat satisfied with its accessibility (N=27); 48.1 percent were very or somewhat satisfied with its accuracy (N=27); and 51.9 percent were very or somewhat satisfied with its comprehensibility (N=27) ([Reference](#), Endnote 3C:33, Data Book Three, p.4).

Having recently completed the recruitment of a webmaster, the College will engage the faculty and staff in a redesign of the website and of the Quill intranet.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Ensuring that Technology Decisions are Based on the College's Plans for Improvement

CELTT's technology planning takes place in the context of the cycle of strategic and tactical planning, budgeting, implementation, and assessment described in section I.B.2 and I.B.3. The consultations that take place regarding technology resources are described above in III.C.1.

Evaluating Technology Resources and Support

CELTT's 2009-2012 tactical plan ([Reference](#), Endnote 3C:34) adopts six performance measures from the 2008-2015 strategic plan; and six potential strategies recommended in the 2008-2015 strategic plan, with performance measures specific to CELTT.

The performance measures in the strategic plan are tracked in an annual scorecard ([Reference](#), Endnote 3C:35). The performance measures identified in CELTT's tactical plan are tracked in the Annual Report of Academic Support Services Program Data ([Live Link](#), [Reference](#), Endnote 3C:36). (See III.C.1, "Assessing the Effectiveness of Technology in Meeting the College's Needs.") Based on these annual assessments, improvements are planned.

Self Evaluation

The College meets the Standard. Technology planning is integrated into Tactical Plans aligned with the Strategic Plan. CELTT works as a central point to implement and facilitate technology planning and integration for the College. Customer satisfaction surveys and a survey that address the overall satisfaction of technology programs and services on campus provide feedback on technology effectiveness. In 2009-2010, a total of 107 individuals responded to CELTT's customer satisfaction surveys assessing the overall performance of the unit ([Reference](#), Endnote 3C:37). 87 percent of the respondents felt that the effectiveness of the support they received was excellent, 84 percent felt that the knowledge of CELTT's support staff was excellent; 93 percent stated that the customer service they received was excellent and 96 percent stated that their overall experience was excellent.

Campus faculty and staff request service, report problems, and make equipment loan requests using CELTT's online request form. Upon receipt of the request, the client

receives a confirmation email. Upon completion of the request, the client receives an email invitation to complete a customer satisfaction survey. In Fall 2010 – Summer 2011, a total of 290 individuals responded to CELTT's customer satisfaction surveys assessing the Help Desk/Customer Care Center effectiveness, customer service, knowledge, and their overall experience ([Reference](#), Endnote 3C:38). Ninety-one percent of the respondents felt that the effectiveness of the Help Desk to solve problems was excellent; 92 percent felt that the computer-related knowledge of the Help Desk staff was excellent; 93 percent stated that the customer service they received from the Help Desk was excellent and 96 percent stated that their overall Help Desk experience was excellent.

Actionable Improvement Plans

None.

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Doc #629: [Reference](#), Archive Link: <http://hdl.handle.net/10790/629>

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.

Descriptive Summary

The primary funds for operating the College are an allocation from the State of Hawai'i General Fund and a Tuitions and Fees Special Fund (TFSF). The following table show expenditures of General Funds and TFSF for the past five fiscal years, FY 2007-FY2011.

Table 12. General Funds and TFSF, FY 2007 - FY2012

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| General Funds | \$20,628,089 | \$22,429,032 | \$25,167,336 | \$20,439,966 | \$19,470,830 |
| TFSF | \$7,048,513 | \$9,464,545 | \$10,028,930 | \$11,314,071 | \$14,475,430 |
| Total | \$27,676,602 | \$31,893,577 | \$35,196,266 | \$31,754,037 | \$33,946,260 |

([Reference](#), Endnote 3D: [1](#))

These funds were supplemented by federal funds from the American Recovery and Reinvestment Act (ARRA) in 2010 (\$2,057,691) and 2011 (\$2,057,691).

In addition, the College has services such as risk management and SCT Banner, an online student information network, which includes online registration:

Table 13. UH and UHCC Systems Support, 2006-2012

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|-------------|-------------|-------------|-------------|-------------|
| \$3,625,924 | \$4,021,626 | \$4,335,805 | \$4,110,001 | \$4,324,764 |

([Reference](#), Endnote 3D: [2](#))

Since 2007-2008, the UHCC Enrollment Growth Fund supported the College's offerings of additional classes/credits to meet student needs and increase the educational capital of the state, a goal in the strategic plans of the UH System, the UHCC System, and the College.

**Table 14.
UHCC Enrollment Growth Fund Support, 2006-2012**

| 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|-----------|-----------|-----------|-----------|
| \$143,536 | \$315,687 | \$447,432 | \$506,178 |

Other sources of revenues include the following:

Summer School Tuition Revenue: Summer school tuition is higher than during the academic year. From 2006-2011, revenues were substantial.

Table 15. Summer School Tuition Revenues, 2006-2011

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------|----------------|----------------|----------------|----------------|
| \$2,101,434.62 | \$2,393,903.57 | \$2,654,833.11 | \$2,829,071.79 | \$3,050,623.05 |

Continuing Education and Contract Training: Continuing education and contract training under Office for Community Relations and Continuing Education also adds to the revenue stream.

Table 16. Continuing Education and Contract Training, 2006-2011

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|-------------|-------------|-------------|-------------|-------------|
| \$3,900,479 | \$3,950,883 | \$4,681,450 | \$4,553,180 | \$4,247,715 |

Grants: The College has successfully pursued grants over the last six years to augment the College's revenues:

Table 17. Grant Funds, 2006-2012

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|
| \$3,100,815 (28 awards) | \$6,031,245 (35 awards) | \$7,569,218 (45 awards) | \$10,103,000 (45 awards) | \$7,304,531 (49 awards) | \$3,778,089 (41 awards) |

(University of Hawai'i Office of Research Services)

Foundation Donations: Through the University of Hawai'i Foundation, the College has established numerous philanthropic partnerships, which have provided revenues.

Table 18. Revenues from Philanthropic Partnerships

| Fiscal Year: | Total Amount Received: |
|-------------------------------|------------------------|
| 2011 | \$1,153,288.00 |
| 2010 | \$1,143,778.00 |
| 2003-2009 Centennial Campaign | \$12,023,323.00 |
| <i>Grand Total:</i> | \$14,320,389.00 |

Private Donors: The College has also received 9,336 private donations from the following categories of donors (the number of donations are in parentheses): Alumni (4382); Parents (277); Faculty & Staff (163); Students (22); Other Individuals (3248); Corporations (910); Foundations (77); Others (257).

Resources to Support Educational Improvements

The College has sufficient revenues to support educational improvements, such as the following:

Faculty Development to Improve Student Learning and Success: From 2006-2011, the College expended \$4.7 million on professional development (mainly sabbaticals and reassigned time). See III.A.5 and III.A.5.a for a description of professional development activities that have been funded. See III.A.1.c for a description of workshops related to assessing student learning outcomes and course competencies.

Renovation of Learning Spaces to Improve Student Learning and Success: Between 2006 and 2011, the College acquired over \$7 million in Title III funding to renovate learning spaces. (See III.B.2.b for a list of the grants and descriptions of the renovations.)

Improvements in Educational Technology: Over the last six years, the College's Center for Excellence in Learning, Teaching, and Technology (CELTT) expended \$2,511,887 for updating and improving educational technology in classrooms.

In addition to allocations for educational improvement from the College's other sources of revenues, the University of Hawai'i Community College (UHCC) System has established a fund for improvement and distributes it to the seven campuses based on achievement of performance measures established in the College's 2008-2015 strategic plan which are based on priority outcomes of the UH and UHCC systems ([Reference \[large file\]](#), Endnote 3D:3).

The UHCC funding targets the following improvements, shared by both the College's and UHCC's strategic plans: increases in (1) the number of graduates (degrees/certificates), (2) transfers to 4-year campuses, (3) Native Hawaiian graduates, (4) Science, Technology, Engineering and Math (STEM) graduates, and (5) Pell

recipients. The College's success at meeting four out of these five performance benchmarks has earned it an additional \$900,000 from the UHCC System for 2011-2012.

Prioritizing Funding for Improvements

The financial resource allocation process is part of the College's cycle of planning, budgeting, implementing and assessing improvement strategies. (See I.B.2 and I.B.3.) The priorities for funding are set at the institutional and departmental/unit levels in its strategic and tactical plans.

Distance Education

The budget for distance education is integrated into the budgets of departments and academic support units. Distance learning needs are provided for in the annual allocations to departments and units; additional needs and expenses may be identified in their tactical plans and requested during annual budgeting sessions.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The College's financial planning is integrated into its planning cycle. In addition to annual allocations given to departments and units to cover personnel and equipment and supplies, discretionary funds are allocated to target outcomes and performance measures identified in its six-year strategic plan and the three-year tactical plans.

Aligning Mission and Goals with Budgeting

The College's strategic planning goals (outcomes) are aligned with its mission. (For the alignment of mission and outcomes, see Table 3 in I.A.4.) When developing tactical plans and identifying resource needs, departments and units review the mission and outcomes in the strategic plan to ensure alignment.

Annually, allocations are made to departments and units to cover personnel and operational needs (equipment and supplies). Generally, these costs consume all of the general funds (which come with fringe benefits for personnel) and much of the TFSS. If critical shortfalls occur during the year, the departments and units may appeal, via the

deans and vice chancellors, to the Vice Chancellor for Administrative Services for additional funds.

Departments and units identify needs for improvement in their tactical plans. Surpluses of TFSF and revenues from the other sources (e.g. grants) described in III.D are allocated to vice chancellors and deans for distribution to programs, departments and units, or directly to programs, departments and units to fund priorities identified in strategic and tactical plans. For example, in FY 2011, when the College allocated \$2 million from TFSF for instructional equipment, department chairs and unit heads were asked to review their tactical plans to identify priority needs. Requests for acquisitions were reviewed by the department chairs, unit heads, deans and vice chancellors, with final approval by the Chancellor.

The College may also request funds from the state legislature for new personnel, programs, and equipment to target strategic outcomes. The requests are submitted via the UH System for consideration in the state's biennium and supplemental budgets. (See I.B.3 for details of the College's budgeting process.)

Evidence that Fiscal Expenditures Support the Achievement of Institutional Plans

A strategic plan scorecard provides evidence that the funds budgeted to target outcomes and performance measures are resulting in improvements ([Live Link, Reference](#), Endnote 3D:4). The initial scorecard for 2012 indicates that the College has already achieved over 50 percent of the strategic planning measures and sub-measures for the 2009-2015 period. The tactical plans are also reviewed annually to track the performance measures in them and adjust strategies for improvement, as needed.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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 is required to balance its budget each year. To enhance its budget, the College takes steps to increase its revenues beyond its general funds and tuitions and fees (TFSF) through running an efficient summer school program and continuing education and contract training programs; applying for grants to target improvements; and fundraising from private donors to support programs and services. It also manages its programs and courses carefully, maximizing enrollments and minimizing the number of

low-enrolled courses, deploying personnel in areas of priority, and eliminating programs for which no demand exist.

The College is informed of its general funds allotment before the start of the fiscal year. It projects its revenues from tuition and fees (TFSF), based on the previous year's revenues and on enrollment trends. The actual TFSF are known after fall and spring enrollments.

Based on the general allotment and TFSF projections, the Vice Chancellor for Administrative Services (VCAS) prepares the College's annual budget for the Chancellor's review. Once the budget is approved, the VCAS distributes budget sheets to the vice chancellors and deans, and the department chairs and unit heads are informed of their annual allotments. The College's annual budget may be adjusted, generally at mid-year, if tuition and fees exceed or fall behind projections.

The allotments to departments and units are categorized into (1) personnel expenses and (2) equipment and supplies expenses. The percentages of the allotments in these categories in FY2011 and FY2012 were as follows:

Table 19. Allotment Percentages

| Fiscal Year | Personnel Costs | Equipment | Supplies |
|-------------|-----------------|-----------|----------|
| 2010-2011 | 76% | 6% | 17% |
| 2011-2012 | 82% | 1% | 17% |

The number of personnel in each department and unit may be adjusted based on program reviews and strategic planning. (For reallocations of personnel, see III.A.6.)

The equipment and supplies budgets for departments and units are generally based on such factors as the number of faculty and number of classes offered, the number of students served, the cost of maintaining or replacing equipment and supplies essential to programs and services, etc. There is no formula for determining the amounts. Adjustments may be made when departments and units identify critical shortfalls in supporting student learning needs or in ensuring the health and safety of students and personnel.

Some departments and units develop grants, donations, or revenues from continuing education and contract training to fund the implementation of priority projects that are not funded in the College's annual budget. For example, in summer 2010, the Culinary Arts department received \$75,000 in private donations to convert the Asian/Pacific operational kitchen into an instructional kitchen for 300-level culinary courses.

The allocations for major professional development initiatives, upgrades of technology resources and other equipment, and building renovations, all targeting strategic and

tactical outcomes, are controlled and distributed by the Chancellor and made with existing funds. (For a summary of these allocations, see I.B.3.)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Long-Term Fiscal Planning, Priorities, Liabilities

The State of Hawai'i, the UH System and the UHCC System manage the College's long-range financial liabilities.

- The state is responsible for approving and funding the College's Long Range Development Plan. (See I.B.4.)
- The state enters into collective bargaining agreements with employee unions and is responsible for funding health and retirement benefits.
- The state and UH System are self-insured for facilities and general liability. The UH Office of Risk Management implements risk management principles and practices and serves as a systemwide resource for risk management related issues.
- The UHCC System handles the budgeting and management of construction projects and major renovations and repairs to ensure that long-term maintenance costs are funded along with construction. (See III.B.2.a.)

The security of the umbrella of the state and the UH and UHCC systems allows the College to focus on the relatively short planning cycles of its six-year strategic plan and its three-year tactical plan and to focus mainly on managing its annual budget.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The College's financial planning takes place primarily at the tactical planning level. The tactical plan requires each program and service area to identify the resources (human, physical, fiscal, technology) required to implement strategies for improvement. The plans also indicate funding sources to be used to fulfill its need: general funds, special funds, grants, biennium and/or supplemental budget requests, or others.

Guidelines for writing tactical plans are found in the "Tactical Planning Framework for Academic and Support Units and Emphases, 2009-2012" ([Reference](#), Endnote 3D:5, p.41).

All faculty and staff have the opportunity to participate in the tactical planning and budgeting process through their departments and units (I.B.2. and I.B.3.) and through governance bodies (IV.A.2.a).

Survey Results on the College's Budgeting

The College has a complex budgeting process, involving not just the College, but the UHCC and UH systems and their three strategic plans and ultimately the state legislature and governor. Data from the fall 2011 faculty and staff survey indicate that only one respondent in three understands and engages in the budgeting process at the College ([Reference](#), Endnote 3D:6, Data Book Two, p.47):

- 33.8 percent of respondents understand their department's budget (Question 32-1, N=275).
- 27.2 percent understand how their department's budget was determined (Question 32-2; N=276).
- 38.2 percent understand the connection between their department budget and Tactical Plan (Question 32-3; N=275).
- 36.3 percent understand the connection between their department budget and the College's Strategic Plan (Question 32-4; N=273).
- 36.1 percent were involved directly with their department's/division's tactical planning process (Question 32-6; N=274) ([Reference](#), Endnote 3D:7, Data Book Two, p.48).

These data suggest that while constituencies have opportunities to participate in the development of institutional plans and budgets, the majority of faculty aren't involved and don't understand how their department's budget was determined.

The 2011 survey of campus leaders ([Reference](#), Endnote 3D:8) suggests that a greater number of campus leaders (two out of three) understood their department's budget and its

connection to the strategic and tactical plans ([Reference](#), Endnote 3D:9, Data Book Three, p.5):

- 75.0 percent of these leaders indicated that they understood their department's budget (Question 17-1; N=28).
- 60.7 percent indicated that they understand how their department's budget was determined (Question 17-2; N=28).
- 71.4 percent indicated that they understand the connections between their department's budget and their division's tactical plan (Question 17-3; N=28).
- 70.4 percent indicated that they understand the connection between their department's budget and the college's strategic plan (Question 17-4; N=28).

However, removing the responses of administrators, the data reveal that about 40-60 percent of department chairs and unit heads do not understand their budgets, how their budgets were determined, or how their budgets are connected to the strategic and tactical plans ([Reference](#), Endnote 3D:10).

These campus leaders rated the degree to which their department or unit followed the practice of consistently allocating resources to priorities identified in the planning process: 18.0 percent of these leaders indicated that there was "no implementation" of this practice; 18.0 percent indicated that this practice was "under discussion"; 43.0 percent indicated that there was "partial implementation" of this practice; and 21.0 percent indicated that there was "full implementation" of this practice ([Reference](#), Endnote 3D:11, Data Book Three, p.7, Question 21).

The survey suggests that to encourage or increase participation in the process, the College needs to work on improving the campus understanding of the planning and budgeting process. For example, the framework for tactical planning doesn't clearly explain the various funding sources or what they may be used for. How the department and unit annual allocations for operations are determined is also not clear to the majority of faculty and staff. One area that may need clarification is that the decisions on major resource allocations targeting areas for improvements identified in strategic and tactical plans are made at the administrative level, by the Chancellor, with input from his administrative staff (e.g. deans and Vice Chancellors). Also, the difference between (1) the annual allocations for personnel, equipment, and supplies and (2) the major allocations for improvements could also be clarified. Finally, major resource allocations and their purposes could also be communicated more widely.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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

The College's budget is largely consumed by personnel and operational costs to support the departments' and units' missions and goals, which target support for student learning programs and services. These costs are identified in the budget sheets of the annual allocations to departments and units.

Grant expenditures for upgrading facilities and technology and for providing professional development to improve programs and services are recorded in reports to granting agencies.

Annual financial audits for all ten campuses of the University of Hawai'i System are conducted internally and/or by externally contracted certified public accounting firms. In the 2008 and 2009 audit, the auditing agency, Accuity LLP CPAs stated that the University is well-positioned to maintain its strong financial condition and level of excellence in service to students, the research community, and the State of Hawai'i.

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 and recorded in minutes posted at the BOR website.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Once the annual budget is set, the College is mainly focused on controlling its expenditures to remain within its budget. To help administrators, department chairs and

unit heads maintain control over their spending, the Vice Chancellor for Administrative Services (VCAS) disseminates quarterly reports on expenditures of allocations.

Financial data are also available via the Financial Management Information System (FMIS), which tracks expenditures in specific accounts. Periodic training is offered to department secretaries and others such as coordinators and administrators who track expenditures in FMIS, including various grant accounts.

The UH System Budget Office provides Web Budget Level Summary (BLS), an online system for input, monitoring and reporting of revenues, expenditures, and encumbrances, incorporating data from FMIS ([Reference](#), Endnote 3D: [12](#)).

At the start of each semester at the general faculty convocation, the Chancellor informs the faculty and staff about the State's economic conditions and the effect it could have, or is having, on allocations to the College.

The VCAS makes regular presentations to the College's Policy, Planning, and Assessment Council (PPAC) and the Faculty Senate budget committee to keep them apprised of the status of the budget. Spending may be restricted if TFSF revenues fall short of expectations. When additional funds are available for discretionary allocations, the amounts are announced to administrators, department chairs and unit heads, who seek input from faculty and staff for funding of high priority projects.

The Vice President for Community Colleges (VPCC) visits the campus each semester to update the College on state revenues, funding conditions and initiatives related to allocations based on the achievement of performance-based objectives. Presentations are open to all administration, faculty and staff. Subsequently, the electronic slides of the presentation are made available on the OFIE website ([Live Link](#), [Reference](#), Endnote 3D: [13](#)).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The College has sufficient funds to maintain cash flow. General funds, used to fund salaries because they include fringe benefits, are distributed through quarterly allotments. Revenues from tuition and fees are received in the fall and the spring semesters.

The College has maintained a balance of unrestricted funds at the end of the last four years:

FY 2012: \$6,520,791

FY 2011: \$10,546,270.00 (amount subject to adjustment)

FY 2010: \$8,670,124.00

FY 2009: \$6,090,504.00

([Reference](#), Endnote 3D: [14](#))

These amounts are sufficient to meet the requirement for a minimum 10 percent reserve for emergencies.

Should the need arise for more cash due to an unexpected emergency, the College may appeal to the University of Hawai'i Community Colleges System budget office.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Financial Management Policies & Procedures

The College's Vice Chancellor for Administrative Services and the Business Office which he oversees ensure that the College follows all federal, state and university policies in managing and expending financial resources.

The UH budget office provides annual expenditure studies and internal management reports ([Reference](#), Endnote 3D: [15](#)) ([Reference](#), Endnote 3D: [16](#)).

The UHCC department of Budget, Planning and Finance supports the College's financial planning, fiscal processing requirements, and the CIP fiscal processing requirements ([Reference](#), Endnote 3D: [17](#)).

The centralization of financial management was implemented to ensure uniformity and efficiency in administering the finances of the UH and UHCC systems, in compliance with UH System procedures, posted at the UH Systemwide Administrative Procedures website, Vol. II–Business and Finance ([Reference](#), Endnote 3D: [18](#)). Procedures for fiscal management, budget, procurement, treasury, accounting, disbursing and contracts and grants are available.

Managing Extramural Funds (Federal and State Awards)

The UH Office of Research Services (ORS), on behalf of Kapi'olani Community College, tracks, monitors, and reports on extramurally funded projects to ensure compliance with applicable federal laws, rules, and regulations.

The College's grants development specialist and administrative officer for grants work with the ORS's contract specialist to ensure that sub-awards, contracts, and other award agreements originating from federal grants comply with the applicable federal and state laws, rules and regulations, and UH policies and procedures. The University of Hawai'i's sub award process is available online ([Reference](#), Endnote 3D: [19](#)).

Regularly reporting to and consultation with granting agencies (mainly the federal government) ensure that extramural funds are properly managed and expended.

Managing Extramural Funds (Private and Foundation Sources)

The College's foundation funds are managed by the University of Hawai'i Foundation, a 501(c) 3 organization responsible for receiving and managing private funds on behalf of the University of Hawai'i campuses. The Board of Regents and the state legislature require that the UH Foundation be audited annually by external auditors. The annual audits and financial reports are available on the UH Foundation website ([Reference](#), Endnote 3D: [20](#)).

To assist with the management of private donations and foundation awards, the College has a director of development, funded fully by the UH Foundation. The director handles all funds generated by the UH Foundation, originating from private and corporate donations. All funds held by the UH Foundation must be administered by the College following established UH policies and procedures.

Managing Financial Aid

The Financial Aid Office in the Kekaulike Information and Service Center provides a variety of services related to financial aid, education loans, and scholarships. To ensure

sound management of funds disbursement, an external auditor reviews the Financial Aid Office annually.

Managing Investments

The UH Treasury Office in the Bursar's Office centrally manages short-term investments for the College ([Reference](#), Endnote 3D:21). Funds are transferred daily from the College to the UH treasury.

Audits

The UH System policy E8.204 University Audit Plan provides for audits of "the organization, management controls, and internal accounting controls by qualified professional staff of external and/or internal auditors, consultants, and specialists, procured or assigned, and directed by the President or his designee." ([Reference](#), Endnote 3D:22)

The Committee on University Audits reviews the annual reports and makes recommendations to the Board of Regents for improving financial management. The reviews are recorded in the minutes of the committee meetings, located at the committee's website ([Reference](#), Endnote 3D:23).

A Hawai'i State Legislative audit was conducted in 2006 to review the use of revolving funds in the UH System.

The College has not received any negative audit findings in the past six years.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Grants & Extramural Awards (Federal, State)

The College's Business Office and Office for Institutional Effectiveness (OFIE) work collaboratively to ensure grants management is consistent with the mission and goals of the College and in compliance with all regulations, internal restrictions, and laws governing the agreements.

External audits contracted by ORS ensure compliance with federal and state laws and the stipulations of the individual grants.

Fundraising

The College's director of development 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 guidelines of Account Administrative Policies ([Reference](#), Endnote 3D:24).

Fund-raising efforts may be conducted by individual programs (e.g. scholarship appeals) and by student clubs, under the oversight of the Office of the Chancellor.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

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

In executing its strategic and tactical plans, the College enters into contractual agreements with private construction contractors, technology contractors, and other service contractors.

The fiscal accuracy of all contractual agreements is monitored by the University of Hawai'i System Vice President for Budget and Finance and its Chief Financial Officer who have signatory authority for contractual agreements. In some cases, the Vice President for Community Colleges may also sign contractual agreements for services provided to the College (e.g., Smarthinking, an online tutorial service).

Pay-for-service contractual agreements (e.g Blackboard Collaborate, a web-based conferencing system used for tutoring, office hours, and instruction) are reviewed by the University of Hawai'i Office of Procurement, Real Property, and Risk Management and include terms for changing or terminating contracts that don't meet its required standards of quality.

Contractual agreements that provide revenues for the College are reviewed by the University of Hawai'i Office of Research Services and are signed by its director.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Controls of financial management processes are guided by the UH System's financial management policies. The College applies the UH System guidelines consistently in its use of its financial resources. A review of management processes is done during the annual audits of the UH System described in III.D.2.d, under "Audits," and improvements are made, as needed, in the systemwide procedures. These improvements are recorded in the minutes of the Committee on University Audits, which are posted at its website ([Reference](#), Endnote 3D:25).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Programs and services conduct annual reviews and three-year comprehensive reviews to assess the effectiveness of their use of financial resources. The reviews address program goals, accomplishments, measures of performance, as well as demand, efficiency, and effectiveness (I.B.3).

Performance measures that show deficiencies are addressed in the tactical plan and by the appropriate deans and vice chancellors. Plans are updated annually to review progress on performance measures in the Policy, Planning, and Assessment Council.

Grant outcomes are reviewed periodically in reports to the granting agencies to ensure that the funds are being effectively used.

The strategic plan scorecard and ten institutional effectiveness measures (IEMs) (I.B.4) are used in conjunction with tactical plan updates to track progress on performance measures and assess how effectively financial resources have been used as a basis for improvement. The 2012 strategic plan scorecard suggests that financial resources expended to target improvements have resulted in improvements. The College has achieved the benchmarks in 29 of 41 strategic planning measures and sub-measures. The preliminary findings also show improvements in some of the IEMs (I.B.4). Both the scorecard and IEMs also identify areas where the College needs to continue to improve.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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Standard 4: Leadership and Governance

Ka pouhana.



The main post.

*(The person on whom others depend for leadership, guidance, and help
—the mainstay of the family.)*

Mary Kawena Pukui, 'Ōlelo No'eau, #1544

Standard Four: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The College's mission statement commits it to educational excellence: "The College strives to provide the highest quality education and training for Hawai'i's people." (See Introduction, section A for the complete statement.) The College's strategic plan is guided by and aligned with the mission statement, and identifies strategic outcomes and performance measures to systematically move the College toward excellence.

To achieve excellence, the College's values statement commits it to working together with its community for improvement: "Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve." (See Introduction, section A.)

Two other value statements express the College's culture of working together and encouraging innovation and improvement:

- Respect and appreciation for our faculty, staff, students, and administration, in recognition of their ongoing innovation and achievements.
- Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.

Data from the fall 2011 faculty and staff survey indicate the following (“Don’t know” responses are excluded.):

- 73.3 percent of the faculty and staff are completely or mostly aware of the College’s mission statement (Question 15, N=318) ([Reference](#), Endnote 4A:1, Data Book Two, p.20);
- 91.2 percent strongly or somewhat agreed that the mission statement expresses the collegewide commitment to student learning (Question 17-1, N=297) ([Reference](#), Endnote 4A:2, Data Book Two, p.22);
- 54.0 percent strongly or somewhat agreed that they have discussed the relevance of the mission statement to student learning with peers or administrators (question 17-2, N=278) ([Reference](#), Endnote 4A:3, Data Book Two, p.22).

Exemplifying a Commitment to Excellence

The College exemplifies its commitment to excellence in its planning and assessment processes, which promote participation in setting measurable goals for improvement and implementing innovative strategies to achieve them, then assessing outcomes to see if further improvement is needed. These processes include strategic and tactical planning (I.B.2 and I.B.3); curriculum review and student learning assessments (II.A.1); evaluations of faculty, staff, and campus leaders to improve their performances (III.A.1.b); and professional development (III.A.4.a). In these processes, College personnel are asked to bring forward ideas for improving themselves as professionals and the courses, programs, services and support they provide to students, as articulated in their job duties and responsibilities (III.A.1.a).

The fall faculty and staff 2011 survey asked respondents to rate campus leaders in encouraging faculty, staff, and students to participate in the discussion, planning, and implementation of proposals to improve the College’s services and programs ([Reference](#), Endnote 4A:4, Data Book Two, p.58, Question 40). The aggregated percentages of fair, good, and excellent ratings were as follows:

Table 1: Rating of Campus Leaders by Faculty and Staff

| | Fair, Good, or Excellent Ratings |
|--|----------------------------------|
| Department Chairs and Unit Heads (N=220) | 95.4% |
| Deans and Directors (N=215) | 91.6% |
| Vice Chancellors (N=206) | 88.8% |
| Chancellor (N=212) | 82.5% |

(**Note:** “Don’t know” responses are excluded.)

The survey also asked respondents about their participation in planning and priority setting and their commitment to improving institutional effectiveness ([Reference](#),

Endnote 4A:5, Data Book Two, p.22, Question 17) (“Don’t know” responses are excluded.):

- 59.6 percent of faculty and staff strongly or somewhat agreed that they participated actively in the planning or priority-setting process in their department (Question 17-3; N=272).
- 93.1 percent strongly or somewhat agreed that they are committed to improving the effectiveness of their education/professional practice to improve student learning and success (Question 17-5; N=305).

Availability of Data about the College’s Performance

The College makes available data on institutional effectiveness, including its graduation and persistence rates, Annual Reports of Program Data, results from the Community College Survey of Student Engagement (CCSSE), and Achieving the Dream performance data. (See I.B.5.)

The College assesses its performance regularly in its institutional effectiveness measures (IEMs) and strategic plan scorecard (see I.B.4) and its program reviews and annual updates of tactical plans.

The fall 2011 faculty and staff survey indicated the following (“Don’t know” responses are excluded.):

- 66.3 percent strongly or somewhat agreed that they used data, program review data, or other institutional assessment data to help their department or unit to identify areas of improvement (Question 17-4; N=270) ([Reference](#), Endnote 4A:6, Data Book Two, p.22).
- 77 percent strongly or somewhat agreed that the College’s Office for Institutional Effectiveness, which posts data and links to data) has facilitated using data-based and evidence-based decision-making on campus (Question 43-1; N=267) ([Reference](#), Endnote 4A:7, Data Book Two, p.62).

Governance Processes

The governance processes described below in IV.A.2.a encourage individuals and groups to participate in the College’s commitment to enhance student learning and continuously improve.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

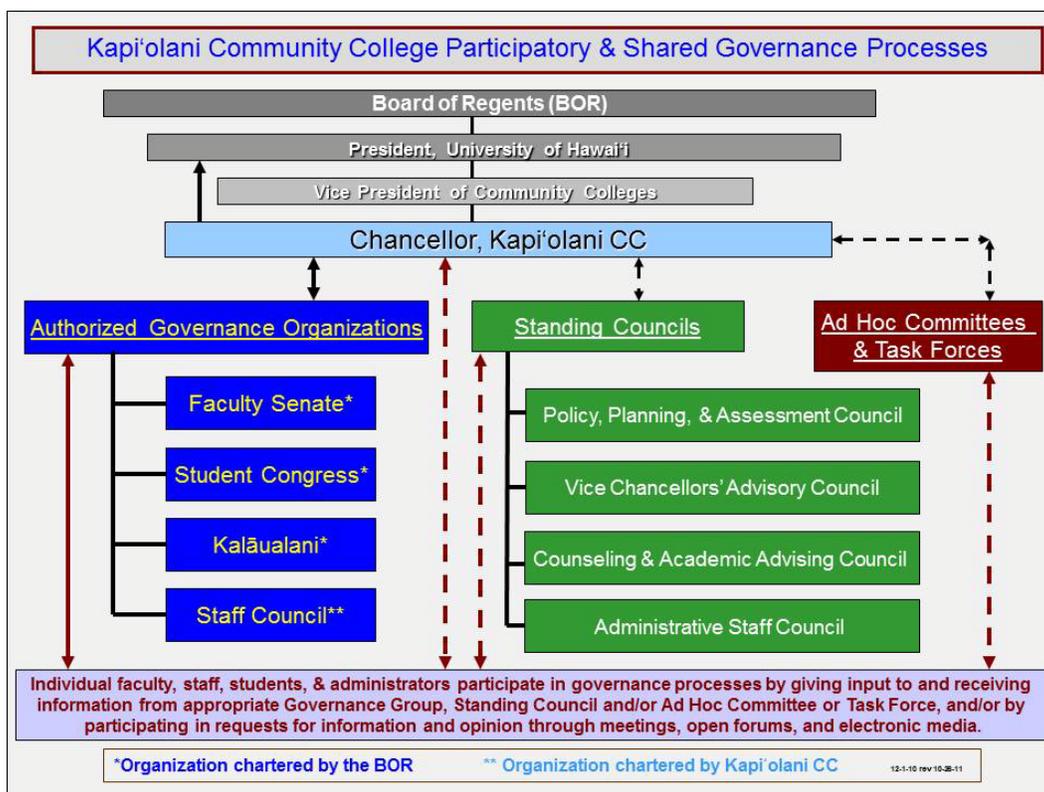
IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

In response to a 2006 Self Study recommendation from ACCJC that the College “[d]evelop a written description of its governance structure,” the College produced *Governance at Kapi'olani Community College*, based on UH Board of Regents policies on participatory governance in the University of Hawai'i System. The document was reviewed and approved by the four authorized governance organizations (AGOs) in 2010 and is posted on the College's homepage ([Reference](#), Endnote 4A:8).

The document describes the AGOs—Faculty Senate, Student Congress, Staff Council, and Kālāualani—and other advisory bodies, as well as the opportunities available to all personnel and students to participate in the governance.

Figure 1. Participatory and Shared Governance Processes



Authorized Governance Organizations (AGOs)

Faculty Senate (FS): The Faculty Senate represents the faculty on policies, positions, and actions pertaining to the mission and goals of the College; the nature and scope of its education curricula; standards of teaching, scholarship, and services; personnel policies and academic freedom; budget; and community relations ([Reference](#), Endnote 4A:9).

Evidence of recommendations and feedback to the Chancellor, and the Chancellor's responses to and decisions based on their advice and communication, are available under Report and Minutes on the FS website ([Reference](#), Endnote 4A:10).

FS is comprised of one senator from each department and unit, who is responsible for reporting back to and soliciting feedback from department or unit members. FS includes standing committees on 1) Admissions, Academic Standards, and Graduation; 2) Budget; 3) Curriculum; 4) Evaluation; 5) Faculty Student Relations; and 6) Professional Rights and Responsibilities. FS may also establish ad hoc committees such as Distance Education and Student Learning Outcomes Committees.

All faculty can submit ideas for improvements to the FS via Action Request forms ([Reference](#), Endnote 4A:11).

Student Congress: Student Congress is the governing body of the Associated Students of Kapi'olani Community College (ASKCC) and represents the student body in governance issues ([Reference](#), Endnote 4A:12). The Student Congress has "the power to review and make recommendations to the chancellor in all areas affecting the student experience" and has representation on committees and councils of the College. See Student Congress Charter, Section D. Powers and Duties ([Reference](#), Endnote 4A:13, p.3).

Student representatives serve on committees such as the Policy, Planning, and Assessment Council (PPAC, described below), the Faculty-Student Relations Committee of the Faculty Senate, the Academic Grievance and Student Conduct committees, and the Self Evaluation steering committee and its four standards committees.

ASKCC has taken the lead in sponsoring open forums for students to present questions, concerns, and suggestions to the Chancellor and his administrative team. ASKCC organized three student focus groups in spring 2012. Students can discuss issues and submit ideas for improvement. In October 2011, ASKCC also hosted a liberal arts open forum for students to discuss issues and ideas with the dean and chairs of the liberal arts departments.

Staff Council: The function of the Staff Council is "to provide a formal voice and organization representing the staff in the administration of the campus." The chair of the Staff Council serves on the Policy, Planning and Assessment Council (PPAC) and other committees, such as the Chancellor's Tobacco Products Policy Task Force. ([Reference](#), Endnote 4A:14)

The Staff Council by-laws require meetings by a board of representatives from their units at least six times per year and two general membership meetings per year. However, the Council has not met in-person in the last two years. Instead, the chair keeps the Council informed on relevant issues via email. Decision-making is done online. The chair also appoints Staff Council members to discuss issues affecting the College's Staff personnel, as needed.

Kalāualani: The Kalāualani Council provides a formal, independent organization through which Native Hawaiian and Native Hawaiian-serving employees of the College participate in the governance of the campus as it relates to Native Hawaiian programs, activities, initiatives and issues. It also advises the Chancellor on issues that have relevance for Native Hawaiian culture, language, and history. On December 5, 2011, its by-laws were approved by the Chancellor ([Reference](#), Endnote 4A: [15](#)). The chairperson of Kalāualani serves on the Administrative Staff Council and on the Policy, Planning and Assessment Council (PPAC). The Kalāualani Council is one of the ten members making up the Pūko'a Council of the University of Hawai'i System, which serves in an advisory role to the President of the UH System.

Standing Councils

Policy, Planning, and Assessment Council (PPAC): The PPAC serves as an integrative and centralized mechanism for discussion, analysis, and recommendation related to matters of policy, planning, and assessment (i.e., program reviews, tactical and strategic planning and budgeting, and long range development plans).

All the campus AGOs are represented on this Council. All members of the Administrative Staff Council and the Vice Chancellors' Advisory Council (see below) serve on this committee. Other members include the following

- The chairperson of the Counseling and Academic Advising Council (see below);
- The coordinators for continuing education and for alumni and community relations;
- One of the faculty-senate learning outcomes assessment coordinators;
- Three members of administrative services: auxiliary services officer, fiscal officer, and personnel officer.

The policy establishing the PPAC (K1.120) describes its responsibilities ([Reference](#), Endnote 4A: [16](#)):

- 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's strategic plan and periodic assessment of progress toward the goals of the plan;

- Review and recommendation to the Chancellor of the College's long-range development plan and periodic assessment of progress toward the goals of the plan;
- Review and recommendation to the Chancellor on College budget preparation and priority setting;
- Review and recommendation to the appropriate Vice Chancellor, Dean or Director on the tactical plans and periodic assessment of progress toward the goals of the plans;
- Review and recommendation to the appropriate Dean or Director on the results of program reviews for both academic programs and educational and administrative support units.

The PPAC meets monthly; its minutes are emailed to the faculty and staff.

Administrative Staff Council: The ASC meets weekly so that the Chancellor can keep his staff updated on any and all issues concerning the College and to get their input on these issues. The Council includes the Chancellor and his Executive Assistant; the Vice Chancellors for Academic Affairs, Student Affairs and Administrative Services; the three academic program deans and the dean for the Office for Community and Continuing Education; the Title III Coordinator; the chairperson of Kalāualani; the directors of the Culinary Institute of the Pacific and of the Office for Institutional Effectiveness; and the Academic Pathways Coordinator.

Vice Chancellors' Advisory Council (VCAC): The VCAC meets monthly and serves as a forum for discussions of the impact of policy and for problem-solving and decision-making on operational matters in the areas of instructional activities, student services, and workforce development and continuing education. The Council consists of the vice chancellors for Academic Affairs and for Student Services; the three academic program deans and the dean for the Office for Community and Continuing Education; department chairs and academic support unit heads; and the College's curriculum specialist, who serves as staff to the VCAC.

Counseling and Academic Advising Council (CAAC) meets monthly and is responsible for discussion, analysis and recommendations on issues related to (a) academic advising; (b) counseling, such as student engagement, development, and success; (c) collegewide counseling and academic advising, and professional standards and practice and (d) advising the vice chancellors on student service related matters such as counseling and academic advising. ([Live Link](#), [Reference](#), Endnote 4A: [17](#)).

Ad Hoc Committees and Task Forces

Set up to address specific needs, these committees and task forces offer opportunities for faculty, staff, and students to participate in the College's governance process, in such areas as strategic planning, long-range development planning, and budgeting.

Campus-wide Input

The administration at times solicits input directly from all members of the campus for the purpose of involving as many faculty, staff, and/or students as possible in the information gathering, processing, and decision-making related to issues with campus-wide importance, such as updating the College's Long Range Development Plan and revising the campus's organizational structure. This campus-wide process is the most inclusive form of participatory governance and affords decision-makers the opportunity to access the broadest range of knowledge and expertise in the College's community through the use of presentations, meetings, open forums, and electronic communication technology.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Faculty Senate Constitution describes the official responsibilities and authority of the Senate in curricular and other educational matters ([Reference](#), Endnote 4A: [18](#)). Its curriculum committee performs the following duties:

- 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; other matters related to curriculum.

In addition, under the authority of its Constitution to create ad-hoc committees, the Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) was established in fall 2006 to provide the campus with a definition of SLOs, create an assessment framework and plan for program- and course-level assessments. It has begun to implement the cycle of assessments of program learning outcomes and course competencies. (See II.A.1.a. and II.A.1.c.) In 2009 the Senate established its Ad-Hoc Distance Learning Committee to oversee the development and assessment of distance learning courses and programs.

The faculty, guided by department chairs, unit heads, and program coordinators, also prepare Annual Reports of Program Data and three-year Comprehensive Program

Reviews, which evaluate programs and services and identify strategies for improvement in action plans; the faculty also participate in strategic and tactical planning, which articulate strategies for improvement in action plans. (See sections I.B.3 and II.A.2.)

The deans, vice chancellors and Chancellor review and approve curriculum proposals, program reviews, and strategic and tactical plans, as described in their duties and responsibilities in Classification and Compensation Plan for the University of Hawai'i Executive Classes ([Reference](#), Endnote 4A:19).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Governance at Kapi'olani Community College and the AGOs' constitutions, by-laws, or charters (IV.A.2) specify appropriate governance roles for all faculty, staff and students, including the academic roles of faculty in areas of student educational programs and services planning.

Assessing Participation in and Effectiveness of the College's Governance Groups

The fall 2011 faculty and staff survey gathered data on the level of participation and effectiveness of the College's governance groups. The reporting below excludes the large number of "Don't Know" responses. The complete results are posted at the OFIE website. ([Reference](#), Endnote 4A:20, Data Book Two, p.49, Question 33).

Overall Assessment of Participation and Opportunities for Input: Over half of the faculty and staff respondents (Question 33, N=189, 51.9 percent) ([Reference](#), Endnote 4A:21, Data Book Two, p.49) reported they participated in one or more of the following governance bodies (numbers of responses in parentheses):

- Authorized Governance Organization (96)
- Faculty Senate (66)
- Kalāualani (21)
- Staff Council (9)

- Advisory Councils (88)
- Policy, Planning and Advisory Council (32)
- Administrative Staff Council (12)
- Vice Chancellors Advisory Council (25)
- Counseling and Academic Advising Council (19)
- Other Committees (151)
- Task Forces (39)

Nearly three in four faculty and staff (Question 34, N=267, 73.4 percent) ([Reference](#), Endnote 4A: [22](#), Data Book Two, p.50, Question 34) responded to the question on whether there were opportunities to provide input before the College makes decisions that affected their primary duties.

- 53.2 percent strongly or somewhat agreed that there were opportunities.
- 23.3 percent were neutral on this question.
- 23.6 percent strongly or somewhat disagreed that there were opportunities.

Communications with Constituencies: Nearly three in four faculty and staff (N=263 to 270) responded to the questions regarding the effectiveness of communication between AGOs and their respective constituents (responses/total responses in parentheses) ([Reference](#), Endnote 4A: [23](#), Data Book Two, p.51, Question 35):

- 63.0 percent (116/184) rated the Faculty Senate very or somewhat effective.
- 50.6 percent (45/89) rated the Staff Council very or somewhat effective.
- 50.5 percent (46/91) rated the Student Congress very or somewhat effective.
- 47.9 percent (34/71) rated Kalāualani very or somewhat effective.

Effectiveness of Governance Group: Faculty and staff were asked to rate the effectiveness of the three faculty governance groups in fulfilling their governance responsibilities (Questions 36-38).

Question 36 ([Reference](#), Endnote 4A: [24](#), Data Book Two, p.52): The Faculty Senate (FS) in fulfilling its responsibility to speak for the faculty on academic matters (responses/total responses in parentheses):

- 73.4 percent (94/128) rated the FS very or somewhat effective on matters of policy related to authorized research, instructional, and academic programs.
- 66.4 percent (75/113) rated the FS very or somewhat effective on matters of student-faculty relations policy.
- 64.1 percent (84/131) rated the FS very or somewhat effective on matters of policy for evaluation of faculty and administrators.

- 57.3 percent (67/117) rated the FS very or somewhat effective on matters of improvement and establishment of a canon of professional ethics, maintaining those ethics, including faculty self-discipline.
- 46.3 percent (56/121) rated the FS very or somewhat effective on matters of budget planning and implementation policy.

Question 37 ([Reference](#), Endnote 4A:[25](#), Data Book Two, p.54): Kalāualani in fulfilling various responsibilities to Native Hawaiian and Native Hawaiian-serving employees at the college (responses/total responses in parentheses):

- 75.4 percent (46/61) rated Kalāualani very or somewhat effective in advising the Chancellor and Administrative Team regularly on the concerns of Native Hawaiians at the College.
- 74.2 percent (49/66) rated Kalāualani very or somewhat effective in advocating for fairness and equity in all decisions and resource allocations related to Native Hawaiian programs and service.
- 72.2 percent (52/72) rated Kalāualani very or somewhat effective in guiding the College's broader efforts to serve Native Hawaiians in teaching, curriculum development, long-range planning, policy development, and implementation.
- 69.2 percent (45/65) rated Kalāualani very or somewhat effective in defining the College's kuleana to Native Hawaiians and the 'aina.
- 68.9 percent (51/74) rated Kalāualani very or somewhat effective in educating administration, faculty, and staff about issues important to Native Hawaiians including self-determination, intellectual and property rights, sanctity of land, proper pronunciation and usage of the Hawaiian language.
- 67.6 percent (48/71) rated Kalāualani very or somewhat effective in identifying Native Hawaiian issues that influence curriculum and instruction.
- 67.2 percent (45/67) rated Kalāualani very or somewhat effective in providing recommendations for training in culturally appropriate curriculum development and instruction.

Question 38 ([Reference](#), Endnote 4A:[26](#), Data Book Two, p.56): the Staff Council in fulfilling various responsibilities (responses/total responses in parentheses):

- 58.8 percent (50/85) rated the Staff Council very or somewhat effective in providing a formal voice and organization representing the staff in the administration of the campus.
- 53.8 percent (43/80) rated the Staff Council very or somewhat effective in offering avenues to enhance the professionalism, skills, and competencies of our staff members.
- 51.8 percent (44/85) rated the Staff Council very or somewhat effective in creating a working atmosphere of respect, dignity, equality, and cooperation for staff members.

Question 39 ([Reference](#), Endnote 4A:27, Data Book Two, p.57): Advisory councils in achieving their goals as advisory and recommending bodies (responses/total responses in parentheses):

- 62.7 percent (42/67) rated the Vice Chancellors' Advisory Council as very or somewhat effective.
- 60.3 percent (35/58) rated the Administrative Staff Council as very or somewhat effective.
- 60.3 percent (38/63) rated the Counseling and Academic Advising Council as very or somewhat effective.
- 59.3 percent (48/81) rated the Chancellor's Policy, Planning and Assessment Council as very or somewhat effective.

Question 40 ([Reference](#), Endnote 4A:28, Data Book Two, p.58): Nearly three in four faculty and staff (N=267, 73.4 percent) responded to questions rating the performance of governance bodies in encouraging faculty, staff, and students to participate in the discussion, planning, and implementation of proposals to improve KCC's services and programs. The four Authorized Governance Bodies received the following percentages of good and excellent ratings (responses/total responses in parentheses):

- Faculty Senate: 61.3 percent (39/77)
- Kalāualani: 60.9 percent (39/64)
- Staff Council: 50.5 percent (39/77)
- Student Congress: 45.7 percent (32/70)

Reflections on the Participation in Governance

The high numbers of respondents who “Don't know” indicate that the College needs to be proactive to improve the ways these organizations are communicating and carrying out their responsibilities.

The AGOs will be asked to set benchmark goals for improvement related to communication with their constituents and their constituents' knowledge related to their performance of responsibilities. As the faculty and staff survey will be administered every two years, with the next survey set for fall 2013, the AGOs will be able to use the surveys as a means to assess progress toward their benchmarks and improve communications with their constituents.

To address the number of “Don't know” responses about the effectiveness of Administrative Staff and PPAC, the minutes of their meetings are now emailed directly to all faculty, staff, and administrators. These minutes will also continue to be posted on the College's “Governance” website in the College's intranet (Quill).

While the ASKCC students have been participants in governance at the College, their membership is not currently selected in accordance with its charter, which requires representatives both from registered student clubs and at-large members. All the representatives are from the registered clubs, as there have been insufficient votes to elect at-large candidates. The Student Congress has a Laulima site where students can manually add themselves, but only if they are informed that the site exists and are instructed in the process of adding a Laulima site. As a result, there is no apparent activity on the site.

To improve communication and access to data and information among governance bodies, the College has filled a long-standing vacant position for a full-time permanent webmaster to redesign the College website and intranet (Quill) to make them easier to use and navigate, so that governance bodies may use them to communicate more effectively with their constituencies.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None. However, College leaders consider the number of “don’t know” respondents in the College 2011 survey too high. The College plans to review the survey data through the PPAC and determine how to reduce the number of “Don’t know” responses.

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

The past accreditation history of the College has demonstrated that the College responds honestly and expeditiously to the Commission. Annual Program and Fiscal Reports have been submitted on time. Recommendations are addressed responsibly. The approval letter for the College’s Accreditation Midterm Report is located on the Home Page of the institution.

For example, the College recently completed two substantive change reports for the College’s Nursing Program and Distance Education. Both reports were approved by the Commission. The College has also reported on schedule to the Commission on its progress on implementing student learning outcomes, as noted on the Office for Institutional Effectiveness website ([Reference](#), Endnote 4A:29).

Accuracy of Communication of Institutional Qualities and Effectiveness

The College publishes graduation and persistence rates ([Reference](#), Endnote 4A:30), as required by the Student Right-to-Know Act, Public Law 101-542, Sec. 668.41. The data comes from the UH System's Institutional Research and Analysis Office.

The College is in compliance with the Clery Act, which requires the College to collect and provide annual crime statistics for the campus and surrounding areas ([Reference](#), Endnote 4A:31). Notice of the 2011 Kapi'olani Community College Annual Security report was sent to all faculty, staff and students on September 30, 2011 ([Reference](#), Endnote 4A:32).

The Office for Institutional Effectiveness (OFIE) oversees and ensures that the data on institutional effectiveness posted on the College's websites and in its publications accurately reflect the College's performance and achievements. (For the kinds of data the College publishes to communicate matters of quality assurance to appropriate constituencies, see I.B.5.)

Relationship with the US Department of Education

The College participates in Federal Student Aid programs and receives Title IV financial aid funds from the US DOE. These funds are audited according to University and federal regulations on a regular basis by an outside auditing firm contracted by the UH System.

The College must be recertified to receive financial aid funds by the US DOE every five years. The College's last recertification was in 2008 and expires in 2013. The College also files Fiscal Operations Report and Application to Participate (FISAP/FISOP report) yearly with the US DOE.

The audits of the College's US DOE Federal Work-Study (FWS) in 2007 found that the College did not fulfill the federal requirement of using at least seven percent of its total FWS funds to pay students. Audits conducted in 2008 (for 2007-08) and 2009 (for 2008-09) showed that the College met this requirement, but failed to meet the requirement of employing at least one student as a reading tutor of children or in a family literacy project. The most recent audit in 2010, completed by Accuity LLP, cleared both findings. Copies of the reports are in the offices of the Financial Aid Officer and the Chancellor.

The College has received Title III funds from the US DOE, including five-year program grants four times (1995-2014) and over \$7 million in funding to renovate learning spaces. The College files timely annual and final reports. All reports have been approved.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Evaluation of Governance and Decision-making Structures

The College conducted a survey in fall 2011 to evaluate its governance and decision-making structures and processes. Results are available on the OFIE website ([Live Link, Reference](#), Endnote 4A:33).

The survey will be administered every two years to continually assess these structures and processes. The results will be discussed in the Policy, Planning, and Assessment Council (PPAC) and used to set benchmarks for improvements.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

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IV.B. Board and Administrative Organization: In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In 1907, the University of Hawai'i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the University was developed into a system of accessible and affordable campuses.

These institutions currently include:

- A research university at Mānoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.
- A comprehensive, primarily baccalaureate institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees.
- A baccalaureate institution at West O'ahu, offering liberal arts and selected professional studies.
- A system of seven open-door community colleges spread across the islands of Kaua'i, O'ahu, Maui, and Hawai'i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Moloka'i and Lāna'i (administered by UH Maui College), on the island of Hawai'i in Kealahou (administered by Hawai'i CC), and in the Wai'anae/Nānākuli area of O'ahu (administered by Leeward CC).

The University of Hawai'i Community College System, led by the Vice President for Community Colleges, is located on the UH Mānoa campus on O'ahu.

University System

The current UH System organization is a result of the June 2005 BOR approved reorganization of the community colleges which included the creation of a Vice President for Community Colleges, 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 and administrative support units for the community colleges ([Reference](#) [large file], Endnote 4B: 1). A dual reporting relationship was created whereby the community college chancellors report to the Vice President for Community Colleges for leadership and coordination of community college matters, and concurrently report to the President for University systemwide policymaking and decisions impacting the campuses. The dual reporting relationship preserves a

previous BOR action which promoted and facilitated campus autonomy in balance with systemwide academic and administrative functions and operations. College chancellors retain responsibility and control over campus operations, administration, and management.

All ten chancellors continue to report to the President and collectively meet as the Council of Chancellors to advise the President on strategic planning, program development, and other matters of concern. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the President and Vice President for Community Colleges on community college policy issues and other matters of community college interest.

The Regents Candidate Advisory Council of the University of Hawai'i - 2007

The advisory council was created by Act 56, 2007 Hawai'i Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai'i State Constitution ratified by the voters on Nov. 7, 2006. The council is tied to the University of Hawai'i for administrative purposes. The Council identifies candidates for the university system's governing Board of Regents ([Reference](#), Endnote 4B:2). The council presents pools of qualified candidates to the governor of Hawai'i from which candidates are nominated and, with the consent of the state senate, appointed by the governor.

The Regents Candidate Advisory Council of the University of Hawai'i Amended 2008, 2010

Seven members comprise the advisory council ([Reference](#), Endnote 4B:3). They establish the criteria for qualifying, screening and forwarding candidates for membership on the UH Board of Regents. The council advertises pending vacancies and solicits and accepts applications from potential candidates.

Act 56 was amended by Act 9 in 2008 which, in part, established residency within the county ([Reference](#), Endnote 4B:4). In 2010, Act 9 was amended by Act 58 which, in part, ensured student involvement by the creation of a student advisory group ([Reference](#), Endnote 4B:5).

Change in Board of Regents Structure

As a result of changes in State law, the BOR was increased to fifteen members with all Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate.

While the Community College Committee of the BOR continues in existence ([Reference](#), Endnote 4B:6), community college actions requiring Board approval are discussed and acted upon by the full Board through the regular Board meetings. There have been no difficulties in moving items to the Board or in getting timely approval of action items. The VPCC remains the principal liaison with the full BOR and the standing Community Colleges Committee on all community college matters. The standing committee met as a separate committee March, April, and November 2010 ([Reference](#), Endnote 4B:7), and

January 18, 2012. A report from the standing committee chair to the full BOR is included in the November 19, 2010 meeting. The BOR intentionally holds meetings on all campuses within the UH System.

The main agenda items for the standing committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour. Within “Issues and Concerns,” the standing committee’s schedule is structured to include an open comment period for the community, meetings with student leaders, faculty leaders, and administration.

Achieving the Dream – 2006

In fall 2006, the then interim Vice President for Community Colleges (VPCC), on behalf of the UHCCs, filed a letter of intent to join the national initiative, Achieving the Dream (AtD). Implementation began in July 2006 and will continue through June 2012. A Core Team and a Data Team were set up under the VPCC. Members include an Initiative Director representative from each of the community colleges, and staff from the Office of the VPCC. The five AtD Goals for student success were adopted with particular focus on the success gaps for Native Hawaiian students ([Reference](#), Endnote 4B:8). Although the UHCC focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the initiative. The commitment to the initiative is evidenced by the inclusion of many AtD goals within the UHCC Strategic Plan, thus ensuring a life beyond the time frame of AtD.

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that, “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

UHCC Strategic Planning Council (2008)

In Spring 2008, the Planning Council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B ([Reference](#), Endnote 4B:9). The VPCC visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity – all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015 ([Reference](#), Endnote 4B:10). Underlying the system goals and outcomes are college-level goals and outcomes. In fall 2008, the Planning council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance and made public the results of their work. The Office of the VVPCC distributes updated annual performance data in the spring of each year and the VPCC holds forums at each college to discuss the UHCC System and college-level performance ([Reference](#), Endnote 4B:11).

Assessment of the strategic planning process is conducted regularly using the Community College Inventory survey. Survey data are used for determining progress for Goal E performance measures in the Strategic Plan: “Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”

UH Community College Enrollment Growth Funding (2008)

Beginning with the FB-2007-09, general funds have been appropriated by the Legislature to the University of Hawai'i Community Colleges (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. These general funds are to be used only to defray the cost of additional credit classes/credits with any remaining funds not used for this specific purpose lapsing to the State general fund at the end of each fiscal year. ([Reference](#), Endnote 4B: [12](#))

Change in Accreditation Status and Name Maui Community College (2009)

Effective August 2009, Maui Community College's accreditation was transferred from the WASC ACCJC to the WASC ACSCU Commission and renamed, University of Hawai'i Maui College. The college remains part of the University of Hawai'i Community College System for administrative and organizational reporting and funding.

Change in University of Hawai'i System Presidency (2009)

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th president of the University of Hawai'i. Dr. Greenwood previously served as Chancellor of the University of California Santa Cruz and Vice Chancellor for Academic Affairs within the University of California System. During her tenure with the UC System, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and the accrediting requirements.

Dr. Greenwood highlighted the work of the UH Community Colleges in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the AtD and National Association of System Heads (NASH) Access to Success initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting to reach those decisions. There are no immediate plans to change the current organizational structure as it relates to the Community Colleges.

Hawai'i Graduation Initiative and Complete College America (2010)

The Hawai'i Graduation Initiative aims to increase the number of college degrees awarded by 25 percent by the year 2015.

Hawai'i, along with 16 other states, form the Complete College Alliance of states, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the University of Hawai'i President

will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda. The Hawai'i team members include: the Vice President for Community Colleges, University of Hawai'i; President, Chaminade University; Director, Hawai'i Department of Business, Economic Development and Tourism; Chair, Hawai'i State Senate Committee on Higher Education; Chair, Hawai'i House of Representatives Committee on Higher Education; Superintendent of schools, Hawai'i Department of Education; Executive director, Hawai'i Workforce Development Council; and Executive director, Hawai'i P-20. ([Reference](#), Endnote 4B: [13](#))

Amendments to Board of Regents' Bylaws (2011)

Section 304A-104 of the Hawai'i Revised Statutes changed to read that Officers of the Board of Regents shall consist of a Chairperson and up to two Vice Chairpersons. The Chairperson and up to two Vice Chairpersons shall now be elected by the Board at a meeting preceding July 1 of each year. ([Reference](#), Endnote 4B: [14](#))

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Governance of the University of Hawai'i is vested in a 15-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Membership on the BOR is controlled by State Law: Hawai'i Statutes §304A-104 Regents; appointment; tenure; qualifications; meetings ([Reference](#), Endnote 4B: [15](#)). That statute states that the "affairs of the university shall be under the general management and control of the Board of Regents." That statute indicates the membership and the size of the BOR, how the members are selected, their terms of office, when the BOR is expected to meet, and how they are compensated.

Board of Regents By-Laws and Policies define the duties and responsibilities of the Board and its officers and committees. The BOR is responsible for the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the administrative structure and

approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, and deans. Evidence of the BOR as an independent policy-making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave greater autonomy to the University of Hawai'i. Although the Constitution had previously granted the BOR of the University authority to manage the University, a clause "in accordance with law" had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause ([Reference](#), Endnote 4B: [16](#)). The BOR and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University seeks with the State.

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members (the Executive Administrator and Secretary to the BOR and the Executive Assistant) and three secretaries. System administrative staff also provide support to the BOR as needed.

BOR Policy Chapter 9, Part III, addresses recruitment and appointment of Executive and Managerial personnel. BOR Policy Chapter 2 details the evaluation of the President. ([Reference](#), Endnote 4B: [17](#))

In accord with the State's Sunshine Law all meetings are public, except those involving discussion of personnel and legal matters ([Reference](#), Endnote 4B: [18](#)). Board of Regents By-Laws and Policies—as well as agenda and minutes of meetings—are publicly available at the BOR website ([Reference](#), Endnote 4B: [19](#)).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai'i Systemwide Executive Policies and the University of Hawai'i Systemwide Administrative Procedures Manual. These documents are available online ([Reference](#), Endnote 4B:20).

The issues of the community colleges are being addressed appropriately by the Board of Regents. The BOR minutes show many agenda items focused on the needs and issues of the community colleges ([Reference](#), Endnote 4B:21). The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college's climate and culture. The Regents have had a long-standing practice of annually holding its meetings on each of the University's campuses.

The University of Hawai'i Community Colleges Strategic Plan 2002-2010 ([Reference](#), Endnote 4B:22), adopted by the BOR November 22, 2002 ([Reference](#), Endnote 4B:23), states that within the overall mission of the University of Hawai'i, the Community College, have 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.
- *Learning and Teaching*: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- *Work Force Development*: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- *Personal Development*: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- *Community Development*: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- *Diversity*: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive

relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

In 2008, the UHCC System updated the Strategic Planning Context ([Reference](#), Endnote 4B:24) and developed Strategic Outcomes and Performance Measures ([Reference](#), Endnote 4B:25) that provide a more uniform method with which to evaluate progress. The plans and performance measures are in line with the University of Hawai'i System Strategic Plan. UHCC Strategic Planning is overseen by the Community College Strategic Planning Council. The roles and responsibilities of the Strategic Planning Council are codified in UHCCP 4.101 ([Reference](#), Endnote 4B:26). The Council is made up of chancellors, faculty senate chairs, and student body presidents from each college, and the Vice President and Associate Vice Presidents for the CC System. Each college has a college strategic plan that is integrated in the UHCC Strategic Plan.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The descriptive summary for Standard IV.B.1.b, above, addressed the BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the University. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the President and the Executive Managerial team.

The University of Hawai'i System President prepares a budget that includes all elements of the university. When approved by the BOR, the budget is submitted to the state legislature. Allocation of resources is systemwide after the appropriation from the legislature is known. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the president for inclusion in the larger university budget. The UHCC Strategic Plan set benchmarks and numeric goals. The colleges set local goals, relying on program review data. In this way the colleges' planning aligns with the overall goals set by the strategic planning council. The president's final budget recommendation is communicated to the community college chancellors.

Upon approval by the BOR, the University's operating and Capital Improvement Projects (CIP) budget requests are submitted simultaneously to the Governor for review and incorporated into the executive budget request for the State and to the Legislature for informational purposes. The executive budget request for the State is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Mānoa, UH-Hilo, West O'ahu, Community Colleges, Systemwide Programs, etc.). State law allows the Governor to withhold or restrict Legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the Governor. The President is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The Vice President for Community Colleges and the Community College Chancellors determine the general fund allocations to the individual Community Colleges, normally maintaining established levels of current service funding.

Due to declining levels of State funding support, it has become necessary to assess each campus a pro-rata share of certain unfunded costs that are administered on a systemwide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers' compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawai'i annually. The University's financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standards (GASB) principles. In July of 2005, with changing auditing standards, the ACCJC accepted "...the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements with an opinion on such supplemental information in relation to the University's consolidated financial statements taken as a whole ..." as documentation of audit requirements for the University of Hawai'i Community Colleges.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The BOR maintains a web site 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](#), Endnote 4B:27).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The BOR conducts meetings and administers the business of the University System in accordance with the State Sunshine Law. BOR minutes are maintained and published following each meeting and are available on the BOR web site ([Reference](#), Endnote 4B:28). BOR policy Chapter 2, Administration, Section 2-4 references BOR Policy on Board Self Evaluation ([Reference](#), Endnote 4B:29). In addition, the administration submits recommendation for policy and policy revisions as necessary.

During 2010-2011, the BOR initiated and completed a review of all BOR policies to ensure they followed best practices and to meet the intent of revisions in three areas: “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and propose delegations of authority to enhance operational efficiency and effectiveness.” Vice Presidents were assigned specific chapters for review and revision ([Reference](#), Endnote 4B:30). The University of Hawai‘i All Campus Council of Faculty Senate Chairs (ACCFSC) was advised about the proposed amendments as a result of the review via a Memo from the BOR Chair on February 3, 2011 ([Reference](#), Endnote 4B:31). At the February 25, 2011 ACCFSC meeting, concern was raised about the short turn-around time for faculty consultation ([Reference](#), Endnote 4B:32). In response to the request by the ACCFSC co-chair to the BOR, the deadline for feedback was extended. Individual Senates reviewed the proposed amendments and the respective Senate Chairs sent faculty feedback to the ACCFSC co-chairs. Proposed amendments to BOR Policies, Chapters 1-8 and 10-12, were approved by the BOR at its March 17, 2011 meeting ([Reference](#), Endnote 4B:33). Language clarification through additional amendments occurred at the BOR meeting on April 21, 2011 for Chapters 1-8

and 10-12, as well as in-depth discussion of Chapter 9 ([Reference](#), Endnote 4B:34). All amendments and revisions were approved at this meeting.

BOR Policy Chapter 2 Administration, Section 4, Policy on Board Self Evaluation requires that the BOR shall conduct a self-study of its stewardship every two years. The policy describes who is responsible for planning the review, the review process, and the intended outcomes ([Reference](#), Endnote 4B:35).

On April 1, 2010 there was a briefing and workshop conducted by WASC executives ([Reference](#), Endnote 4B:36). The minutes of the January 20, 2011 BOR Meeting on Policies and Bylaws show a discussion of the review and recommendations made by Dr. MacTaggart of the Association of Governing Boards (AGB), who looked at University policies and proposed revisions for improvement ([Reference](#), Endnote 4B:37). There was another Briefing and Workshop on Best Practices conducted by the AGB's Dr. MacTaggart on September 29, 2011 ([Reference](#), Endnote 4B:38).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Governance of the University of Hawai'i is vested in a 15-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Hawai'i Revised Statutes - §304A-104 sets the term of office as five years except for the student member whose term is two years ([Reference](#), Endnote 4B:39). The statute provides for staggered terms. Every member may serve beyond the expiration date of the member's term of appointment until the member's successor has been appointed by the governor and confirmed by the senate. Members may serve no more than two consecutive five-year terms.

The President facilitates an annual briefing and workshop on Best Practices for all Regents (conducted by Association Governing Boards) ([Reference](#), Endnote 4B:40). New Regent Orientation has been conducted by the UH EVP/Provost. Orientations were conducted on September 21, 2011, May 20, 2011 and August 24, 2010. At the BOR February 23, 2012 Meeting, the BOR adopted changes in the bylaws to reflect the obligation to conduct timely orientation of new members ([Reference](#), Endnote 4B:41).

The University has developed the Board of Regents Reference Guide as a key source of information for its regents. An updated copy was released May 2011 ([Reference](#), Endnote 4B:42).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

BOR Policy Chapter 2, Administration, Section 2-4 Policy on Board Self Evaluation details the purpose, policy, responsibility, process, and outcomes for BOR self evaluation ([Reference](#), Endnote 4B:43).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

BOR Policy, Article X, and HRS Chapter 84 address the BOR's stated process for dealing with unethical behavior ([Reference](#), Endnote 4B:44).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Accreditation is part of the training for new BOR members ([Reference](#), Endnote 4B:45). The Vice President for Community Colleges keeps the BOR informed about the accreditation process. BOR meeting minutes April 1, 2010 ([Reference](#), Endnote 4B:46) evidence a three-hour workshop presented by the WASC ACSCU president and the WASC ACCJC president ([Reference](#), Endnote 4B:47). The Office of the VPCC coordinates the schedule of college self-evaluations submitted to the BOR. The BOR approved the 2006 self evaluations in August ([Reference](#), Endnote 4B:48).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The President of the University of Hawai'i System has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR Policy Chapter 2 Administration provides for the duties and evaluation of the President of the University of Hawai'i System ([Reference](#), Endnote 4B:49). Minutes from the BOR January 20, 2011 meeting show approval of the President's goals for the academic year and approval extending the President's contract with the university ([Reference](#), Endnote 4B:50).

The BOR approves the appointment of the Vice President for Community Colleges who is evaluated by the President of the University System.

The BOR approves the appointment of each college Chancellor who is evaluated by the Vice President for Community Colleges. As the Chancellors have dual reporting to the President of the University of Hawai'i, the President will also evaluate the Chancellors.

The University completed successful searches for two community college chancellors and the president of the University of Hawai'i System since 2006. BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institutions' purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities.

Descriptive Summary

In July 2007, culminating a competitive national recruitment, the Board of Regents approved the College's Acting Chancellor's appointment to Chancellor, for a three-year term ([Reference](#), Endnote 4B:51).

At the time of the approval, the Acting Chancellor was finalizing an institutional reorganization to align the structure of the College with its mission statement and strategic plan. The reorganization plan was approved by the Faculty Senate, Staff Council, and Student Congress on July 17, 2007. The UH Board of Regents approved the plan on April 30, 2009. The Executive Summary, Functional Statements, and Charts can be found at the College's intranet ([Live Link](#), [Reference](#), Endnote 4B:52). Organizational charts 2012 can be found in Section C of the Introduction.

The delegation of authority to administrators and other personnel in the organizational charts are in accordance with the UH System's classification plans for employees (duties and responsibilities), described in III.A.1, and with BOR policies and procedures on the delegation of authority. The procedures used to hire qualified personnel for positions are described in III.A.1.a; the evaluation for the improvement of personnel is described in III.A.1.b. The professional development provided to personnel is described in III.A.4.a. The size and sufficiency of staff is evaluated as described in III.A.2. Positions may be reallocated in the organizational chart to meet the needs of the College.

The Chancellor's reorganization aligned the structure of the College to target priorities and outcomes in its mission statement and its 2008-2015 strategic plan:

- An Office for Institutional Effectiveness was established as a mechanism to link institutional research, including research on student learning, with planning and resource allocation processes (Strategic Outcome E. Resources and Stewardship); to enhance revenues through grants development (Strategic Outcome C. Economic Contribution); and to evaluate overall institutional planning and implementation efforts. ([Reference](#) [large file], Endnote 4B: [53](#))
- An Office for International Affairs was established to position the College to achieve its mission to lead “locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.” (See Section A, Introduction, for the complete mission statement.)
- The Office for Academic Affairs consolidated all academic programs and appropriate supports and resources under a Vice Chancellor for Academic Affairs to ensure that the College “prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs” (Mission Statement) and increase the educational capital of the state (Strategic Outcome B. Hawai'i's Educational Capital).
- Under the Office for Academic Affairs, the Business, Legal and Technology (BLT) Education Department brought together Legal Education and Business Education departments to consolidate faculty and resources (Strategic Outcome F. Resources and Stewardship.) ([Reference](#), Endnote 4B: [54](#)) ([Reference](#), Endnote 4B: [55](#))
- The Office for Student Affairs (Student Services) established the Kahikoluamea Unit, whose initiatives embody Hawaiian values, to align resources and services and strengthen support for entering students, with particular focus on the success gaps for Native Hawaiian students, using evidence-based strategies that can benefit all students (Strategic Outcome A. Native Hawaiian Educational Attainment).
- The Office for Community and Continuing Education consolidated and coordinated community relations, continuing education, rapid response workforce development, and marketing (Strategic Outcome D. Globally Competitive and Collaborative Workforce).
- The Office for Administrative Services consolidated management of administrative services, academic and administrative printing and publications, mail and telephone services, security services, emergency preparedness, grounds keeping, and custodial services, in an Auxiliary Services, Security Services, and Facilities Management Unit, under the Vice-Chancellor for Administrative Services. The function of this unit is to manage the human, physical, and financial resources of the College efficiently and effectively (Strategic Outcome F. Resources and Stewardship).

Reorganization personnel charts were updated in 2010 and 2011 to improve the alignment to mission and strategic plan. In spring and summer 2011, with the reorganization in place and with the completion of a document defining the roles and responsibilities of authorized governance organizations and advisory councils (see IV.A.2.a), the Office for Institutional Effectiveness (OFIE), and the Self Evaluation Steering Committee developed a survey to evaluate the functions of seven units identified in the reorganization plan.

In 2011, in response to the need to increase transfer and graduation rates (Strategic Outcome B. Hawai'i's Educational Capital), the Chancellor worked with the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs, as well as respective deans and faculty and counselors to shape the Arts & Sciences Counseling unit into the Maida Kamber Center (MKC) for Career Exploration, Transfer and Graduation Services. The MKC model is designed to promote student success under a single vision ensuring a focused approach to successful transfer and program completion for approximately 4,500 students annually. With MKC's focus on assisting students to identify career goals, transfer and graduate, the reorganization of Academic Affairs to include the MKC, directly supports three outcomes in the College's Strategic Plan, 2008-2015. Personnel in MKC now report to the Vice Chancellor for Academic Affairs.

Evaluating the Organization of the College for Effectiveness

In order to evaluate whether the College is organized effectively to achieve its mission and strategic outcomes the College has adopted the following tools:

- A strategic plan scorecard. The 2012 scorecard shows that the College met or exceeded its benchmark goals on 15 of 27 quantitative measures and submeasures. (See I.B.4.)
- Establish institutional effectiveness measures (IEMs) to assess the overall effectiveness of the College in improving student engagement and learning. (See I.B.4.)
- ACCJC/WASC Institutional Effectiveness Rubrics, used as a developmental scorecard to guide improvements in student learning assessment in programs and courses, and in program review and planning ([Reference](#), Endnote 4B:56) at the OFIE web page ([Live Link](#), [Reference](#), Endnote 4B:57). The ACCJC/WASC rubrics also guided the development of an "Institutional Improvement Matrix" which integrates learning outcomes assessment, program review, tactical and strategic planning, budgeting, and accreditation annual and midterm reports and comprehensive reviews ([Reference](#), Endnote 4B:58) at the OFIE web page ([Live Link](#), [Reference](#), Endnote 4B:59).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

Establishing a collegial process that sets values, goals, and priorities; Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

In the fall of 2010 the Chancellor distributed the *Engagement, Learning and Achievement Model* ([Reference](#), Endnote 4B:60). This planning initiative brings together academic institutional effective measures, SLO assessment and student engagement measures. These high-impact practices are the driving force behind planning, initiatives, and commitments.

Establishing a Collegial Process for Setting Values, Goals and Priorities

The Chancellor has established a collegial process for setting values, goals and priorities in the strategic planning process described in I.B.2. The development of the current plan, which included a review of the College's mission and values, is described in the introduction to the plan ([Reference](#) [large file], Endnote 4B:61). The process involved formal meetings with campus representatives from academic and support units and the four authorized governance bodies (Faculty Senate, Staff Council, Kalāualani, and Student Congress). Four subcommittees convened to develop the components of the plan.

The three-year tactical planning process, embedded in the six-year strategic planning process and including annual updates, maintains the College's focus on its values, goals and priorities.

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

The Chancellor has ensured that educational planning is integrated with resource planning and distribution to achieve student learning outcomes in the program review and strategic and tactical planning processes described in I.B.2 and I.B.3 and III.D.1.a ("Financial planning is integrated with and supports all institutional planning.") Student learning assessment is embedded in the tactical planning process, and will be included in the next strategic planning process, to begin in 2013-2014.

The planning processes integrate assessment data from a variety of sources summarized in I.B.3 (Annual Report of Program Data and Community College Survey of Student Engagement), I.B.5 (Achieving the Dream data), and II.A.1. (Student learning assessment). The data are analyzed by faculty and staff with the assistance of the director and staff of the Office for Institutional Effectiveness (OFIE), and improvement strategies are developed to address needs identified by data analysis.

OFIE was placed directly under the Chancellor in the reorganization described in IV.B.2.a. Its director serves on the Chancellor's Administrative Staff Council, which meets weekly, and the Policy, Planning and Assessment Council, which meets monthly. (See IV.A.2. for a description of these two standing councils.)

Establishing procedures to evaluate overall institutional planning and implementation efforts.

The Policy, Planning and Assessment Council (PPAC), convened by the Chancellor, is the primary forum for evaluating institutional planning and implementation efforts. Tactical planning updates are presented to assess to what extent the performance measures and outcomes are being met and what improvements need to be made in both the process and the strategies for improvement. The strategic plan scorecard (see I.B.4) is also discussed in the PPAC to assess how well strategic plan performance measures and outcomes are being met and what improvements need to be made. The institutional effectiveness measures (IEMs) (see I.B.4) will also be tracked in the PPAC.

In March-April 2012, the College completed a report entitled "Evaluating our Evaluation Systems" that is being shared with the campus through the PPAC. (See I.B.6.)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

As presented in the narrative of this Self Evaluation, the statutes, regulations, and governing board policies and procedures ([Reference](#), Endnote 4B:62) are implemented by the College in its student learning programs and services and learning support (II.A, II.B, and II.C); in its management of human, physical, technological, and financial resources (III.A, III.B, III.C, and III.D); and in the College's governance (IV.A.2.a).

The Chancellor ensures that institutional practices and policies are consistent with the institutional mission by aligning all college operations with the strategic plan, which includes and embodies the mission. (For the alignments, see I.A.4.) The strategic plan sets the direction for the institution. The alignment of the College's institutional practices with strategic and tactical planning and with the needs and mission of the College is illustrated in a presentation ([Reference](#), Endnote 4B:63) and related narrative ([Reference](#), Endnote 4B:64) authored by the Chancellor.

Self Evaluation

The College meets the Standard

Actionable Improvement Plans

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The Chancellor, with his Vice Chancellor for Administrative Services, oversees the budgeting processes described in III.D. State law requires that the College's budget be balanced each year. In every year covered by this Self Evaluation, the College maintained the required reserve to maintain cash flow and address emergencies and balanced its budget. See expenditure studies for the UH System for 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, posted at the UH Budget Office website ([Reference](#), Endnote 4B:65).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The 2011 fall faculty and staff survey asked respondents to rate campus leaders in encouraging faculty, staff, and students to participate in the discussion, planning, and implementation of proposals to improve the College's services and programs (Question 40): 82.5 percent rated the Chancellor fair, good, or excellent. (N=212; "Don't know" responses are excluded.)

The Chancellor's efforts to set values, goals and priorities have yielded positive results. According to the fall 2011 faculty and staff survey ([Reference](#), Endnote 4B:66, Data Book Two, p.22, Question 17):

- 91.2 percent of the respondents strongly or somewhat agreed that the mission statement expresses a collegewide commitment to student learning. (question 17-1, N=297; 17 "Don't know" responses are excluded.).
- 93.1 percent strongly or somewhat agreed that they are committed to improving the effectiveness of their educational/professional practice to improve student learning and success. (Question 17-5, N=305; seven "Don't know" responses are excluded).

Question 39 asked respondents to rate the performance of governance bodies in encouraging faculty, staff, and students to participate in the discussion, planning, and implementation of proposals to improve KCC's services and programs: 59.3 percent (48/81) rated the Chancellor's Policy, Planning and Assessment Council (PPAC) as very or somewhat effective in achieving goals; 50.5 percent (39/77) rated the Administrative Staff Council as very or somewhat effective in achieving goals.

By far, the highest number of responses was "Don't know": 69.2 percent of respondents (182 out of 263) in the item concerning the PPAC; 77.9 percent (205 out of 263) in the item concerning the Administrative Staff Council. In response, to increase faculty and staff knowledge about the working of these two important standing councils, the Chancellor now directly emails minutes of the meetings of both groups to all faculty and staff.

The Chancellor communicates with the students directly as evidenced by the Kapi'o newspaper article, "Chancellor Committed to Students" ([Reference](#), Endnote 4B:67). The Chancellor, through articles like these and through student forums, makes students aware of important issues in addition to opening up a direct line of communication with the student body.

The Chancellor's effectiveness in working and communicating with the communities served by the College is evidenced by the following accomplishments:

- The development of the Strategic Plan 2008-2009, which involved 23 campus representatives and 20 community stakeholders as well as input from the campus community and which was approved by the College's authorized governance organizations (AGOs) and the UH Board of Regents (BOR).
- Update of the College's Long Range Development Plan. The process of developing the LRDP with the staff and faculty and community members is documented in a presentation to the faculty and staff. ([Reference](#), Endnote 4B:68). The plan was approved by the UH BOR.
- Reorganization of the College to align its structure with its mission and strategic plan. Twenty-one documents communicating about the reorganization have been

- collected and archived in a public folder in Laulima ([Reference](#), Endnote 4B:69). The reorganization was approved the AGOs and the UH Board of Regents.
- Written description of the College's governance processes, which was approved by the AGOs.
 - Diversifying and increasing the College's funding portfolio, through initiatives for contract training and grants development. (See tables X and XX in III.D. Financial Resources.
 - Progress in the development of the Culinary Institute of the Pacific (CIP).

The Chancellor serves in the following roles in the College's local, national, and international communities:

- Member, advisory board for the Diamond Head Theatre, a not-for-profit arts organization with a facility adjacent to the College campus;
- Commissioner on the American Association of Community College's Commission on Academic Student and Community Development;
- President of the Pacific Postsecondary Education Council (PPEC) and its representative to the Pacific Island Health Officers Association;
- Commissioner on the Blue Ribbon Panel on Global Engagement for the American Council of Education (ACE);
- International Education Director for the Community Colleges for International Development Inc.; and
- Chair of the March 2010 and 2011 ACCJC/WASC accreditation team follow-up visits to Palau Community College.

To fulfill the mission of the College to lead "locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations," the Chancellor, with the Office for International Affairs, has developed international programs, including study abroad and exchange programs for the College. The effort involves communicating across cultures.

He was a key initiator and remains a strong supporter of the Freeman Foundation Community College Program, a global engagement initiative that provides and supports UHCC students in studying a second language intensively at the College and then continuing those studies while living and studying at partner institutions in China, Korea, Japan, and Vietnam.

Self Evaluation

The College meets the Standard. The Chancellor effectively provides opportunities for community constituents to enter into meaningful dialogue with the College. He demonstrates a keen understanding of the expanding role of community colleges in general, and the College in particular, locally, nationally and internationally.

Actionable Improvement Plans

None.

IVB.3. In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.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 System (UHCC) includes the seven community colleges (UH Maui College now accredited by WASC ACSCU). Colleges are located on the main Hawaiian islands of Hawai'i, Kaua'i, Maui, and O'ahu. The islands of Lāna'i and Moloka'i are served by Education Centers staffed and operated by University of Hawai'i Maui College. The UHCC office is located on O'ahu at a central site independent of the seven colleges. The seven colleges of the System form an interdependent network that is nested within the ten-institution University of Hawai'i System.

Community College Chancellors have dual reporting to the President of the University of Hawai'i System for university systemwide policy making and decisions impacting 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 BOR actions promoting and facilitating campus autonomy in balance with systemwide academic and administrative functions and operations ([Reference](#), Endnote 4B:70).

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership work of the Vice President who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that the Community College Chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The 2005 organization expanded the authority and responsibility of the Chancellor (e.g. personnel decisions).

Through a series of meetings in spring 2006, the VPCC, the seven Community College Chancellors, and senior staff from the VPCC Office developed and agreed upon a

functional roadmap delineating the operational responsibilities and functions of the University of Hawai'i System Offices, the UHCC System Office, the BOR, the State of Hawai'i, and the colleges. The functions are regularly reviewed by the Council Community College Chancellors and updated as needed. Following a major review of BOR policies in the spring of 2011, and the delegation of some functions to the President, Vice President, and Chancellors, UHCC Chancellors reviewed and revised the UHCC Functional Road Map in 2011-2012 ([Reference](#), Endnote 4B:71).

A number of UH systemwide and UHCC systemwide committees and workgroups exist where discussion, information sharing, and consultation take place to advise, inform, and make recommendations to the Chancellors and Vice President and the leaders of the system as appropriate. Several UHCC faculty and administration groups continue to work on developing new UHCC Policies and converting the former Chancellor for Community College Memoranda (CCCMs) to UH Community College Policies, as appropriate ([Reference](#), Endnote 4B:72). The conversion begun in 2005 is ongoing.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Office of the Vice President for Community Colleges provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCAA) is responsible for providing leadership in internal operational policy making that has impact on the development and implementation of community college systemwide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development ([Reference](#), Endnote 4B:73).

The Office of the Associate Vice President for Community Colleges Administrative Services (AVPCCAS) is responsible for facilitation and coordination in all aspects of administrative services for community colleges. The office provides leadership, assistance, and coordination in the areas of 1) Budget and Planning, 2) Equal Employment Opportunity and Affirmative Action (EEO/AA), 3) Facilities and Environmental Health, Human Resources, 4) Marketing Communications, and 5) Research, Training, Commercial Enterprises and Emergency Management. The University of Hawai'i Capital Improvements Projects (CIP) is managed at the System

level by the Office of Capital Improvements. The BOR established the UH Office of Capital Improvements to manage major CIP projects on University campuses ([Reference](#), Endnote 4B:74). Overall community college repair and maintenance and capital improvement are under the AVPCCAS. Colleges have responsibility for routine maintenance, and health and safety issues. Colleges work with consultants to develop Long Range Development Plans (LRDP) which are used by the system to develop capital improvement plans ([Reference](#), Endnote 4B:75).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with State law, the University submits a biennial budget request, 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 Improvement Projects (CIP) funds for the University are appropriated by major organizational units (UH Mānoa, UH Hilo, UH West O'ahu, UH Community Colleges, Systemwide Support, etc). The statutes governing the State of Hawai'i budget preparation process are primarily reflected under Chapter 37 of the Hawai'i Revised Statutes ([Reference](#), Endnote 4B:76).

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. The budget process is grounded in the strategic plans of the University of Hawai'i System, the UH Community College System, and the individual College. The Community College Strategic Planning Council (SPC) is the primary body for assuring systemwide participation in the UHCC strategic planning process. The membership of the SPC consists of the Chancellor, Faculty Senate Chair, and Student Government chair from each college, and the Vice President and Associate Vice Presidents for the community colleges. The SPC develops a planning context that identifies system budget request categories and priorities to ensure consistency with UHCC Strategic Plan goals and objectives. SPC oversight ensures that strategic planning and budget development remain closely linked processes. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the Strategic Planning Council (SPC), are codified in UHCCP 4.101 ([Reference](#), Endnote 4B:77). The

development process of the college budget request is described earlier in this report and available online ([Reference](#), Endnote 4B:78).

At the UHCC System level, the seven Community College Chancellors with support from the Associate Vice Presidents and their staff collaboratively review, categorize, and prioritize the individual college budget requests. A key determinant in approving budget requests is quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Although budget details are maintained at the individual college level, the Community College budget is summarized and consolidated at the University of Hawai'i Community College System level.

All major organizational units participate in the University's Budget Preparation Process and present budget proposals to the UH System Biennium Budget Advisory Committee. The UH Biennium Budget Committee is composed of representatives from the baccalaureate campuses, the Community College System, the All Campus Council of Faculty Senate Chairs, the Pūko'a (Native Hawaiian) Council, the UH Student Caucus, and members of the UH System Senior Management Team ([Reference](#), Endnote 4B:79). The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The recommendations are made in accordance with the FB 2011-13 Biennium Budget Policy Paper issued by the President, and sets forth the process, strategic priorities, and timeline for the biennium budget process ([Reference](#), Endnote 4B:80). The University Executive Budget Committee formulates a draft systemwide budget proposal, subject to consultation on a systemwide basis, and then submits a recommended biennium budget proposal to the President for consideration. The President reviews the budget proposal, and then submits the recommended budget proposal to the BOR for final approval. The University's final BOR approved budget is presented to the Governor and Legislature for consideration and approval. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the State.

Although position counts and funding are appropriated by the Legislature at the University's major organizational level (Community College System), details on decisions related to individual campus budget requests are provided on Legislative worksheets. The practice of the UHCC System has been to appropriate college funds in accordance with Legislative intent.

While State general funds provide the most significant funding resource for the colleges, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years both as a result of higher tuition rates and the rapid growth in the student population. The fall 2011 credit headcount enrollment for the Community Colleges was 34,100 students, a slight decrease from fall 2010. Other non-general funding resources (e.g. Special funds, Revolving funds, Extramural Funds, UH Foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, implemented a series of measures to differentially allocate resources across the colleges

to meet strategic planning outcomes and address the needs identified in the program review process.

Act 188 Task Force (2008)

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.” The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students and include an incentive and performance component ([Reference](#), Endnote 4B:81).

After deliberation and consultation with the University President and the Board of Regents, the Act 188 Task Force recommended to the Hawai‘i State Legislature that the University FB 2011-13 biennium budget include:

- an outcomes component that provides funds to the University based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science Technology Engineering and Math (STEM) graduation, enrollment of low income students and student transfer.
- an enrollment component that provides funds to the University based on actual enrollment increases.

Due to the downturn in the State economy, funding for the requested components was not approved in the FB 2011-13. However, in FY 2012, the UH Community Colleges internally reallocated \$3.5 million to provide incentive funding for meeting the goals contained in the UHCC Strategic Outcomes and Performance Measures, 2008 - 2015 ([Reference](#), Endnote 4B:82) and \$1.5 million to supplement \$1.7 million in general funds (total \$3.2 million) for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over a FY 2007 baseline, and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction ([Reference](#), Endnote 4B:83).

An additional \$2 million was also identified for systemwide reallocation to expand financial aid programs, improve remedial/developmental education, augment the Achieving the Dream initiative and address other Strategic Planning related requirements. Examples of other initiatives designed to ensure adequate resources systemwide include internal reallocations to support different need-based financial aid scholarship requirements at each college ([Reference](#), Endnote 4B:84), and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis ([Reference](#), Endnote 4B:85).

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](#), Endnote 4B:86). The Vice President’s work is reviewed by the President for results and effectiveness.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.d. The district/system effectively controls its expenditures.**Descriptive Summary**

The statutes governing the State of Hawai'i budget execution process are primarily reflected under Chapter 37 of the Hawai'i Revised Statutes ([Reference](#), Endnote 4B:87). As required by State law, the University implements the budget execution process as provided in the Governor's Budget Execution Policies ([Reference](#), Endnote 4B:88). While the University is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, etc., provide appropriate monitoring, controls, and safeguards in the budget executive process.

The Financial Management Information System (FMIS) of the University of Hawai'i was implemented on July 1, 1996 and provides the basic mechanism to monitor and control the financial resources of the University of Hawai'i. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University. FMIS is designed to adhere to Federal, State, and University requirements, address management information needs, and comply with accounting principles for colleges and universities. (UH Administrative Procedures A8.600 Accounting) ([Reference](#), Endnote 4B:89). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions such as edit and rejections currently maintained at the campus/fund level. A separate project based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (e.g. endowments, agency, bond, financial aid, etc.) are also maintained and controlled as appropriate under FMIS.

Fund management is accomplished through the Budget Level Summary System (BLS). The BLS system is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as a reporting mechanism to inform central administration, the Board of Regents, and the Legislature of the financial status of individual campus funds throughout the fiscal year. The BLS system projects the current fiscal year end financial status of each fund based upon the consideration of current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS system is integrated with the formal budget execution and control process established under FMIS and the State budget

allocation system. The BLS system is updated on a quarterly basis (BLS reports are available at each campus) ([Reference](#), Endnote 4B:90).

The BLS system is also used to monitor the status of Special and Revolving fund cash reserves as compared with the standards set by the Community College Unrestricted Fund Reserve Policy. The UHCC's Unrestricted Reserve Policy UHCCP 8.201 was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations ([Reference](#), Endnote 4B:91). The status of Special and Revolving fund cash reserves is provided with BLS system information on a quarterly basis.

The University of Hawai'i is in the process of developing and testing a replacement to FMIS. The new system, Kualii Financial System (KFS) is scheduled to go online on July 1, 2012. KFS is an open source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up-to-date and provide improved data-driven decision-making. The new system will also provide the mechanism to ensure compliance with all applicable Federal, State and University requirements ([Reference](#), Endnote 4B:92).

The VPCC has functional responsibility for ensuring that the community college system effectively controls its expenditures ([Reference](#), Endnote 4B:93). The Vice President's work is reviewed by the President for results and effectiveness.

An independent audit is conducted annually for the entire University system. The independent audits include a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements ([Reference](#), Endnote 4B:94). The audits are prepared in accordance with Governmental Accounting Standards Board (GASB) principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of the University's financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without the chancellor's interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The University of Hawai'i System has a single president, a Vice President for Community Colleges, and college Chancellors. Within the University of Hawai'i System, IV.B.3.e refers to the UH President and the Vice President for Community Colleges giving full responsibility and authority to the Chancellors of the colleges. The BOR in 2005 approved the reorganization of the University of Hawai'i President's office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions to establish an organizational infrastructure for the University of Hawai'i System of community colleges while retaining the integrity of the individually accredited colleges. When approving the structure and positions, the President stated, "that the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges." When asked who would control the funding at each of the community colleges, the President responded that, "funding would be influenced by the Vice President's decision but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President." ([Reference](#), Endnote 4B:95)

Community College Chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and Presidential administrative policy ([Reference](#), Endnote 4B:96).

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](#), Endnote 4B:97).

The Vice President for Community Colleges has functional responsibility ensuring that community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges. The Vice President evaluates Community College Chancellors ([Reference](#), Endnote 4B:98). The Vice President's work is reviewed by the President for results and effectiveness.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the Vice President for Community Colleges acts as liaison between the community colleges and the BOR ([Reference](#), Endnote 4B:99) ([Reference](#), Endnote 4B:100). The VPCC serves as an Administrative Representative to the BOR Community College Standing Committee. When presentations regarding the community college system are made to the standing committee or to the full BOR, it is the VPCC who speaks for the system. Items forwarded to the BOR for approval, such as College Strategic Plans and College Institutional Self Evaluation Report are forwarded under the signature of the VPCC. The functional road map provides more detail ([Reference](#), Endnote 4B:101).

The VPCC is a member of the President's executive council as well as a member on the 10-campus Council of Chancellors. The VPCC convenes regular meetings of the seven-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the Spring Campus Visits he holds an open campus forum to discuss the UHCC System and college-level performance ([Reference](#), Endnote 4B:102). In the fall, he reviews major initiatives and budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

IV.B.3.g. The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The community college system is compiling best practices and processes into policies which are posted to the community college website ([Reference](#), Endnote 4B:103). Written policies are aligned with BOR and system executive level policies and provide for regular review and assessment of the policies. Bi-annually, the system assesses the extent to which the system's policies and practices are aligned with the best available experience and evidence about how to genuinely, effectively focus the institution on

student success. Systemwide leadership (Chancellors and Vice Chancellors, Faculty Senate Chairs, and Student Leaders) are surveyed. The results are made public ([Reference](#), Endnote 4B: [104](#)).

The VPCC and the Chancellors have made public a UHCC Campus - System Functions Map ([Reference](#), Endnote 4B: [105](#)). One of the system's first polices (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC ([Reference](#), Endnote 4B: [106](#)).

UHCC Strategic Planning is codified in UHCCP 4.101 ([Reference](#), Endnote 4B: [107](#)). The policy provides for a process and establishes the community colleges Strategic Planning Council (SPC) as the primary body for assuring systemwide 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 meets the standard as a result of the 2010-2011 review, revision, and approval by the BOR of all BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plans

None.

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