

Continued Compliance with Federal Regulations and Commission Policies

As part of its self-evaluation, Kapi‘olani Community College has examined its continued compliance with the ACCJC policies established to implement eligibility requirements, standards, and federal regulations. Special attention was given to the policies related to the college mission.

To report its findings, the College has recreated and embedded the ACCJC Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies into the ISER to evaluate the policies that must be separately addressed, namely:

- Policy on Rights and Responsibilities of the Commission and Member Institutions
- Policy on Institutional Degrees and Credits
- Policy on Transfer of Credit
- Policy on Distance Education and on Correspondence Education
- Policy on Representation of Accredited Status
- Policy on Student and Public Complaints against Institutions
- Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy on Institutional Compliance with Title IV

The College has also added a matrix that provides a self-evaluation narrative, evidence of compliance, and links to other relevant areas demonstrating compliance. A three-point rubric was used to justify the conclusions: “Meets,” “In Progress,” and “Does Not Meet” the compliance expectation. A score of “Meets” indicates that processes and practices satisfactorily address all the expectations. A score of “In Progress,” on the other hand, notes that processes and practices substantially meet most of the compliance requirements. A score of “Does Not Meet” notes that work is needed to substantially meet policy expectations. After careful analysis, the College was found to be in compliance with all Commission policies and federal regulations

Three ACCJC policies are relevant to the re-accreditation process itself:

- Policies Embedded in the Accreditation Standards
- Policies Requiring Separate Coverage
- Policies Relevant to the Accreditation Process

College compliance with these policies is noted in the ISER, specifically in Standard I.C., Institutional Integrity. The remaining Commission policies are embedded within and referenced substantive standards.

Table. Status of Compliance with Federal Regulations and Commission Policies

Public Notification of an Evaluation Visit and Third-Party Comment Regulation citation: 602.23(b)	
Kapi‘olani CC Self-Assessment	Item One: The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.
Meets	Analysis and Evaluation <ul style="list-style-type: none"> ● The public and college community have been invited to provide comment on the College with respect to the comprehensive visit via the web, in college literature, and at public events. https://www.kapiolani.hawaii.edu/accreditation/ ● The public has been encouraged to deliver its comments according to ACCJC expectations for authentication.
	Standards <ul style="list-style-type: none"> ● See Response to Standard I.C.5; I.C.12 Eligibility Requirements <ul style="list-style-type: none"> ● Eligibility Requirement 21 Additional Evidence <ul style="list-style-type: none"> ● F-1 College accreditation web page ● College accreditation web page
Kapi‘olani CC Self-Assessment	Item Two: The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
Meets	Analysis and Evaluation <ul style="list-style-type: none"> ● The College has not received any notification of any third-party comments up to the time of the publication of the self-evaluation report. The College will continue to work with the Commission and the visiting team for any comments received between the time of the ISER and the college visit.
	Standards <ul style="list-style-type: none"> ● See Response to Standard I.C.5; I.C.12 Eligibility Requirements <ul style="list-style-type: none"> ● Eligibility Requirement 21 Additional Evidence <ul style="list-style-type: none"> ● Comments from the public after the publication of the report will be reviewed with the site team.

Kapi‘olani CC Self-Assessment	Item Three: The Institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comments.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Kapi‘olani CC has provided substantial opportunity for college governance groups, students, and the community to make suggestions to improve college operations. ● The Chancellor has led communications in the local and business community in sharing information about the upcoming visit and in providing the opportunity to share comments.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.C.5; I.C.12, Standard IVB.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● No third-party comments have been received by the College. Evidence of comments made after publication of the self-evaluation report will be shared upon receipt.

Standards and Performance with Respect to Student Achievement Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).	
Kapi‘olani CC Self-Assessment	<p>Item One: The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.</p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College, in association and cooperation with the system office, has established institution-set standards at the college level of analysis for planning and institutional improvement. ● Successful Course Completion as a metric is one of the measures of institutional performance via University of Hawai‘i System Policy. ● The Institution-set Standards were discussed and reviewed by the College governance process in cooperation with the UHCC Vice President’s Office. ● The College uses floor, or baseline, measures and aspirational goals for college analysis.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.A.2, I.B.2; I.B.3, I.B.5 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution-set Standards
Kapi‘olani CC Self-Assessment	<p>Item Two: The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College has included programmatic level analysis for employment using licensure passage, program completion, and employment rates. Goal setting is connected to the floor and aspirational analysis. ● Institution-set standards for CTE programs are included in the

	<p>ACCJC Annual Report.</p> <p>Standards</p> <ul style="list-style-type: none"> ● Standard I.B.2; I.B.3, II.A.1, II.A.13, II.A.14 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution-set Standards ● F-2 ACCJC annual reports
Kapi‘olani CC Self-Assessment	<p>Item Three: The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.</p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Kapi‘olani CC regularly evaluates progress on its mission through its strategic plan review. ● Multiple college settings are used to convey information as well as twice yearly visits to the College by the UHCC Vice President. ● Institution-set Standards are also shared with all College departments and units to connect with Student Success Pathway work at the College. ● Program Review fuels the review of institutional performance. <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.B.2; I.B.3, I.B.5, I.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution-Set Standards
Kapi‘olani CC Self-Assessment	<p>Item Four: The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</p>
	Analysis and Evaluation

Meets	<ul style="list-style-type: none"> ● The College has met all but three of the institution-set standards. Plans have been created for addressing College performance pursuant to UHCC policy.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.B.2; I.B.3, I.B. 6, II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● See ISER 2018 chapter on Presentation of Student Achievement Data and Institution-set Standards

Credits, Program Length, and Tuition Regulations citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)	
Kapi‘olani CC Self-Assessment	Item One: Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College’s policies and procedures conform to generally accepted standards for higher education for associate degrees pursuant to Hawai‘i and federal regulations. ● Credit hour practices are monitored as part of the campus-based curriculum review process. ● UHCC policy (UHCCP 5.228) has established administrative procedures to determine a credit hour that generally meets commonly accepted academic expectations. ● All programs and courses are approved by the Faculty Senate. The UH Board of Regents approves all new programs.
	<p>Standards</p> <ul style="list-style-type: none"> ● Standard II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 10, 12 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-3 UHCC Policy UHCCP #5.228. Credit Hour.
Kapi‘olani CC Self-Assessment	Item Two: The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College has established policies and procedures for the definitions of credit hour that align with commonly accepted practices at the collegiate level and comply with UHCC policy UHCCP 5.228. ● All programs and courses are developed and updated by faculty and approved at the College by the Chancellor. New programs are approved by the UH Board of Regents. ● The College has an established curriculum committee that reviews the technical requirements and content in all new and existing courses and programs.
	<p>Standards</p> <ul style="list-style-type: none"> ● Standard II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12

	<p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 10, 11, 12 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-3 UH Executive Policy EP 5.228. Credit Hour.
Kapi‘olani CC Self-Assessment	Item Three: Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • Kapi‘olani CC is an open admission two-year institution. Tuition is a uniform rate of \$126 per credit with additional fees for student activities, student government, and student publications.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.B.2; I.B.3, II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-4 UH Executive Policy EP 6.202. Tuition-Setting Procedures • F-5 Kapi‘olani CC website, Tuition and Fees • F-6 Kapi‘olani CC catalog, p. 29¹
Kapi‘olani CC Self-Assessment	Item Four: Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • Certain programs include courses that have been designed to follow federal standards for clock-to-credit-hour conversions. These are typically internships, practica or clinical courses: for example, Respiratory Care (RESP 222), Mobile Intensive Care Technician (MICT 330), Physical Therapy Assistant (PTA 252), and Medical Laboratory Technician (MLT 242). Federal regulations require that one semester/trimester credit hour is equal to at least 37.5 clock hours of instruction. The College exceeds federal standards as most courses that are based on clock hours actually conform to the formula used for classroom-delivered laboratory courses, where one credit is equivalent to 45 hours over the semester.

¹ All page references refer to the PDF page number.

	<p>Standards</p> <ul style="list-style-type: none"> ● Standard II.A.9 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Not Applicable <p>Additional Evidence</p> <ul style="list-style-type: none"> ● N/A
Kapi‘olani CC Self-Assessment	Item Five: The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits.</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College has established policies and procedures to define credit hour that align with commonly accepted practices for higher education and comply with UHCC Policy UHCCP 5.228. ● All programs and courses are approved by faculty and ultimately approved at the College by the Chancellor. New programs are approved by the UH Board of Regents.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.B.2; I.B.3, II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-7 Board of Regents Policy RP 5.201. Instructional Programs ● F-8 UH Executive Policy EP 5.228. Credit Hour; ● F-9 UH Executive Policy EP 5.201. Approval of New Academic Programs and Review of Provisional Academic Programs ● F-10 UH Executive Policy EP 5.203, University of Hawai‘i Program Credentials. ● F-11 UHCC Policy UHCCP 5.203. Program Credentials: Degrees and Certificates

Transfer Policies	
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).	
Kapi‘olani CC Self-Assessment	Item One: Transfer policies are appropriately disclosed to students and to the public.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • UHCC and University of Hawai‘i policies on the transfer of credit are current and available in the catalog and college website. • The evaluation process and the necessary information for students to complete the process are included on the college website and catalog.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1, II.A.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 20 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-12 Kapi‘olani CC website, transfer tab (live link) • F-13 Kapi‘olani CC 2017-2018 catalog, p.14
Kapi‘olani CC Self-Assessment	Item Two: Policies contain information about the criteria the institution uses to accept credits for transfer.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The College catalog and College website specify the practices and criteria for the transfer and award of credit between the College and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit. • The College establishes the criteria for acceptance of upper-division coursework to meet associate degree requirements and policy on the use of upper-division coursework.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1, II.A.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 20 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-14 Kapi‘olani CC website, Transferring to KCC • F-15 Kapi‘olani CC 2017-2018 catalog, p. 50
Kapi‘olani CC	Item Three: The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

Self-Assessment	
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● To evaluate and grant transfer credit, College faculty, counselors, students, and staff use articulation practices in place in the University of Hawai‘i Community Colleges. ● The UHCC office assists in the articulation of Kapi‘olani CC courses with the University of Hawai‘i system and in the streamlining of transfer between institutions. ● College counselors and transcript evaluators use evaluation systems for coursework taken within institutions of higher education in the United States.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1, II.A.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 20 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-16 Kapi‘olani CC website, transfer tab (live link) ● F-17 Kapi‘olani CC 2017-2018 catalog, p.18 ● F-18 Kapi‘olani CC website, Transferring to KCC ● F-19 Kapi‘olani CC 2017-2018 catalog, p. 54

Distance Education and Correspondence Education Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.	
Kapi‘olani CC Self-Assessment	Item One: The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● All Kapi‘olani CC distance credit courses are distance education, not correspondence education, in alignment with USDE definitions. ● The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education. ● The College has a Faculty Senate Distance Education Committee that provides insight and recommendations to the governance bodies on methods to maximize learning in virtual and hybrid settings. ● Professional development is in place to teach faculty and students how best to teach and learn in the virtual environment. ● All class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes. ● Discipline faculty in academic programs complete program review, which includes program-level success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery. <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1, II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-20 Distance Education Plan ● F-21 Faculty Senate Distance Education Committee website
Kapi‘olani CC Self-Assessment	Item Two: There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

<p>Meets</p>	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● At Kapi‘olani CC, all class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes. ● Faculty subject matter experts review content, implementation, and design. ● Faculty and administration have access to enrollment metrics disaggregated for online as well as face-to-face modes of delivery. ● Program review, the venue for dialogue about success in online courses, takes place during faculty meetings and in discussions between faculty department leads, the deans, and the vice chancellor for academic affairs. ● The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education and include regular and substantive interaction initiated by the instructor. <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1, II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-22 Distance Education Plan ● F-23 Faculty Senate Distance Education Committee website
<p>Kapi‘olani CC Self-Assessment</p>	<p>Item Three: The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</p>
<p>Meets</p>	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College uses software and other internal practices for online, hybrid and web-enhanced classes. Platforms are established for communication, progress tracking, and evidence of stored learning. ● Distance education faculty use one or more of the following methods to reaffirm identity: <ul style="list-style-type: none"> ○ proctored testing ○ virtual face-to-face meetings ○ close attention to changes in writing style

	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1, II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-24 Distance Education Plan ● F-25 Faculty Senate Distance Education Committee website
Kapi‘olani CC Self-Assessment	Item Four: The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Distance Education resource needs are captured through program review, departmental analysis, and strategic planning. There is also a Distance Education Plan.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1, II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-26 Distance Education Plan
Kapi‘olani CC Self-Assessment	Item Five: The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College has a Faculty Senate Distance Education Committee and a Distance Education Coordinator that support online instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and non-credit classes. ● The Center for Excellence in Learning, Teaching and Technology (CELTT) supports professional development for the College’s learning management system and platform to enhance online, hybrid, and on-campus instruction. ● All class offerings, regardless of delivery mode, follow the same course outline of record and the same expected student learning outcomes. ● The College designed a review procedure to ensure that credit courses are in alignment with USDE definitions of distance education.
	Standards

	<ul style="list-style-type: none">● See Response to Standard II.A.1, II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none">● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none">● F-27 Substantive Changes for Distance Education October 2011, appendices available upon request.
--	---

Student Complaints	
Regulation citations: 602.16(a)(1)(ix); 668.43.	
Kapi‘olani CC Self-Assessment	Item One: The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The catalog (p. 62) describes the policy of student grievances and directs a student to contact the department chair if the grievance cannot be resolved with the faculty member. It describes next steps and states that copies of the grievance procedures are available at the Office of the Vice Chancellor for Student Affairs. The <i>Academic Grievance Procedures</i> are also on the college website and they set forth the grievance process and the methods to resolve and initiate the grievance and other complaint processes. • The college catalog is updated for changes, amendments, and improvements to the student grievance process.
	<p>Standards</p> <ul style="list-style-type: none"> • Not Applicable. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-28 Kapi‘olani CC 2017-2018 catalog, p. 62 • F-29 Kapi‘olani CC website, Policies
Kapi‘olani CC Self-Assessment	Item Two: The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The student complaint files for the previous accreditation cycle are available to the site team for review.
	<p>Standards</p> <ul style="list-style-type: none"> • Not Applicable. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Complaint files provided upon request
Kapi‘olani CC Self-Assessment	Item Three: The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Complaint files and records are safely maintained on the main campus student services division.
	<p>Standards</p> <ul style="list-style-type: none"> Not Applicable. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> None
Kapi‘olani CC Self-Assessment	<p><i>Item Four:</i> The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> The College lists all of the required information from the ACCJC on the College’s main accreditation page. The College lists all the programmatic accreditors and licensing agencies that sanction, approve, or license the institution (with complaint links) on the college accreditation page.
	<p>Standards</p> <ul style="list-style-type: none"> Not Applicable. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> F-30 ACCJC accreditation webpage F-31 Program accreditation webpage
Kapi‘olani CC Self-Assessment	<p><i>Item Five:</i> The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>.</p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> The student complaint process is established by Board policies and college practice, and procedures are found in the College catalog and on the website. The catalog describes the policy of student grievances on page 62 and directs a student to contact the department chair if the grievance cannot be resolved with the faculty member. It describes next steps and states that copies of the grievance procedures are available at the Office of the Vice Chancellor for Student Affairs. The <i>Academic Grievance Procedures</i> are

	<p>also on the college website and they set forth the grievance process and the methods to resolve and initiate the grievance and other complaint processes.</p>
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.B.2; I.B.3, II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-32 Kapi‘olani CC 2017-2018 catalog, p. 62 ● F-33 Kapi‘olani CC website, Policies

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1)(vii); 668.6.	
Kapi‘olani CC Self-Assessment	Item One: The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Integrity is ensured through having various methods and procedures to provide information to students and the public with oversight review on all literature disseminated about programs and services to the public. ● The college catalog and website accurately provide the College’s contact information. These are also provided in the class schedules. The catalog and website also provide the college mission statement, purpose and objectives, and entrance requirements and procedures. ● The catalog and website are revised and reissued regularly for currency and relevance. <hr/> <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.C. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-34 Kapi‘olani CC 2017-2018 catalog ● F-35 Kapi‘olani CC website
Kapi‘olani CC Self-Assessment	Item Two: The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Kapi‘olani Community College clearly and accurately displays relevant student and college information in all publications and advertising in the catalog, on the web, and in promotional literature. All documents and web pages are reviewed regularly for accuracy and completeness by college staff. ● The term “accredited” is used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. <hr/> <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard I.C

	<p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-36 Kapi‘olani CC 2017-2018 catalog • F-37 Kapi‘olani CC website
Kapi‘olani CC Self-Assessment	Item Three: The institution provides required information concerning its accredited status as described above in the section on Student Complaints
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • All the information required by the ACCJC is on the College’s main accreditation page. • Programmatic and state approved professional bodies and organizations that accredit, approve, or license the institution are on the College’s program accreditation webpage, which also identifies links for any student complaints.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.B.2; I.B.3, II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-38 ACCJC accreditation webpage • F-39 Program accreditation webpage

Title IV Compliance	
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.	
Kapi‘olani CC Self-Assessment	Item One: The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● The College oversees and ensures Title IV compliance internally and in partnership with the UHCC. ● The Financial Aid Office staff conducts regular compliance requirement checks pursuant to USDE regulations. ● The most recent audit of the College's programs was during the 2015-2016 award year. The results were no findings and no recommended corrective action plans.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard III.D.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● None
Kapi‘olani CC Self-Assessment	Item Two: The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● No issues have been raised with the College’s Financial Aid procedures and processes or the UHCC by the United States Department of Education.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard III.D.10. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● None
Kapi‘olani CC	Item Three: The institution’s student loan default rates are within

Self-Assessment	the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Kapi‘olani CC’s default rates on student loans fall within the acceptable range under federal guidelines and parameters. ● According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. Kapi‘olani Community College’s three-year cohort default rates (CDRs) during the last published cohort years were 14.9 percent in 2014, 11.5 percent in 2013, and 11.8 percent in 2012.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard III.D.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● None
Kapi‘olani CC Self-Assessment	Item Four: Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> ● All contracts with outside companies, software providers, and service providers are governed by UH Board of Regents policy and all power of termination remains with the College as a condition of contract approval.
	<p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard III.D.10, II.B <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● F-40: UH Executive Policy EP 8.200 Policy on Contracts and Signing Authority
Kapi‘olani CC Self-Assessment	Item Five: The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The College ensures compliance with Title IV responsibilities and expectations through its Financial Aid Office in cooperation with the administrative services division of the College and the UHCC. • The Office of Student Services conducts regular and systematic compliance evaluation using USDE guidelines. The Financial Aid Office staff also attend regular professional development events from the USDE and the University of Hawai‘i System to ensure the College complies with current Title IV financial aid regulations. The most recent audit of the College’s programs took place June 20-24, 2016, to Oct 12, 2016, and there were no findings and no recommended corrective action plans.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard III.D.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> • F-41 US DOE FSA Closeout