

Kapi'olani Community College Self-Study Evaluation Accreditation Report

Presented to the
Board of Regents Committee on Community Colleges



by Leon Richards
June 15, 2012

Self Study Evaluation Report Process

- Steering Committee
 - Two faculty Co-chairs, Nine Standard Co-chairs, ALO, Editor, Electronic Resources Coordinator, Vice Chancellor for Academic Affairs, Student Congress President, a Faculty Senate representative, and Chancellor's Executive Assistant, guided the process of the Self Evaluation of Educational Quality and Institutional Effectiveness (SEEQIE) Report at Kapi'olani CC.
- Steering Com developed in dialogue with the Faculty Senate.
- 99 faculty and staff participated in the SEEQIE process over a 21 month period beginning August 19, 2010.



Self Study Evaluation Report Process

- Detailed *Self Study Timeline* was established and closely adhered to for the period August 19, 2010 to the present.
- Standard Committees developed sub-committees to study the various sections of each Standard; they reviewed documentation and met with the College's "content experts" to establish evidence and evaluate the College.
- The editor and Standards' Co-chairs reviewed, updated, and worked on design and layout through four drafts plus three finalizing stages.



Self Study Evaluation Report Process

- Hawaiian language experts reviewed the report for content, spelling, and grammatical accuracy.
- OFIE developed three data books on: 1) student enrollment and achievement; 2) Fall 2011 faculty and staff survey results (response rate 50.1%), and 3) Fall 2011 department chair, unit head, and administrator survey results (response rate 100%).
- Since fall 2011 the College has housed all reports and evidence documents in an online repository.



Major Accomplishments/ Issues & ACCJC Standards

- The College responded effectively to the three ACCJC/WASC recommendations from the 2006 Comprehensive Self Study, including progress on:
 - College's Reorganization for student engagement, learning, achievement, and success;
 - Improvements in planning, evaluation, and assessment;
 - Improvement in the curriculum review processes;
 - Codification of the College's shared and participatory governance process.



Standard IA: Institutional Mission

- The College met all sub-standards in Standard IA.
 - The College's mission defines its broad educational purposes, intended student population, and commitment to student learning.
 - The College establishes student learning programs aligned with its purposes, student population, and institutional character and commitments.
 - The College's mission guided its strategic planning processes for 2003-2010 and 2008-2015.



Standard IA: Institutional Mission

- Strategic Planning and mission statement development engaged all the College's governance and decision-making bodies.
- The mission statement was most recently approved by the Board of Regents on May 20, 2010, and is posted on the College's homepage.
- Each of the College's six strategic outcomes is aligned with two or more components of the mission statement.



Standard IB: Improving Institutional Effectiveness

- The College met all the sub-standards for IB, e.g.:
 - Improved institutional effectiveness through ongoing and systematic evaluation and planning and the refinement of key processes.
 - Developed ten institutional effectiveness measures, an institutional improvement matrix, a strategic plan scorecard, institutional research reports, campus-wide personnel surveys, program and course student learning assessments.
- Completed its Strategic Plan and Long Range Development Plan and refined the annual and comprehensive program review and tactical action planning process.



Standard IIA: Instructional Programs

- The college met all the sub-standards in Standard IIA by:
 - providing an innovative learning environment that supports learning, enhances student understanding and appreciation of diversity, and
 - encouraging personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.
 - Offering high-quality instructional programs in recognized and emerging fields that provide students with the capabilities to succeed in certificate and degree programs, employment and careers.

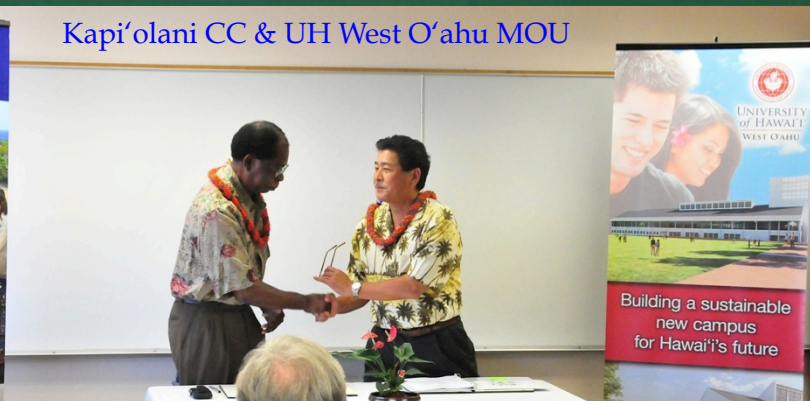


Standard IIA: Instructional Programs (cont)

- The college developed a clear focus on student engagement, learning, and achievement, and assesses these through:
 - annual and three-year program review,
 - the Community College Survey of Student Engagement,
 - Carl Perkins Program Health Indicators,
 - academic achievement measures,
 - program and course learning assessments,
 - curricular review,
 - ongoing articulation dialogues with UH baccalaureate campus,
 - and ten program level accreditation processes.

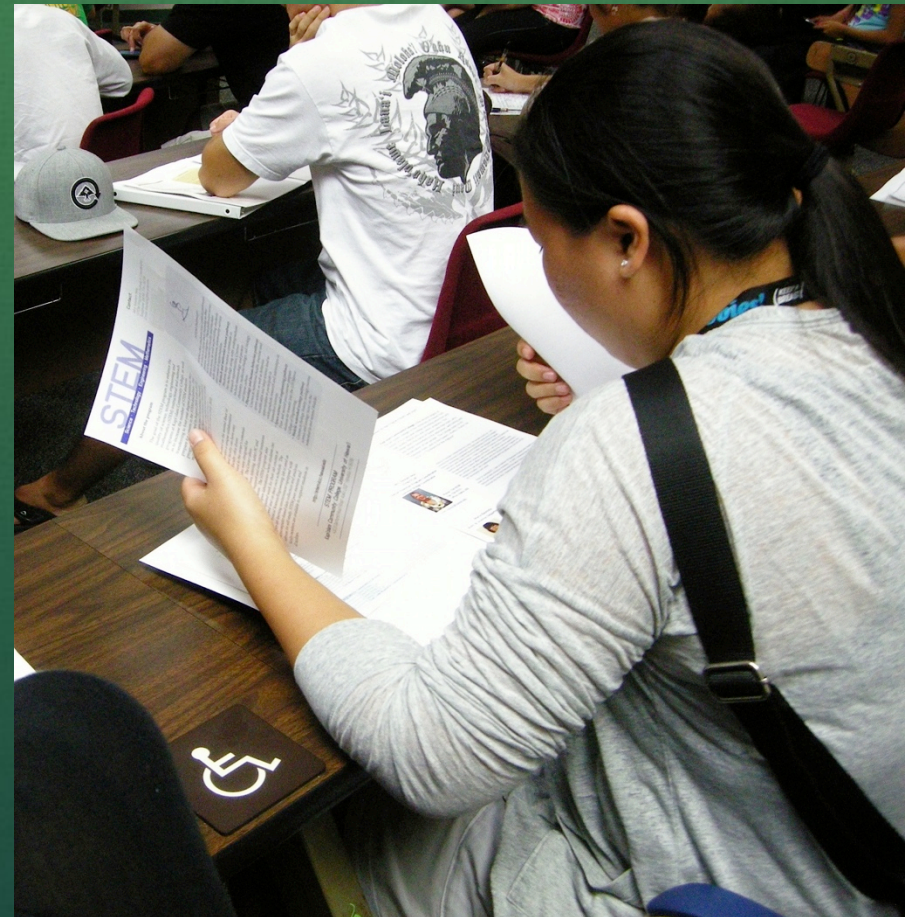


Kapi'olani CC & UH West O'ahu MOU



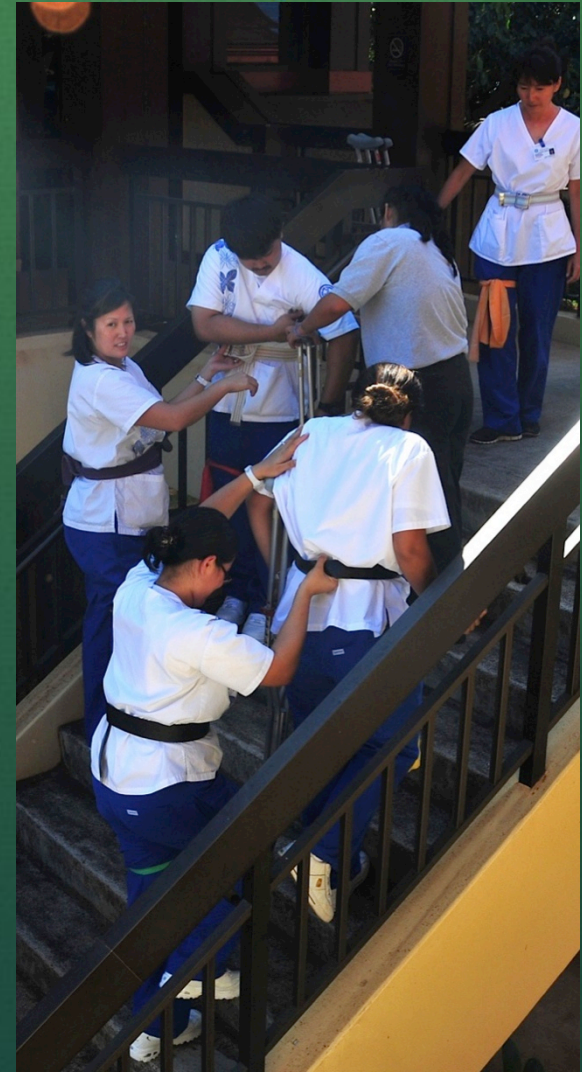
Standard IIA: Instructional Programs (cont)

- The college is committed and effective in meeting the educational needs of its diverse student population through its Achieving the Dream initiatives and academic subject certificates.
- The College is integrating of Hawaiian epistemology and pedagogy in initiatives funded by the National Science Foundation (\$11.6 million), across the curriculum, and in the college's Service-Learning program.



Standard IIA: Instructional Programs (cont)

- The college is developing programs that address the economic and social needs of the community, and implementing effective strategies to increase educational opportunities in underserved regions.
- The college's career and technical education programs exceeded all six Perkins performance standards in fall 2011.
- In the last three years, the number of KCC students transferring to all baccalaureate campuses has increased from 934 to 1,019.
- According to a recent UH system study, the college has the highest transfer, degree completion, still enrolled, and success rates in the UHCC system.



Standard IIA: Instructional Programs (cont)

- Between 2006 and 2011, Native Hawaiian enrollment doubled from 840 to 1,669, and Native Hawaiian baccalaureate transfer more than doubled from 49 to 107.
- Between 2007 and 2011, the college increased student certificate and degree completion from 900 to 1,341 annually.



Standard IIB:

Student Support Services

- The college met all but one of the sub-standards in Standard IIB.
 - Student support services effectively address the identified needs of students and enhance a supportive learning environment.
 - Student pathways through the college are focused on engagement, learning, and achievement, the formula for student success.
 - The College recently revised its “Achievement Grants” to be aligned with its focus on “Student Engagement, Learning, and Achievement.”
 - The college assesses student support services through annual and three year comprehensive program review, three year tactical planning, and the Community College Survey of Student Engagement, evaluates these assessments to develop improvement strategies, and directs budget allocations to these strategies.
- The College needs to expedite the availability of its annual online catalog.



Standard II C:

Library & Learning Support Services

- The college met all the sub-standards in Standard IIC.
 - Library and other learning support services, such as collections, tutoring, learning centers, computer laboratories, learning-technology development and training, are sufficient to support the college's instructional programs, and other intellectual, aesthetic, and cultural activities.
- The college assesses these through annual and three year comprehensive program review, three year tactical planning, and the Community College Survey of Student Engagement, evaluates these assessments to develop improvement strategies, and directs budget allocations to these strategies.
- Tutoring services, through widely available, need to be strengthened.



Standard IIIA: Human Resources

- The college met all but one of the sub-standards in Standard IIIA.
 - The college employs qualified personnel to support student learning programs and services. Personnel are treated equitably, evaluated regularly and systematically, and provided opportunities for professional development.
 - The institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. The college has increased the diversity among its personnel for two major underrepresented groups, Native Hawaiian and Filipino, and will continue its efforts to recruit and hire qualified faculty and staff from these groups.
 - The college met its strategic plan goal to increase professional development funding by three percent per year.
- The college needs to expedite the recruitment and hiring of unfilled staff positions.



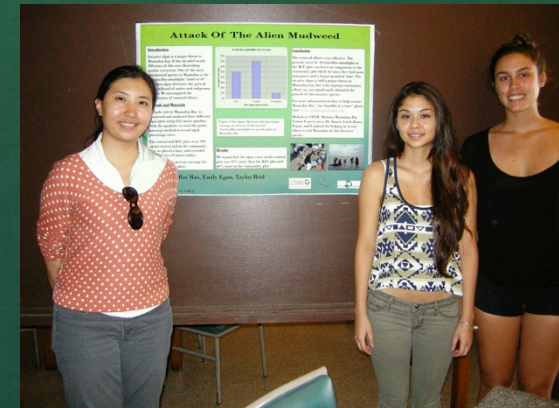
Standard IIIB: Physical Resources

- The college met all of the sub-standards in Standard IIIB.
 - Physical resources support student learning programs and services and improve institutional effectiveness.
- The College garnered over \$6 million in U.S. Department of Education Title III renovation funding to integrate technology and Hawaiian cultural context into enhanced “learning spaces” in five buildings and selected high use classrooms.
- The college made substantial progress in developing the funding necessary for the Culinary Institute of the Pacific, and completed its Long Range Development Plan for physical facilities needed in 2020.
- The college did not achieve its strategic plan performance measure for receiving urgently needed repair and maintenance funding.



Standard IIC: Technology Resources

- The college met all the sub-standards in Standard IIC.
 - Technology resources are used to support student learning programs and services and to improve institutional effectiveness, and technology planning is integrated with institutional planning.
- The college has a specific strategic plan performance measure to establish minimum technology standards for all campus learning and administrative spaces, to bring all these spaces into compliance by 2015, and to secure advanced technologies for student engagement. These processes are underway and were expedited with the Title III funding discussed above.
 - This measure is in support of a new ecology for teaching and learning to increase retention and persistence of students and degree and certificate completion and transfer.
 - This new ecology connects classrooms, labs and centers, campus, community, and cyberspace, with support for faculty innovation in meeting the diverse learning styles of students.



Standard IIID: Financial Resources

- The college met all the sub-standards in Standard IIID.
 - Financial resources are sufficient to support student learning programs and services and to increase institutional effectiveness.
 - The UHCC Enrollment Growth fund supported the college's offerings of additional classes to meet student needs.
 - The college met its strategic plan performance measure to increase non-state revenue by five percent per year, and met the requirement for a minimum ten percent reserve for emergencies.



Standard IVA: Decision-Making Roles & Processes

- The college met all the sub-standards in Standard IVA.
 - The college recognizes that ethical and effective leadership throughout the organization enables it to identify institutional values, set and achieve goals, learn, and improve.
- The Chancellor directed the successful reorganization of the college, the defining of roles and responsibilities of authorized governance organizations and standing advisory councils, and the evaluation of the effectiveness of the reorganized units and governance bodies.
- Using these evaluation results the Chancellor is overseeing tactical planning efforts to continuously improve the effectiveness of the reorganized units and governance bodies.



Standard IVB:

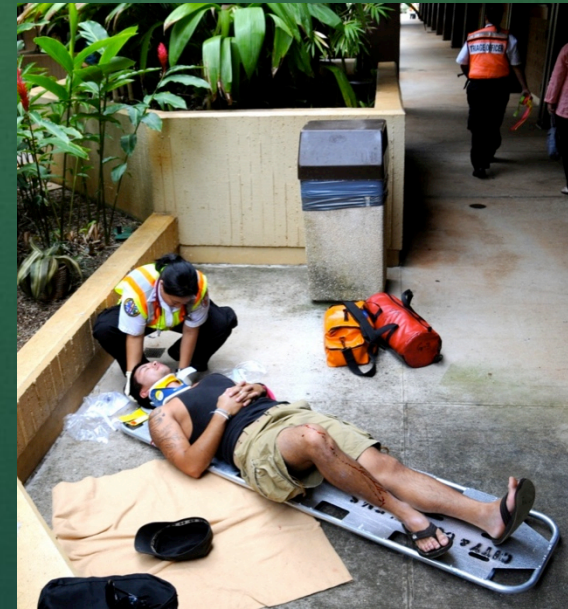
Board & Administrative Organization

- The college met all the sub-standards in Standard IVB.
 - The college recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for effective operation of the institution.
- The UH Community Colleges system clearly defines the organizational roles of the system and the college.
- Key campus-system integrations in the 2006-2012 period includes the college's institutional reorganization, the Achieving the Dream Initiative, UH and UHCC Strategic Planning for 2008-2012, UHCC Enrollment Growth funding, and improvements in the annual program review processes.



Status Relating to Rubrics

- The college uses the ACCJC/WASC Institutional Effectiveness Rubrics as formative evaluation tools to monitor progress in planning, program review, and student learning outcomes assessment.
- In May 2012, the college was at the Sustainable Continuous Quality Improvement level for both Program Review, and Planning, and at the Proficiency Level for Student Learning Outcomes Assessment.
- A productive summer 2012 of assessing student learning in programs and courses will lead to sustainable continuous quality improvement in these efforts as well.



Substantive Changes in 2006-2012 Accreditation Cycle

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

ACCJC/WASC approved this change request on Nov. 3, 2009.

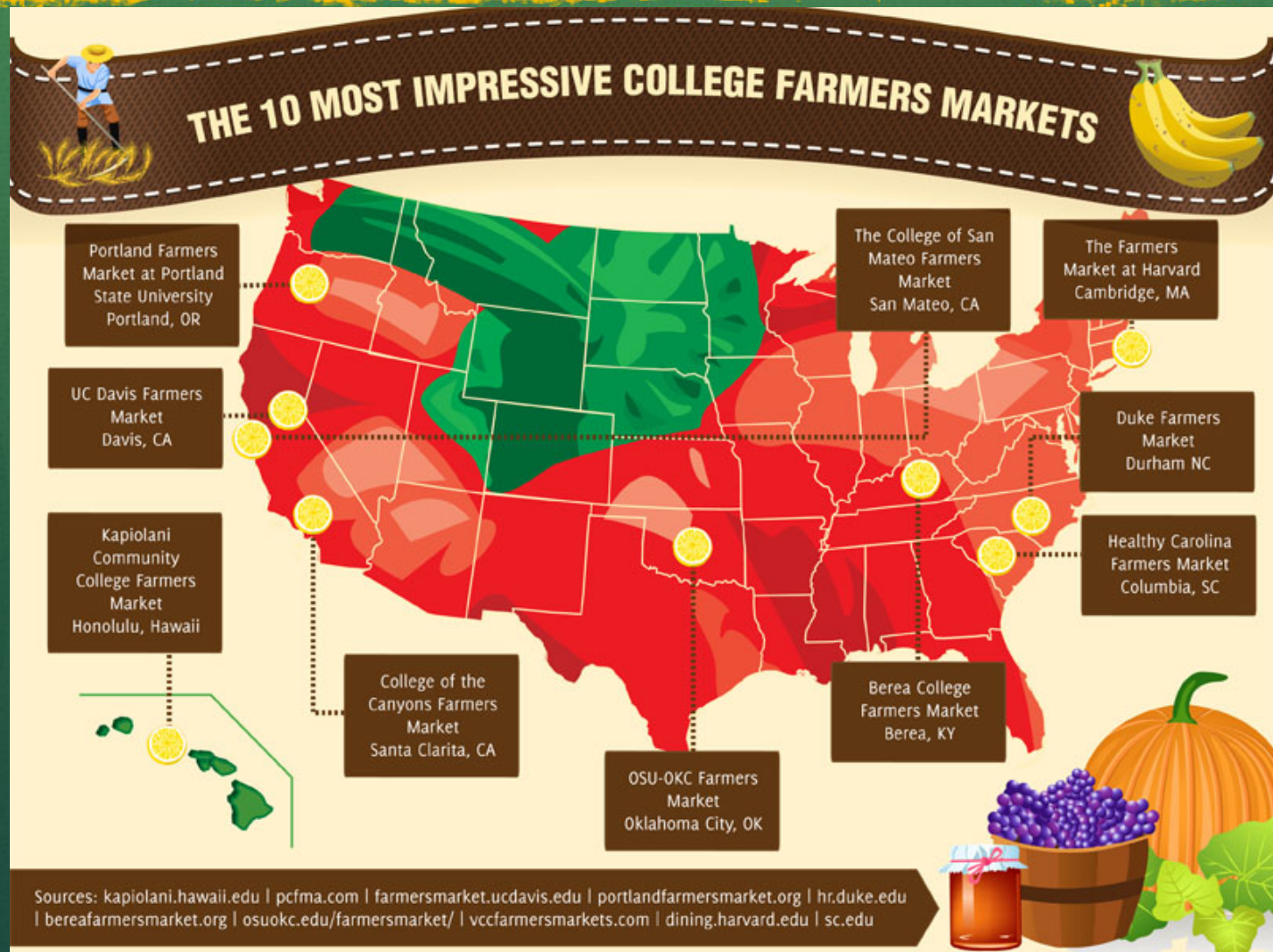
- College submitted a Substantive Change Request to ACCJC/WASC related to Distance Education offerings supporting degree and certificate completion.
 - ACCJC/WASC approved this change request on Nov. 22, 2011.



- Mother Nature Network

- 1. Kapiolani Community College Farmers Market is listed as #1 of *The 10 Most Impressive College Farmers Markets*

(<http://www.mnn.com/food/healthy-eating/stories/10-most-impressive-college-farmers-markets>)



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