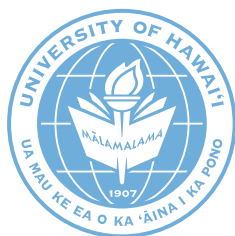




UNIVERSITY of HAWAII®

LEEWARD
COMMUNITY COLLEGE

2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness



UNIVERSITY of HAWAI'I®
LEEWARD
COMMUNITY COLLEGE

Leeward Community College

Self Evaluation Report of Educational Quality
and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

Leeward Community College

96-045 Ala 'Ike

Pearl City, Hawai'i 96782

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

August 15, 2012

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Certification of the Institutional Self Evaluation Report

Date: July 31, 2012

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

From: Leeward Community College
96-045 Ala 'Ike
Pearl City, Hawai'i 96782

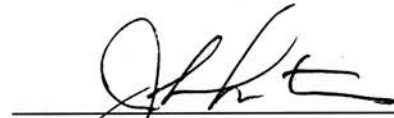
This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



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



John Morton
Vice President
University of Hawai'i Community Colleges



Manuel J. Cabral
Chancellor, Leeward Community College



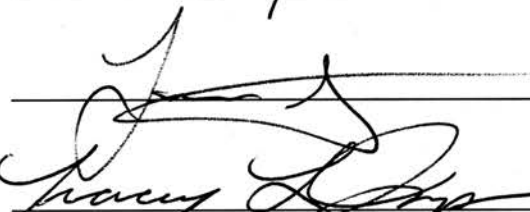
Donna Matsumoto
Accreditation Liaison Officer
Self Evaluation Steering Committee Co-Chair




Della Anderson
Self Evaluation Steering Committee Co-Chair
Interim Director, Office of Planning, Policy, and Assessment



Paul Lococo
Chair, Faculty Senate



Laurie Lawrence
Chair, Campus Council



Tracey Imper
President, Associated Students of University of Hawai'i – Leeward Community College

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Certification of the Institutional Self-Evaluation Report Governing Board

Date: July 19, 2012

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

From: Manuel J. Cabral
Chancellor, Leeward Community College
96-045 Ala 'Ike
Pearl City, HI 96782

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.

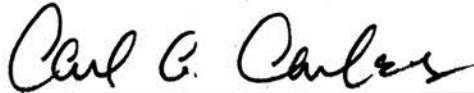
We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

Signed:



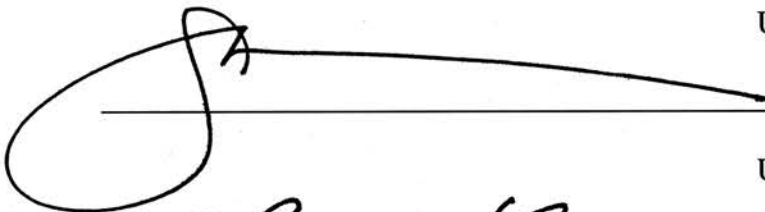
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Chair

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University of Hawai'i Board of Regents



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Vice Chair

University of Hawai'i Board of Regents



John C. Holzman
Chair

Board of Regents Committee on Community Colleges

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Self Evaluation Report of Educational Quality and Institutional Effectiveness

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The Pearl City Campus, 1969

Introduction

History and Description of Leeward Community College

Major Developments since the 2006 Educational Quality and Institutional Effectiveness Review

Demographic Information and Achievement Data

Introduction

History and Description of Leeward Community College

Leeward Community College (Leeward CC) is one of six public, two-year community colleges in the University of Hawai'i (UH) system. The college offers a variety of educational programs and services on its main campus in Pearl City, at its full-service satellite campus in Wai'anae, and through its robust distance education (DE) courses. While the Leeward coast and Central O'ahu are the primary areas served by the college—a region containing approximately a third of the state's population—students attend Leeward CC from all parts of the island of O'ahu.

Leeward CC opened its doors as the first community college in the state without a connection to a pre-existing technical school. The college's guiding principle was “innovation,” a readiness to depart from tradition in order to bring the best of current educational practices to its students.

In 1968, the college's first provost, Leonard T. Tuthill, welcomed over 1,640 students into modest buildings that once housed Pearl City Kai Elementary School. When asked what would happen if the buildings were not ready in time for fall classes, Provost Tuthill explained that the college was not buildings but “a group of people who want to learn and those willing to help them.” That first semester witnessed more than twice the anticipated number of students ready to explore the “community college” experience. In the spring of 1969, the college moved to its current location situated on approximately 49 acres overlooking Pearl Harbor.

Since those beginnings in 1968, enrollment has grown to place Leeward CC among the largest community colleges in the state of Hawai'i with approximately 7,000 to 8,000 students regularly enrolled each semester in liberal arts, career and technical education, and non-credit programs. One constant over the past 40 years has been the college's focus on student learning, as its motto makes clear: “To Help People Learn.”

Major Developments since the Most Recent Educational Quality and Institutional Effectiveness Review

Under-Served Populations

The UH system, in an effort to identify the state's need for postsecondary education and to develop a set of priorities to plan for the next decade, developed the Second Decade Project. Of the top four under-served geographical regions in the state with the greatest postsecondary education needs, three regions are in the college's service area (Central O'ahu, 'Ewa, and Wai'anae), regions that are predicted to have the largest population growth in the state. In addition, the college currently has the largest number of Native Hawaiian students enrolled among all the community colleges in the UH system.

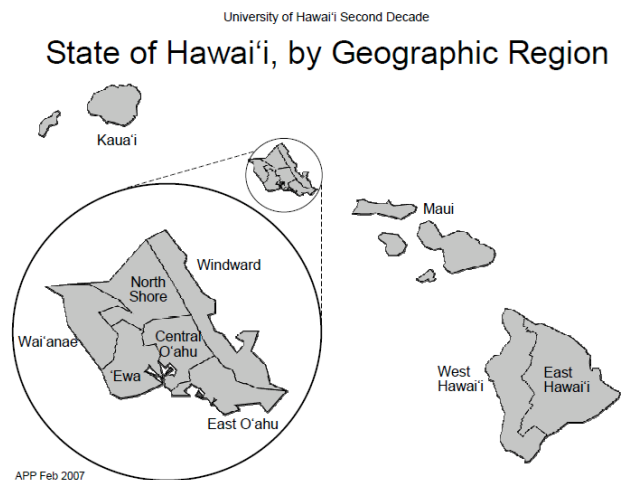


Diagram 1: Geographic Region, Source: [UH Second Decade Presentation, February 2007](#)

New Instructional Programs

Leeward CC introduced new programs to address workforce development needs, such as the Associate in Arts in Teaching and the Process Technology program. The college developed a new Associate in Science in Natural Sciences to address career paths and transfer options in science, technology, engineering, and mathematics (STEM). In addition, the college was granted a substantive change approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer degrees and certificates in which 50 percent or more of the courses offered are delivered through DE. Most recently, the Associate in Arts in Hawaiian Studies and the Associate in Science in Health Information Technology were approved by the UH Board of Regents (UH BOR) at its meeting on May 17, 2012.

Facilities and Infrastructure

Leeward CC was appropriated \$23.2 million for the construction and furnishing of its new Education building, with groundbreaking having occurred on April 18, 2012. When completed in the fall of 2013, this structure will be the first major facility to be built on the Pearl City campus since the automotive technology complex was completed in 1979. In addition, the college was appropriated \$5.5 million for the construction and furnishing of a permanent facility for the college's satellite campus, Leeward CC Wai'anae.

The college finished a number of improvements to its facilities and infrastructure, including re-roofing and waterproofing projects, waterline replacements, fire hydrant and elevator upgrades, air handling improvements, bathroom renovations, and installation of ADA-compatible doorways. The college's telephone system was replaced with a new Voice over Internet Protocol (VoIP) system, and a new campus wide wireless network was installed. In addition, the college began renovations to create the new learning commons for academic support services in the Library building and the new "one-stop" center for student support services on the upper floor of the Administration building.

Focus on Student Success

Leeward CC launched its Student Success Committee (SSC), a five-year commitment during which time the college will commit \$1 million to initiate projects directed toward making its students more successful. The SSC's goals, which were derived from the strategic plans of the UH system, the UH community colleges (UHCCs), and Leeward CC, as well as the Achieving the Dream initiative, are as follows:

- Increase the number of graduates and transfers in all programs by 25 percent.
- Eliminate "gatekeeper" courses.
- Improve student success rates by 10 percent in all courses where success rates are less than 70 percent.
- Decrease the time spent in remedial and developmental courses to one year or less.

An SSC initiative that has proven to be highly successful is the math emporium model, which promotes accelerated learning in a collaborative, interactive learning environment. This project involved the curricular redesign of several math courses and the creation of an "emporium" classroom requiring an upgrade to electrical connections and the purchase of computers and flexible furniture.

Expanded Staffing

Office of Planning, Policy, and Assessment

The Office of Planning, Policy, and Assessment (OPPA) was proposed through the 2005-2006 Annual Program Review (APR) process in an effort to institutionalize assessment processes and expand institutional research capacity ([I-1](#)). In October 2006, the college completed an administrative reorganization, which created the OPPA unit with two institutional analysts and a unit head. The original plan was to secure an executive/managerial position for the unit head; however, there was no position available for reallocation within the UH system, so the unit head was filled through a faculty reassignment. Subsequently, the college added to the OPPA unit an institutional effectiveness officer, which is a faculty position, and an information technology specialist, which is an administrative, professional, and technical (APT) position. In 2008, the OPPA secured two additional positions. In 2009, an executive/managerial position was reassigned from the Office of Continuing Education and Workforce Development to the OPPA ([I-2](#)). In March 2009, the acting faculty director was appointed as interim director. Currently, the staffing at the OPPA is comprised of the following six positions:

- Director of Planning, Policy, and Assessment (executive/managerial)
- Institutional Effectiveness Officer (faculty)
- Grants Coordinator (APT)
- Information Technology Specialist (APT)
- Institutional Researcher (APT)
- Policy Analyst (APT)

Leeward CC Wai‘anae

During the same 2005-2006 APR process, the need for expanded staffing and services at Leeward CC Wai‘anae was articulated ([I-1](#)). During the 2007-2008 academic year, the college added five positions for Native Hawaiian programs, with two positions located in Wai‘anae. Between 2007-2009, Leeward CC Wai‘anae received a total of eight faculty positions and four support area positions.

An expansion of staffing led to an expansion of the physical facility. In the spring of 2012, a temporary expansion to the first floor of the current building relieved some space issues. The college's current plan is to purchase a 37,000 square foot, permanent facility in Wai‘anae, with negotiations in the final stages. This new facility will provide a multitude of opportunities. The student population is currently 68 percent Native Hawaiian, so specific programs that target this population are being developed. One example is a Polynesian voyaging program that focuses on maritime trades such as boat building, maintenance, and repair. The intent of this program is to engage Wai‘anae youth, especially young men who are already involved in canoe paddling. With a current population of male students at 25 percent, attention is focused on attracting and retaining males in academic and applied pathways.

Demographic Information and Achievement Data for Leeward Community College

At Leeward CC, information and data are used in an ongoing cycle of evaluation, planning, and decision making. Longitudinal data on student achievement serves as evidence of the college's stability and achievement of mission in accordance with the Higher Education Opportunities Act of 2008.

In this portion of the introduction, demographic information and student achievement data are presented and analyzed. Throughout the institutional analysis portion of the Self Evaluation Report, evidentiary information is further analyzed when relevant to the various Accreditation Standards and sub-sections.

The information and data included has been primarily retrieved from UH Management and Planning Support (MAPS) reports and from the UH Banner Operational Data Store (ODS), which can be accessed from the [UH Institutional Research and Analysis Office](#) website. In addition, the college relies on the Integrated Postsecondary Education Data System (IPEDS).

The college has disaggregated key student achievement data by measures that it has found relevant to its student population. This data is presented in the following 2012 Institutional Student Success (ISS) reports, which are available on the college's intranet and in DocuShare:

[ISS Measures 00 General Report](#)

[ISS Measures 01 Full Time-Part Time Disaggregation Report](#)

[ISS Measures 02 Gender Disaggregation Report](#)

[ISS Measures 03 Native Hawaiian-Non Native Hawaiian Disaggregation Report](#)

[ISS Measures 04 Filipino-Non Filipino Disaggregation Report](#)

[ISS Measures 05 Age Disaggregation Report](#)

[ISS Measures 06 Pell Grant-Non Pell Grant Disaggregation Report](#)

Additional evidentiary information for the college is presented in the following reports:

[Achieving the Dream Report, 2011](#)

[COMPASS Placement Distribution Report, 2008-2012](#)

[Demographic Information and Achievement Data Report, 2006-2012](#)

[Distance Education Report, 2007-2012](#)

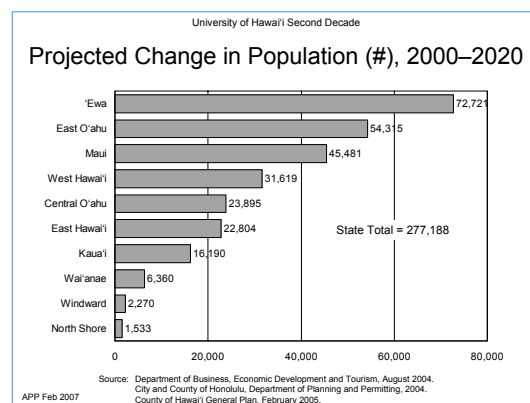
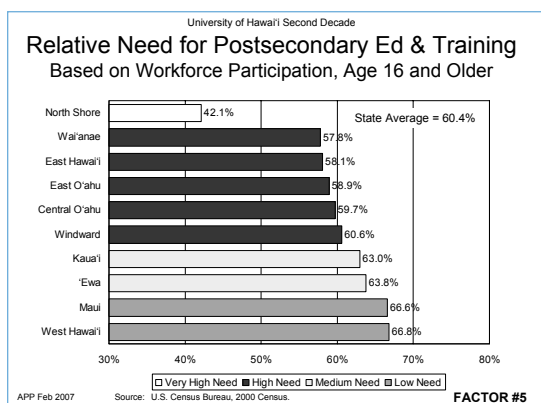
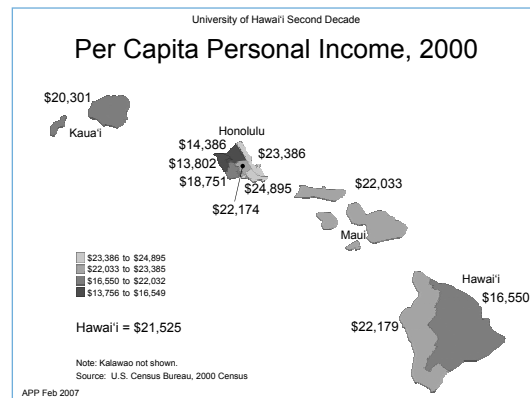
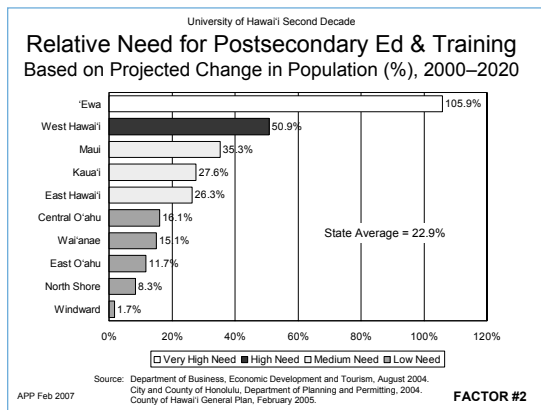
[Supplemental Data Book, 2012](#)

Service Area Demographic Information

Leeward CC is situated in a region that contains approximately 30.7 percent of the state's population (shaded area below), which in 2010 was estimated to be 1,360,301 residents ([I-3](#), [I-4](#)).



In an effort to identify the relative need for postsecondary education and training in the state of Hawai'i, the UH Second Decade Project provides pertinent demographic information on the college's service area. See the [UH Second Decade Presentation \(February 2007\)](#) for information on the college's service area in terms of population growth, personal income, workforce participation, educational attainment, and job shortages.

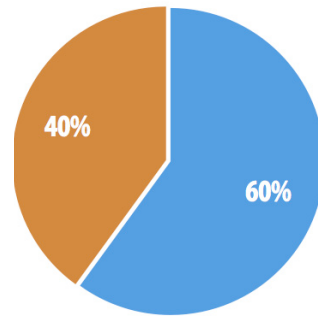


Charts 2-5, Area Demographics, Source: [UH Second Decade Presentation, February 2007](#)

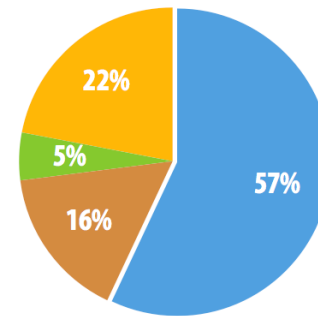
Student Demographic Information a quick look

Student Ethnicity

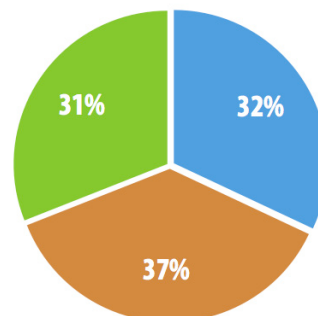
Hawaiian/Part Hawaiian	26.1%
Filipino	21.6%
Mixed Ethnicity	12.6%
Caucasian	11.1%
Other Asian	9.8%
Japanese	8.1%
Pacific Islander	2.5%
Chinese	1.9%
All Others	6.3%



40% full time students
60% part time students



57% Liberal Arts majors
16% Career & Technical Ed majors
5% Unclassified
22% Home-based at other UH campus



32% under 20 years old
37% between 20 and 24
31% 25 years old and over

Student Demographic Information details

Fall Headcounts and Full-Time Equivalent Enrollment

The full-time equivalent (FTE) enrollment at Leeward CC shadows its headcount enrollment. The net effect over ten years is a 42 percent increase in headcount enrollment and a 32 percent increase in FTE enrollment. In the last five years, the FTE has followed the headcount more closely, yielding a net 38 percent increase in headcount enrollment and a 37 percent increase in FTE enrollment.

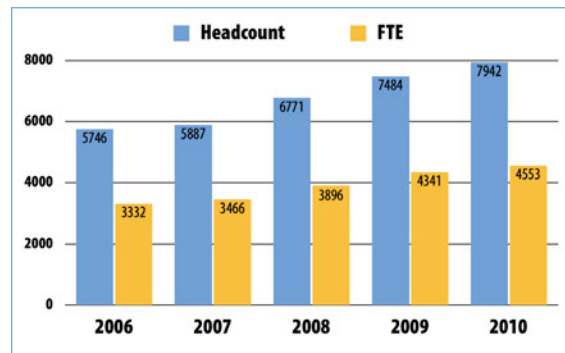


Chart 6 Fall Headcounts and Full Time Equivalent Enrollment; Source: ODS View IRO_REGS_UH (2005-2010)

Gender

The numbers of females and males have grown apace, with females constituting about 58 to 60 percent of the student population. These statistics are typical for postsecondary institutions across the United States. According to the American Council of Education, the gender gap, growing since 2000, has “stabilized” with females constituting about 57 percent of enrollment in postsecondary education and males about 43 percent.

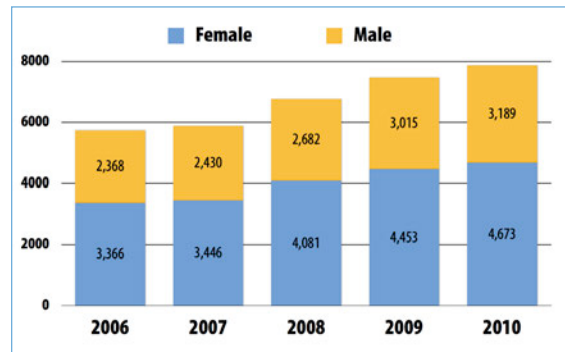


Chart 7, Student Gender; Source: ODS View IRO_BASE_UH

Numbers of Native Hawaiian/Part Native Hawaiian Students Enrolled: Fall 2006 – 2010

Leeward CC has a particular interest in Native Hawaiian/Part Native Hawaiian students because of the UH system and college’s strategic plan as well as the system wide Achieving the Dream initiative that focuses on this student population. The number of Native Hawaiian/Part Native Hawaiian students at the college continues to increase. Leeward CC has had the highest rates of increase of Native Hawaiian/Part Native Hawaiian students in its population. The net increase from the fall of 2006 to the fall of 2010 is about 133 percent for Leeward CC, 103 percent for the UHCC system, and 61 percent for four-year institutions.

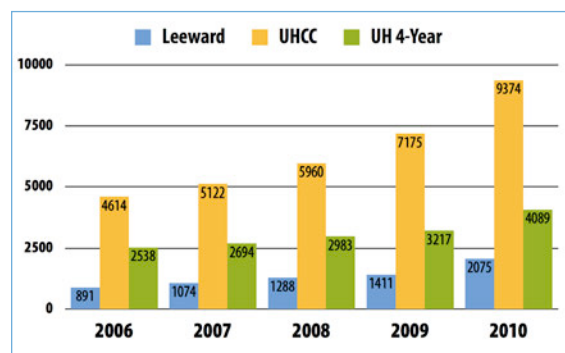


Chart 8, Native Hawaiian Student Enrollment; Source: [Demographic Information and Achievement Data Report, 2006-2012](#), “FT_PT ALL STUDENTS”

Numbers of Native Hawaiian and Filipino Students Enrolled: Fall 2006 – 2010

The number of Filipino students has been increasing at Leeward CC with a net gain over five years of about 16.5 percent. However, the percentage of Filipino students at the college has declined slightly over the five-year period by about four percentage points. The chart on the left compares the fall headcount enrollment of Native Hawaiian/Part Native Hawaiian and Filipino students.

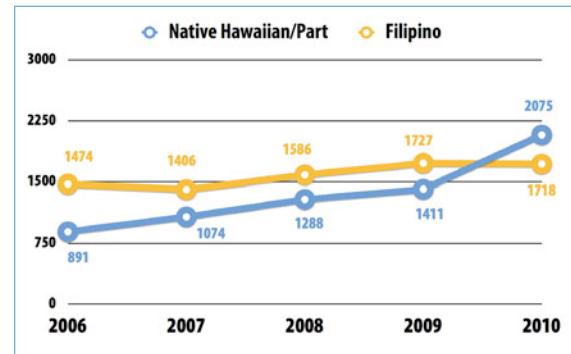
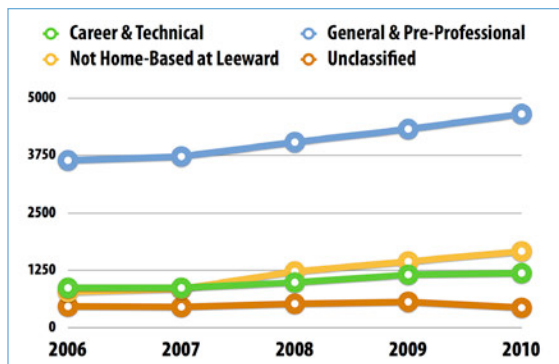


Chart 9, Native Hawaiian and Filipino Student Enrollment;
Source: [Demographic Information and Achievement Data Report, 2006-2012](#)



Number of Students by Program Area
and Educational Objective

Fall	2006	2007	2008	2009	2010
Career & Technical	868	869	986	1,155	1,189
General & Pre-Professional	3,639	3,724	4,038	4,322	4,652
Not Home-Based at Leeward	777	845	1,226	1,444	1,667
Unclassified	462	449	521	563	434

Educational Objectives	2006	2007	2008	2009	2010
AA	3,639	3,724	4,038	4,322	4,652
AAS	390	299	299	327	356
AS	376	434	501	674	725
ASC	17				
CA	22	29	43	48	30
CC	80	107	143	106	78
CO	3				
Unclassified/Not Specified	442	449	521	563	434
Not Home-Based at Leeward	777	845	1,226	1,444	1,667
Total	5,746	5,887	6,771	7,484	7,942

Chart 10 and Table 11, Number of Students by Program Area and Educational Objective
Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Number of Students by Program Major

Majors--Number	Fall				
	2006	2007	2008	2009	2010
Accounting	144	166	188	202	210
Automotive Technology	112	95	86	121	140
Business Essentials		1	2	4	6
Business Foundations	1				
Business Technology	113	121	166	196	202
Commercial Music	2	2	2	1	1
Culinary Arts			57	113	149
Digital Art	2				
Digital Media Production	116	130	147	151	145
E-Commerce	1				
Food Service	106	96	58	28	9
Health Care Administration					1
Info & Computer Science	147	127	128	148	161
Liberal Arts	3,639	3,593	3,799	3,957	4,296
Management	44	32	51	80	79
Medical Office Receptionist				3	6
Motion Graphics	1				
Music	3				
Office Administration & Tech	10	5			
Opticianry	5	3	1	1	1
Pre-Business	12				
Sales & Marketing	2	5	6	5	2
Small Business Accounting		1	4	7	2
Special - Early Admit	68	56	71	52	59
Substance Abuse Counseling	26	41	46	45	28
Teaching		131	239	365	356
Television Production	41	44	44	50	47
Unclassified	374	393	450	511	375
Students Based Elsewhere	777	845	1,226	1,444	1,667
TOTAL ENROLLED	5,746	5,887	6,771	7,484	7,942

Table 12, Number of Students by Program Major, 2006-2010

Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Student Age, Average and Median

	2006	2007	2008	2009	2010
Average Age	24.3	24.2	24.0	24.1	24.4
Median Age	21.0	21.0	21.0	21.0	21.0

Table 13, Student Age, Average and Median

Data extracted from ODS view IRO_BASE_UH, Office of Planning, Policy, and Assessment, 2010 10 04

Going Rate of High School Graduates (Percentage)

The percentage of high school graduates in the state of Hawai'i who enroll at Leeward CC has increased by a little more than one percentage point over the past five years.

Public School	2006	2007	2008	2009	2010
Aiea High School	47	67	65	73	60
Education Laboratory Charter	1	1		1	
H P Baldwin High School		1	3	1	1
Hakipuu Learning Ctr Charter	1				1
Halau Ku Mana-Public Charter		2		1	
Halau Lokahi Charter	1	1			1
Hana High & Elementary School				1	1
Hawaii Academy of Arts and Sci					1
Hilo High School			1		3
Honokaa High School			1		
James B Castle High School		4	4	6	3
James Campbell High School	46	58	114	99	98
Kahuku High & Intermediate School	6	10	8	9	10
Kailua High School	1	1		1	1
Kaimuki High School	1	2	1	1	1
Kaiser High School	1	1	1		
Kalaheo High School		2		1	1
Kalani High School	1				3
Kanu O Ka Aina Charter			1		
Kapaa High School				1	1
Kapolei High School	122	108	125	111	115
Kau High School	1		1		
Kauai High School-	1	2		1	2
Ke Ana La'ahana PCS					1
Kealahou High School			1	2	
King Kekaulike High School	1		1	1	
Kohala High School				1	
Konawaena High School	1			3	
Kula Kaiapuni O Anuenue	1	5	5	8	6
Lahainaluna High School	3	1		1	
Lanai City High School	2	1	3		
Leilehua High School	60	63	65	61	64
Maui High School		2	1		1
McKinley High School	6	4	5	5	2
Mililani High School	128	132	161	154	139
Moanalua High School	42	50	46	40	60
Molokai High Intermediate School	2		2	1	2
Myron B Thompson Academy	5	2	6	7	7
Nanakuli High Intermediate School	8	14	23	13	20
Pahoa High School	1		2	1	
Pearl City High School	100	118	126	121	103

Radford High School	24	30	35	29	19
Roosevelt High School	3	3	5	5	1
W R Farrington High School	16	17	15	18	17
Waiakea High School	1	1			2
Waialua High School	10	21	18	13	16
Waianae High School	39	48	66	53	74
Waimea High School	1				2
Waipahu High School	73	77	120	119	89
Total	757	849	1,031	963	928

Private School	2006	2007	2008	2009	2010
Academy Of The Pacific	2	3	2	1	
Assets School	2	3	6		2
Christian Academy			4	4	2
Damien Memorial High School	5	9	11	9	5
Friendship Christian School	1		2	3	
Hanalani Jr-Sr High School	6	1	8	10	6
Hawaii Baptist Academy	1	1		2	1
Hawaiian Mission Academy			2	2	1
Hoala School	2		1		2
Home School	7	9	6	8	13
Iolani School				2	1
Island Pacific Academy					4
Island School				1	
Kailua Christian Academy				1	
Kamehameha Secondary Schools	14	21	30	16	28
Lanakila Baptist High School	10	3	3	6	4
Le Jardin Academy			1		
Lutheran High School Of Hawaii	1	1			2
Maili Bible High School			4	1	
Maryknoll High School	3		2	7	
Mid Pacific Institute	1		1	1	1
Pacific Buddhist Academy		1			
Peniel Educational Ministries					1
Punahou School	1	2			2
Redemption Academy			1		
Sacred Hearts Academy Hs	2	3	5	6	3
Saint Andrews Priory School		1			
Saint Francis High School	5	2	10	6	4
Saint Louis School	5	5	1	4	4
Seabury Hall					1
St Francis School-Kauai Campus				1	
Word of Life Academy	3	4		2	1
Youth Challenge Program	8	4	2	5	1
Total	79	73	102	98	89

Table 14 High School Going Rate, 2006-2010

Source: UHCC Data: MAPS, "High School Background of First-Time Students," Fall 2010

Student Enrollment—Ethnicity and Gender, Fall 2010

Ethnicity	All Students		Female		Male		No Data	
	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt
All Students	7,942	100.0	4,673	58.8	3,189	40.2	80	1.0
Asian	3,287	41.4	1,819	22.9	1,430	18.0	38	0.5
Asian Indian	38	0.5	20	0.3	18	0.2		0.0
Chinese	154	1.9	78	1.0	72	0.9	4	0.1
Filipino	1,718	21.6	972	12.2	727	9.2	19	0.2
Japanese	644	8.1	341	4.3	296	3.7	7	0.1
Korean	81	1.0	52	0.7	28	0.4	1	0.0
Laotian	14	0.2	6	0.1	8	0.1		0.0
Mixed Asian	537	6.8	291	3.7	239	3.0	7	0.1
Other Asian	42	0.5	22	0.3	20	0.3		0.0
Thai	14	0.2	10	0.1	4	0.1		0.0
Vietnamese	45	0.6	27	0.3	18	0.2		0.0
Native Hawaiian/Pacific Islander	2,300	29.0	1,507	19.0	770	9.7	23	0.3
Guamanian or Chamorro	23	0.3	19	0.2	4	0.1		0.0
Micronesian	37	0.5	18	0.2	17	0.2	2	0.0
Mixed Pacific Islander	10	0.1	6	0.1	4	0.1		0.0
Native Hawaiian or Part Native Hawaiian	2,075	26.1	1,366	17.2	689	8.7	20	0.3
Other Pacific Islander	40	0.5	17	0.2	23	0.3		0.0
Samoan	99	1.2	67	0.8	31	0.4	1	0.0
Tongan	16	0.2	14	0.2	2	0.0		0.0
Mixed Race	1,004	12.6	589	7.4	406	5.1	9	0.1
No Data	86	1.1	37	0.5	46	0.6	3	0.0
Other Ethnic Groups	1,265	15.9	721	9.1	537	6.8	7	0.1
African American or Black	182	2.3	92	1.2	86	1.1	4	0.1
American Indian or Alaskan Native	26	0.3	14	0.2	12	0.2		0.0
Caucasian or White	882	11.1	500	6.3	380	4.8	2	0.0
Hispanic	175	2.2	115	1.4	59	0.7	1	0.0

Table 15, Student Enrollment by Ethnicity and Gender, 2010
Source: ODS View: IRO_BASE_UH

In 2010, the largest ethnic groups at Leeward CC, each comprising of at least 5 percent of the headcount, were as follows:

Group	Number	Percent
Native Hawaiian	2,075	26.1%
Filipino	1,718	21.6%
Mixed Race	1,004	12.6%
Caucasian	882	11.1%
Japanese	644	8.1%
Mixed Asian	537	6.8%

Together, these six groups make up about 86 percent of the student population. Of the six groups, the percentages of mixed Asian and Caucasian have remained steady over five years. The percentages of Filipino, Japanese, and mixed race students have been slowly decreasing, losing three or four percentage points since 2006. The number of Native Hawaiian students has more than doubled (132 percent), going from 891 students (15.5 percent of the headcount) in 2006 to 2,075 students (26.1 percent of the headcount) in 2010.

One item of note is that although the distribution of ethnicity in the state of Hawai‘i can be calculated in several different ways, the distribution of ethnicity in the college and the distribution in the state are not parallel.

Because of the way ethnicities are tabulated in the U.S. Census and in the [2010 State of Hawai‘i Data Book](#), which uses census data for its summaries, there is no simple way to represent the percentages of ethnic groups in the population. In the 2010 U.S. Census, Hawai‘i had a total population of 1,360,301. Of that population, 1,039,672 people, or about 76.4 percent of the total, chose to identify themselves with one race.

The other 320,629 people, about 23.6 percent of the population, could be considered mixed because they would have identified themselves with two or more races.

**Racial Distribution in the State:
People Identifying with Only One Race or Two or More Races**

White	564,323	41.5%
Filipino	342,095	25.1%
Japanese	312,292	23.0%
Native Hawaiian	289,970	21.3%
Chinese	53,963	14.6%
Korean	24,203	3.6%

The percentages in the above table indicate that of the 1,360,301 people in the census population, about 41.5 percent identified with White as a race or with a combination of races that include White. A total of 25.1 percent identified with Filipino as a race or with a combination of races that include Filipino.

The Leeward coast and Central O‘ahu have a total population of about 417,429. The percentages of Native Hawaiian people in that population vary widely from below 5 percent in areas surrounding the military bases to 61 percent in Wai‘anae. The total percentage of Native Hawaiian people in these two areas is about 22.2 percent.

Three major ethnicities—White, Filipino, and Japanese, or mixtures thereof—constitute 35.3 percent, 35.0 percent, and 23.2 percent of the population, respectively, in the Leeward coast and Central O‘ahu.

Enrollment by Residency

About 90 percent of the students enrolled at Leeward CC continue to be classified as residents for tuition purposes.

Residency	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt	Freq	Pcnt
Converted Resident	62	1.1	51	0.9	56	0.8	63	0.84	64	0.8
N/R East West Center Exemption	1	0.0	1	0.0	1	0.0		0.00		0.0
N/R Faculty/Staff Exemption	2	0.0	2	0.0	3	0.0	7	0.09	2	0.0
N/R Hawaiian Exemption	47	0.8	39	0.7	50	0.7	58	0.77	61	0.8
N/R HI National Guard & Reserve Exempt		0.0	1	0.0	4	0.1	4	0.05	15	0.2
N/R Institutional Exemption	24	0.4	13	0.2	6	0.1	5	0.07		0.0
N/R Military Exemption	301	5.2	321	5.5	326	4.8	354	4.73	387	4.9
N/R Pac-Asian Exempt	1	0.0		0.0	2	0.0		0.00		0.0
N/R Rev Institutional Exempt		0.0	6	0.1	8	0.1	24	0.32	18	0.2
N/R WUE Exemption	2	0.0	2	0.0	4	0.1	5	0.07	1	0.0
No Information (Non-Resident)		0.0	1	0.0	1	0.0	3	0.04	5	0.1
Non-Resident (N/R)	112	1.9	99	1.7	177	2.6	222	2.97	242	3.0
Non-Resident Appeal		0.0	2	0.0		0.0		0.00		0.0
Resident	5,194	90.4	5,349	90.9	6,133	90.6	6,739	90.05	7,147	90.0
Total	5,746	100.0	5,887	100.0	6,771	100.0	7,484	100.00	7,942	100.0

Table 16, Enrollment by Residency, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "Residency"

Faculty, Staff, and Administration Demographic Information

Faculty, Staff, and Administration by Ethnicity—Fall 2010 Frequency

Ethnicity	Total		APT		Civil Service		Exec/ Mgr		Faculty	
	Number	%	Number	%	Number	%	Number	%	Number	%
Chinese	9	6.4%	5	9.1%	4	5.2%		0.0%	13	6.6%
Filipino	35	25.0%	7	12.7%	28	36.4%		0.0%	10	5.1%
Hawaiian/Part-Haw	13	9.3%	2	3.6%	10	13.0%	1	12.5%	17	8.6%
Hispanic	4	2.9%	1	1.8%	3	3.9%		0.0%	5	2.5%
Indian Subcont.									4	2.0%
Japanese	47	33.6%	30	54.5%	16	20.8%	1	12.5%	60	30.3%
Korean	2	1.4%		0.0%	2	2.6%		0.0%	4	2.0%
Other Asian/Pac Isl	8	5.7%	2	3.6%	6	7.8%		0.0%	4	2.0%
Portuguese		0.0%		0.0%		0.0%		0.0%	1	0.5%
Puerto Rican	4	2.9%		0.0%	4	5.2%		0.0%	26	0.0%
White	18	12.9%	8	14.5%	4	5.2%	6	75.0%	80	40.4%
Total	140	100.0%	55	100.0%	77	100.0%	8	100.0%	198	100.0%

Table 17 Faculty, Staff, and Administration by Ethnicity—Fall 2010

Source: Leeward CC Human Resources Office

Longitudinal Student Achievement Data

Leeward CC systematically collects information on student progress and achievement in order to determine how well it is fulfilling its mission. The following graphs represent quantitative longitudinal measures commonly used to evaluate student progress and achievement.

Retention Rates

Retention refers to the percentage of students who continued in a course over a semester. To calculate retention rate, the number of students registered at the end of a semester (those who have not withdrawn) are divided by the number of students registered in a course at the census date (about five weeks into the semester). Within the UHCC system, the retention rate has also been called the course completion rate.

The chart and table below shows the retention rates for all registrations of all students in all classes at Leeward CC over five fall semesters. For the fall of 2006, 2007, 2008, 2009, and 2010, the rates are based on 16,238; 16,908; 18,978; 21,259; and 22,210 registrations at census. Co-operative education and directed studies classes were not included. Retention rates are shown for all students, for full-time students, and for part-time students.

There has been a gradual improvement in retention over the past four years.

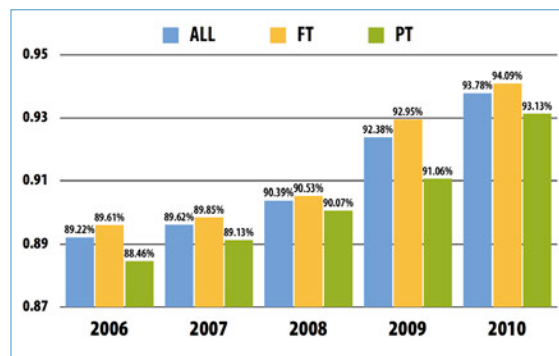


Chart18, Retention Rates, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "RET_ALL"

	All Students	Full-time	Part-time
2006	89.22%	89.61%	88.46%
2007	89.62%	89.85%	89.13%
2008	90.39%	90.53%	90.07%
2009	92.38%	92.95%	91.06%
2010	93.78%	94.09%	93.13%

Table 19, Retention Rates, FT vs PT, 2006-2010

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "RET_ALL"

Slight improvement seems to be the pattern among some ethnicities, but retention rates are generally high with frequent fluctuations and no discernible pattern.

Ethnicity	Average Headcount	2007	2008	2009	2010	2011	Average Retention Rate
African American or Black	125	89.6	88.2	91.8	92.8	94.3	91.3
Amer Indian or Alaskan Native	25	90.6	89.3	88.3	96.0	86.4	90.1
Asian Indian	13	88.9		100.0	115.8	89.0	98.4
Caucasian or White	721	92.1	92.0	91.8	94.9	95.0	93.2
Chinese	123	85.3	93.8	94.1	97.4	95.9	93.3
Filipino	1,577	88.7	88.8	90.2	91.3	94.0	90.6
Guamanian or Chamorro	20	91.4	83.1	89.2	95.5	94.3	90.7
Hispanic	163	92.3	90.3	92.5	94.5	93.2	92.6
Japanese	662	88.1	88.9	91.0	93.0	93.0	90.8
Korean	87	86.8	92.1	92.1	90.7	96.1	91.6
Laotian	17	78.6	88.2	101.9	86.2	86.1	88.2
Micronesian	20	75.9	90.9	90.7	92.1	96.9	89.3
Middle Easterner	1				100.0		100.0
Mixed Asian	455	94.7	89.4	88.3	91.2	92.9	91.3
Mixed Hispanic	7	74.2	68.2	127.3	100.0		92.4
Mixed Pacific Islander	54	96.0	84.9	89.3	93.3	100.0	92.7
Mixed Race (2 or more)	964	86.4	88.6	88.6	91.7	93.0	89.7
Native Hawaiian or Part Native Hawaiian	1,357	90.1	90.7	90.6	92.4	93.9	91.5
No Data	131	86.2	82.9	86.5	90.3	86.3	86.4
Other Asian	27	85.9	83.7	79.2	101.4	93.0	88.6
Other Pacific Islander	15	95.0	83.3	87.9	100.0	86.3	90.5
Pacific Islander	14	90.2	92.0	94.9	87.1		91.1
Portuguese	8	107.1	81.8	140.0	89.5		104.6
Puerto Rican	7	84.6	90.0	200.0	57.1		107.9
Samoan	83	87.7	85.2	84.5	95.1	88.6	88.2
Thai	10	96.4	91.7	96.0	100.0	95.8	96.0
Tongan	10	100.0	96.2	92.6	100.0	100.0	97.8
Vietnamese	32	91.2	87.5	102.1	94.7	96.1	94.3
Average Retention Rate		89.4	87.8	98.6	93.7	93.0	92.5

Table 20, Retention Rate by Ethnicity, 2007-2011
Source: ODS view IRO_REGS_UH and IRO_BASE_UH

Persistence Rates

Persistence rate is the percentage of students who were enrolled in the fall and who enrolled the following spring. Generally, persistence rates have increased but remain in the mid-60 percent range. The following tables indicate the persistence rates for all students enrolled at Leeward CC.

Persistence Rates, All Students

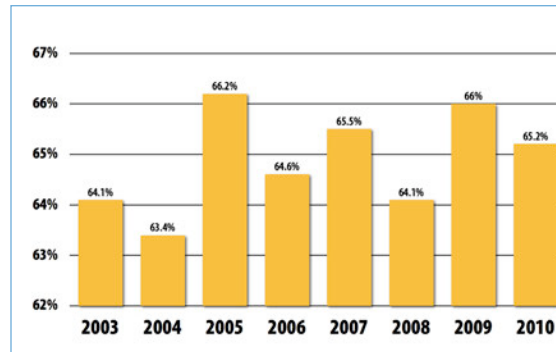


Chart 21, Persistence Rates, 2003-2010

The fall-to-spring persistence rates for students who are home based at Leeward CC and degree seeking are quite a bit higher and have been increasing slightly over the last five years.

Persistence Rates, Home-Based at Leeward and Degree-Seeking

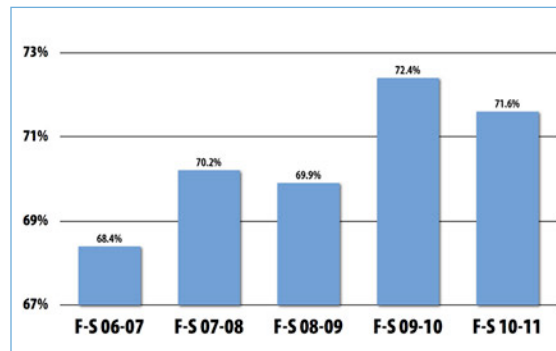


Chart 22, Persistence Rate, Home-Based at Leeward

Among the ethnic groups of significant size (an average of a hundred or more students enrolled per semester), all have average persistence rates in the mid- to high-60 percent range, except for Native Hawaiians/Part Native Hawaiians, Hispanics, and Whites, who are in the low-60 percent range, and Chinese, who are in the low- to mid-50 percent range.

Ethnicity	Average Fall Head-count	Fall-Spring 2006-07 PRate	Fall-Spring 2007-08 PRate	Fall-Spring 2008-09 PRate	Fall-Spring 2009-10 PRate	Fall-Spring 2010-11 PRate	Average Persistence Rate
African American/Black	103	66.3%	61.7%	67.0%	83.6%	69.3%	69.6%
American Indian/Alaskan Native	21	58.8%	78.9%	56.0%	66.7%	65.0%	65.1%
Asian Indian	10	60.0%		50.0%	100.0%	67.9%	69.5%
Caucasian/White	508	68.8%	66.6%	70.2%	74.6%	70.5%	70.1%
Chinese	66	69.4%	76.2%	76.4%	76.9%	74.0%	74.6%
Filipino	1,209	70.1%	73.3%	70.4%	73.0%	76.0%	72.5%
Guamanian/Chamorro	15	60.0%	75.0%	50.0%	58.8%	56.3%	60.0%
Hispanic	128	68.0%	69.4%	63.3%	66.7%	67.9%	67.1%
Japanese	430	69.3%	75.3%	76.7%	74.2%	70.4%	73.2%
Korean	54	72.7%	73.1%	82.0%	67.2%	64.0%	71.8%
Laotian	14	69.2%	78.6%	86.7%	75.0%	70.0%	75.9%
Micronesian	20	38.5%	60.0%	69.2%	88.5%	75.0%	66.2%
Middle Easterner	1				100.0%		100.0%
Mixed Asian	345	72.3%	72.3%	72.3%	75.1%	72.6%	72.9%
Mixed Hispanic	6	87.5%	42.9%	100.0%	100.0%		82.6%
Mixed Pacific Islander	43	63.9%	64.4%	81.0%	69.1%	37.5%	63.2%
Mixed Race (2 or more)	772	66.7%	68.6%	68.6%	72.4%	71.3%	69.5%
Native Hawaiian/Part Native Hawaiian	1,071	67.0%	67.9%	67.6%	70.2%	69.5%	68.4%
No Data	120	71.1%	64.5%	70.4%	67.6%	74.1%	69.6%
Other Asian	19	55.0%	72.7%	58.8%	72.2%	80.6%	67.9%
Other Pacific Islander	13	50.0%	50.0%	55.6%	90.0%	83.3%	65.8%
Pacific Islander	13	80.0%	80.0%	73.3%	63.6%		74.2%
Portuguese	3	100.0%	100.0%	100.0%	75.0%		93.8%
Puerto Rican	6	60.0%	62.5%	66.7%	66.7%		64.0%
Samoan	74	53.2%	63.8%	49.3%	58.1%	67.0%	58.3%
Thai	7	57.1%	85.7%	50.0%	50.0%	62.5%	61.1%
Tongan	8	100.0%	75.0%	55.6%	60.0%	100.0%	78.1%
Vietnamese	22	81.8%	71.4%	95.0%	85.0%	64.3%	79.5%
Total	5,092	68.4%	70.2%	69.9%	72.4%	71.6%	70.5%

Table 23, Persistence Rates by Ethnicity

Annual Number of Degrees and Certificates Awarded

Recently, the numbers of degrees and certificates of achievement (CA) conferred at Leeward CC have been increasing. The numbers for 2011, although incomplete, are even higher.

Liberal Arts

Academic Year	2006	2007	2008	2009	2010
AA Degrees Earned	429	408	362	388	427
Numbers of Liberal Arts Majors	3,383	3,410	3,584	3,832	4,033
Percent Earning Degrees	12.7%	12.0%	10.1%	10.1%	10.6%

Teaching

Academic Year	2006	2007	2008	2009	2010
AAT Degrees Earned	--	11	18	20	54
Numbers of Majors	38	155	247	359	356
Percent Earning Degrees	0.0%	7.1%	7.3%	5.6%	15.2%

Career and Technical Education (CTE)

Academic Year	2006	2007	2008	2009	2010
AAS, AS, ATS Degrees Earned	71	85	80	77	103
Numbers of CTE Majors	852	867	958	1,097	1,145
Percent Earning Degrees	8.3%	9.8%	8.4%	7.0%	9.0%

Tables 24-26, Number of Degrees and Certificates Awarded, 2006-2010

Source: ODS views IRO_BASE_UH and [Supplemental Data Book, 2012](#), "Degrees & Certificates Awarded"

Continuing Enrollment, Transfer, and Graduation

Integrated Postsecondary Education Data System (IPEDS) data show that while the percentage of students completing or graduating from college has remained fairly steady, the percentage of students transferring to another institution has increased significantly from 2004 to 2007. As such, the percentage of students who are not completing college has decreased.

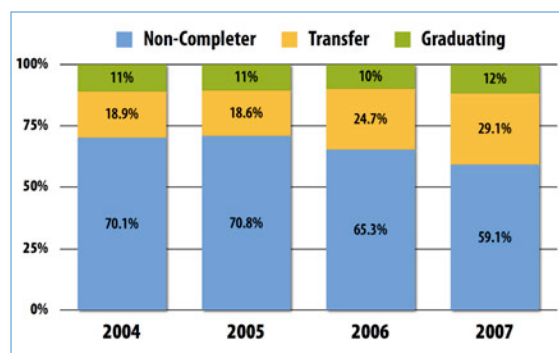


Chart 27 Continuing Enrollment, Transfer and Graduation
Source: IPEDS Spring Collections, Graduation Rates Surveys

Transfers to Four-Year UH Institutions

On the average, about 64 percent of the students who transfer from Leeward CC attend UH Mānoa, while about 33 percent attend UH West O‘ahu and 3 percent attend UH Hilo.

After a peak in the fall of 2007, the number of students who transferred from Leeward CC to attend a UH baccalaureate institution dropped by about 15 percent; however, this number has been slowly increasing in the last two years at a rate of around 4 to 7 percent.

For details on transfers by Gender and Ethnicity, see [Supplemental Data Book, 2012](#).

Performance of Graduates

Leeward CC graduates who earn an AA degree perform well when they transfer to UH Mānoa.

Academic Year (AY)	AA Graduates That AY	AA Graduates Transferring	Percent Transferring	Average GPA at UH Mānoa	Credits Attempted	Credits Completed	Retention Rate
2006	413	72	17.4%	2.94	737	696	94.44
2007	396	82	20.7%	2.95	773	744	96.25
2008	344	68	19.8%	2.71	657	618	94.06
2009	368	91	24.7%	2.93	844	827	97.99

Table 28, Performance of Graduates at 4-year Institutions
Source: [Supplemental Data Book, 2012](#), "LBRT Grads at Mānoa"

Native Hawaiian/Part Native Hawaiian students who transfer from Leeward CC do well at UH Mānoa. Filipino students who transfer from Leeward CC do well at UH Mānoa. Leeward CC graduates with an AA degree who transfer to UH West O‘ahu do as well as those who transfer to UH Mānoa. See [Supplemental Data Book, 2012](#).

Fall 2011, Placement Scores of In-Coming Students

Placement test scores showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math.

Adult Basic Reading	6.6%
Developmental Reading	36.5%
Total Reading	43.1%
Adult Basic Writing	17.5%
Developmental Writing	44.7%
Total Writing	62.2%
Adult Basic Math	4.2%
Developmental Math	75.1%
Total Math	79.3%

Table 29 Placement Scores

Basic Skills Completion

Since 2006, the UHCC system has been participating in Achieving the Dream, a national initiative whose focus is to help low-income students of color earn a college certificate or degree. Throughout the UHCC system, the focus of Achieving the Dream is on Native Hawaiian/Part Native Hawaiian students. One major area of concern is basic/developmental skills because more than 60 percent of the students entering the UHCCs are placed in basic/developmental level English and/or math courses. Since progressing students from the basic skills/developmental level to college-level coursework is critical to student success, the college tracks the cohorts of first-time, degree-seeking students as part of an effort to shorten the time students spend in basic skills/developmental courses. For English, that basic skills/developmental course is English (ENG) 22. For math, those basic skills/developmental courses include Math 25 and Math 24/73.

ENG 22 (One level below college-level ENG 100)

All Students	Number Placing in ENG 22	Number Enrolling in ENG 22	Percent Enrolling in ENG 22	Number Passing ENG 22	Percent Passing ENG 22	Number Enrolling in ENG 100	Percent Enrolling in ENG 100	Number Passing ENG 100	Percent Passing ENG 100	Yield Rate
2007 Cohort	358	300	83.8	195	65	160	44.69	123	76.88	34.36
2008 Cohort	414	344	83.09	236	68.6	182	43.96	140	76.92	33.82
2009 Cohort	383	290	75.72	182	62.76	110	28.72	82	74.55	21.41

Source: [Achieving the Dream Report, 2011](#)

Native/Part Native Hawaiian (NH)	Number Placing in ENG 22	NH Students in Cohort	Percent of Cohort	Number Enrolling in ENG 22	Percent Enrolling in ENG 22	Number Passing ENG 22	Percent Passing ENG 22	Number Enrolling in ENG 100	Percent Enrolling in ENG 100	Number Passing ENG 100	Percent Passing ENG 100	Yield Rate
2007 Cohort	358	82	22.91	68	82.93	42	61.76	35	42.68	24	68.57	29.27
2008 Cohort	414	89	21.50	76	85.39	55	72.37	41	46.07	30	73.17	33.71
2009 Cohort	383	83	21.67	59	71.08	39	66.1	26	31.33	16	61.54	19.28

Source: [Achieving the Dream Report, 2011](#)

MATH 25 (One level below college-level MATH 100/103/115)

All Students	Number Placing in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Passing MATH 25	Percent Passing MATH 25	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	213	121	56.81	80	66.12	71	33.33	55	77.46	25.82
2008 Cohort	230	132	57.39	96	72.73	78	33.91	54	69.23	23.48
2009 Cohort	183	107	58.47	66	61.68	31	16.94	14	45.16	7.65

Source: [Achieving the Dream Report, 2011](#)

Native/Part Hawaiian	Number Placing in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Enrolling in MATH 25	Percent Enrolling in MATH 25	Number Passing MATH 25	Percent Passing MATH 25	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	213	47	22.07	27	57.45	17	62.96	15	31.91	13	86.67	27.66
2008 Cohort	230	40	17.39	18	45.00	13	72.22	10	25.00	4	40.00	10.00
2009 Cohort	183	35	19.13	22	62.86	13	59.09	8	22.86	4	50.00	11.43

Source: [Achieving the Dream Report, 2011](#)

MATH 24/73 (Two levels below college-level MATH 100/103/115)

All Students	Number Placing in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Passing MATH 24/73	Percent Passing MATH 24/73	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	351	255	72.65	155	60.78	70	19.94	54	77.14	15.38
2008 Cohort	437	288	65.90	175	60.76	76	17.39	42	55.26	9.61
2009 Cohort	390	238	61.03	135	56.72	3	0.77	3	100.00	0.77

Source: [Achieving the Dream Report, 2011](#)

Native/Part Hawaiian	Number Placing in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Enrolling in MATH 24/73	Percent Enrolling in MATH 24/73	Number Passing MATH 24/73	Percent Passing MATH 24/73	Number Enrolling in MATH 1nn	Percent Enrolling in MATH 1nn	Number Passing MATH 1nn	Percent Passing MATH 1nn	Yield Rate
2007 Cohort	351	79	22.51	54	68.35	29	53.70	11	13.92	7	63.64	8.86
2008 Cohort	437	84	19.22	52	61.90	30	57.69	14	16.67	6	42.86	7.14
2009 Cohort	390	74	18.97	40	54.05	17	42.50	0	0.00	0	0.00	0.00

Source: [Achieving the Dream Report, 2011](#)

Tables 30-35, Basic Skill Completion

Student Engagement

The Community College Survey of Student Engagement (CCSSE) gives a measure of how actively students are engaged at the college. Research shows that with increased engagement comes improved persistence and learning. The UHCCs administer the CCSSE every two years. In 2010, the CCSSE results indicated marked improvements in benchmark results for the college.

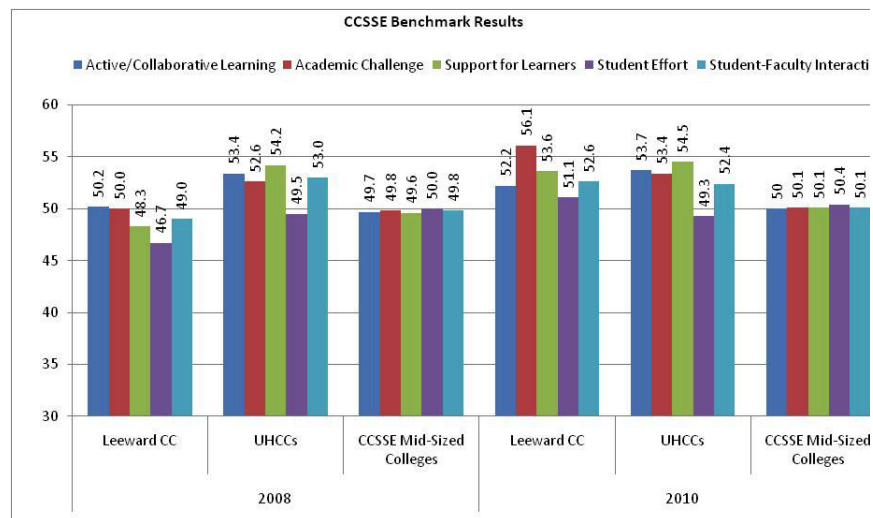
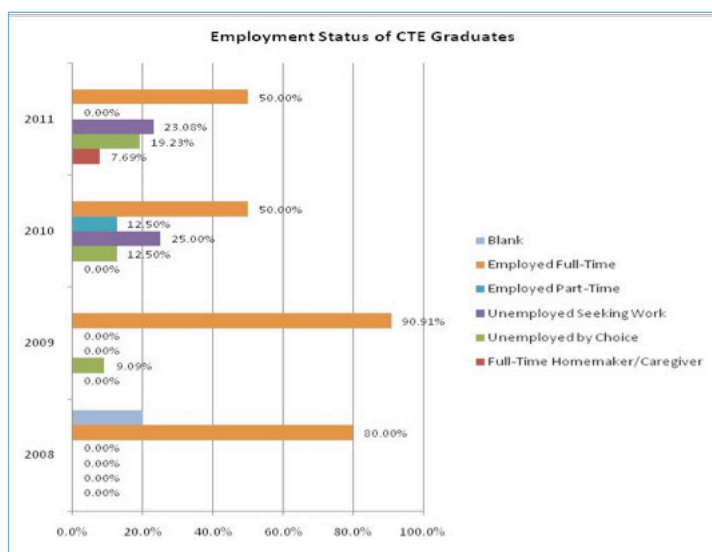
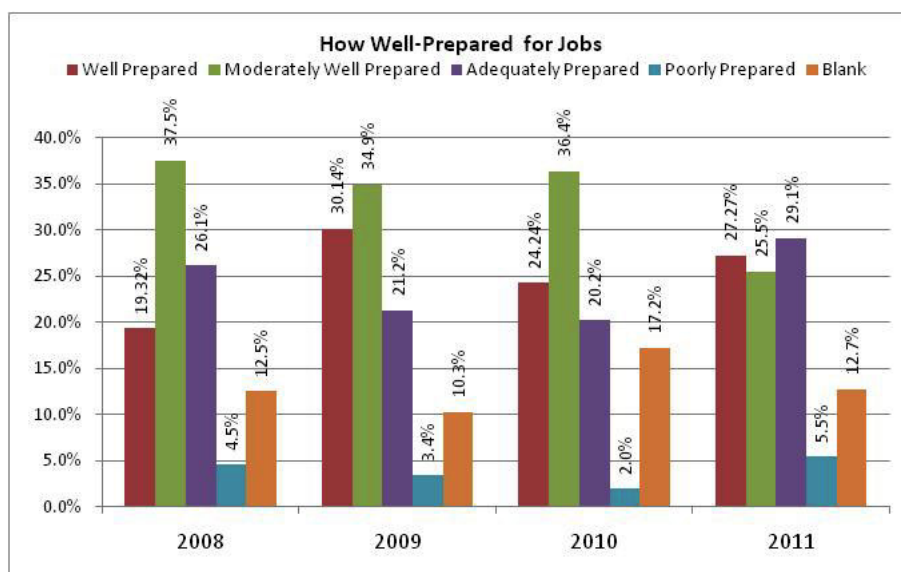


Chart 36, CCSSE Results

Source: [Demographic Information and Achievement Data Report, 2006-2012](#), "CCSSE Benchmark Comparisons"

Preparation and Placement

Leeward CC uses the Graduate/Leaver survey to determine how well its students are prepared for work and how many are employed.



Charts 37 and 38, Graduate Placement and Preparation
 Source: [Supplemental Data Book, 2012](#), "Graduate/Leaver Survey"



Organization of the Self Evaluation Process

Initiatives of the Self Evaluation Process

Timeline of the Self Evaluation Process

Participants of the Self Evaluation Process

Initiatives of the Self Evaluation Process

The faculty, staff, students, and administrators at Leeward Community College (Leeward CC) have fully embraced the Educational Quality and Institutional Effectiveness Review process and have reflected deeply on the extent to which the college provides quality programs and services to support student success. This self evaluation has helped the college assess its institutional effectiveness and develop actionable improvement plans.

Establishing a Self Evaluation Framework

The Educational Quality and Institutional Effectiveness Review process began in January 2010. During the spring of 2010, Self Evaluation Steering Committee Co-Chairs Donna Matsumoto and Barbara Hotta, who then was the accreditation liaison officer (ALO), recruited key campus stakeholders to serve on the steering committee, including representatives from all campus and governance groups. The chancellor charged this steering committee with the responsibility of guiding the college through the self evaluation process and preparing the Institutional Self Evaluation Report. Standard committee chairs/co-chairs, an editor, and a Hawaiian language consultant were also identified during this time. That summer, the steering committee co-chairs developed procedures and identified resources for the self evaluation. The college's intranet was used as a working accreditation website.

During the fall of 2010, concerted efforts were made to encourage faculty (including lecturers), staff, students, and administrators to serve on one of four accreditation standard committees. The ACCJC conducted a self evaluation workshop in Honolulu on September 24, 2010, which steering committee members and key administrators attended. Also during this semester, standard chairs/co-chairs identified subcommittee chairs/co-chairs and developed procedures and resources for their committees. Some chairs/co-chairs used Laulima, the course management system of the University of Hawai'i (UH), and other chairs used Google Docs. The college's online document repository system, DocuShare, was used to store all evidence referenced and analyzed in the report.

In August 2011, Barbara Hotta retired from the college, and Donna Matsumoto was appointed as the ALO. In January 2012, Della Anderson, Interim Director of Planning, Policy, and Assessment, became the self evaluation steering committee co-chair.

Writing the Self Evaluation Report for Educational Quality and Institutional Effectiveness

In 2010-2011, standard committee members researched, analyzed, and discussed evidence relevant to their particular standard. They also began writing their sections of the Institutional Self Evaluation Report, with efforts continuing into the fall of 2011. The first completed draft was posted on the college's intranet for campus feedback in September 2011. In November 2011, a "work day" was held for standard committee members. Of those who attended, 83.3 percent felt that they gained information and skills needed to help them improve their effectiveness at the college (I-5). One participant commented, "The work day gave us a set time to actually write and improve the report."

Focused feedback proved vital to making improvements to the Institutional Self Evaluation Report. Campus constituents were provided with many opportunities to read and comment on the drafts. To encourage feedback, a hidden "egg" was placed in one of the drafts, and a prize was offered for finding the intentional "mistake" (I-6). Feedback was also sought from steering committee members and their respective campus or governance group. Regular meetings were held

with administrators to discuss the drafts. In addition, the UH Board of Regents (UH BOR) was kept abreast on the progress made by each of the UH community colleges (UHCCs) during the self evaluation process.

Raising Awareness about the Self Evaluation Process

The self evaluation steering committee hosted a number of events and initiatives to raise awareness on campus about the self evaluation process. In January 2010, attractive posters were created to explain the self evaluation process and were visibly posted in division and unit offices, followed by a message from the chancellor underscoring the importance of accreditation and self evaluation ([I-7](#)).

At the start of each semester, convocation (a general meeting) was used as the focal venue for updating the college community about the progress made during the self evaluation process. Much success came from using the digitally animated Perfect Accreditation Team (the avatar PAT), who spoke on behalf of the steering committee ([I-8a](#), [I-8b](#), [I-8c](#)).

The college's intranet was the primary vehicle for sharing information relevant to the self evaluation process, posting blog entries, and uploading drafts ([I-9](#)). Weekly campus bulletins published on the college's intranet featured accreditation-related announcements. Two faculty members were recruited to assist in "marketing" the self evaluation process and crafted catchy subject lines for the announcements, such as "See what your colleagues are saying about you," "Scuse me while I kiss this guy," "How well did we do?" and "Third time's a charm" ([I-10a](#), [I-10b](#), [I-10c](#)).

Another successful effort to raise awareness was made at the college's professional development day, Wo Innovation in Learning Day (WILD), at which time a competitive accreditation "clicker" game was held during the lunch hour. Faculty and staff were placed into teams to answer both serious and humorous questions about the self evaluation process and about the Accreditation Standards, and prizes were given to the winning team ([I-11a](#), [I-11b](#)).

Identifying Campus Perception through Dialogue and Surveys

The self evaluation steering committee took deliberate steps to identify campus perception. In the spring of 2011, the steering committee and the Office of Planning, Policy, and Assessment (OPPA) worked together to create, distribute, and analyze the Leeward CC Employee Satisfaction Survey, which contained questions relevant to particular Accreditation Standards and sub-sections. Survey results were shared with the campus community and incorporated in the Institutional Self Evaluation Report ([I-12](#)). Other surveys were administered to identify campus perception, such as the survey by the Campus Council about the effectiveness of the Annual Program Review (APR) and the Community College Inventory, which was targeted to specific campus leaders.

In December 2011, an open forum was held to provide the college community with an opportunity to discuss the Institutional Self Evaluation Report as well as issues about quality assurance and institutional effectiveness. Of those who attended, 91.7 percent felt that the session was valuable and informative ([I-13](#)). People commented that they appreciated the opportunity to provide feedback about the current draft, interact with their colleagues about key campus issues, and hear updates from their administrators.

At the spring convocation in 2012, broad campus input was solicited on essential topics that emerged from drafts of the Institutional Self Evaluation Report. Participants were asked to engage in dialogue about areas in which the college was either "thriving" or "struggling." Struc-

tured roundtable discussions focused on 13 topics, each with references to the Accreditation Standards and the ACCJC's Rubric for Evaluating Institutional Effectiveness. (See [Standard I.B.1., Impact of Dialogue on Institutional Effectiveness](#), for an in-depth discussion about these roundtable discussions.)

Building a Culture of Sustainable Continuous Quality Improvement

Throughout the self evaluation process, the ACCJC's Rubric was used as a tool to assess the college's level of implementation for program review, planning, and student learning outcomes (SLOs) and to help the college move forward. Standard committee members were encouraged to use the Rubric when writing institutional analyses and actionable improvement plans. In the spring of 2012, consultant Dr. Robert Pacheco introduced to the college self assessment and action plan templates based on the ACCJC's Rubric, which provided self reflection and dialogue. (For additional discussion of the use of these templates, see [Standard I.B.6., Evaluation and Review](#).) In the spring of 2012, the ACCJC distributed the *College Status Report on SLO Implementation*, which the steering committee used to assess the college's compliance with the Accreditation Standards.

During the two years that the college engaged in the Educational Quality and Institutional Effectiveness Review process, the ACCJC's Rubric was used to identify areas in which the college still needed to meet the Commission's expectations. The administrative team and the steering committee co-chairs developed a "task matrix" ([I-14](#)) and worked concertedly with key campus constituents to make improvements and correct deficiencies. In specific, the following areas were targeted: APR process, APR template, APR effectiveness survey, strategic plan update, institutional plan, college effectiveness report, support area assessment, program-level assessment, Tk20 implementation, OPPA website updates, revision of the mission statement, publication of outcomes in the catalog, and distance education (DE) compliance. As a result, the college was able to make the needed modifications to its program review, planning, and assessment processes.

Timeline of the Self Evaluation Process

Preparation Training Committee Recruitment	SPRING 2010	
	January - March 2010	Steering committee co-chairs recruited key campus stakeholders to serve on the self evaluation steering committee. Standard committee chairs/co-chairs were also recruited.
	SUMMER 2010	
	May - August 2010	Steering committee co-chairs developed procedures and identified resources for the self evaluation process.
	FALL 2010	
	September 24, 2010	Steering committee members and key administrators attended an ACCJC-sponsored self evaluation workshop in Honolulu.
	August—October 2010	Standard committee chairs/co-chairs developed procedures and resources for their committees. Faculty, staff, students, and administrators were recruited to serve on standard committees and standard subcommittee chairs/co-chairs were identified.
Research Analysis Discussion	October—December 2010	Training was provided on DocuShare, Google Docs, and Laulima.
	October—December 2010	Standard committees researched, analyzed, and discussed evidence.
	SPRING—SUMMER 2011	
	January 2011	Self evaluation steering committee and standard committee members were introduced to the campus community at convocation.
	January—August 2011	Standard committees continued researching and analyzing evidence and began writing Draft 1. The Leeward CC Employee Satisfaction Survey was created, distributed, analyzed, and published.
	FALL 2011	
	August 2011	A presentation on the self evaluation process was given at convocation.
	August—September 2011	Standard committee members continued writing Draft 1.

Evidence Dialogue Writing and Revisions	September 16, 2011	Draft 1 was submitted to the steering committee co-chairs.
	October—November 2011	Draft 1 was posted on the college's intranet for feedback.
	November 18, 2011	A "work day" was held for standard committee members to work collaboratively on the Institutional Self Evaluation Report.
	December 1, 2011	An open forum was held at the student lounge to discuss Draft 1 and issues raised during the self evaluation process.
	December 2, 2011	Draft 2 was submitted to the steering committee co-chairs.
	SPRING 2012	
	January 2012	Roundtable discussions were held at convocation on key topics that emerged in the Institutional Self Evaluation Report.
	January—February 2012	Draft 2 was posted on the college's intranet for feedback.
	February 2012	Draft 3 was submitted to the steering committee co-chairs. Draft 3 was posted on the college's intranet for feedback.
	March 2012	Draft 3 was reviewed by steering committee members, campus governance groups, and administrators. Draft 4 was submitted to the steering committee co-chairs.
	April 2012	Draft 4 was posted on the college's intranet for feedback.
		Draft 4 was reviewed by steering committee members, campus governance groups, and administrators.
	May 2012	Draft 5 was submitted to campus governance groups for final review. Steering committee co-chairs prepared the final draft.
	SUMMER 2012	
Final Reviews & Approvals	May 31, 2012	The final draft (unformatted) was submitted to the UH Office of the Vice President of Community Colleges.
	June 15, 2012	The final draft (unformatted) was reviewed by the UH BOR Community Colleges committee at its meeting. A presentation was given by Leeward CC Chancellor Manuel Cabral on the college's self evaluation process.
	June – July 2012	The final draft was formatted and prepared for submission.
	July 19, 2012	The final draft was reviewed by the UH BOR at its meeting.
	August 15, 2012	The final report was submitted to the ACCJC/WASC.
	October 16 – 18, 2012	The ACCJC evaluation team visits Leeward CC.

Participants of the Self Evaluation Process

Self Evaluation Steering Committee

Barbara Hotta, Professor, Information and Computer Science
Accreditation Liaison Officer (2009-August 2010)
Steering Committee Co-Chair (2010)

Donna Matsumoto, Associate Professor, English
Accreditation Liaison Officer (August 2010-present)
Steering Committee Co-Chair

Della Anderson, Interim Director of Planning, Policy, and Assessment
Steering Committee Co-Chair (January 2012-present)
Chair, Standard II

Susan Wood, Professor, English
Editor

Joseph (Kepa) Badis, Instructor, Hawaiian Language
Hawaiian Language Consultant

Leanne Chun, Professor (Coordinator), Educational Media Center
Co-Chair, Standard I (2010-2011)

Roberta (Bobbie) Martel, Assistant Professor (Coordinator), Teacher Education Program
Co-Chair, Standard I (2010-2011)

Helmut Kae, Instructor, Biology
Co-Chair, Standard III

Cindy Martin, Professor (Coordinator), Innovation Center for Teaching and Learning
Co-Chair Standard III

Kay Ono, Associate Professor, Business Technology
Chair, Standard IV

Campus Representatives

Therese Nakadomari, Information Technology Specialist
Representative, Administrative, Professional and Technical (APT) Group

Janice Ito, Professor, Microbiology; Division Chair, Mathematics and Sciences
Representative, Campus Council (2010-2011)

Laurie Lawrence, Associate Professor (Coordinator), Leeward CC Wai‘anae
Chair, Campus Council (2011-present)

Cheryl Mokuau, Private Secretary, Office of the Chancellor
Representative, Administrative Support Group (2010-2011)

Evelyn Kamai, Secretary, Language Arts
Representative, Administrative Support Group (2011-present)

Paul Lococo, Professor, History
Chair, Faculty Senate

Dorothy (Dottie) Sunio, Lecturer, Business Division
and Information and Computer Science
Representative, Lecturer's Group

William (Bill) White, General Laborer
Representative, Operations and Maintenance Group

Genai (U‘ilani) Keli‘ikuli, Instructor, Hawaiian Studies
Representative, Pūko‘a no nā ‘Ewa Council

Michael Moser, Associate Professor and Senior Workforce Coordinator
Representative, Office of Continuing Education and Workforce Development

Sandy Hoshino, Professor (Coordinator), Job Prep Services
Representative, Student Services

Tracey Imper, Student
President, Associated Students of the University of Hawai‘i—Leeward CC (ASUH-Leeward CC)
Student Government

Bernadette (Bernie) Mack
Treasurer, ASUH-Leeward CC Student Government (2010-2011)

Gene Tijjing
Senator, ASUH-Leeward CC Student Government (2011-present)

Kathleen Cabral, Marketing Officer
Office of the Chancellor

Kathy Hill, Interim Director of Planning, Policy, and Assessment
Office of Planning, Policy, and Assessment (2010-2011)

Guy Nishimoto, Institutional Effectiveness Officer
Office of Planning, Policy, and Assessment (2011-present)

Accreditation Standard Committees

Standard I: Institutional Mission and Effectiveness

Leanne Chun, Professor (Coordinator), Educational Media Center
Co-Chair, Standard I (2010-2011)

Roberta (Bobbie) Martel, Assistant Professor (Coordinator), Teacher Education Program
Co-Chair, Standard I (2010-2011)

Brittany Carter, Vice President, ASUH—Leeward CC Student Government (2010-2011)

Lexer Chou, Instructor, Student Life

Jacob (Jake) Darakjian, Jr., Professor, Automotive Technology; Division Chair, Professional and Technical Arts

Laurie Lawrence, Associate Professor (Coordinator), Leeward CC Waiʻanae

Paul Lococo, Professor, History

Christopher Manaseri, Dean of Student Services

Charlene Mimuro, Secretary, Office of Student Services

Wanda Miyamoto, Assistant Professor, Mathematics

Blanca Polo, Assistant Professor, Information and Computer Science

Jennie Thompson, Professor, Mathematics

Antonia Vilela, Lecturer, Sociology

Greg Walker, Assistant Professor, Educational Technology Developer and DE Coordinator

Standard II: Student Learning Programs and Effectiveness

Della Anderson, Interim Director of Planning, Policy, and Assessment
Chair, Standard II

Jeffrey Judd, Assistant Professor, Education
Subcommittee Co-Chair, Standard II.A.

Susan Wood, Professor, English
Subcommittee Co-Chair, Standard II.A.

Corey Adler, Instructor, Sociology

Heather Aihara, Counselor, Office of Continuing Education and Workforce Development

William Albritton, Assistant Professor, Information and Computer Science

Eunice Brekke, Instructor, Sociology

Nancy Buchanan, Professor, Counseling; Unit Head, Student Services

Weirong Cai, Assistant Professor, Anthropology

Becky George, Associate Professor (Coordinator), International Programs

James Goodman, Dean of Arts and Sciences

Sherry Heiser, Lecturer, Mathematics

Blake Hunrick, Professor, Counseling

Rachael Inake, Instructor, Educational Technology Developer

Janice Ito, Professor, Microbiology; Division Chair, Mathematics and Sciences

Steve Jacques, Instructor (Coordinator), Study Abroad

Evelyn Kamai, Secretary, Language Arts Division
Genai (U'ilani) Keli'ikuli, Instructor, Hawaiian Studies
Eiko Kosasa, Instructor, Political Science
Laurie Kuribayashi, Associate Professor (Writing Specialist), Learning Resource Center
Joy Lane, Instructor, Counseling
Judy Lee, Professor, Economics
Meredith Lee, Lecturer, English
Gregg Longanecker, Instructor, Mathematics
Bernadette (Bernie) Mack, Treasurer, ASUH—Leeward CC Student Government (2010-2011)
David Millen, Assistant Professor, Culinary Arts
Therese Nakadomari, Information Technology Specialist
Tara Rojas, Assistant Professor, Spanish
Michael Scully, Assistant Professor, Culinary Arts
Jiajia Seffrood, Assistant Professor, Mathematics
Troy Seffrood, Instructor, Mathematics
Jennifer Sur, Lecturer, Speech (2010-2011)
Celeste Tanabe, Instructor, Mathematics
Ron Umehira, Dean of Career and Technical Education
Melanie Van der Tuin, Assistant Professor, English

Sandy Hoshino, Professor (Coordinator), Job Prep Services
Subcommittee Co-Chair, Standard II.B.

Lexer Chou, Instructor, Student Life
Subcommittee Co-Chair, Standard II.B.

Kris Hernandez, Assistant Professor (Disabilities Specialist and Coordinator),
Kāko'o 'Ike Program
Jolyn Jardiolin, Financial Aid Officer
Momiala Kamahale, Associate Professor, Hawaiian Studies
Laurie Lawrence, Associate Professor (Coordinator), Leeward CC-Wai'anae
Shelley Ota, Professor, Accounting; Division Chair, Business

Beth Kupper-Herr, Professor (Coordinator), Learning Resource Center
Subcommittee Co-Chair, Standard II.C.

Junie Hayashi, Instructor, Librarian
Subcommittee Co-Chair, Standard II.C.

Yumiko Asai-Lim, Associate Professor, Japanese
Chelsea Campbell, President, ASUH—Leeward CC Student Government (2010-2011)
Kathryn Fujioka-Imai, Assistant Professor, English
Sandy Maeda, Auxiliary and Facilities Services Officer
Christopher Matz, Associate Professor, Head Librarian
Christy Takamure, Assistant Professor, Speech
Wesley Teraoka, Professor, Geography; Division Chair, Social Sciences
Jennifer Wharton, Instructor, English

Standard III: Resources

Helmut Kae, Instructor, Biology
Co-Chair, Standard III

Cindy Martin, Professor (Coordinator), Innovation Center for Teaching and Learning
Co-Chair Standard III

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James Ogg, Academic Support Specialist, Mathematics
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Catherine Walker, Instructor, Mathematics
Jue Wang, Assistant Professor, Librarian

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Tommylynne Benevente, Professor, Culinary Arts
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Barbara Donios, Clerical, Learning Resources Center
Susan Lum, Professor, English Literature
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Les Matsuura, Video Production Specialist
Jay Sakashita, Associate Professor, Religion
Penny Uyehara, Manager, College Computing Labs

Michael Cawdery, Instructor, Education
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Warren Kawano, Instructor, Business Technology
Patti Kimokeo, Private Secretary, Office of the Chancellor
Rae Watanabe, Assistant Professor, English

Don Maruyama, Assistant Professor, Culinary Arts
Subcommittee Chair, Standard III.D.

Winona Aguero, Clerical, Hālau 'Ike O Pu'uloa
Kathleen Cabral, Marketing Officer, Office of the Chancellor
Lucy Dorado, Secretary, ASUH—Leeward CC Student Government (2010-2011)
Mark Lane, Vice Chancellor of Administrative Services
Linda Saiki, Fiscal Officer (2010-2011)
Danny Wyatt, Instructor, English
Amy Yezza, Student, ASUH—Leeward CC Student Government

Standard IV: Leadership and Governance

Kay Ono, Associate Professor, Business Technology
Chair, Standard IV

Ian Riseley, Associate Professor, Culinary Arts
Subcommittee Chair, Standard IV.A.

Roy Kamida, Professor, Accounting
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Linda Currivan, Professor, English
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Brent Hirata, Assistant Professor, Educational Technology Developer
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Paul Lococo, Professor, History
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Tracy Ku‘uipo Losch, Assistant Professor, Hawaiian Studies
Eric Matsuoka, Professor, Mathematics
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Donnabelle Pascual, Professor, Mathematics
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Kris Rodriguez, Clerical, Social Sciences Division
Natalia Schmidt, Assistant Professor, Biology
Dorothy (Dottie) Sunio, Lecturer, Business Division and Information
and Computer Science
Susan Waldman, Instructor, English
Jennifer Watada, Assistant Professor, Mathematics
William (Bill) White, General Laborer, Operations and Maintenance
Linda Yamada, Assistant Professor, Culinary Arts
Carly Young, Student



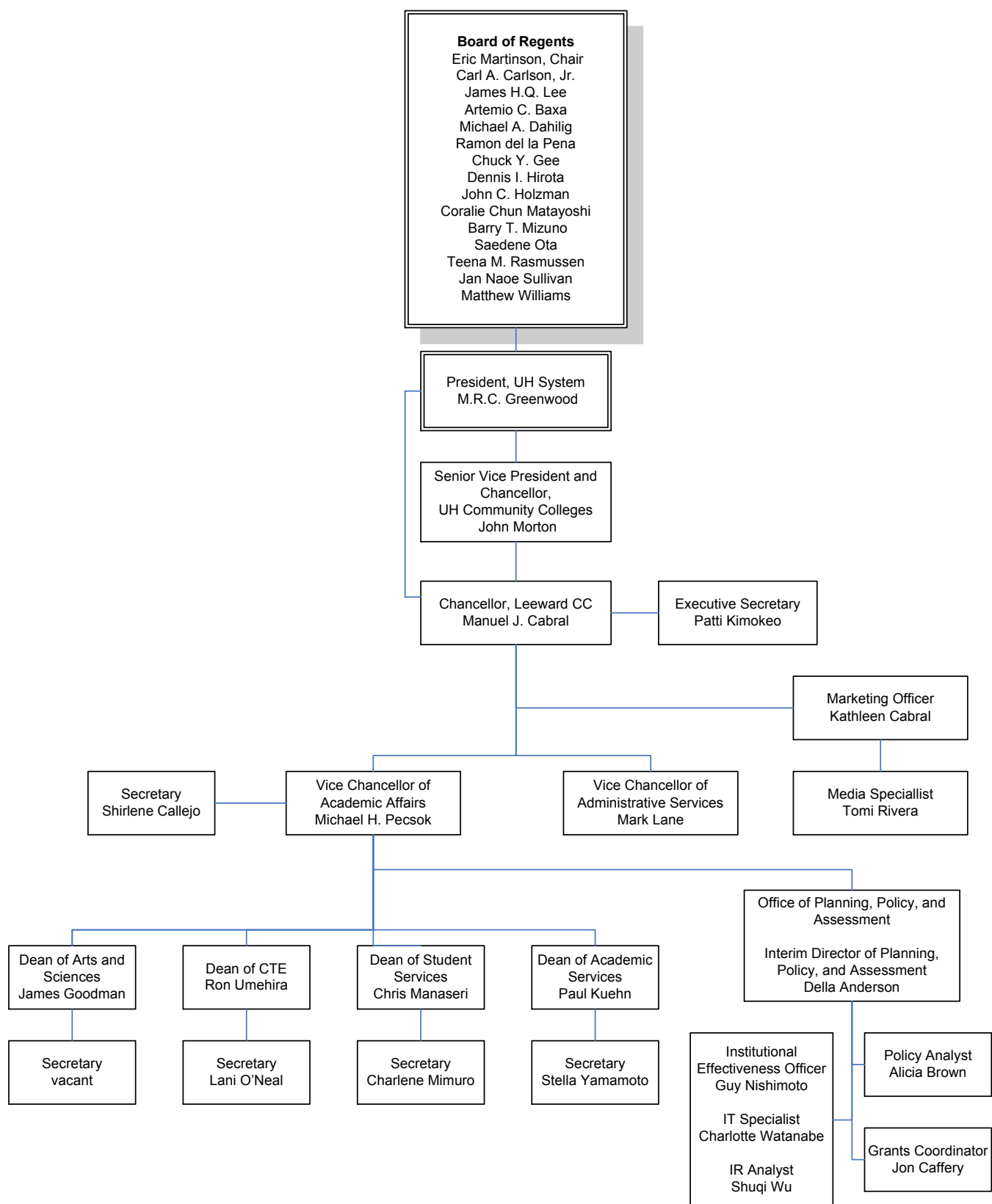
Wai'anae Staff & Faculty
2011 State of Hawai'i Team of the Year Finalists

Organization of the College and the System

Organization of Leeward Community College

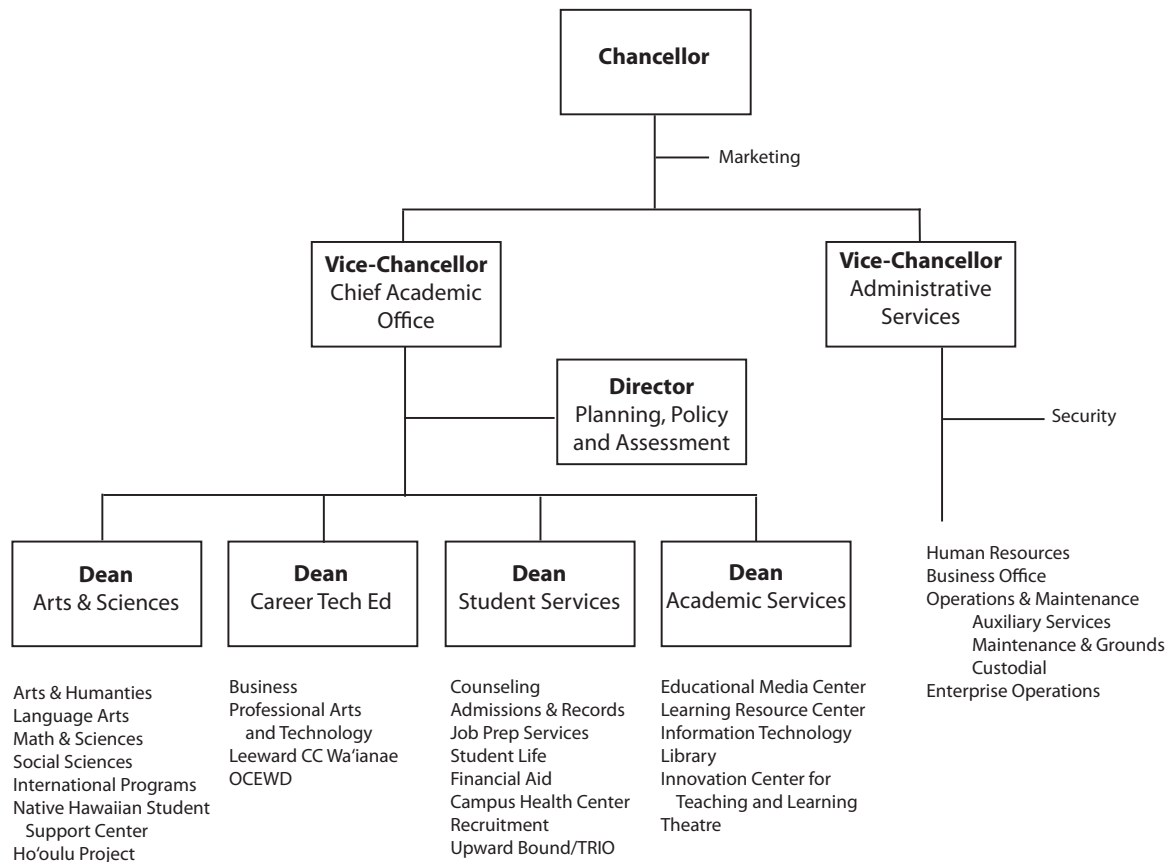
Functional Responsibilities of the University of Hawai'i System

Off-Campus Site and Distance Education at Leeward Community College





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 COMMUNITY COLLEGE



Functional Responsibilities of the University of Hawai'i System

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
I. Institutional Mission and Effectiveness									
A. Mission									
Establishment and purposes of the community colleges (HRS 305-1)	C	C			C			C	A
UH BOR policy on organization (BORP 3)	C	C			R			A	
UH BOR Policy on planning and assessment (BORP 4)	C	C			R			A	
UHCC System mission statement	C	R			R			A	
Specific UHCC College's mission statement	R	R			R			A	
B. Improving Institutional Effectiveness									
UH BOR Policy on planning and assessment (BORP 4 - 2; 4 - 5)	C	C			R			A	
UH System Procedures on planning and assessment (E4.201; E4.202; E5.210)	C	C			A				
UHCC Policies and Procedures on planning and assessment	C	A	C	I					
Assessment of effectiveness of UHCC system programs and services	C	A	C						
Assessment of effectiveness of College programs and services	A		C						
Communicating the outcomes of system effectiveness	R	A		I			C	C	
Communicating the outcomes of campus effectiveness	A		C				C	C	
II. Student Learning Programs and Services									
A. Instructional Programs									
UH BOR Policy on establishing & reviewing instructional programs (BORP 5)	C	C			R			A	
UH System Procedures on establishing & assessing instructional programs (E5.201; E5.202)	C	C			A				
UH System plans, policies, and procedures on distance learning (E5.204)	C	C			A		I		
UHCC Policy and Procedures on reviewing instructional programs (UHCCP 5.202)	C	A	C	I					
UHCC Policy and Procedures on general education within a degree program (UHCCP X.XXX)	C	A	C	I					
Authorization to plan a new degree program	A		C			C			
Establishment of a degree program	R	R	C		R	C	I	A	
Establishment of a certificate within BOR authorized degree program	A		C			C			
Establishment of a certificate not within BOR authorized degree program	R	R	C		R	C	I	A	
Establishment of specific courses	A		I			I			
Common Courses -- Numbering, Naming, Placement, Pre-requisites, Student Learning Outcomes	C		C			C			
Assessment of effectiveness of college instructional programs	A		C	I			I		
Design and delivery of distance Learning programs	A		C			C			

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
B. Student Support Services									
UH BOR Policy on student affairs (BORP 7)	C	C			R			A	
UH System Procedures on student affairs (E7.101 to E7.205)	C	C/R			A				
UHCC Policy and Procedures on student affairs (UHCCP 5.202)	R	A	C	I					
Design and delivery of student services	A		C						
Assessment of effectiveness of college student support services	A		C						
Evaluation of placement instruments and practices to validate their effectiveness	C	A	C	I					
C. Library and Learning Support Services									
UH BOR Policy on library & learning support services (BORP 5 - 16)	C	C			R			A	
UH System Procedures on library & learning support services	C	C			A				
UHCC Policy and Procedures on library & learning support services (UHCCP 5.202)	R	A	C	I					
Design and delivery of library and learning support services	A								
Assessment of effectiveness of college library & learning support services	A								
III. Resources									
A. Human Resources									
UH BOR Policies on personnel (BORP 9)	C	C/R		I	R			A	
UH System Procedures on personnel (E9.102 to E9.212 and APM 9.000 to A.9.999)	C	C/R		I	A				
UHCC Policy and Procedures on personnel	C	A		I					
Classification of Executive Positions	C	C	C/R		A				
Selection and Appointment of Chancellor	R		R			R		A	
Annual Evaluation of VP Direct Reports		A	A		A				
Annual Evaluation of Campus Executive Employees	A								
Selection and Appointment of Faculty Positions	A		C	I					
Annual Renewal of Probationary Faculty	A								
Delegated Actions of Promotion and Tenure of Faculty	A		C/I			I			
Promotion and Tenure of Faculty	R	A	C/I			I		A	
Classification of APT Positions Band A & B	A	C		I	A				
Classification of APT Positions Band C & D	R	A	C		A	C			
Selection, appointment, evaluation, and renewal of APT positions	A		C	I		C			
Classification of Civil Service Positions	R		C		A	C			
Selection, appointment, evaluation, and renewal of civil service positions	A		C						
Negotiation and approval of collective bargaining agreements	C		C			R		R	A
UHCC Policy and Procedures on Equity and Diversity	C	A		I					
Develops and implements Affirmative Action Plan	C/A	A	C	I					
B. Physical Resources									
UH BOR Policy on land and facilities (BORP 10)	C	C/R			R			A	
UH System Procedures on facilities (E10.101; E10.201)	C	C			A				
UHCC Policy and Procedures on facilities	C	A		I					
Campus facilities master plan	R		R			R		A	
Campus major capital improvements	R		R			R		A	
Campus minor capital improvements	R		A						
Campus repair and maintenance	A		C						

UHCC CAMPUS-SYSTEM FUNCTIONS MAP

27-Jan-12	LOCUS OF DECISION RESPONSIBILITY								
	Campus	UHCC System			UH System			UH BOR	State
Key to Decision Responsibility: A = Approve R = Recommend C = Consult/Advise I = Inform/Report		Policy Formulation & Approval	Consultation & Assistance	Policy Compliance	Policy Formulation & Approval	Consultation & Assistance	Policy Compliance		
FUNCTION/TASK									
C. Technology Resources									
UH System Procedures on information technology	C	C/R			A				
UHCC System Procedures on information technology	A	C/R							
Campus Policy and Procedures on information technology	A		C						
Design, installation and operation of UH network services	C		C		A	C			
Design, installation and operation of UH administrative software	C		C		A	C			
Design, installation and operation of academic computing resources	A		C						
D. Financial Resources									
UH BOR policy on business and finance (BORP 8)	C	C/R			R			A	
UH BOR policy on tuition and fees (BORP 6)	C	C/R			R			A	
UH System Procedures on business and finance (E8.101 to E8.208 & APM A8.000 to A8.999)	C	C			A				
UHCC Policy and Procedures on finance and operations (UHCCP 5.202)	C	A		I					
General Fund Budget Request Format and Guidelines			C	I	A				A
UH System General Fund Budget Request	R		R	I	R	C		A	A
IV. Leadership and Governance									
A. Decision-making Roles and Processes									6
UH BOR policy on administration (BORP 2)	C	C/R			R			A	
UH System Procedures on administration (E2.201)	C	C			A				
UHCC policy and procedures on administration	C	A		I					
Campus administrative policies and procedures	A		C						
B. Board and Administrative Organization									
UH BOR policy on organization (BORP 3)	C	C			R			A	
UH System Procedures on organization (APM A3.101)	C	C		I	A				
UHCC policy and procedures on organization	C	A							
UHCC table of organization and functions	C	R		I	R	C	I	A	
College table of organization and functions	R	R	C	I	R	C	I	A	

Off-Campus Site and Distance Education at Leeward Community College

Leeward Community College (Leeward CC) provides assurance of quality at its off-campus site and in its distance education (DE) courses. All courses offered off campus and online undergo the same assessment process as courses delivered on the Pearl City campus.

Leeward Community College Waiʻanae

The college has an off-campus site at Leeward CC Waiʻanae, a satellite campus located on the Waiʻanae coast of Oʻahu. This site offers a variety of first- and second-year college credit courses in liberal arts, education, business, and career and technical education. Students who attend Leeward CC Waiʻanae can complete a majority of the course requirements for an Associate in Arts or an Associate in Arts in Teaching.

Courses are offered days, evenings, and Saturdays during the fall and spring semesters. In addition, students can access the college's online courses through enrollment at the Waiʻanae campus. Non-credit courses are also offered at various times throughout the year.

Leeward CC Waiʻanae offers the advantage of being close to home for Waiʻanae coast residents, small class size, friendly and helpful staff, and caring and knowledgeable instructors and counselors.

The Learning Resource Center at the Waiʻanae campus provides free services and resources, including one-to-one and group tutorial assistance in subject areas such as reading, writing, math, and computers; peer tutoring, library materials and other resources; learning-assistive technology to aid students who have learning challenges; COMPASS placement testing; test proctoring; handouts on topics such as test anxiety, note taking, and study techniques; and learning skills workshops. A full range of counseling services is offered at the Waiʻanae campus, including an orientation to programs and activities, academic advising, registration, career path planning, and financial aid assistance.

Leeward CC Waiʻanae also offers a pre-college program for adult learners. The purpose of this program is to encourage adults who have never been to college to apply and ultimately register for classes. The program consists of a series of workshops, trainings, and orientations that assist students through the process of applying for college, applying for financial aid, taking the COMPASS placement test, and registering for classes. The program also provides access to basic skills remediation in reading and math through the Ready, Set, Grow! Program and online success skill workshops offered through StudentLingo.

Distance Education

The mission of DE at Leeward CC is to provide open access to online learning that connects learner and community needs with educational resources, appropriate technologies, and a variety of instructional pedagogies. A fundamental requirement for DE is that the quality and standards of its courses and programs are comparable to other instructional programs. Credit courses and programs offered through DE result in student learning outcomes appropriate to the degree or certificate granted, and course requirements are of equal rigor and breadth to those required of on-campus classes and programs.

DE courses are delivered electronically via cable, satellite, ISDN, or phone line. Instructors utilize various methods of communication to conduct online courses, methods such as web technologies, social networking, threaded discussions, email, web conferencing, audio, and video.

Faculty are responsible for maintaining in their DE courses the same instructional standards that apply to all instructional programs of the college.

Leeward CC offers a number of programs completely online, including the following:

- Associate in Arts
- Associate in Arts in Teaching
- Academic Subject Certificate in Accounting
- Academic Subject Certificate in Management
- Academic Subject Certificate in Writing (Business Track)
- Certificate of Completion in Small Business Accounting
- Certificate of Achievement in Accounting
- Associate in Science in Accounting
- Certificate of Completion in Administrative Support (Hospitality, Legal, or Medical)
- Certificate of Competence in Management Foundations
- Certificate of Competence in Retail Foundations
- Certificate of Completion in Business Essentials
- Certificate of Completion in Management Essentials

In addition to its online instructional program offerings, Leeward CC provides an array of online support services to its students. Students have access to a wide range of online services including admissions, new student orientation, academic advising, career path planning, financial aid, and textbook purchasing and rental. Students can also access online academic support services including tutoring, technology support, online library databases, and student success handouts.

Leeward CC Wai‘anae and DE provide students with the opportunity to access the courses and programs needed to fulfill their educational goals.

Certification of Continued Institutional Compliance with Eligibility Requirements

Leeward Community College (Leeward CC) certifies that it is in compliance with the Eligibility Requirements for Accreditation by the Accrediting Commission of Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

1. Authority

The University of Hawai‘i community colleges (UHCCs) are authorized by Act 39 of the 1964 Hawai‘i State Legislature. Leeward CC was founded in 1968 and authorized by the University of Hawai‘i Board of Regents (UH BOR) to operate as an educational institution and to grant degrees. Leeward CC is accredited by the ACCJC/WASC ([I-15](#)).

2. Mission

Leeward CC’s mission statement is approved by the UH BOR and is consistent with University of Hawai‘i (UH) system and UHCC system strategic plans. The mission is reviewed and updated at regular intervals and is published in the *College Catalog*. The current mission statement was approved by the UH BOR on May 17, 2012 ([I-16](#), [I-17](#)) and reads as follows:

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

3. Governing Board

The UH BOR has a constitutional mandate that grants it “exclusive jurisdiction over the internal organization and management of the University.” Article X, Section 6, of the Hawai‘i State Constitution grants the regents the “power to formulate policy and to exercise control over the University through its executive officer, the President of the University.” This constitutional provision was incorporated into law in Chapters 26-11 and 304-4 of the Hawai‘i Revised Statutes. The board is composed of 15 members ([I-18](#)) and by law is required to “represent geographic subdivisions of the state” ([I-19](#)). All UH personnel are required to follow UH Executive Policy E5.214, Conflicts of Interest ([I-20](#)).

4. Chief Executive Officer

The chief executive officer of the college is the chancellor, who is appointed by the UH BOR. The chancellor provides leadership in planning and setting priorities for the college, managing resources, and ensuring implementation of statutes, regulations, and policies. Chancellor Manuel J. Cabral was appointed chancellor in June 2008 after serving as Leeward CC math faculty since 1978, division chair of the Math and Sciences division since 1986, and interim chancellor since March 2007.

5. Administrative Capacity

Leeward CC has an administrative structure established to meet the institution’s purpose, size, and complexity. Currently, the college has eight executive/managerial positions. The UH BOR sets minimum qualifications for administrative officers. All administrative positions are described with their respective units in the “Organization of Leeward Community College” section of the Institutional Self Evaluation Report’s introduction.

6. Operational Status

Leeward CC operates year round with fall and spring semesters and summer sessions. Courses are designed to meet the varying needs of students. In the fall of 2011, Leeward CC enrolled 7,895 students, an increase of 34.1 percent since 2007 ([I-21](#)). The college has emphasized the awarding of degrees and certificates as part of its strategic plan. In 2010-2011, the college awarded 623 degrees and certificates ([I-22](#)). A current schedule of courses for the fall of 2012 can be found on the college's website ([I-23](#)).

7. Degrees

The *Leeward CC College Catalog 2011-2012* lists 52 programs of study that lead to a degree or certificate ([I-24](#)). Data on degrees and certificates awarded by program can be found on the Institutional Research (IR) Data webpage of the college's intranet ([I-22](#)). The largest program awarding degrees is the Associate in Arts (AA), and the second largest program is the Associate in Arts in Teaching (AAT). Leeward CC also provides non-credit certificates for students to acquire skills for job placement directly into the workforce.

8. Educational Programs

The college's primary degree programs, the AA, the Associate in Science (AS), and the Associate in Applied Science (AAT), are two-year, collegiate-level programs in recognized fields of study. Degree and certificate programs meet standards set by the UH BOR and are listed in the *College Catalog* ([I-24](#)).

9. Academic Credit

The college uses the Carnegie Unit in awarding academic credit, as defined in UH Executive Policy E 5.228, Credit Hour. For a course of approximately 15 weeks, one unit of academic credit is awarded for one hour of direct faculty instruction per week or for the equivalent amount of work over a different period of time. Laboratory activities require three hours per week for one unit of academic credit. The college's process for awarding academic credit is based on time invested and content mastered regardless of whether the course is offered on campus or through distance education (DE). Information relative to accepting academic credits from other institutions is published in the *College Catalog* ([I-24](#)).

10. Student Learning and Achievement

Student learning outcomes (SLOs) for programs are published in the Degree and Programs section of the *College Catalog*. SLOs for courses are listed in official core outlines and in instructors' course syllabi. Longitudinal student achievement data is provided through the college's Office of Planning, Policy, and Assessment (OPPA) as evidence of how well the college fulfills its mission ([I-25](#)).

11. General Education

Courses in general education (GE) for the AA degree satisfy lower-division GE requirements of baccalaureate institutions. Of the 60 credits required for the AA degree, 31 credits are GE courses. SLOs for the AA degree, referred to as GE outcomes, are listed in the *College Catalog 2011-2012* (pages 24-25). The AS and AAS degrees focus on vocational and technical skills intended to prepare students for the workplace. The GE components in these degrees are not intended to satisfy baccalaureate GE requirements. GE credits required for completion of the AS and AAS degrees range from 25 to 35 percent of the total credits needed for graduation. Nonetheless, each area—Humanities/Fine Arts, Natural Sciences, and Social Sciences—is addressed in AA, AS, and AAS degrees.

12. Academic Freedom

Academic freedom for faculty is protected in Article IX of the *Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i* (I-26). The *College Catalog* states that "the University of Hawai'i Leeward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable" (p. 182).

13. Faculty

Leeward CC in the spring of 2012 employed 188 full-time faculty. All faculty meet minimum requirements established by the UHCC system. Faculty duties are described in the annually updated promotion and tenure guidelines and in the faculty contract, *Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i* (I-26).

14. Student Services

Leeward CC has a comprehensive program of student services. Within the Student Services unit, the college employs 35 full-time equivalent (FTE) faculty and staff in areas of advising, counseling, job placement, career planning, financial aid, student activities, health care, and admissions and records.

15. Admissions

The admission policies of the college support the open access policy of the UHCC system. A special early admissions program for high school students with outstanding academic records accommodates students on a space-available basis. Enrollment of non-resident and international students is limited by UH BOR Policies, Section 5.11, Admissions.

16. Information and Learning Resources

Within the Academic Services unit, the college employs 43.50 FTE faculty and staff providing services in areas of tutoring, testing, library, technology, and media. Both the library and the Learning Resources Center are equipped with computer and audiovisual resources and physical resources to support student-learning activities, such as access to online and web-based resources and individual or small-group study sessions and tutoring. The college also provides a range of support services for students with disabilities through its Kāko'o 'Ike program. The Educational Media Center provides support in DE and instructional technology. The Information Technology Group operates and maintains the College Computing Labs and the Help Desk.

17. Financial Resources

Leeward CC had in 2010-2011 a stable funding base of \$15.6 million in general funds and \$10.5 million in tuition funds. Other available funds totaled \$6.1 million for a total funding base of \$32.2 million. The college's strategic plan provides a framework of goals, objectives, and prioritized action plans to address the college's mission. The college has in place a process for systematic assessment of SLOs in its courses, programs, and support areas. In an attempt to better integrate evaluation, planning, and decision making, the college has in place its Annual Program Review (APR) process, which focuses on the analysis of evidence and data provided by the program reviews of student learning and unit effectiveness from all units within the college and serves as the basis for a college wide planning list that is used for the college's biennium budget proposal.

18. Financial Accountability

An independent certified public accounting firm annually audits UH's financial statements. Internal control procedures are outlined in the *University of Hawai'i Administrative Procedures Manual*. The auditing procedures provide objective third-party review of internal controls and procedures. The results and recommendations of the audit are then presented to the UH BOR. Other major campus audits include the required Federal Compliance Audit or A-133, the Vocational Education Act Audit, the Financial Aid Audit, various legislative audits, and unscheduled and unannounced audits performed by the UH Office of the Internal Auditor.

19. Institutional Planning and Evaluation

The major planning documents of the college are the UH system strategic plan, the UHCC system strategic plan, the UH strategic plan for information technology, the Leeward CC strategic plan, and the Leeward CC long range development plan. The college regularly evaluates its programs through comprehensive program and annual reviews including the UH system-coordinated Annual Report of Program Data ([I-27](#)). The implementation of the APR process allows the college to engage in a cycle of evaluation, planning, decision making, budgeting, implementation, and re-evaluation, as described on the college's planning website ([I-28](#)).

20. Public Information

Leeward CC publishes current and accurate information about itself and its programs through the *College Catalog*, program brochures, admissions forms, the college website, and other print and online materials. These publications include information about the college's mission; course, degree and program offerings; admission requirements; transfer information; financial aid information; policies affecting students; and all other required information. On the college's website, current and prospective students are provided with information about the ACCJC/WASC and contact information for filing complaints with this accrediting body.

21. Relations with the Accrediting Commission

The UH BOR assures that Leeward CC adheres to the eligibility requirements, Accreditation Standards, and policies of the ACCJC. The UH BOR certifies that the college will disclose to the ACCJC required information necessary to carry out the Commission's accrediting responsibilities.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

Leeward CC assesses its distance education (DE) courses for assurance of quality and accountability with a focus on achievement of student learning outcomes (SLOs). All instructors teaching a course through DE are encouraged to attend training in online delivery and current DE methodologies offered through the Educational Media Center. Evaluation processes are in place to ensure quality and effectiveness of online courses. All online courses offered through the college are delivered via Laulima (SAKAI), a secure course management system of the University of Hawai'i (UH) system. In accordance with the Higher Education Opportunities Act of 2008, Laulima allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the UH system.

Policy on Institutional Compliance with Title IV

Leeward CC has been audited for compliance with Title IV. These extramural funds are generally received by the college from the federal government to administer programs such as financial aid and Upward Bound. Additionally, every fiscal year, the UH system receives an audit on all extramural funds. If there is a budget item that is questionable, the auditing agency notes that item under the Summary of Findings and Questioned Cost Section. In that section, the questioned cost and campus source are noted. The UH system then submits a Corrective Action Plan that addresses the questioned costs as listed in the audits.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accrediting Status

Leeward CC's marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in college publications. These materials include promotional materials for student recruitment and the publicizing of campus events in the community. Documentation represents Leeward CC appropriately and includes required information on the college's current accredited status by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

Policy on Institutional Degrees and Credits

Leeward CC assures all programs are sufficient in content, breadth, and length through the Curriculum Committee approval process described in Standard II.A.2.a. A variety of programs of various lengths of study are offered to meet the needs of students pursuing educational goals at the college. All programs have published SLOs developed by the faculty within the program. Program-level SLOs are assessed as part of ongoing assessment processes at the college. All programs are reviewed and approved by the University of Hawai'i Board of Regents (UH BOR).

Policy on Integrity and Ethics

Leeward CC ensures integrity in its practices by establishing policies and procedures that institutionalize a review process and incorporate broad campus dialogue. Information provided to the ACCJC is reviewed for accuracy, and all reports are current and complete. All public information is written for students and the community and provides comprehensive information about Leeward CC's programs and services.

The college has policies regarding academic honesty, conflict of interest, and grievance procedures. Practices are also institutionalized for appropriate hiring processes. Policies are regularly reviewed and posted on the college's website.

Contractual Relationships with Non-Regionally Accredited Organizations

Leeward CC does not participate in any contractual relationship with a non-regionally accredited organization.



Responses to Recommendations

**Responses to Recommendations from the 2006 Recent Educational Quality and
Institutional Effectiveness Review**

Progress on the Self-Identified Issues in the 2006 Institutional Self Study Report

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

Leeward CC has used the self evaluation process to closely examine the educational quality of its programs and services and its institutional effectiveness in supporting student success. Significant to this process has been the college's concerted efforts to fully respond to the recommendations made by the external evaluation team that visited the college between October 23-26, 2006, and that presented its observations and analyses to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) in a confidential evaluation report ([I-29](#)).

In January 2007, the ACCJC took action to reaffirm the college's accreditation status. In a letter dated January 31, 2007, the ACCJC President Dr. Barbara A. Beno commended the college for having made significant progress since its last comprehensive review but underscored the importance of fully responding to the evaluation team's five recommendations ([I-15](#)). The team's findings focused on having the college 1) maintain and evaluate its assessment, planning, and program review processes; 2) complete the identification of student learning outcomes (SLOs) for all courses and programs and initiate or continue the process of assessing SLOs; 3) implement a student leadership program; 4) implement a disabilities access plan; and 5) implement and evaluate the administrative reorganization approved by the University of Hawai'i Board of Regents (UH BOR) in 2006.

The college submitted a Midterm Report to the ACCJC on October 15, 2009 ([I-30](#)), which included a detailed update on the college's progress made in meeting the five recommendations. The college also identified plans of action that needed to be completed before its next review. In January 2010, the ACCJC took action to accept the college's Midterm Report and noted that the college had provided evidence to adequately respond to the recommendations ([I-31](#)). For the next three years, Leeward CC continued to make these five recommendations its top priority and used these recommendations as areas for sustainable continuous quality improvement.

In this section of the Institutional Self Evaluation Report, the college responds to how it has fully met the five recommendations. Each response contains the recommendation itself; a summary of actions taken by the college during the past six years (specifically, the college at its most recent comprehensive review in 2006, at its Midterm Report in 2009, and at its next comprehensive review in 2012); a detailed narrative explaining specific actions taken by the college; and a concluding statement regarding the college's efforts to fully meet the recommendation.

Recommendation #1: Improving Institutional Effectiveness

The team recommends that the college maintain the newly approved Leeward Community College Assessment, Program Review and Planning Process, standardize the terminology used in the process, and evaluate the effectiveness of the process after several cycles of full implementation. The evaluation should also include an assessment of the effectiveness of resource allocations in achieving their desired outcome. (Standards I.B.2., I.B.6., III.D.1.c., III.D.2.g., III.D.3., IV.A.2., IV.A.2.a., IV.A.3.)

Summary for Response to Recommendation #1

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Maintain assessment, program review, and planning processes.	<p>A new assessment, program review, and planning framework, called the Annual Program Review (APR), was developed</p> <p>One APR cycle was completed for all instructional divisions and for the AA degree</p> <p>APRs needed for the AS and AAS degrees, OCEWD, and all student, academic, and administrative support services</p>	<p>Modifications made to the APR process and template</p> <p>APRs implemented for three years</p> <p>Existence of dialogue about APR results</p>	<p>Additional modifications made to the APR process and template</p> <p>A common rubric created to prioritize resource allocation decisions</p> <p>Ongoing and systematic APRs throughout the college's programs and services</p> <p>Presence of ongoing, robust, and pervasive dialogue about APR results</p> <p>APR results used to improve program and institutional effectiveness</p>
Standardize the terminology used in the assessment, program review, and planning processes.	<p>Terminology not standardized for the assessment, program review, and planning processes</p> <p>No glossary of terms</p> <p>Policy on Program Review in need of revision</p> <p>No college policy on assessment</p>	<p>Modifications made to the terminology used in the APR process and to the APR template</p> <p>Glossary of terms drafted but in need of campus feedback</p> <p>Policy on Program Review being revised</p>	<p>Revised glossary of terms finalized and made available to the campus</p> <p>Policy on Annual Program Review approved</p> <p>Policy on Assessment approved</p>
Evaluate the effectiveness of these processes after several cycles, including resource allocation.	Additional APR cycles needed	<p>Campus Council tasked with evaluating the effectiveness of the APR and resource allocation processes</p> <p>Community College Inventory done in 2009</p>	<p>Community College Inventory done in 2011</p> <p>Campus Council survey done in 2011</p> <p>Employee satisfaction survey done in 2011</p> <p>2011-2012 College Effectiveness Report provided an analysis of these survey results</p> <p>2011-2012 College Effectiveness Report evaluated the effectiveness of resource allocation</p>

Narrative Response for Recommendation #1

Maintaining Assessment, Program Review, and Planning Processes

At the time of the college's most recent comprehensive review in 2006, the college had recently developed an assessment, program review, and planning framework. This framework linked the results of program review to institutional planning and resource allocation. At that time, only one cycle of program review had been completed using this new framework for instructional divisions and for the AA degree. A completed cycle was needed for the AS and AAS degrees, OCEWD, and all student support, academic support, and administrative support services.

In 2006, the college proposed a second phase to its assessment, program review, and planning processes, which would add an Executive Planning Council (EPC) and five standing committees on space allocation and use, staffing, information technology, external issues, and equipment (Diagrams 39 and 40).

Diagram 39, 2006 Annual Review Process

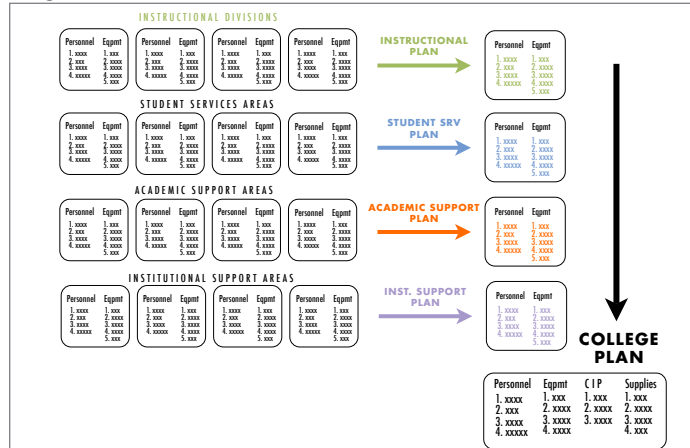
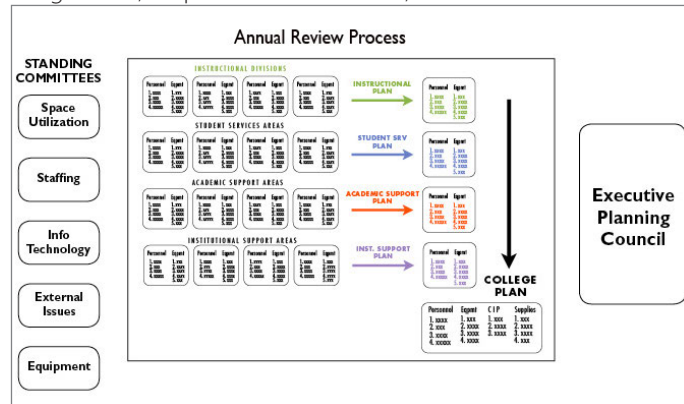
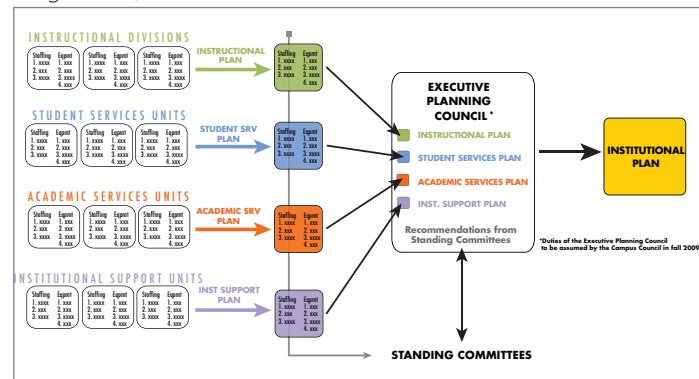


Diagram 40, Proposed Second Phase, 2006



When the second phase was executed in 2007, the placement of the standing committees and the EPC shifted and all area plans were reviewed by the EPC. Appropriate planning lists from each area passed through the standing committees, who provided recommendations to the EPC. The Program Review and Annual Review processes merged into the Annual Program Review (APR) process (Diagram 41).

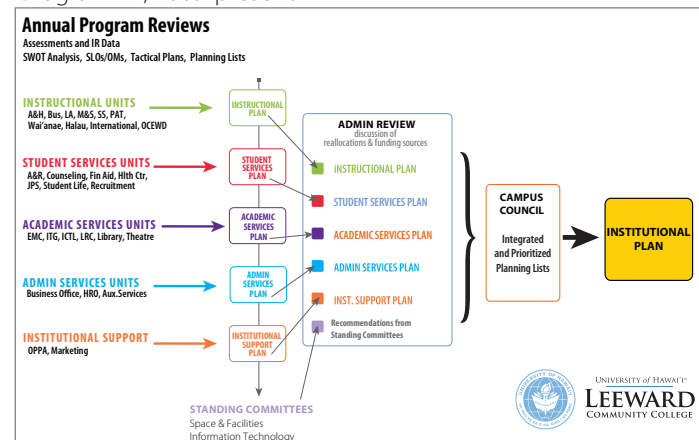
Diagram 41, 2007 Process



When the college submitted its Midterm Report to the ACCJC in 2009, modifications had been made to the APR process and to the APR template with the goal of continual improvement. At that time, dialogue about the results of program review existed but needed to be more widespread and focused on the identification and analyses of data.

Since 2009, additional modifications were made to the APR process. The responsibilities of the EPC were given to the Campus Council, five standing committees were reduced to two committees, and an administrative review was added (Diagram 42). The APR template was also modified. For example, the APR template was revised to show clearer alignment of budget requests to the college's strategic plan. Also, a common rubric was created by an APR working group to provide systematic criteria for prioritizing decisions regarding resource allocation.

Diagram 42, 2009-present



The Planning Process diagram below and the accompanying table clearly explain the modifications made to the college's assessment, program review, and planning processes over the past six years, with the goal of continuous commitment to improving student learning and institutional effectiveness.

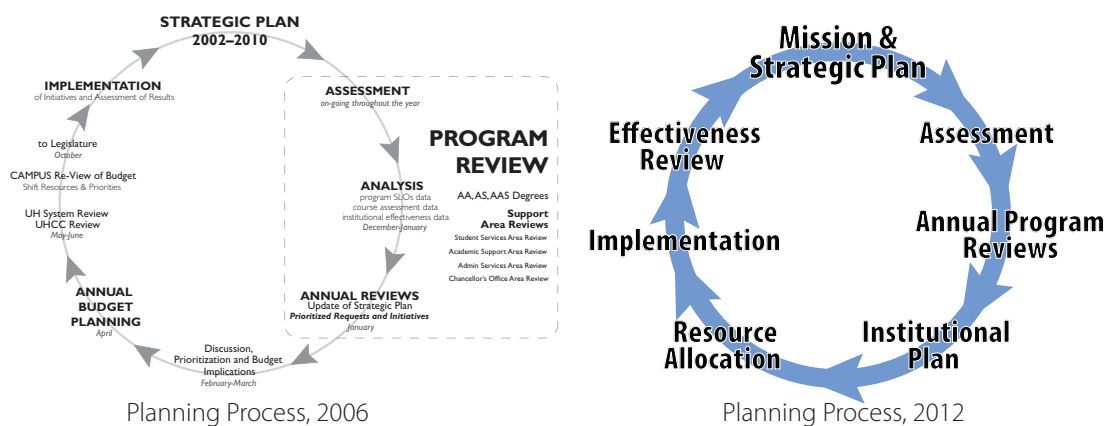


Diagram 43, Planning Process

2006-2011	2012-Present	Explanation of Modifications
Strategic Plan	Mission and Strategic Plan	The college's mission guides its strategic plan and is implicit in the planning process. The word "mission" was added to the diagram to create a stronger emphasis on the mission, which was particularly important due to the revision of the college's mission in 2011-2012.
Assessment	Assessment	---
Analysis	Annual Program Reviews	Analysis is integrated into the APR segment of the planning process. In 2007, the Annual Review and Program Review were merged into the Annual Program Review (APR).
Annual Reviews		
Discussion & Prioritization	Institutional Plan	The APR process integrates discussion and prioritization on multiple levels. An institutional plan responds to all program reviews and planning lists. The program review and planning processes are substantiated by assessments, institutional and program data, and analyses. All planning and budget requests are considered for funding using uniform criteria, which include an analysis of supporting data and each item's alignment to the strategic plan. The requests are reviewed and ranked by campus administrators, campus standing committees, and the Campus Council. Procedures are in place to ensure that institutional planning and resource allocation decisions are thoroughly discussed and considered, supported by appropriate data, and are aligned with the college's mission and strategic plan.
Budget Planning	Resource Allocation	Once all requests are adequately vetted, items are prioritized and used for dual purposes: to formulate legislative budget requests and to refer to as future funds become available or reallocations occur.
Budget System Review		
Implementation	Implementation	---
---	Effectiveness Review	As the college's planning process evolved, an effectiveness review was the missing piece that tied everything together. By adding this segment, the planning cycle is complete.

Currently, APRs are ongoing and systematic for all instructional divisions; for the AA, AS, and AAS degrees; for OCEWD; for Leeward CC Wai‘anae; for international programs; and for Native Hawaiian programs. In addition to APRs from the four instructional divisions that comprise the AA degree, the UH system’s Annual Report of Program Data is used to evaluate the AA degree.

APRs are also ongoing and systematic for Student Services, Academic Services, Administrative Services, and Institutional Support. Their prioritized plans are also combined into the college’s institutional plan. The Theatre is now included in the APR for Academic Services. The OPPA and Marketing are included in the APR for Institutional Support.

At present, ongoing, robust, and pervasive dialogue about APR results is evident throughout the college. Also evident is the college’s use of longitudinal student achievement data and analyses in the APR process. APR results are included in discussions of program effectiveness and institutional effectiveness and in conversations about the improvement of student learning and achievement.

The college has used the ACCJC’s Rubric for Evaluating Institutional Effectiveness as a tool to ensure that the college maintains its APR process at the Sustainable Continuous Quality Improvement level for Parts I and II (program review and planning) and at the Proficiency level for assessment for Part III (SLOs). Most notable is that the college has engaged in ongoing review and adaptation of its assessment, program review, and planning processes in order to improve institutional effectiveness.

For a more in-depth discussion of how the college has responded to Recommendation #1 in terms of the APR process, see Standards [I.B.](#), [II.A.](#), [III.D.](#), and [IV.A.](#) of this report.

Standardizing Terminology

In 2006, the college had not standardized the terminology for the assessment, program review, and planning processes, nor did it have a glossary of terms for these processes. In addition, the college’s Policy on Program Review needed to be revised.

By 2009, modifications had been made to the assessment, program review, and planning processes and to the APR template. Most notably, the terms “program review” and “annual review” were merged into the collective term “Annual Program Review” (APR). A glossary of terms for the APR process was drafted but needed campus feedback. The OPPA and the Faculty Senate’s standing committee on program review, institutional research, and assessment were revising the existing Policy on Program Review.

In December 2011, a revised glossary of terms for the APR process was finalized ([I-32](#)) and is included as an attachment to the APR template and to the Policy on Annual Program Review, L5.202, which makes clear the linkages between assessment, program review, planning, and resource allocation ([I-33](#)). The college’s new Policy on Assessment, L5.210 ([I-34](#)), makes clear the linkage between assessment results and the APR. Both policies were approved by the Faculty Senate, the Campus Council, and the chancellor in the spring of 2012 and became effective as of March 2, 2012.

Evaluating the Effectiveness of the APR Process and Resource Allocation

The evaluation team recommended in 2006 that the college evaluate the effectiveness of its APR process after several cycles. As a result, the Campus Council, not the Executive Planning Council, was tasked with the responsibility of evaluating the effectiveness of the APR process. This evaluation needed to address how allocations for human, physical, technology, and financial resources achieved their desired outcomes. The Campus Council's charter and bylaws were amended to reflect this change in responsibilities ([I-35](#)).

In 2009, targeted campus leaders participated in the Community College Inventory, a survey intended to evaluate institutional effectiveness, which included questions about the APR process and about resource allocation. The college participated in a second Community College Inventory in 2011, and comparative analyses from the 2009 and 2011 survey results were used to evaluate the APR process ([I-36](#)).

In the fall of 2011, a subcommittee of the Campus Council conducted a campus wide survey to evaluate the APR process, and analyses of these survey results were included in the OPPA's 2011-2012 College Effectiveness Report ([I-37](#)).

The Self Evaluation Steering Committee conducted an employee satisfaction survey in 2011, which included questions about the APR process, and these survey results were analyzed in the College Effectiveness Report as well.

The College Effectiveness Report also evaluated the effectiveness of resource allocation by indicating how budget requests are aligned with the college's strategic outcomes and analyzing how budget requests and resource allocations are tied to planning lists and the institutional plan. In addition, the college continues to research methodologies for assessing how well resource allocations achieve their desired outcomes.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that the college systematically evaluates its APR process and resource allocation at the Sustainable Continuous Quality Improvement level for Parts I and II. The college has also used the Rubric as a tool to ensure that it evaluates its assessment processes at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #1 in terms of its evaluation of the APR process and resource allocation, see Standards [I.B.](#), [III.D.](#), and [IV.A](#) of this report.

Conclusion to Recommendation #1

Leeward CC has fully met this recommendation. The college maintains its APR process, which relies on standardized terminology. The APR process and the allocation of resources are regularly evaluated for effectiveness, and results of this evaluation are used to improve student learning and institutional effectiveness.

Recommendation #2: Instructional Programs

The team recommends that the college, having completed student learning outcomes for all its courses and for most of the programs offered by the college, complete student learning outcomes for the remaining programs (some certificate programs and the academic support programs), and initiate or continue the process of assessing the outcomes and applying the results of that assessment to the continuous improvement of the instruction and services provided to its students. (Standard II.A.1.a., II.A.1.c., II.A.2.a., II.B.4., and II.C.2.)

Summary for Response to Recommendation #2

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Complete SLOs for remaining programs (some certificate programs) and academic support programs.	<p>SLOs identified for courses</p> <p>Additional SLOs needed for some degrees</p> <p>Additional SLOs needed for certificates</p> <p>Additional SLOs needed for Student Services, Academic Services, and Administrative Services</p> <p>Additional SLOs needed for OCWED's non-credit courses and programs</p> <p>Six general education outcomes existed for the AA degree</p>	<p>SLOs identified for courses</p> <p>SLOs identified for degrees</p> <p>SLOs identified for certificates</p> <p>Some SLOs and outcomes measures identified for Student Services, Academic Services, and Administrative Services</p> <p>Some SLOs identified for OCWED's non-credit courses and programs</p> <p>Discussions underway about revising the general education outcomes for the AA degree</p>	<p>99.8 percent of all active courses have defined SLOs</p> <p>98 percent of all degrees and certificates have defined SLOs</p> <p>86 percent of all Student Services, Academic Services, and Administrative Services have defined SLOs</p> <p>General education outcomes revised, resulting in seven outcomes, each with accompanying academic skill standards</p>

summary table continued on next page

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Initiate or continue assessing SLOs.	<p>Authentic assessment at the course and program level for CTE and the AA degree</p> <p>Authentic assessment needed for all courses, degrees, certificates, Student Services, Academic Services, and Administrative Services</p> <p>SLO reporting forms existed as Word files</p> <p>Assessment reports existed as Excel files</p> <p>No policy on assessment</p>	<p>Authentic and more widespread assessment of courses, degrees, certificates, Student Services, Academic Services, and Administrative Services</p> <p>SLO reporting forms modified for mapping</p> <p>Assessment reports continued as Excel files</p> <p>Faculty Senate discussed whether to include assessment in the revised policy on curriculum review and revision</p>	<p>SLOs for degrees and certificates are assessed at the course level</p> <p>Mapping of SLOs for courses, degrees, and certificates done in Tk20</p> <p>91.5 percent of all active courses have ongoing assessment</p> <p>98 percent of all active degrees and certificates have ongoing assessment</p> <p>86 percent of all SLOs for Student Services, Academic Services, and Administrative Services have ongoing assessment</p> <p>Comprehensive assessment reports published and updated</p> <p>“Policy on Assessment” approved</p>
Apply assessment results to continually improve instruction and services.	<p>Assessment results used at the discipline and program level and among support areas</p> <p>More dialogue about assessment results needed</p>	<p>Assessment results continued to be used at the discipline and program level and among support areas</p> <p>Dialogue about assessment results in the identification of gaps and improvement to instruction and services</p>	<p>Ongoing and pervasive dialogue about the assessment results at the discipline and program level and among support areas</p> <p>Assessment results used to make improvements</p> <p>Assessment results discussed in the APR template and used for budget requests</p>

Narrative Response for Recommendation #2

Completing SLOs for Remaining Programs and Services

At the time of the college's comprehensive review in 2006, SLOs were identified for active courses. Additional SLOs needed to be identified for some degrees, OCEWD's non-credit courses and programs, and for Student Services, Academic Services, and Administrative Services. Once identified, these SLOs needed to be published in the college catalog. The college also determined that SLOs were needed for all certificate programs regardless of the number of credits required.

When the college submitted its Midterm Report to the ACCJC in 2009, SLOs were continuing to be identified for active courses. SLOs were identified for all degrees and were published in the college catalog. SLOs were being identified for all certificates regardless of the number of credits required. Additionally, SLOs and outcomes measures were being identified for Student Services, Academic Services, Administrative Services, and OCEWD's non-credit courses and programs. Campus wide dialogue was underway about revising the general education outcomes for the AA degree.

Currently, 99.8 percent of all active courses have defined SLOs (401 out of 402 courses); 98 percent of all degrees and certificates have defined SLOs (67 out of 68 programs); and 86 percent of all Student Services, Academic Services, Administrative Services have defined SLOs or outcome measures (25 out of 29 services). The general education outcomes were revised in 2011, resulting in seven outcomes, each with accompanying academic skill standards ([I-38](#)).

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that it identifies SLOs for its courses, degrees, certificates, and services at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of identifying SLOs, see Standards [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Initiating or Continuing the Assessment of SLOs

In 2006, authentic assessment existed at the course level and at the program level for career and technical education (CTE) programs and for the AA degree. Authentic assessment needed to occur more pervasively for all courses, degrees, and certificates, as well as for Student Services, Academic Services, and Administrative Services. SLO reporting forms existed as Word documents. Assessment reports existed as Excel spreadsheets, but they were not comprehensive nor were they published on a regular basis. The college did not have a policy on assessment.

In 2009, authentic assessment of courses, degrees, certificates, and support services was more widespread, which was attributed in part to the efforts of a pilot assessment team and the creation of a curriculum grid and a program assessment plan. SLO reporting forms were modified with the goal of continual improvement. In particular, modifications were made to show mapping of SLOs for courses, degrees, certificates, and support services, as well as for the college's three institutional learning outcomes ([I-39](#)). Assessment reports continued to be prepared as Excel spreadsheets. Also at this time, the Faculty Senate was discussing whether to include assessment in the revised policy on curriculum review and revision.

Currently, SLOs for degrees and certificates are continually and systematically assessed through course-level assessment. Assessment of SLOs and outcome measures exists for Student Services, Academic Services, and Administrative Services. Mapping of SLOs for courses, degrees, and certificates, as well as for institutional learning outcomes, is done using the software Tk20 ([I-40](#)).

At the end of the 2012 spring semester, 91.5 percent of all active courses had ongoing assessment (368 out of 402 courses); 98 percent of all active degrees and certificates had ongoing assessment (67 out of 68 programs); and 86 percent of all student learning and support services had ongoing assessment (25 out of 29 activities) ([I-41](#)).

Comprehensive assessment reports are now updated by the OPPIA on a regular basis and are made available on the college's intranet ([I-42](#)). The Faculty Senate decided not to include the assessment process in its revised "Curriculum Review and Revision Policy," but a student notification statement about assessment was included as required information on all course syllabi ([I-43](#)). The Policy on Assessment, L5.210, was approved by the Faculty Senate, the Campus Council, and the chancellor in the spring of 2012 and became effectiveness on March 2, 2012 ([I-34](#)). This policy made clear the objectives, requirements, and responsibilities of assessment.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that authentic assessment is in place for courses, degrees, certificates, and support services at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of authentic assessment of SLOs, see Standards [I.B.](#), [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Applying Assessment Results for Improvement

In 2006, assessment results were used at the discipline and program levels and among support areas to improve instruction and services. Dialogue about assessment results needed to occur more pervasively to identify gaps and make improvements to instruction and services.

In 2009, assessment results continued to be used at the discipline and program levels and among support areas to improve instruction and services. Dialogue about assessment results continued to occur, resulting in the identification of gaps and improvements to instruction and services.

Currently, dialogue about assessment results is ongoing and pervasive at the discipline and program levels and among support areas, at which time gaps are identified. Dialogue about assessment results also occurs at the institutional level through the APR process. Assessment results are used to make improvements to student learning and achievement, which are specifically discussed in the APR template and are used to make budget requests.

The college has used the ACCJC's Rubric for Evaluating Institutional Effectiveness as a tool to ensure that assessment results are used at the Proficiency level for Part III.

For a more in-depth discussion of how the college has responded to Recommendation #2 in terms of how assessment results are used for improvement, see Standards [I.B.](#), [II.A.](#), [II.B.](#), and [II.C.](#) of this report.

Conclusion to Recommendation #2

Leeward CC has fully met this recommendation. SLOs are identified for courses, degrees, and certificates. SLOs and outcome measures are also identified for Student Services, Academic Services, and Administrative Services. SLOs are continually assessed, and assessment results are used to improve student learning and institutional effectiveness.

Recommendation #3: Student Leadership

The team recommends that the college implement a program for developing student leadership participation in the campus decision-making processes. (II.B.3.b., III.C.1.c., IV.A.2., IV.A.2.a., IV.A.3.)

NOTE: The Evaluation Report listed Standard III.C.1.c. for this recommendation, but there was no reference to student leadership participation nor was there an accompanying recommendation in the section of the evaluation report pertaining to Standard III.C.

Summary for Response to Recommendation #3

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Implement a student leadership program.	Half-time position allocated for student government and for student activities No active student government	Two half-time positions allocated in 2007-2008, one for student government and one for student activities One full-time position allocated in 2008-2009 for both student government and for student activities Successful campaign to raise awareness about student government Ongoing student involvement maintained through many means An online election was held for student government	Full-time position devoted to student government and to student activities continues to exist Active student involvement continues to exist Leadership retreats held for student government members Trainings held for student government members
Ensure that student leaders participate in campus decision-making processes.	No participation by student leaders in any campus decision-making processes	Student government members served on campus committees	Each student government member is required to serve on at least one committee

Narrative Response to Recommendation #3

Implementing a Student Leadership Program

At the time of the college's comprehensive review in 2006, only a half-time faculty (counselor) position was allocated for student government and for student activities, and there was no active student government on campus. In 2007-2008, two half-time faculty positions were allocated, one for student government and one for student activities. In 2008-2009, one full-time faculty position, the student life/student government coordinator, was allocated. This individual carried out a successful campaign to raise awareness about student activities and student government.

During this time, an online election was held for the Associated Students of UH-Leeward CC (ASUH-Leeward CC) Student Government.

The student government has consistently had a full senate of nine senators. Every year, the student government retains approximately 75 percent of the students who do not graduate or transfer to another institution. Regular retreats are held for student government members to develop team building and leadership skills and to maintain a strong foundation for new members. Moreover, a variety of trainings are held for student government members, including sessions on conflict management, diversity, communication, and the LGBTI Safe Zone.

In addition, the student government hosts events such as Remembering 9/11, Constitution Day, Mental Health Awareness, Breast Cancer Awareness, and Domestic Violence Awareness. The student government has also created a number of student support groups that fall under the Student Services' Team C.A.R.E., which includes a military support group, a substance abuse support group, and a domestic violence support group. To ensure that the student government is advocating for student needs, it has built several communication mechanisms for students to maintain contact, including Facebook, an email listserv, texting, a suggestion box, informational tables, and regular office hours ([1-44](#)).

Ensuring Student Leadership Participation in Decision-Making Processes

In 2006, student leaders did not participate in any campus decision-making processes. By the time the college submitted its Midterm Report in 2009, student government members served on some campus committees.

Currently, members of the student government sit on many campus committees and participate in decision-making processes. Student leaders have also served on the UHCC strategic plan committee. Below is a chart indicating student leadership participation on committees for 2011-2012:

Committee	Description of Participation	Voting Rights	Number of Representatives
Academic Grievance	Meets as needed.	No	1
Board of Student Communications	Meets once a month for campus communication and for the student publication Ka Mana'o.	Yes	2
Campus Council	Meets three times a semester. Generally, the president is in attendance.	Yes	1* (President)
Campus Council Subcommittee on Institutional Effectiveness	Meets on an as-needed basis.	Yes	1* (President)
Caucus (UH System)	Meets once a month on a Saturday.	Yes	3** (President, Vice President, and 1 Alternate)
Commencement	Meets once a month to plan commencement.	Yes	1
Facilities	Meets once a month to discuss campus construction and other new projects.	Yes	1

Faculty Senate	Meets every three weeks. Also attends monthly Curriculum Committee meetings.	No	1* (President)
Health	Coordinates the Great American Smoke Out.	---	4
Information Technology Standing Committee	Meets as needed.	Yes	1
Ka Mole o Nā Pua Festival	Meets during the spring to plan the event.	Yes	2
Learning Commons Advisory Board	Meets once a month.	Yes	1
Marketing/Public Relations	Coordinates flyers and student-run tables on campus and updates Facebook (studentgov).	--	3
Student Conduct	Meets as needed regarding judicial concerns (for example, stealing).	To be determined	2
Student Success	Meets once a month.	Yes	1
Sustainability	Meets once a month in the fall and every other week in the spring.	Yes	2

For a more in-depth discussion of how the college has responded to Recommendation #3 in terms of student leadership participation in decision-making processes, see Standards [II.B.](#) and [IV.A.](#) of this report.

Conclusion to Recommendation #3

Leeward CC has fully met this recommendation. Student leaders actively participate in decision-making processes at the college and system levels.

Recommendation #4: Accessibility

The team recommends that the college develop and implement a plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities. (Standard III.B.1.b.)

Summary for Response to Recommendation #4

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Develop and implement a disabilities plan for campus facilities	The college relied on the UHCC disability access transition plan	UHCC disabilities access transition plan reviewed Leeward CC disabilities access plan developed	Disabilities access plan regularly reviewed and updated

Narrative Response to Recommendation #4

Developing and Implementing a Disabilities Plan

Using the UHCC's Disability Access Transition Plan ([I-45](#) and [I-46](#)), the college's vice chancellor for administrative services convened a working group in the spring of 2008 to develop a comprehensive disability access plan for the college. Membership consisted of representation from the Office of the Vice Chancellor for Administrative Services, Student Services, and Operations and Maintenance. The college's plan included all completed and current access-related projects ([I-47](#)). Future projects were also identified with an acknowledgement that such projects were dependent upon the state legislature's capital improvement program fund and/or repair and maintenance fund.

The college continues to improve accessibility to the Pearl City campus facilities for persons with disabilities through the framework of repair, maintenance, renovation, and major construction projects. Current projects that comply with the Americans with Disabilities Act of 1990 (ADA) include elevator upgrades, restroom renovations, and ADA-compliant assisted door openings.

In addition, the college utilizes resources to comply with the ADA. The college is able to consult with a representative from the disability and communication access board, which operates under the auspices of the State of Hawai'i Department of Health ([I-48](#)). This board was created to assist state agencies in complying with the ADA through the development and implementation of uniform policies. The college has an equal employment opportunity/affirmative action coordinator to ensure that ADA-related complaints are dealt with accordingly and in a timely fashion. Students with disabilities have access to instruction and academic services through the Kāko'o 'Ike (KI) program ([I-49](#)). Lastly, an administrator is designated as the college's ADA 504 coordinator to address specific student ADA-related issues ([I-50](#)).

For additional discussion of how the college has responded to Recommendation #4 in terms of disability access, see [Standard III.B.1.b.](#) of this report.

Conclusion to Recommendation #4

Leeward CC has fully met this recommendation. The college has in place an access plan for ensuring that campus facilities are accessible to students, staff, and community members with disabilities.

Recommendation #5: Administrative Reorganization

The team recommends that the college fully implement the Leeward Administrative Reorganization which was approved by the Board of Regents in October of 2006 and, after several years of full operation, evaluate its effectiveness in addressing the college's problems with administrative instability. (Standard IV.B.2.)

Summary for Response to Recommendation #5

Recommended Actions	Leeward CC in 2006	Leeward CC in 2009	Leeward CC in 2012
Fully implement the Leeward Administrative Reorganization.	<p>The UH BOR approved the college's administrative reorganization in 2006</p> <p>Eight administrative positions existed</p>	<p>A permanent chancellor appointed in June 2008</p> <p>Two vice chancellors were permanent appointments</p> <p>Two interim dean positions and an interim director position filled</p> <p>Two interim dean positions to be filled</p>	<p>The chancellor and two vice chancellors continue in service</p> <p>Four dean positions have been filled on a permanent basis</p> <p>One interim director position was appointed upon the previous interim director's retirement</p>
Assess the effectiveness of the Leeward Administrative Reorganization after several years.	Administrative reorganization in its first year	Effectiveness of the administrative reorganization to be assessed by the length of stay for each administrative position and by the administration's overall effectiveness in achieving strategic goals	<p>Seven of the eight administrative positions are permanent</p> <p>Half of the administrators have been in their present position for five or more years</p> <p>2011-2012 College Effectiveness Report indicates that the college is meeting or exceeding a majority of strategic goals</p>

Narrative Response for Recommendation #5

Fully Implement the Leeward Administrative Reorganization

In 2006, the UH BOR approved the reorganization of the college's administration, providing defined roles and responsibilities. The college's newly structured administration consisted of eight positions: chancellor; vice chancellor for academic affairs; vice chancellor for administrative affairs; director of planning, policy, and assessment; dean of arts and sciences; dean of career and technical education; dean of student services; and dean of academic services.

A permanent chancellor was appointed to the college in June 2008. By the time the college submitted its Midterm Report in 2009, the two vice chancellor positions were filled with permanent appointments. Two interim dean positions and an interim director position were filled, and two interim dean positions were scheduled to be filled.

Currently, the administrative team is stable with only one interim position. The chancellor has been in place for five years, and the two vice chancellors have been appointed for six and seven years, respectively. All of the dean positions are filled with permanent appointments, with years of service varying from three months to seven years for an average of three years ([I-51](#)). The interim director of planning, policy, and assessment retired in 2011, and a new interim appointment was made in 2012. The director position will be advertised for a permanent appointment during the 2012-2013 academic year.

Assess the Effectiveness of the Leeward Administrative Reorganization

The evaluation team recommended that the college assess its administrative reorganization after several years of operation. Specifically, the team recommended that the college evaluate its effectiveness in addressing administrative instability. At the time that the college submitted its Midterm Report in 2009, the college determined that the effectiveness of the college's administrative reorganization would be assessed by the length of stay in each administrative position. In addition, the college determined that it would assess the overall effectiveness of administration in achieving strategic goals.

Currently, the administrative team demonstrates stability with seven of eight administrative positions filled with permanent appointments. Half of the administrators have been in their position for five years or more ([I-52](#)). The remaining interim position will be advertised for permanent appointment during the 2012-2013 academic year. The 2011-2012 College Effectiveness Report demonstrates that the college is meeting or exceeding its measurable strategic goals ([I-37](#)).

For additional discussion of how the college has responded to Recommendation #5 in terms of administrative organization, see [Standard IV.B.2.](#) of this report.

Conclusion to Recommendation #5

Leeward CC has fully met this recommendation. The administrative reorganization has been operational since 2006, and all administrative positions are filled. Seven out of eight administrative positions are filled with permanent appointments. The college has demonstrated effectiveness with the stability in administrative appointments and by meeting or exceeding its measurable strategic goals.

Progress on the Self-Identified Issues in the 2006 Institutional Self Study Report

The Leeward CC's Midterm Report that was submitted to the ACCJC in 2009 contained a progress update on the self-identified planning agenda items that appeared in the college's 2006 Self Study Report. Also included in the Midterm Report was a planning agenda crosswalk that contained unduplicated items. Items dealing with similar issues were grouped and numbered, and numerous items dealing with the college's assessment, program review, and planning processes were grouped together and listed as Planning Agenda 39, which is addressed in the college's responses to Recommendations #1 and #2.

Throughout this Institutional Self Evaluation Report, the college's progress on planning agenda items are included in the institutional analyses of relevant Accreditation Standard sub-sections. Below is a list of those planning agenda items:

Standard Sub-Section	Subject of the 2006 Planning Agenda Item	Planning Agenda Item
I.A.2.	Inclusive dialogue in the mission review process	1
I.A.3.	Regular review of the college's mission	1
I.B.1.	Full- and part-time faculty involvement in dialogue	2
I.B.3.	Policy and timeline for the APR process	3
I.B.5.	Communication of quality assurance	4
II.A.1.b.	Assessment results to make improvements	6
II.A.2.a.	Written policy on course SLO assessment	7
II.A.2.c.	Revision of the policy on program review	10
II.A.2.e.	Assessment of the APR process and APR results	12
II.A.2.f.	Role of the director of planning, policy, and assessment	13
II.A.2.h.	Use of SLO assessment data in the award of credit	14
II.A.2.i.	Curriculum grid for division AA competencies	15
II.A.2.i.	Achievement of SLOs for programs	16
II.A.3.b.	Computer literacy skills	17
II.A.6.c.	Redesign of the college's website	20
III.A.1.c.	Assessment of SLOs in faculty evaluation	28
III.A.4.a.	Important information on the college's website	29
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Progress on the remaining 15 self-identified planning agenda items is discussed below.

Planning Agenda 5

The college will develop a systematic method to provide better data on graduates and transfer students, in terms of employment and the college programs into which they transfer. (II.A.1.a.)

Progress: The feedback obtained from this systematic method complements assessment data on the achievement of SLOs and gives the college a better gauge of needed improvements. The UH Institutional Research Cadre is continuing to improve the Graduate/Leaver survey. Also, the system-supported data reporting system, COGNOS, is being fully implemented.

Planning Agenda 8

The responsibilities of the assessment team will be permanently assigned to an administrative office in order to ensure that policies continue to be followed. (II.A.2.b.)

Progress: As stated in the college's policy on assessment, "The Office of Planning, Policy, and Assessment is responsible for working with divisions and units to support the development of student learning outcomes, outcome measures, and measurement tools; overseeing assessment activities and progress; arranging assessment training; tracking assessment progress; and problem-solving as needed." In addition, the college provides release time for a campus assessment coordinator.

Planning Agenda 9

The College will also enforce or revise the policy of annual advisory board meetings. (II.A.2.b.)

Progress: The career and technical advisory board plays a central role in the college's Annual Program Review (APR) process. Currently, all career and technical advisory committees meet at least once a year.

Planning Agenda 11

The college will make available to all students a quick survey assessment of learning style, either as part of new student orientation/counseling, or as a voluntary service for students. In addition, an annual workshop on learning styles will be offered, perhaps as part of new faculty orientation. (II.A.2.d.)

Progress: As indicated in the 2009 Midterm Report, this planning agenda item was completed by the Learning Resource Center, which provides a handout on the assessment of learning styles.

Planning Agenda 18

The college will continue to follow its process and schedule for its program and course SLOs assessments. (II.A.3.b.)

Progress: Ongoing assessments ensure quality assurance and enable students to be productive individuals and lifelong learners. The college has continued its schedule for program and course SLO assessments. Current charts of assessment progress can be found on the OPPA website.

Planning Agenda 19

The college will develop a mechanism to track external licensure, certification, and/or employment after graduation. (II.A.5.)

Progress: The college has established Job Prep Services to assist students in obtaining employment after graduation. The ability to collect data on whether students obtain licensure, certification, or employment after graduation is in process.

Planning Agenda 21

In order to reach those students who do not have a computer or a copy of the College Catalog, the College will inform students about the Student Conduct Code by handing out copies to them at orientation. (II.A.7.b.)

Progress: A copy of the student code of conduct is distributed to students at the New Student Orientation.

Planning Agenda 22

The College, through its Creative Services Office, will ensure that the catalog is produced and made available in a timely manner. (II.B.2.a.)

Progress: With the addition of an administrative, professional, and technical (APT) position in the OPPA, responsibilities for the catalog are now allocated in a way that facilitates the production of the catalog in a timely manner.

Planning Agenda 23

Academic Divisions and Student Service Division will collaborate to address concerns raised in the Annual Review process regarding counseling and advising. (II.B.3.c.)

Progress: The need for collaboration between academic divisions and Student Services was discussed and, as a result, program counselor positions were created in 2010, which was a significant change in the organization of the Counseling unit. Current indications are positive.

Planning Agenda 24

The College will continue to work with its sister campuses in evaluating COMPASS and make changes for improvement. (II.B.3.e.)

Progress: The college works with the other UH community colleges (UHCCs) through the UHCC Placement Advisory Working Group and a system wide meeting of COMPASS representatives to review policies and make changes.

Planning Agenda 25

The Library will hold discussions with the institution's administration on developing a College information literacy vision statement. (II.C.1.b.)

Progress: The head librarian has had discussions with the chancellor and other administrators on developing an institutional information literacy vision statement.

Planning Agenda 26

Academic Support Units, as part of their Annual Review, will continue to assess staffing needs to support student learning. (II.C.1.c.)

Progress: Academic Support units continue to assess staffing needs through the APR process and are successfully implementing changes to support student learning.

Planning Agenda 27

The KI program will (1) Evaluate the new scanning/digitizing process to determine how effective it is and how extensively it can be used; (2) Establish procedures for requesting and providing this new service; (3) Consider whether, in the light of the new service, the RFB&D subscription can be reduced for 2006-07. (II.C.1.e.)

Progress: The KI program has addressed this planning agenda item regarding the need for technology through the APR process.

Planning Agenda 37

- *The College and the Office of the Vice President of Community Colleges (OVPCC) will work with the Board of Regents (BOR) to establish regular review of BOR policies and procedures. (IV.B.1.e.)*
- *The College and the OVPCC will work with the BOR to develop an appropriate program for BOR development and new member orientation. (IV.B.1.f.)*
- *The College and the OVPCC will work with the BOR to develop and implement a clearly defined process for evaluation and assessment of BOR performance. (IV.B.1.g.)*
- *The College and the OVPCC will work with the BOR to assist the BOR in becoming more involved and informed with the accreditation process. (IV.B.1.i.)*
- *The College and the OVPCC will work with the UH System concerning the UH System Devolution Initiative so that it reflects planning agenda items identified through the self study process as well as administrative review. (IV.B.3.a.)*

- *The College and the OVPCC will develop methods for evaluating the UHCC System Office. (IV.B.3.b.)*
- *The College and the OVPCC will review and revise the Chancellor position description to reflect the dual reporting to the President and VPCC. (IV.B.3.e.)*
- *The College and the OVPCC will review and revise written policies and procedures to reflect the 2005 Reorganization (IV.B.3.f.)*
- *The College and the OVPCC will continue to develop, make public, and regularly review structures, policies, and procedures for improvement. (IV.B.3.g)*
- *The College and the OVPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level. (IV.B.3.c.)*
- *Establish regular review of BOR policies and procedures. (IV.B.1.e.)*
- *Develop an appropriate program for BOR development and new member orientation. (IV.B.1.f.)*
- *Develop and implement a clearly defined process for evaluation and assessment of BOR performance. (IV.B.1.g.)*
- *Assist the BOR in becoming more involved and informed with the accreditation process. (IV.B.1.i.)*
- *Develop methods for evaluating the UHCC System Office. (IV.B.3.b.)*
- *The OVPCC, working with the Community Colleges Council of Chancellors, will develop a documented process for allocating specified resources based upon program review at the UHCC system level. (IV.B.3.c.)*

Progress: As indicated in the 2009 Midterm Report, information between the college and the OVPCC and the UH BOR are shared via shared governance organizations, such as the Council of Chancellors and the All Campus Council of Faculty Senate Chairs.

Planning Agenda 39

- *Upon completion of each year's Program Review and Annual Review processes, the College will assess the extent to which these processes are successful in implementing and achieving the College's goals of improving student learning and institutional improvement. This assessment will support changes needed to better address these goals. (I.A.1.)*
- *The new Program Review and Annual Review processes will be monitored to insure that the mission is central to all decision making. Changes needed in these processes will ensure that activities to improve student learning and assessment of that learning are appropriately budgeted. (I.A.4.)*
- *The College will assess the effectiveness of the Program and Annual Review processes in improving student learning and institutional processes. (I.B.1.)*
- *The College's Program and Annual Review processes will be assessed to determine their effectiveness in improving student learning and institutional processes. (I.B.1.)*
- *The College will evaluate its Program and Annual Review processes in determining appropriate goals and objectives and make changes as needed. (I.B.2.)*
- *The College will evaluate its Program and Annual Review processes to determine their effect in supporting the achievement of its stated goals and make changes as needed. (I.B.3.)*

- *The Annual Review process will be assessed and changes for improvement made as needed. (I.B.4.)*
- *As with previous prioritizing process, the Annual Review process will be assessed and changes for improvement made as needed. (I.B.4.)*
- *The College will evaluate the effectiveness of its Program and Annual Review processes and make changes for improvement. (I.B.6.)*
- *No changes are needed to address this standard. The College will evaluate the effectiveness of its Program and Annual Review processes in improving programs and services and make changes for improvement. (I.B.7.)*
- *The College will evaluate the effectiveness of its Program and Annual Review processes and the professional development needs of faculty and staff in improving programs and services and make changes for improvement. (I.B.7.)*
- *The campus' Executive Planning Committee and the Assessment Team will evaluate the Annual Review process used this academic year to determine to what extent assessment was used to make decisions. These groups will also assess the degree to which data is being housed in a manner that makes decision making transparent. (II.A.1.c.)*
- *As part of its assessment of the Program and Annual Review processes, the College will evaluate the effect of the Policy on Program Reviews on improvement of student learning. The College will also enforce or revise the policy of annual advisory board meetings. Because Program Review focuses on the assessment and improvement of student learning outcomes, this plan will improve student learning. (II.A.2.b.)*
- *The College will assess its Program and Annual Review processes to determine their effectiveness in supporting student learning needs through Student Services. (II.B.1.)*
- *The Program and Annual Review processes will be evaluated to determine their effectiveness in enhancing student understanding of diversity. (II.B.3.d.)*
- *The Program and Annual Review processes will be evaluated for their effectiveness in contributing to the achievement of student learning outcomes in Student Services. (II.B.4.)*
- *Upon completion of each year's Program Review and Annual Review processes, the College will assess the extent to which these processes are successful in implementing changes in Academic Support Units to improve student learning. (II.C.1.a.)*
- *The College's Program and Annual Review processes will be assessed for their effectiveness in determining improvements needed in learning support services. (II.C.2.)*
- *The College will assess the Program and Annual Review processes to ensure that they appropriately address staffing needs. (III.A.2.)*

Progress: As indicated in the 2009 Midterm Report, these planning agenda items are addressed in the college's responses to Recommendations #1 and #2.



Abstract of the Self Evaluation Report

Abstract of the Self Evaluation Report for Educational Quality and Institutional Effectiveness

Leeward Community College (Leeward CC) has made significant improvements since its most recent Quality Assurance and Institutional Effectiveness Review in 2006. The college has experienced substantial enrollment growth while expanding its quality programs and services in alignment with its mission. Some of the innovative new educational programs include an Associate in Science in Natural Science, an Associate in Science in Health Information and Technology, an Associate in Arts in Hawaiian Studies and a number of new short-term certificates to meet the needs of the college's diverse student population. Students are now required to attend the New Student Orientation (NSO) and attend an initial counseling and advising session to ensure that the college can identify and provide needed services. Students can also take advantage of Leeward CC's expansive wireless infrastructure, checkout laptops from the library, attend classes in technology-rich classrooms, and receive a wide range of services online.

Beyond educational programs and services, Leeward CC has made many facility improvements and has plans to complete a renovated learning commons and classroom studio lab in the fall of 2012. A new Education building broke ground on April 18, 2012, and will be open by the fall of 2013, and the campus is finalizing plans to purchase a new building for the Leeward CC Wai'anae campus.

The campus continues to thrive and progress towards its vision of being a learning-centered institution committed to student achievement.

Standard I: Institutional Mission and Effectiveness

I.A. Mission

Leeward CC has recently revised its mission to more clearly define its commitment to student learning and to supporting students in their achievement of educational goals. This revised mission statement was approved by the University of Hawai'i Board of Regents (UH BOR) in May 2012 and reinforces the six principles from the mission statement approved in September 2006. These principles are access, teaching and learning, workforce development, personal development, community development, and diversity.

As a community college serving the largest region of the state of Hawai'i, Leeward CC is dedicated to providing open access to all students and especially to Native Hawaiians. With open access, students have the opportunity to pursue a variety of educational programs including associate degrees and certificate programs in general education and liberal arts, career and technical education, and non-credit continuing education. The college also offers remedial and developmental courses in math, English, and English as a Second Language. The college is committed to providing support services to meet the needs of its students and to enhance the learning environment for all members within its community.

Leeward CC's commitment to Native Hawaiians is emphasized by UH's mission and Leeward CC's mission. The college serves the largest number of Native Hawaiian students of any of the UH community colleges (UHCCs) and operates a satellite campus on the Wai'anae coast where a large percentage of the Native Hawaiian population reside.

All programs and services offered at Leeward CC are aligned with its mission and strategic plan. The diverse program offerings provide opportunities for students to transfer to a UH baccalaureate program or develop skills for entry into the workforce. These programs are often offered through distance education (DE) to meet the needs of the students within a large service area. New programs and services are planned in the context of the college's planning process, which begins with a review of the mission and strategic plan. The planning process ensures that the mission remains at the center of all institutional planning and decision making.

I.B. Improving Institutional Effectiveness

Leeward CC uses its planning process as a mechanism for ensuring institutional effectiveness. Central to the planning process is a reliance on dialogue and open communication at all levels of the college. This dialogue is captured in the Annual Program Review (APR) process, which incorporates assessment data, analysis of strengths and weaknesses, review of student learning outcomes (SLOs) and outcome measures, evaluation of programs and units, and compilation of prioritized resource needs.

The college embarked on a Student Success Initiative in 2010. This initiative was conceived by a cross-disciplinary group that attended the International First Year Experience Conference on Maui in June 2010. The group called for a college wide effort to address concerns impacting student learning and achievement. The vice chancellor of academic affairs responded by creating the Student Success Committee (SSC) in August 2010. The SSC represents instructional and non-instructional faculty, student and academic support services, and administration and has more than 45 members in total. The committee's work is presented at convocation at least once a year, and a number of new strategies have been implemented due to the support of this committee.

The work of Leeward CC is measured by its achievement of the goals of the college's strategic plan and the SSC. Thus far, substantial progress has been made towards campus goals, and some goals may need to be redefined. The college created the 2011-2012 College Effectiveness Report to provide a formal means of analyzing institutional effectiveness. Further evaluation of institutional effectiveness is achieved through the assessment of SLOs and outcome measures. Every division and unit participates in the assessment process, and the college has provided institutional support for assessment with the creation of the Office of Planning, Policy, and Assessment. The college is also implementing a robust, assessment reporting software called *Tk20 Campuswide*, which provides online reporting functionality for assessment results and additional capabilities for collecting assessment data.

Leeward CC also continually evaluates the planning process to ensure its effectiveness in meeting the planning and resource allocation needs of the college. Current plans include the creation of an ad hoc committee to review the planning process and make recommendations for improvements. This ad hoc committee will continue the campus efforts to involve the broader campus community in dialogue about institutional effectiveness.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

Leeward CC offers four liberal arts associate degrees, eight career and technical education (CTE) associate degrees, and 39 CTE certificate programs. The diverse program offerings are driven by the college's mission and its focus on providing "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" and "the trained workforce needed in the State. . . by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement."

The intended student population resides on the Leeward coast and in Central O'ahu. This large region includes a diverse population with a wide range of educational needs ranging from remedial/developmental educational programs to high-demand, skilled occupational programs. Leeward CC strives to hire a diverse faculty and staff to support a highly ethnically diverse student population. Programs and services are delivered through campus programs as well as through DE. The college also operates a satellite campus in Wai'anae to provide programs and services directly to an area with a high percentage of Native Hawaiian students, a targeted student population.

The college continually looks for innovative ways to enhance student learning through data-driven assessment and analysis. Recently, the Math discipline implemented the math emporium model for all math classes, including developmental through college-level math. Using the results of data from a pilot program, the math faculty determined students were more successful in an "emporium" classroom, and the program was scaled up to include all math classes. As part of the SSC, other faculty are experimenting with innovative teaching strategies to improve student completion rates and student learning.

SLOs have become pervasive throughout the college as assessment has become integrated with the campus planning process and the APR templates. Dialogue on assessment is occurring at all levels and in all areas of the college, including instructional and support areas. The planning process encourages dialogue and the use of data in order for divisions and units to justify their resource requests.

II.B. Student Support Services

Leeward CC assures the quality of its student support services through the campus planning process. This process begins with a review of the mission and strategic plan. All of the student services units participate in assessment of SLOs and outcome measures. These assessments are combined with an evaluation of the Student Services unit to ensure that services provided are effective and meet the needs of students.

Student services are delivered at the Pearl City campus, at the Leeward CC Waiʻanae campus, and via the internet. Students can apply for admission, register for classes, participate in NSO, and receive advising support online.

Student Services has also identified a number of new programs to enhance student support of Leeward CC students. Mandatory NSO has proven to be effective at increasing student persistence. The Makaʻala program, an early intervention program, allows instructors to identify students needing additional support early in the semester. A counselor contacts these students to ascertain what additional support services may be needed.

II.C. Library and Learning Support Services

Library and learning support services are integrated into the campus planning process and ensure their services align with the college's mission and strategic plan. The library and learning support services also participate in assessment of SLOs and outcome measures, and results are included in the APR templates as part of the evaluation process. Services are analyzed and evaluated for effectiveness, and improvements are implemented as needed.

A recent change in the delivery of services is the renovation of the Library building into a learning commons. The learning commons will combine the library, Learning Resource Center, Writing Center, Kākoʻo ʻIke, and the Test Center. Academic support services are also available online, including Help Desk support, library resources, and tutoring support.

Standard III: Resources

III.A. Human Resources

Leeward CC hires personnel who are qualified to provide or support the college's student learning programs and services and improve its institutional effectiveness. Leeward CC is part of the UH system and follows system wide policies and procedures for hiring and evaluating personnel. The focus on student learning has permeated the college at all levels and in all divisions, units, and areas. Faculty and staff participate in the development and assessment of SLOs and outcomes measures to evaluate division and unit effectiveness in meeting student needs.

The college maintains policies and procedures to ensure a diverse faculty and staff and to protect the rights of all personnel. Faculty, staff, and administration are provided appropriate professional development opportunities to meet their needs, and regular evaluation of professional development ensures its effectiveness. The college planning process integrates human resource planning and assesses its effectiveness.

III.B. Physical Resources

Leeward CC has two physical locations to support the large region it serves. The main campus is in Pearl City and was built more than 40 years ago. Leeward CC also maintains a campus in Waiʻanae to serve students on the Leeward coast. The college has received funds to repair and

maintain aging facilities at the Pearl City campus, and a number of renovation projects have been completed or are currently in process. Issues related to ensuring campus facilities are accessible to students, staff, and community members have been addressed since the most recent Quality Assurance and Institutional Effectiveness Review in 2006.

Physical resources are integrated into the college's planning and evaluation process, and needed improvements follow the proper protocol and prioritization process. Long-term planning is also addressed in the planning process and one further planned for in the long range development plan that is currently being updated.

III.C. Technology Resources

Advancements in technology continue to drive the campus into innovative directions. The college mission and student learning are at the forefront of technology decisions as technology is integrated into the planning process. The college has created and maintained a technology fund to ensure resources are available to meet the technology needs of the campus. In addition to providing technology, the college ensures appropriate training in the use of technology is also available to students, faculty, and staff.

Technology is used as a tool to enhance and support the college's educational programs and services. The institutional planning process ensures campus involvement in directing future technology directions and providing feedback on the effectiveness of current technology hardware, software, and systems.

III.D. Financial Resources

Financially, Leeward CC is in a strong and stable position. Despite recent economic difficulties, the college has benefited from increasing enrollments and tuition rates. These increases have also been offset by reduced payroll costs negotiated with the unions and applied to all faculty, staff, and administrators. Payroll costs are expected to increase, but the college continues to have stable cash reserves to pay for the expected rise in costs. The college obtains funds from a variety of sources and assures proper distribution of funds in accordance with institutional policies and federal and state laws.

Financial resource planning is integrated into the planning process, and appropriate processes are in place to meet long-range and short-range financial needs. The planning process incorporates feedback from the campus community, and regular communication and dissemination of financial information is provided throughout the college. As part of the planning process, the financial resource management system is evaluated and adjusted for improvements as needed.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Leeward CC is committed to creating an environment of innovation and excellence. Faculty, staff, administrators, and students are encouraged to look for ways to improve the college and its processes. The college demonstrates its commitment with a number of awards given for teaching and service excellence.

The college also supports a shared governance model and has institutionalized dialogue through all levels of the campus. Campus governance groups participate actively in campus decisions and provide broad representation of all positions for faculty and staff. Since the last comprehensive review, Leeward CC has made significant improvements in the area of student government. The college now has an active student government that also participates in campus governance processes and provides critical dialogue on campus issues. Governance groups provide direction

and feedback on student learning and work together to improve the policies and processes of the college. Additionally, governance groups and administration are regularly evaluated and use the results of these evaluations to make improvements.

IV.B. Board and Administrative Organization

Leeward CC is part of the UH system, which includes three baccalaureate universities and six community colleges. All of the ten colleges are governed by a single governing board. Roles of the system and each college are clearly defined, and the system continues to work towards creating a seamless experience for all UH students.

At Leeward CC, the chancellor fulfills the role of president and provides leadership for the college in all areas. Under the current chancellor's leadership, the college has developed a collegial atmosphere. The chancellor has maintained an institutional planning process and supported improvements to the process through an evaluation of its effectiveness.

The chancellor is active in communicating with the broader community, and his leadership has helped the college effectively navigate union contract negotiations and a period of enrollment growth.

Evidence for Introduction

- I-1 **Administrative Review 2005-2006**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26994/AnnualRevAD-MIN_FINAL2005-2006.pdf

- I-2 **Notification of Approved Reorganization, February 5, 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26995/ocewd-oppa_reorg_narrative_02-05-09.pdf

- I-3 **2010 State of Hawai'i Data Book,
Department of Business, Economic Development, and Tourism**
<http://hawaii.gov/dbedt/info/economic/databook/db2010>

- I-4 **Residence Tables by Census Designated Places for the State of Hawai'i**
http://hawaii.gov/dbedt/info/census/Census_2010/SF1/index.html

- I-5 **Accreditation Work Day Feedback**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26989/Accreditation%20Work%20Day%2011-18-11.pdf>

- I-6 **"Find the Egg" Contest**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26991/Find%20the%20Egg.pdf>

- I-7 **Chancellor's Email Message, February 9, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27008/UHMail-2012_Self_Study_Update_and_Timeline.pdf

- I-8 **Perfect Accreditation Team (PAT) Presentations**
 - a - Fall Convocation**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27009/PAT.mp4>

 - b - Spring Convocation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27010/PAT_Part_2.mp4

 - c - Draft 2 Review (Campus Bulletin)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27014/PAT_Part_3.mp4

- I-9 **Accreditation 2012 Update Group, Leeward Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/accreditation2012>

- I-10 **Campus Bulletin Postings on the Self Evaluation Process**
 - a - January 29, 2012, "Scuse me, while I kiss this guy. . ."**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27011/UHMail-Bulletin_Week_of_January29_2012.pdf

 - b - March 18, 2012, "Third Time's a Charm"**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27012/UHMail-Bulletin_Week_of_March18_2012.pdf

 - c - April 8, 2012, "How Well Did We Do?"**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27013/UHMail-Bulletin_Week_of_April8_2012.pdf

- I-11 **WILD Accreditation Clicker Game and Results**
a - Clicker Presentation:
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27089/WILD_Clickers.pdf
- b -Session Data:
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27090/Accred_Clickers.pdf
- I-12 **2011 Leeward CC Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27098/52_LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- I-13 **Open Forum Feedback**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26990/Open_Forum_Feedback_12-1-11.pdf
- I-14 **Leeward CC Self Evaluation Task Matrix, August 30, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26988/Self_Evaluation_Task_Matrix_8_30_11-1.pdf
- I-15 **Letter from Dr. Barbara A. Beno, January 31, 2007**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26981/ACCJC_Jan31_07Ltr.pdf
- I-16 **Leeward CC Mission Statement, Approved May 2012**
<http://www.leeward.hawaii.edu/mission>
- I-17 **Agenda from UH BOR Meeting, May 17, 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27091/BOR_agenday_5-17-2012regular.pdf
- I-18 **UH BOR Members**
<http://www.hawaii.edu/admin/regents/index.php>
- I-19 **UH BOR Policies and Bylaws**
<http://www.hawaii.edu/offices/bor/policy/index.html>
- I-20 **UH Executive Policy E5.214, Conflicts of Interest**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27092/e5214.pdf>
- I-21 **Fall 10-Year Historical Headcount**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27016/Fall_Enr_SSH_2001-2011.pdf
- I-22 **Degrees and Certificates Awarded, 2009-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26567/DegCertAwardAY2009-2011.pdf>
- I-23 **Class Availability, Fall 2012**
<http://www.sis.hawaii.edu/uhdad/avail.classes?i=LEE&t=201310>
- I-24 **Leeward CC College Catalog 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27093/Cat2011_2012Web_iPad.pdf
- I-25 **Office of Planning, Policy, and Assessment, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/oppa>

- I-26 **Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i**
<http://www.uhpa.org/uha-bor-contract>
- I-27 **UHCC Annual Report of Program Data website**
<http://www.hawaii.edu/offices/cc/arpd/>
- I-28 **Planning Process (Intranet, Login Needed)**
<http://intranet.leeward.hawaii.edu/group/planning-process>
- I-29 **2006 ACCJC Evaluation Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26982/Leeward_Team_Report_2006.pdf
- I-30 **2009 Midterm Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26996/Midterm2009_Final.pdf
- I-31 **Letter from Dr. Barbara A. Beno, January 29, 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26997/ACCJC_Aprove_Midterm_1-29-2010.pdf
- I-32 **Glossary of APR Terms**
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- I-33 **Policy on Annual Program Review, L5.202**
<http://www.leeward.hawaii.edu/files/L5.202PolicyonAnnualProgramReview.pdf>
- I-34 **Policy on Assessment, L5.210**
<http://www.leeward.hawaii.edu/files/L5.210PolicyonAssessment.pdf>
- I-35 **Campus Council Constitution and Bylaws**
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- I-36 **Community College Inventory Results, 2009 and 2011**
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- I-37 **2011-2012 College Effectiveness Report**
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- I-38 **General Education Outcomes**
<http://www.leeward.hawaii.edu/general-ed-outcomes>
- I-39 **Institutional Learning Outcomes**
<http://www.leeward.hawaii.edu/ILO>
- I-40 **Tk20 Login for Leeward CC (Login Needed)**
<https://leeward.tk20.com/campustoolshighered/start.do>
- I-41 **Course Assessment Status Report, Leeward CC Intranet (Login Needed)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27067/SLO_Assessment_Progress_May2010-May2012.pdf
- I-42 **Forms, Reports, and Documents, OPPIA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/431>

- I-43 **Policy on Curriculum Review and Revision, L5.201**
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- I-44 **ASUH-Leeward CC Student Government Website**
<http://emedia.leeward.hawaii.edu/studentlife/sg/student-government>

- I-45 **UHCC Transition Plan Information on the ADA Self-Evaluation of Facilities**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27105/DCAB_Transition_Plan_Memo.pdf

- I-46 **UHCC Assess Survey of Pre-77 Buildings and Leased Buildings**
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- I-47 **Leeward CC Disability Access Plan, 2009 Project Status**
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- I-48 **Disability and Communication Access Board**
<http://hawaii.gov/health/dcab/home/index.htm>

- I-49 **Kāko'o 'Ike**
<http://www.leeward.hawaii.edu/ki>

- I-50 **Policy on Nondiscrimination and Affirmative Action**
<http://www.leeward.hawaii.edu/policies-students-nondiscr-aa>

- I-51 **Administrative Tenure Update, May 2012**
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- I-52 **Community College League of California, CEO Retention and Tenure Study**
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