



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

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2016 Annual Report
Final Submission
 03/31/2016

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Joanne Whitaker
3.	Phone number of person preparing report:	808-734-9520
4.	E-mail of person preparing report:	joannewh@hawaii.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2015-2016_CATALOG_policies.pdf (pg. 4)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	https://www.kapiolani.hawaii.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 7,816 Fall 2014: 7,994 Fall 2013: 8,376
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	7,632
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,403
9.	Number of courses offered via distance education:	Fall 2015: 209 Fall 2014: 177 Fall 2013: 189
10.	Number of programs which may be completed via distance education:	11
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,575 Fall 2014: 3,071 Fall 2013: 3,245
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	75%									
14b.	Successful student course completion rate for the fall 2015 semester:	70.8%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tbody> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1424</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>996</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>428</td> </tr> </tbody> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1424	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	996	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	428
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	996									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	428									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,181									
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,039									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	209									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,221									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,246									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	The College has, for many years, offered Academic Subject Certificates (ASC) in the Liberal Arts that focus student learning on Hawaiian, Asian, and International Studies.									
19a.	Number of career-technical education (CTE) certificates and degrees:	56									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	56									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	9									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	19									
20.	<p>2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> </tbody> </table>		Program	CIP Code 4 digits	Examination	Institution set standard	Pass Rate (%)				
Program	CIP Code 4 digits	Examination	Institution set standard	Pass Rate (%)							

	(##.##)		(%)	
Medical Assisting	51.08	national	60 %	90 %
Medical Laboratory Technician	51.10	national	75 %	100 %
Nursing (ADN)	51.38	national	83 %	89 %
Nursing (PN)	51.39	national	82 %	92 %
Occupational Therapy Assistant	51.08	national	80 %	83 %
Physical Therapy Assistant	51.08	national	85 %	71 %
Radiologic Technologist	51.09	national	75 %	100 %
Respiratory Care Practitioner	51.09	national	78 %	100 %
Mobile Intensive Care Technician	51.09	national	70 %	100 %

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	52.03	68.9 %	42.4 %
Biotechnician	26.12	68.9 %	0 %
Culinary Arts	12.05	68.9 %	57.3 %
Dental Assisting	51.06	68.9 %	25 %
Emergency Medical Technician	51.09	68.9 %	28.6 %
Hospitality and Tourism	52.09	68.9 %	34.8 %
Information Technology	11.01	68.9 %	44.4 %
Marketing	52.14	68.9 %	29 %
Medical Assisting	51.08	68.9 %	68.8 %
Medical Laboratory Technician	51.10	68.9 %	66.7 %
Mobile INTensive Care Technician	51.09	68.9 %	100 %
New Media Arts	10.03	68.9 %	60 %
Nursing (ADN)	51.38	68.9 %	59.8 %
Nursing (PN)	51.39	68.9 %	76.9 %
Occupational Therapy Assistant	51.08	68.9 %	35.3 %
Paralegal	22.03	68.9 %	60 %
Physical Therapy Assistant	51.08	68.9 %	85.7 %
Radiologic Technologist	51.09	68.9 %	81.5 %
Respiratory Care Practitioner	51.09	68.9 %	69.2 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Undergraduate Research Experiences is a learning and teaching strategy that is promoted across disciplines. Assessment of student learning is conducted at poster sessions, where students present their research and multiple faculty use rubrics to assess the students' work. The strategy has been used by science faculty, as might be expected, but also by math faculty as well as faculty in the humanities.

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	896
	b.	Number of college courses with ongoing assessment of learning outcomes	896
	Auto-calculated field: percentage of total:		100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	59
	b.	Number of college programs with ongoing assessment of learning outcomes	59
	Auto-calculated field: percentage of total:		100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	12
	Auto-calculated field: percentage of total:		92.3
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://ofie.kapiolani.hawaii.edu/student-learning-outcomes/ and http://www.hawaii.edu/offices/cc/arpd/index.php	
28.	Number of courses identified as part of the general education (GE) program:	345	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	345	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	75.7%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	Undergraduate research experiences (UREs), which began in the science and engineering disciplines, has proven to be an effective methodology for assessing ILOs. UREs have been conducted in social science areas as well as in the humanities. Students develop research questions, gather data/observations, and present conclusions that are aligned with specific ILOs. The assessment of ILOs takes place at poster sessions open to the campus. Designated faculty are given rubrics that are used in determining whether the individual projects demonstrate the students' attainment of the ILOs.		

<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>	
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>All departments & disciplines continue to assess student learning & to develop action plans for program improvement as a result of that assessment. However, two programs in particular have taken the lead by implementing e-Portfolios to document & celebrate student learning as well as show the bridges between course, program & institutional outcomes. Nursing & Hospitality program faculty conducted the work of aligning course learning outcomes with program & institutional outcomes as a first step toward developing student e-Portfolios that demonstrate this alignment. The review of the nursing & hospitality e-Portfolios resulted in the Nursing faculty's development of an additional course to shore up clinical areas where students were not reaching the expected levels of mastery. In the hospitality area, faculty have created a new cybersecurity course to address changes in the industry. SLO alignment has also helped drive a rethinking of course prerequisites & recommended preparation in the Liberal Arts Program. Courses from a wide variety of disciplines have added recommended preparation (Interpersonal Communication [Speech 181], Intermediate Japanese [Japanese 201], Biology & Society [Biology 101] or added prerequisites in an effort to ensure that students have the necessary skills to succeed in the course.</p> </div>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The Annual Report of Program Data (ARPD) continues to be the vehicle for communicating the results of program learning outcomes assessment, both to internal and the external audiences. The ARPDs, and results of program learning outcomes assessment included therein, are an increasingly essential element in tying program improvement to budget allocations. In order to request additional funding for discretionary projects beyond annual operational allocations, programs must refer to their ARPDs and must explain how the request for additional funding will improve the program outcomes. A recently developed Assessment at KCC website coincides with the employment of an Institutional Assessment Coordinator and expanded team of assessment professionals. The website and assessment team serve to increasingly provide information about SLO assessment to the campus and to apply these results for improved student learning.</p> </div>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>This year, the College has institutionalized what was previously an Ad Hoc Committee of the Faculty Senate. The SLO Assessment Committee has as its responsibilities to review and recommend procedures and guidelines for all aspects of the assessment of Student Learning Outcomes. The members of the group represent all departments and units on the campus. The members of the SLO Assessment Committee lead discussions in their departments on issues, concerns, and proposals raised by the Committee. They also bring to the Committee issues, concerns and proposals from the departments. The members of the Committee provide guidance on matters that are of major interest to faculty in assessing their students' learning. The group meets regularly and includes the Assessment Coaches and the Institutional Assessment Coordinator as ex officio members. In this way, the front-line coaches working closely with individual faculty are communication conduits for the issues of concern to the practitioners. The Assessment Coordinator is working with individual faculty and programs to develop assessment plans that align with Taskstream, a digital assessment management system which provides a new opportunity to connect the dots of the review process.</p> </div>

39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The English for Speakers of Other Languages (ESOL) Program followed a deep rather than broad path from the outset of course-level outcomes assessment. The Program identified what it believed was the single most important element of language learning (grammatical accuracy) and explored that element with a view towards improving instruction and student learning. Based on the maxims of "particularity" (each classroom and teacher is different), "practicality" (assessment must be useful in the classroom), and "possibility" (not putting limits on what can be done in the classroom), faculty embarked on a process that fostered both meaningfulness and ownership. Faculty poster sessions, presentations, and discussions of the interventions they were exploring in their classrooms (as well as the data collected at the beginning, middle, and end of each semester) provided opportunities for rich conversations about student learning. Program faculty and adjuncts met five times per semester to share ideas and information (and continue to do so) as they worked to understand the data, interpret it, and discuss its implications. This deep approach has resulted in a near doubling of the grammatical accuracy in the writing of its students, as well as a doubling in the number of students reaching course benchmarks. (and a revision of course outcomes).</p> </div>
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Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We will be submitting subchanges for the termination of two programs (Interpreting and Exercise and Sport Science) and the addition of one certificate, Advanced Professional Certificate in Hospitality Management. The development of the latter has been delayed from the previous year.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	The LPN program at Windward CC was moved to Leeward CC because of WCC campus renovations.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Hawai'i CC (EMT, MICT) Maui College (EMT, MICT); Leeward CC (ADN, LPN)
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

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

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