



Standard Two

Student Learning Programs
and Services



E kuhikuhi pono i nā au iki a me nā au nui o ka ‘ike.
“Instruct well in the little and the large currents of knowledge.”

In teaching do it well; the small details are as important
as the large ones.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Kapi‘olani Community College is an urban institution that serves a culturally diverse community. The College has developed a strategic plan and Mission Statement, which declare the College determination to provide a first-rate education to the wide array of students who come through its doors (Reference 2A:01).

The Mission Statement, as shown on the following page, is presented with items numbered to facilitate the discussion of the varied commitments of the College. In Standard I, discussion of the Mission Statement focused on the commitment to student learning, commitment to improve student learning, commitment to the community and students. and, finally, commitment to accountability and institutional integrity. Here in Standard II, the discussion of the Mission Statement illustrates the following commitments:

- Service to a Diverse Community;
- Education that Leads to a Variety of Degrees and Certificates;
- Integrated, Diversified Educational Offerings; and
- A Wide Scope of Areas of Study.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

MISSION STATEMENT 2003-2010

Kapi'olani Community College...

1. ...is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration, and curriculum.
2. ...is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
3. ...strives to be the first choice for education and training for Hawai'i's people.
4. ...provides open access, and promotes students' progress, learning, and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
5. ...prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
6. ...prepares students to meet rigorous employment and career standards by offering 21st century career programs.
7. ...prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
8. ...leads locally, nationally, and internationally in the development of integrated international education through global collaborations.
9. ...uses human, physical, technological, and financial resources effectively and efficiently to achieve ambitious educational goals.
10. ...builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
11. ...uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Service to a Diverse Community

(Item 1 in the Mission Statement.) The population of Honolulu, approximately 900,000, includes people from many cultural and ethnic backgrounds, creating a richly diverse local culture that has no majority ethnic group. As shown in Standard 3, the student body of the College reflects the diversity of the community. In fall 2005, 7,289 students were enrolled in the College. The FTE enrollment was 4,139. The age of the majority (63%) of the students was from 18 to 24 years old; 42.1% were male, and 57.6% were female (data on gender was not available on 0.3% of the students). The majority of students are Hawai'i residents; 7.7% of the students come from outside the State.

Education that Leads to a Variety of Degrees and Certificates

(Items 3, 4, 5, and 6 in the Mission Statement.) The College offers students a variety of opportunities that lead to an Associate in Arts degree, an Associate in Science degree, or an Associate in Technical Studies degree. The College also offers Certificates of Achievement, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates.

This range of degrees and certificates can meet the needs of a variety of students:

- Students interested in transfer (Associate in Arts);
- Students interested in career programs (Associate in Science);
- Students interested in upgrading their skills (Certificate of Competence or Completion);
- Students interested in rising to the next step on career-ladders (Certificate of Competence followed by a Certificate of Achievement, which may, in turn, be followed by an Associate in Sciences degree); and
- Students interested in developing their own degree (Associate in Technical Studies).

Integrated, Diversified Educational Offerings

(Items 1, 3, 4, 5, and 6 in the Mission Statement.) The College provides education that emphasizes student learning outcomes. These outcomes are acquired through general education courses and 21st century career courses. The College integrates course content and provides cohesive learning contexts through its cross-curricular Emphases and Initiatives (described in Standard I.B.1).

Wide Scope of Areas of Study

(Items 1, 3, 4, 5, and 6 of the Mission Statement.) The College provides a general liberal arts education for students who intend to transfer to baccalaureate institu-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

tions, services to students who need special services or who are not prepared to enroll in regular college courses, and opportunities for training in such areas as business, health, information technology, legal education, culinary arts, hospitality, and tourism. The College offers the following areas of study to meet the needs of its students and the community:

- Liberal Arts;
- 21st Century Career Degree and Certificate Programs;
- English for Speakers of Other Languages;
- Developmental Education through the Holomua Department;
- Honors Program;
- Services for Special Students;
- Intensive Preparatory Program for Deaf Students;
- Continuing Education for Personal Enrichment and Professional Development; and
- Continuing Education Contract Training.

Liberal Arts. (Items 3, 5, and 11 of the Mission Statement.) The Liberal Arts program at the College offers an Associate in Arts degree. In fall 2005, 3531 Kapi‘olani CC students declared themselves Liberal Arts majors, and 939 students from other campuses were taking Liberal Arts courses at Kapi‘olani. In comparison with the other six UH community colleges, the College transfers the largest number of AA degree completers and non-AA degree completers to UH Mānoa.

Of the Liberal Arts majors in academic year 1999-2000, nearly 2,500 were college-ready, and 875 of these college-ready students successfully transferred to four-year institutions. Under a University of Hawai‘i Executive Policy (Reference 2A:04), the University considers students who transfer with an articulated Associate in Arts degree from Kapi‘olani CC as having fulfilled the University’s General Education core requirements (Reference 2A:02, p. 36).

Analysis of grade point ratios indicates that academic achievement of Kapi‘olani students who transfer to the University of Hawai‘i at Mānoa is comparable to the academic achievement of students who began their academic career at the University (Reference 2A:03).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

21st Century Career Degree and Certificate Programs. (Items 3, 4, and 6 of the Mission Statement.) In fall 2005, 1,545 students were enrolled to obtain Associate in Science degrees, Associate in Technical Studies degrees, Certificates of Achievement, and Certificates of Completion. A summary of degree and certificate programs is listed in the Kapi‘olani Community College General Catalog, (Reference 2A:02; p. 34; see also “History and Demographics of the College” in this Self Study).

Some of the programs offered by the College are unique within the UHCC System, e.g., the Health Sciences Programs in Radiologic Technology, Medical Laboratory Technician, and Respiratory Care, among others.

English for Speakers of Other Languages. (Items 1, 3, 4, 5, and 8 of the Mission Statement.) In fall 2005, 15.9% of the students at the College did not speak English as their first language. For this substantial population, the College offers two specialized curricula in English for Speakers of Other Languages (ESOL): 1) an Intensive Transition Program within Continuing Education, and 2) ESOL courses for college credit.

International students with TOEFL (Test of English as a Foreign Language) scores of 400-499 enroll in the Intensive Transition Program, where they receive 20 hours per week of classroom instruction, including seminars on academic culture, advising, registration, and other topics necessary to help them pursue their college careers. Upon successful completion of the Intensive Transition Program, students may enroll in degree programs, select a major, and begin taking regular courses concurrently with courses for college credit in ESOL.

The ESOL credit courses consist of a series of four courses designed to take students from beginning to advanced levels of proficiency in English. Students earning college credit in ESOL receive approximately 10 hours per week of instruction in the classroom and computer labs.

Developmental Education through the Holomua Department. (Items 1, 2, 3, 4, 9, 10, and 11 of the Mission Statement.) Based on 1998-2000 and 2000-2001 studies of developmental education courses offered in the Language Arts Department and the Math and Sciences Department, the College created the Holomua Department, the only basic/developmental department in the University of Hawai‘i System. (*Holomua* is a Hawaiian word that means “to make progress, improve, move forward.”) The Holomua Department was approved by the Board

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

of Regents in October 2001 and began operating officially as a department on January 1, 2002.

The Holomua Department offers three pre-college courses: Pre-college Math 21, Math 23, and Pre-college Communications 20. Holomua also offers five developmental courses: English 21 and 22; and Math 24, 25, and 81. In addition, the department offers a learning skills course (LSK 97G), and English 102, a transition college-level reading course.

Students are placed into pre-college courses based on their scores on the COMPASS placement test. Basic and developmental courses in reading, writing, and mathematics help students gain appropriate knowledge, skills, and attitudes for college-level courses.

Basic and developmental Math and English courses were moved into a department separate from the Math and Sciences Department and the Language Arts Department (now the Languages, Linguistics, and Literature Department) to accomplish the following purposes:

- Create a safe environment for students to learn foundational skills and adjust to college life;
- Increase communication among faculty in English, Math, and counseling to provide positive learning environments and classroom interactions that promote a closer integration of these disciplines;
- Provide necessary academic and counseling support to pre-college students as they complete their basic and developmental courses;
- Allow faculty to become expert resources in developmental education; and
- Attract and hire faculty with a commitment to basic and developmental education.

Creation of the Holomua Department corresponds with Goal 1 of the College Strategic Plan 2003-2010: “To promote learning and teaching for student success” (Reference 2A:01). Objective 1 of the plan is to “Strengthen campus support for Holomua, the remedial and developmental program that integrates student learning skills with academic instruction in English and Math and fosters behavioral changes necessary for student success in the liberal arts and career programs.”

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The Holomua Department also offers academic counseling to help students strengthen their skills for a successful transition to the college environment. Teachers and counselors work as a team in department personnel and hiring committees, tactical planning, and in every aspect of the department. To provide necessary learning support to Holomua students, Holomua counselors participate with every section of every course offered.

Honors Program. (Items 1, 3, 4, 5, 9, and 10 of the Mission Statement.) The Honors Program provides an opportunity for high-achieving students to interact with each other and to enroll in courses that are especially challenging academically. In academic year 2005-2006, 40 students participated in the Honors Program.

Honors education has two distinct parts: The Honors Curriculum Program and the Phi Theta Kappa International Honor Society of the Two-Year College. Eligibility requirements are the same for both programs. Students receive letters of invitation when they have completed 12 or more credits at 100-level or above and have attained a cumulative grade point ratio of 3.5 or above.

The Honors curriculum allows academically excellent students to enroll in Honor classes, of which there are two types: 1) small seminar classes, which enroll only students in the Honors Curriculum Program (these classes may offer a more individualized teaching style and course materials than those found in a regular class), and 2) Honors classes within regular classes (Honors students complete the regular class with the other students but also work with the instructor outside of class meetings to design and complete an Honors component). All Honors classes are Writing Intensive.

Services for Special Students. (Item 4 of the Mission Statement.) Through its Special Student Services Office, the College serves the needs of approximately 250 students with disabilities each semester. The Office offers counseling and ensures that appropriate accommodations are provided. Among its programs is the federally-funded TRIO program that helps students who have disabilities, who are economically disadvantaged, or who are the first generation of their families to attend college.

Intensive Preparatory Program for Deaf Students. (Items 1, 3, 4, 9, and 10 of the Mission Statement) This program offers specialized remedial English courses for deaf and hard-of-hearing students. These courses are taught in American Sign Language and are designed to prepare the students for transition into the devel-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

opmental English courses as well as to strengthen these students' skills for success in college. In academic year 2005-2006, eight deaf and hard-of-hearing students participated in this program.

Continuing Education for Personal Enrichment and Professional Development. (Items 1, 3, 4, and 10 of the Mission Statement.) The College offers a variety of continuing education programs that enable community members to cultivate their interests and broaden their learning horizons, personally and professionally. In fall 2005, 2,739 individuals enrolled in the College continuing education courses. A schedule of continuing education offerings is mailed to a target population on the island of O'ahu three times each year. The schedule is also included in a local newspaper and available through a link on the College website (<http://programs.kcc.hawaii.edu/~continuinged/>).

Continuing Education offers courses in the following categories: American Sign Language/Interpreter Education, Business Management, Computer Technology, Culinary Arts, Culture and Arts, Health Education, Interpret Hawai'i, Language and Culture, New Media Arts, and Wellness of Body and Mind.

Continuing Education Contract Training. (Items 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11 of the Mission Statement.) The College also provides contract training courses that are customized to meet the needs of businesses, employees, community groups, and career-oriented and life-long learners. The College and the contracting entity agree upon the modes of instruction in these courses. The four types of contract-training programs are 1) domestic on-campus programs, 2) domestic on-site programs, 3) international on-campus programs, and 4) international on-site programs. These programs provide training in professional development to participants from educational institutions, companies, government agencies such as military units, and other private and public organizations. In 2005, the College provided about 30 international contract training programs.

The following are examples of contract training the College provides:

- *Domestic on-campus program*—Hawai'i Restaurant Industry Employment Training Trust; culinary program for the U.S. Navy.
- *Domestic on-site program*—Berlitz foreign language training of military personnel at Pearl Harbor.
- *International on-campus program*—Teacher-training program in "Japanese as a Foreign Language" provided for Ritsumeikan University.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- *International on-site program*—Teacher-training workshops in “English as a Foreign Language,” presented at Hanoi University of Foreign Studies in Vietnam.

Continuing education and training programs that entail Certificates of Competence, and Contract Training follow defined sequences and evaluative processes. These processes ensure attainment of specific learning objectives congruent with anticipated student learning outcomes. Examples of evaluative instruments include the American Culinary Federation testing guide, the Honda International Center summative reports for international contract-training programs, and the Massage Therapy Program final program evaluation form.

Development of additional processes of assessment is being explored to strengthen standards and guidelines throughout the Continuing Education and Training curriculum. In 2005, the programs in Continuing Education and Training were evaluated by the Learning Resource Network (LERN).

LERN’s primary recommendation was to consolidate the separate continuing education units (which presently function within academic departments) into one unit. The LERN recommendations are currently under advisement (Reference 2A:11). Implementing the LERN recommendations for more productive organizational structures and strategies will help the College better assess and serve the needs of the community.

Policies Regarding Course Offerings

(Item 3, 5, 6, 9, and 11 of the Mission Statement.) Kapi‘olani Community College ensures that all its courses fit the mission of the institution. All course proposals are screened by the Faculty Senate Curriculum Committee. In addition, the College policy is to update all courses every five years to determine appropriateness and currency. To ensure that programs and services are of high quality and appropriate to an institution of higher education, the College evaluates programs and services for transfer and articulation. Discipline-specific accrediting agencies for selective programs (e.g., Nursing) also evaluate courses in the College.

To further ensure that offerings are appropriate and relevant, the College conducts surveys to determine the needs and interests of students. Additionally, Advisory Committees review programs regularly to determine the appropriateness and currency of the programs. The College Catalog lists the Advisory Committees (Reference 2A:02).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Electronic Portfolios

(Items 1, 3, 4, 5, 6, 9, and 11 of the Mission Statement.) In 2003, the College began planning an e-portfolio system, the Open Source Portfolio (Reference 2A:05). The e-portfolios are places where students and faculty can publish collected works online, reflect on learning experiences, and share their work and reflections with others. Pilot e-portfolio projects for students began in 2006 with students in Culinary Arts and Mālama Hawai‘i.

The system meets the needs of a wide variety of programs, courses, faculty, and students. All users will employ the same platform for collecting evidence of their academic and extracurricular work. The interface is designed for individual use, as well as group collaboration.

This resource is tied to a system for course teaching tools called the Sakai Project, which offers an alternative to WebCT (Reference 2A:06). Together, the e-portfolio and Sakai software will provide dynamic new opportunities for the ongoing evaluation of learning by students and faculty, both qualitatively and quantitatively.

Self Evaluation

The College meets the Standard by offering a wide variety of programs and services to address the needs of its diverse population. Kapi‘olani Community College, as an open-door institution (as defined in Standard I.A.1), is challenged with accommodating students at many different levels of development, preparedness, and experience. The College does an excellent job of providing opportunities for success.

By providing opportunities for contract training, the College has made a concerted effort to meet the ongoing needs for continuing education in business, government, and other professional communities. However, the Continuing Education program training has largely been reactive to the requests of private and public businesses and institutional communities. A more proactive approach seeking to gain data on educational needs in both the domestic and international communities might better serve both communities.

Planning Agenda

Arts and Sciences, in its tactical plan for 2004-2007 (Reference 2A:07), plans to develop methods for “strengthening Arts and Sciences support for Holomua, by providing data on student performance in English, Math, and selected Liberal

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Arts classes” (Reference 2A:07). The goal is to promote greater success in learning and teaching for Arts and Science students by gathering data and making the data available to faculty to use in evaluating effectiveness of their courses.

Business Education, in its tactical plan for 2004-2007, plans “to develop linked learning-community courses for targeted student populations, e.g., Holomua.” (Reference 2A:08). These learning communities will assist students by making explicit the interdisciplinary links between Business Education courses and the Math and composition and reading courses that students in Holomua are required to take.

The e-portfolio system, along with the Sakai course management tools, will eventually be used by a wider range of programs and courses. Emphasis will be on identifying student learning outcomes and assessing those outcomes.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College 2003-2010 Strategic Plan includes objectives explicitly focused on its commitment to meet the learning needs of its students and provide them with coherent learning experiences (Reference 2A:01). The College is committed to making every learning opportunity challenging, informative, and useful. The goal is to meet the needs of diverse students and incorporate their experiences, contributions, expectations, and dreams into their educational experiences.

To ensure currency of its education offerings, and their compatibility with the needs of students, the College use the following methods: 1) engages in extensive assessment of instruction and instructional methods, 2) provides a wide range of traditional and nontraditional learning opportunities, and 3) engages in a cycle of review of its curriculum that includes scrutiny of the delivery systems and modes of instruction.

Evaluation of Instruction

The effectiveness of instruction by part-time and probationary teaching faculty is monitored every semester through peer and student evaluations (tenured teaching faculty are not required to take student evaluations of their teaching). In addition,

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

to further evaluate the quality of instruction, the College surveys students who graduate from or leave the College.

The College encourages faculty dialogue about delivery systems, modes of instruction, and classroom assessment techniques. These dialogues take place in departments, majors, and programs. Effectiveness of instruction is determined in part from data collected by the Office of Planning and Institutional Research, which looks at grade distribution, grade point ratios for majors, transfer of students to four-year campuses, and student performance on program and certification exams.

In addition, the College opened the Center for Excellence in Learning, Teaching, and Technology (known on campus as “CELTT”) in spring 2005 to “create a Center that uses learning-college principles to provide faculty with one-stop support for improving learning.” The Center “serves as a focal point for leadership in improving teaching and learning” (Reference 2A:12). The Center offers workshops to improve teaching and learning and provides other opportunities for professional development for faculty.

Methods of Instruction

In fall 2005, as part of this accreditation Self Study, the College surveyed faculty on their methods of teaching. Responses from 140 faculty members to the question, “What methods of teaching do you use in your class? (check all that apply)” are listed in Table 1 on the following page (Reference 2A:13). As Table 1 shows, faculty members employ a wide variety of methods of teaching.

In addition to the more traditional teaching methodologies and modes of delivery, the College also provides service-learning opportunities, learning communities, and distance learning through televised and online courses, as described below.

Service-Learning. Service-Learning is a teaching and learning method that connects community service experiences with academic learning, personal growth, and civic responsibility. Students sign up for Service-Learning as part of an academic course. The Service-Learning experiences enhance what is taught in the classroom by providing opportunities for students to use newly acquired skills and knowledge in their own communities.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 1.
Methods of Instruction
Fall 2005 Survey of Faculty

Method	Percent of Faculty Members Who Use This Method
1. Lecture	90
2. Group discussion	74
3. Collaborative projects	59
4. Student individual presentations	56
5. Demonstrations	56
6. Group presentations	56
7. Multimedia presentations	54
8. Out-of-class projects	54
9. Practical applications	52
10. In-class projects	52
11. Supplemental online materials	51
12. Group work	49
13 Individual presentations	44
14. Lecture and labs	44
15. Observations	41
16. Problem-based learning	41
17 Performance activities	36
18. Service-learning	32
19. Games	31
20. Role playing	29
21. Computer-assisted simulations	28
22. Socratic Methods	24
23. Team teaching	20
24. Workshops/Seminars	19
25. Practicum	18
26. Clinicals	12
27. Other	6

Source: 2006 Self Study-KapCC, Faculty-Survey Summary Report—12/22/2005, p.23.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Most Kapi‘olani Community College students who choose to participate in Service-Learning (more than 6,000 since January 1995) will serve at one of more than 70 nonprofit organizations and schools in the East Honolulu area (Reference 2A:14). Students are typically encouraged to serve at least 20 hours per semester.

As part of the experience, students write critical reflective journals that link their service experience to the course curriculum. The College also promotes Service-Learning pathways, which connect courses to community issues and encourage students to serve for multiple semesters.

Learning Communities. Learning communities began at the College in 1997. A group of students enrolls in the same two or more classes, and faculty members integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning communities give students an active, experiential way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members. Learning communities also provide a satisfying and creative experience for faculty members, who gain new insights into their academic subject area and develop collaborative relationships with faculty partners and with students.

As of July 2006, about 30 instructors have conducted learning communities. Examples of disciplines involved are English, Mathematics, Biology, Chemistry, History, and Religion. Some examples of learning communities offered in spring 2006 are these:

- “Beakers, Creatures: Where’d Ya Get Those Features?” (combined Biology 171 and Chemistry 161);
- “Herbage, Verb’age, and Garbage,” (combined Botany 130, Botany 130L, and English 100); and
- “*He Mau Nane Ka Po*: Riddles in the Dark,” (combined Hawaiian Studies 107 and Astronomy 110).

Distance Learning. Distance learning occurs when a student learns at a location separated from the instructor, resources, or other students, but connected using electronic technology. The College provides students opportunities to access courses and programs in higher education through distance-learning technologies at any time, from anywhere.

Course offerings through interactive television, cable television, and the internet are designed to combine individual and group activity with interaction among

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

students and between students and instructors. Within available resources, credit courses and continuing education offerings are made available to students who are qualified and are committed to pursuing post-secondary education, but who cannot, or choose not to, attend as on-campus students.

Self Evaluation

The College meets the Standard. The College employs a variety of modes of instruction and a variety of delivery systems in keeping with the objectives of the curriculum and with the College commitment to meeting the learning needs of students.

As stated in 2003-2010 Strategic Plan, the College has focused its commitment to meeting the learning needs of its students and providing them with coherent learning experiences (Reference 2A:01). The College will continue to meet these objectives through faculty participation in classroom assessment, programs for professional development, the cross-curricular emphases, and pedagogical approaches based on established best practices in enhancing student learning.

The Center for Excellence in Learning, Teaching, and Technology will continue to provide services to improve teaching and learning, showcase best practices and products, and demonstrate new technologies and innovative teaching methods.

Planning Agenda

None

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The College has a long history of identifying what students should learn from the curriculum. All credit courses and some continuing education courses in the curriculum have been developed to provide specific course competencies for students. These competencies are similar to student learning outcomes.

In a 2004 concept paper on assessment and student learning outcomes, the College defined student learning outcomes as abilities that students acquire by attending a learning institution (Reference 2A:16). In keeping with this definition,

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

the College has begun to translate its course competencies into student learning outcomes. This activity will result in major revisions to many course outlines.

Student learning outcomes are designed to support the students' development. A student learning outcome is typically stated in a sentence that includes a measurable criterion with a focus on an action verb (e.g., "Communicate clearly and concisely the methods and results of logical reasoning."). Student learning outcomes are cognitive and affective. Cognitive outcomes include knowledge, understanding, skills, and abilities. Cognitive outcomes are usually defined after discussing the question, "What should students know and be able to do at the completion of a course, certificate, degree, or specified number of credits?"

Affective outcomes include attitudes, beliefs, values, opinions, dispositions, and sensitivities. Affective outcomes are usually defined after discussing the question, "What values-framework should students have constructed at the completion of a course, certificate, degree, or specified number of credits?" Some individual courses, disciplines, and certificates may place more emphasis on one kind of student learning outcome than another. Degree programs, however, provide a holistic, coherent ensemble of both cognitive and affective learning outcomes that are intended to prepare students for transfer, work, and society.

Degrees at Kapi'olani Community College

The College offers three degrees: Associate in Arts, Associate in Science, and Associate in Technical Studies. Student learning outcomes have been specified for each degree.

Associate in Arts. The Associate in Arts (AA) degree is a two-year liberal arts degree, consisting of at least 60 semester credits. The degree provides students with skills and competencies essential for successful completion of a baccalaureate degree.

The learning outcomes for AA degree students at Kapi'olani CC are divided into six general education "academic skill standards." Each course in the general education curriculum addresses at least one of these academic skill standards. Table 2 on the following two pages shows the academic skill standards for the AA degree and the specific skills that constitute each standard (Reference 2A:02).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 2.
Student Learning Outcomes for
General Education Academic Skills Standards
Associate in Arts Degree

Critical Thinking

1. Identify and state problems, issues, arguments, and questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Formulate research questions that require descriptive and explanatory analyses.
4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
7. Synthesize information from various sources, drawing appropriate conclusions.
8. Communicate clearly and concisely the methods and results of logical reasoning.
9. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

Information Retrieval and Technology

1. Use print and electronic information technology ethically and responsibly.
2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
3. Recognize, identify, and define an information need.
4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
5. Create, manage, organize, and communicate information through electronic media.
6. Recognize changing technologies and make informed choices about their appropriateness and use.

Oral Communication

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.
3. Use language, techniques, and strategies appropriate to the audience and occasion.
4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
6. Use competent oral expression to initiate and sustain discussions.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 2.
(Continued)
Student Learning Outcomes for
General Education Academic Skills Standards
Associate in Arts Degree

Quantitative Reasoning

1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Communicate clearly and concisely the methods and results of quantitative problem solving.
4. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
6. Assess the validity of statistical conclusions.

Written Communication

1. Use writing to discover and articulate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Gather information and document sources appropriately
5. Express a main idea as a thesis, hypothesis, or other appropriate statement.
6. Develop a main idea clearly and concisely with appropriate content.
7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
8. Demonstrate proficiency in revision and editing.
9. Develop a personal voice in written communication.

Understanding Self and Community

1. Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
2. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
3. Communicate effectively and acknowledge opposing viewpoints.
4. Use the study of a second language as a window to cultural understanding.
5. Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai'i's and the world's past, present, and future.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Associate in Science. The Associate in Science (AS) degree is a two-year 21st century career degree, consisting of at least 60 semester credits. This degree provides students with skills and competencies for gainful employment. The student learning outcomes for the AS degree specify that, upon completion of any AS degree, students should be able to perform the actions shown in Table 3 below (Reference 2A:02, p. 39).

Table 3.
Student Learning Outcomes
Associate in Science Degree and Associate in Technical Studies Degree

1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.
2. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
3. Recognize effects of technology and science on the natural and human environments.
4. Understand contemporary issues and problems and respond to the impact of current conditions.
5. Demonstrate proficiency in conceptual, analytic, and critical modes of thinking.
6. Develop insights into human experience and apply them to personal, occupational, and social relationships.
7. Recognize relevance of career choices to life-long learning.
8. Demonstrate competence in a selected program of study.

Associate in Technical Studies. The Associate in Technical Studies (ATS) degree is a two-year technical-occupational-professional degree, consisting of at least 60 semester credits. Instruction provides students with skills and competencies for gainful employment. The degree must be customized by integrating courses from two or more existing approved programs and is intended to target emerging career areas that cross traditional boundaries.

The ATS degree must have educational objectives that are clearly defined and recognized by business, industry, or employers who have a need for specialized training for a limited number of employees. The degree must have advanced approval and cannot be based upon previously completed course work. The student learning outcomes for the ATS degree are the same as those for the AS degree (Reference 2A:02, p. 40).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Assessment of Student Learning Outcomes

Several efforts to assess student learning outcomes are currently taking place on campus. These include the formation of a campus-wide Learning Outcomes Assessment Committee in fall 2004, and the appointment, also in fall 2004, of a Learning Outcomes Assessment Coordinator to assist faculty in developing measures for assessing student learning outcomes in courses and programs.

In addition, tactical plans to implement the College strategic plan and assess the General Education Learning Outcomes are being developed by the cross-curricular emphases—Writing across the Curriculum/Thinking and Reasoning, Information Technology, International Education, and Service-learning—and the curricular Initiatives—First Year Experience, Learning Communities, Mālama Hawai‘i, and Teacher Preparation.

The College applied for and was awarded a National Science Foundation Tribal College and Universities (TCUP) grant in August 1, 2005. Assessment plays a major role in this grant and focuses on the success of Native Hawaiian students in transferring to Science, Technology, Engineering, and Mathematics at baccalaureate campuses.

Career-programs are exploring *WorkKeys* and *KeyTrain* assessment tools, and exit-exam strategies, and are intentionally integrating authentic assessments from industry and program advisory boards. Program faculty and coordinators assess student learning outcomes and modify teaching materials, courses, and programs to improve the outcomes.

Nationally, the Community College Survey of Student Engagement (CCSSE) is becoming an established tool for two-year campuses to assess best practices in teaching and learning (Reference 2A:15). In 2002, the College participated in the Survey for the first time. The College also conducted the CCSSE in February-March 2004 and will do so again in spring 2006. Results from 2002 and 2004 student surveys have been compiled and distributed to all department chairs (Data for the College for 2004 may be viewed at the CCSSE website (Reference 2A:15)).

Program Health Indicators

The College considers improving assessment for student learning outcomes as not only the work of the faculty but as an institution-wide responsibility. For Kapi‘olani Community College, this holistic responsibility is captured in the

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

concept of the “learning-centered institution” defined in the College strategic plan (Reference 2A:01):

...institutions weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula are attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students learn to integrate general education, the major, and electives into a coherent ensemble (AAC&U Greater Expectations, 2002).

Since spring 2004, the campus-wide process of planning at the College has incorporated elements that link institutional planning, outcomes assessment, program evaluation, program improvement, budget development, and budget allocation. Planning in academic programs begins with an analysis of annual program review data, also known as “program health indicators.” These indicators have been developed by the University of Hawai‘i Community College (UHCC) System Office of Institutional Research. The program review data provide a succinct overview of program demand, efficiency, and outcomes.

Self Evaluation

The College partially meets the Standard. The College has in place (for credit courses and some continuing education courses) structures for identifying student learning outcomes for courses, programs, certificates, and degrees; and for assessing student achievement of those outcomes. Procedures for using results of these assessments to make improvements are being developed. However, more work needs to be done to develop the evidence in the form of stated student learning outcomes and to formulate an assessment process that is entirely centered on these outcomes.

In addition, while some continuing education programs have developed student learning outcomes, the College has many continuing education courses where outcomes are not specified. Furthermore, the College lacks formulation of student learning outcomes for its Administrative and Educational Support Units.

The overall plan for assessing student learning outcomes is reflected in the tactical plans developed by Academic Programs and (after 2006) Administrative and Educational Support Units (see Standard I) and in the criteria required annually for Program Reviews. The 2004 concept paper on assessment and student learn-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

ing outcomes summarizes the efforts of the College to develop data on student learning outcomes as a primary basis for decision-making (Reference 2A:16).

Planning Agenda

By fall 2007, under the leadership of the Vice Chancellor for Academic Affairs, in collaboration with the Learning Outcomes Assessment Committee, the College will implement assessment of student learning outcomes for the majority of programs.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, mode of delivery, or location.

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

Descriptive Summary

The College has an established procedure for the creating and reviewing courses and programs. The procedure ensures that faculty members have significant involvement. The Curriculum Committee of the College, whose responsibilities include reviewing curricular documents, is a standing committee of the Faculty Senate, whose membership and scope of responsibility are determined by the Faculty Senate Constitution.

Faculty members initiate the process by which new courses are developed and existing ones are modified. Faculty proposals are presented to the department or program, where a vote is taken to support the submission of the proposals to the broader process of faculty review. In the curriculum review, the proposal for a course or program is assigned to a subcommittee that looks at competencies, justifications for a new course, how the course fits into the program, and the impact of the proposed course on the program, department, campus, and students.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

During the review process, interested faculty can consult with subcommittee members, the campus Curriculum Specialist, the chair of the Curriculum Committee, and the chair of the originating department. Discussions occur between the members of the subcommittee and the author. Once that process is completed, subcommittees can present proposals to the Curriculum Committee for review.

The Curriculum Committee votes and sends its recommendations to the Faculty Senate. After the Faculty Senate votes, the proposal goes to the Vice Chancellor for Academic Affairs, and then to the Chancellor. After formal approval has been obtained, the proposal goes to the Curriculum Specialist, who ensures that changes are entered in the Catalog and the Schedule of Classes (References 2A:02 and 2A:17).

At the beginning of the semester (usually in the fall), new Curriculum Committee members receive information about curriculum forms and content of proposals. Members are also trained by former committee members of their department. Some departments have two members, one a voting Curriculum Committee member, and one who shadows the voting member and eventually replaces the voting member at the end of that member's term.

Study of Prerequisites

In response to the Accreditation Team's recommendation about prerequisites, following the College 2000 Self Study, the College created a Prerequisite Task Force to study methods for establishing pre-requisites and to develop alternatives to prerequisites that require an entire course.

Prior to creation of the task force, departments could determine if a course should continue to have a prerequisite by admitting into a course students who did not have the course prerequisites along with students who did. Faculty would then try to compare the success rates of students who had taken the prerequisite courses with success rates of students who had not taken the prerequisite courses.

To examine the validity of this practice (based on the earlier actions and requests of the Senior Academic Dean and the Faculty Senate), the Director of Planning and Institutional Research conducted a literature review on establishing and evaluating prerequisites, including a focus on the practices in selected California community colleges.

The Director then submitted a concept paper for discussion by the Faculty Senate and administration (Reference 2A:18). In 2004, the Faculty Senate adopted a

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

recommendation that departments engage in a robust analysis of their course prerequisites and the relationship of prerequisites to the competencies and learning outcomes of the courses (Reference 2A:19).

On February 16, 2005, the Deans' Advisory Council discussed the need for guidelines and procedures for establishing prerequisites in English and Math content courses. Draft guidelines were created and circulated among the deans and other key administrators. These guidelines focused attention on student learning outcomes and require a four-step process for analyzing a course in which a prerequisite exists or is being proposed: 1) Task Analysis, 2) Skills Analysis, 3) Alignment of Required Skills, and 4) Identification of Learning Outcomes in prerequisite courses. Faculty were required to engage in this process prior to establishing (or re-establishing) a prerequisite.

After further refinement of the draft document, the guidelines were presented for implementation in spring 2005 (Reference 2A:20). However, the Deans' Advisory Council chose to continue the study of English and Math prerequisites through a task force guided by the Director of Planning and Institutional Research.

In the meantime, all members of the faculty have been encouraged to review their course prerequisites for their courses without relying on correlation techniques to determine the need for prerequisites. Faculty members are asked to identify the prior skills and knowledge that are essential to student success in their courses and to identify methods by which students may acquire these prior skills and knowledge. The methods might include completing a previous course, completing supplementary online modules, or learning the specific skill in class.

The Director of Planning and Institutional Research identified members of the faculty who were willing to go through the appropriate curriculum processes in fall 2006 to try, for one semester, on an experimental basis, either suspending an English or Math prerequisite, or changing a prerequisite to "Recommended Preparation."

The Task Force has created a new Course and Prerequisite Determination Form, which will allow faculty to identify prerequisite *skills* instead of *courses* their students need, and then determine the percentage of the English or Math course prerequisites necessary for student success. At the Deans' Advisory Council meeting on September 20, 2005, the Director of Planning and Institutional

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Research presented an update on prerequisite issues and is conducting other related studies (Reference 2A:21).

Review and Revision of the Curriculum Process

In spring 2004, the College convened a Curriculum Review Committee to review the curriculum process. Members of the Committee include current and former members of the Curriculum Committee and Faculty Senate, a department chair, the dean who oversees curriculum management, the Curriculum Specialist, and other interested faculty.

The Curriculum Review Committee initiated its work in response to ongoing complaints about the review process being too slow, too tedious, and too antagonistic. The Committee's goal is to improve the quality of proposals that are submitted and streamline the review process. The first phase of the Committee's work, redesigning the process, has been completed, endorsed by Faculty Senate, and approved, with amendments, by the Acting Chancellor (Reference 2A:22).

The redesigned process includes two major phases: pre-submission and official submission. In the pre-submission phase, the author consults with relevant constituents to establish the need for the course, the currency of the content and outcomes, the impact on learning resources, and the impact on other departments. The author also meets with the Curriculum Specialist to ensure that the information is technically correct and that the proposal form is accurate and complete prior to submitting it for formal approvals.

In the second phase of the submission process, the proposal is reviewed and approved. The department chair takes responsibility for submitting the proposal to the reviewing bodies. Because the pre-submission stage requires authors to consult with relevant bodies and to work with the Curriculum Specialist to get the information correct, proposals are expected to be accurate and complete before submission. Reviewers can, thus, concentrate on the content of the proposal, not on its format. Each of the reviewing bodies is responsible for assessing specific items in the proposal.

Proposals can be submitted at any time during the academic year. Proposals are compiled once per month, according to a schedule, and reviewed by the next level of review, typically the Curriculum Committee and the appropriate program dean. The Curriculum Committee establishes the maximum number of proposals that it will review and communicates this quota to the faculty at the start of the academic year.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The Curriculum Committee guarantees that it will complete the review of the proposals and make its recommendation within one month. Proposals are forwarded to subsequent levels of review with all comments from the previous reviewing body. Depending on the nature of the proposal and the need for the modifications to be included in the Catalog and other public documents (e.g., Schedule of Classes), review deadlines may be established for particular kinds of actions.

The Learning Outcomes Assessment Committee (Reference 2A:23), has taken on the task of creating documents that support the focus on student learning outcomes and assessment. The work of this Committee will create the necessary supporting documents to assist faculty in formulating observable and measurable course and program learning outcomes and integrating authentic assessment tools to measure them. New forms and the revised review process are expected to be implemented, and faculty trained in their use, in time for submission of spring 2007 curriculum proposals.

Evaluation of Courses

Competencies for all courses and programs are included in the College Catalog. Faculty members must include in their class syllabi the course competencies as listed in the Catalog.

Instructors of all courses offered by the College are subject to evaluation by the students who are enrolled in them. Credit courses, regardless of their level, are evaluated by a standard student evaluation survey, used across all departments in the College (Reference 2A:24). Evaluation instruments for continuing education courses and contract training vary by department, but all departments use them to assess the effectiveness of their offerings (Reference 2A:25).

Classes that are delivered through distance learning technologies have an online evaluation form, which includes the standard Kapi‘olani Community College course-evaluation instrument as well as questions relevant to the mode of delivery (Reference 2A:26).

Faculty members are expected to use the results of peer and student evaluations to improve the quality of the learning in their classes. Evidence of effective teaching must be included in documents that teaching faculty submit in applications for contract renewal, tenure, and promotion. Applicants must also provide interpretations and responses to these results.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Self Evaluation

The College meets the Standard. The curriculum process engages faculty at the most important points in the development and review of curriculum. The layers of review ensure that the broader institutional goals are used to assess, and recommend for approval, courses that meet the institutional mission.

Crucial to the improvement of the current system, however, is the important work of the groups that are redesigning the curriculum process and curriculum documents. This work is a means of addressing the need to make explicit to faculty and students the learning outcomes of each course, how those outcomes relate to program outcomes, and how those outcomes are assessed in the course.

Planning Agenda

By spring 2007, a new curriculum review process will be implemented. By fall 2008, the effectiveness of the new process will be assessed.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Departments and programs rely on faculty expertise to create and revise curricula. All programs rely heavily on advisory committees, some of which are described below.

Hospitality

The Hospitality and Tourism Education Department relies on the Hotel/Restaurant advisory committee and Travel and Tourism advisory committee. Each committee comprises ten to twelve industry executives. The department also relies on the Program Coordinating Council, a system-wide partnership composed of program coordinators from the Kaua'i, Kapi'olani, Maui, and Hawai'i Community Colleges.

Nursing

The Nursing Department also has two advisory committees. One is external, comprising hospital administrators who discuss how the College nursing faculty

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

and students are performing in the field. The other is an inter-disciplinary council for general education faculty to advise nursing faculty. The nursing curriculum is based on national standards of practice. At the national level, the National League of Nursing advises the College Nursing Department on what an AS degree in nursing must include.

Paralegal

The Legal Education Department works with the Hawai'i Paralegal Association—the national organization of paralegal educators. Members of this group discuss curricular changes and industry's demand for new courses.

Emergency Medical Services

In some cases, such as the Emergency Medical Services, department chairs report that competencies and curriculum are based on national norms with some local modifications.

Self Evaluation

The College meets the Standard. Program outcomes are specified in each of the degree and certificate programs of the College. Student attainment of these outcomes is included in the College process of program review and is demonstrated through indicators of student achievement. These indicators include the number of program graduates and, where applicable, the number of transfers. For the career and technical education programs, student achievement is also monitored through data collected for compliance with Perkins funding.

Planning Agenda

None

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

Descriptive Summary

Kapi'olani Community College ensures quality of instruction in numerous ways. The College adheres to nationally accepted norms for collegiate-level work; the norms require a minimum of 60 semester credits and a minimum cumulative grade point ratio of 2.0 (of possible 4.0) for all AA and AS degrees.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Hiring and Assessment of Teaching Personnel

Hiring procedures for faculty ensure that faculty members meet or exceed minimum qualifications in their disciplines. Once employed, non-tenured faculty members are required to conduct student evaluations for all courses taught each semester. Peer evaluations are also required every semester for probationary and temporary full-time faculty, and every year for lecturers. These peer evaluations and summaries of student evaluations are reported to department chairs and program administrators in periodic self-assessment documents. Tenured faculty members are encouraged to conduct student evaluations in their courses and must include such evaluation data in their applications for promotion.

Assessment by Previous Students

Student feedback on the quality of instruction is overwhelmingly positive. Surveys taken in 2003 and 2004 (the most recent years for which comparable data are available) found that graduates and others who have left the College to transfer, or for other reasons, are very pleased with the overall quality of their academic experience at the College, with 89% (2003) and 96% (2004) rating their academic experience as “good” or “excellent.” Asked to rate the academic preparation they received, 96% wrote “satisfied” or “very satisfied” in both 2003 and 2004 (Reference 2A:27 and 2A:28).

Performance by Graduates of Professional Programs

In addition to student opinion, other stakeholders have validated the Kapi‘olani Community College commitment to high-quality instruction. For example, as of spring 2004, all of the Dental Assisting Program graduates who sought employment were employed, and in fall 2005, about 78% were employed (Reference 2A:49). Also, according to the Summary Report to Educators sent to the College by the American Registry of Radiologic Technologists (the national certification agency), since 1990, our average certification test score has been higher than the national average in every year (Reference 2A:53).

Recognition and Awards

Another indicator of the high quality of education that Kapi‘olani CC provides is seen in awards received by the College. For example, in 2001 the College was recognized as one of 16 “innovative, learning-centered colleges and universities serving as models of best practices in liberal education” (American Association of Colleges and Universities, Greater Expectations Initiative: The Commitment to Quality as the Nation Goes to College in 2001).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The College is also among eight colleges in the nation honored in 2002 for quality programs in international education by the American Council on Education's Promising Practices Initiative. Similar recognitions for best practice in international education have come from American Council on International/Intercultural Education and the National Association of Foreign Student advisors.

In addition, the College has been recognized twice, in 2000 and 2005, for its Service-Learning and Community Engagement programs by The Carnegie Foundation for the Advancement of Teaching, and in 2004 by Campus Compact (the sole mission of the latter organization is to promote service and community engagement in higher education).

Program Breadth, Depth, and Rigor

Program breadth is evidenced in requirements for degrees. Among these requirements are foundation and diversification requirements for the AA degree, and the general education requirements for the AS degree. (Later in this Standard is a discussion of foundation and diversification requirements.)

Additionally, the Catalog lists requirements for certification in paraprofessional programs as well as for earning specific certificates (Reference 2A:02). Depth and rigor of courses within individual programs can be determined based on course descriptions in the course outline, by course syllabi, and by individual program competencies listed in the Catalog.

Other evidence of breadth and rigor are found in the process for course proposal and review used by the Faculty Senate Curriculum Committee. This process places faculty in a central role in assuring the quality of courses (as described in II.A.2.a).

In addition, many of the College career and technical programs, such as Nursing and Culinary Arts, meet or exceed standards set by external review and program accreditation bodies, further ensuring appropriate depth and rigor of these programs (Reference 2A:29).

Appropriate breadth, depth, and rigor are further evidenced by the courses that can transfer to or are articulated with the University of Hawai'i at Mānoa campus. Over 300 courses, from Anthropology to Zoology, meet the University's standards for courses fulfilling foundation and diversification requirements and for graduation (Reference 2A:30).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Course Sequencing

Appropriate course sequencing is determined by establishing prerequisites and co-requisites through the process of course proposal and review, overseen by the Faculty Senate Curriculum Committee. Where appropriate, sequencing may also be influenced by external accrediting and review bodies.

As noted earlier, in response to the suggestion by the 2000 accreditation site-visit team, that the College review mechanisms by which it establishes prerequisites, the College has modified the process of identifying co-requisites and prerequisites at the course proposal and review stages. A pilot study to determine the usefulness of alternative approaches to prerequisites is underway (see Standard II.A.2.a).

Timely Completion of Programs

Timely completion of programs is fostered by providing suggested timelines for students. These timelines map a schedule for completing a program of study in two years for degrees, such as an AS degree in Accounting, or an AA degree in Liberal Arts. Less time is proposed for certificates, such as a Certificate of Achievement in Information Technology, or a Certificate of Completion in Dental Assisting.

These timelines are included in the Programs and Curricula section of the College Catalog (Reference 2A:02, pp. 289-394). In addition, a number of different courses are available to satisfy foundation and diversification requirements for the AA degree, and general education requirements for the AS degree.

Additional avenues available to students wishing to accelerate their progress through a program are courses offered in the evening, on weekends, through online and distance learning, and in summer sessions. Nontraditional methods for acceleration include the College Credit Equivalency Program (which allows students to demonstrate competency through examination) and articulation with high school courses.

Integration of Learning

Integration of learning is essential in college education. The College has adopted a number of cross-curricular emphases to ensure such integration for writing and critical thinking, information technology, quantitative reasoning, Service-Learning, and international education across the liberal arts and career programs.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

This integration adds coherence across courses and semesters of the undergraduate experience. For example, the Writing across the Curriculum/Thinking and Reasoning emphases imbue all degree programs and foster critical thinking. Development of critical thinking is a major component of student learning outcomes for both the AA and AS degrees. The Service-Learning emphasis allows students to connect academic learning to experiences in community service.

Furthermore, a number of programs include capstone experiences in which students learn to apply areas of learning to a complex task. These capstone experiences take the form of practica (in medical assisting, educational paraprofessionals, and educational interpreting), internships (in Food Service, Hotel and Restaurant Operations, Emergency Medical Technician, and New Media Arts), and clinicals (in Respiratory Care, Medical Laboratory Technician, and Dental Assisting). Other examples of capstone experience are described in the “Programs and Curricula” section of the Catalog (Reference 2A:02 pp. 289-394).

Self Evaluation

Kapi‘olani Community College clearly meets the Standard. High-quality faculty, curricula, and instruction combine to allow students to obtain an equally high quality education that has been validated by the students themselves, as well as other stakeholders.

Although occasional low enrollment in some classes has the potential to affect time to completion, multiple-course options for fulfilling requirements, diverse delivery modes, and nontraditional methods of gaining college credit equivalency allow students to successfully complete their college goals.

Planning Agenda

None

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

Descriptive Summary

To further the goals in the College strategic plan and make explicit how they are to be achieved, Academic Programs and Administrative and Educational Support

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Units have developed goals in their tactical plans. For example, the following two are in Goal 1 of the Arts and Sciences Division tactical plan:

- Goal 1: “To promote learning and teaching for student success.”
- Goal 1, Objective 5: “Ensure quality of teaching, increased productivity, and increased learning-centered behavior.”

Diversity in Methods for Delivering Instruction

Consistent with these goals and objectives, the College supports an array of modes for delivering courses: face-to-face lecture, laboratory, multi-media, distance learning, online, television, interactive television, and hybrid (which combines in-class and online instruction). Each semester, the College offers nearly 50 online courses and 19 hybrid courses (14 in-class/internet classes, one cable TV/internet class, and 4 interactive television/internet classes). Instructors employ myriad teaching methodologies, as described in Standard II.A.1.b.

Diversity in Methods for Assessing Student Learning

According to the fall 2005 Faculty Survey Summary Report (Reference 2A:13), diversity in teaching is supported by a similarly diverse approach to assessment of student learning. Table 4 on the following page shows the percent of faculty (out of a total of 140 respondents) who reported using at least one of 14 methods for assessing learning.

The bi-annual Community College Survey of Student Engagement, which the College has conducted since spring 2002 provides additional evidence of the diversity and appropriateness of pedagogies and evaluation at the College. Specifically, results from the survey taken in 2004 show that Kapi‘olani Community College is at the 80th percentile compared with medium-sized colleges in the following two areas (Reference 2A:13):

- 1) *Active and Collaborative Learning* (the extent to which students are actively involved in their learning through discussions, presentations, group projects, and community projects); and
- 2) *Academic Challenges* (the nature and amount of assigned academic work, the complexity of cognitive tasks required of students, and the standards that faculty members use to evaluate student performance).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 4.
Methods for Assessing Student Learning
Fall 2005

Method	Percent
Tests	83%
Written papers or reports	72%
Quizzes	67%
Multiple choice tests	65%
Essay tests	51%
Oral presentations	51%
Fill-in-the-blank tests	44%
True-false tests	43%
Oral performance	30%
Oral interviews	21%
Written portfolio	23%
Demonstrations	23%
Speeches	13%
E-portfolios	8%

Programs for a Diverse Student Body

The following programs are examples of efforts at the College to respond appropriately and effectively to its students' diverse educational needs.

- Access to College Excellence
- Customized Training
- Distance Education and Computer-assisted Education
- Earned-Credit Alternatives
- English for Speakers of Other Languages
- Honda International Center
- Independent Study
- International Café
- Learning Communities
- Learning Styles Education
- Multi-media Technology
- On-site Practica
- Service-Learning
- Services for Students with Disabilities
- Study Abroad
- Training Abroad

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- Writing Intensive Classes

These programs are described below.

Access to College Excellence (ACE)

Cohort groups such as single parents and displaced homemakers, neighbor islanders, and immigrant students who use English as a second language can take clustered courses through the Access to College Excellence program. The general practice is for department chairs to reserve up to 10 spaces in paired courses, both of which students must sign up for. A counselor and faculty member of one of the classes, or both faculty members, meet with their clusters for a weekly seminar designed to address the particular needs of each group. This is a program designed for first-year students.

Customized Training

The College offers a variety of continuing education and training intensive modular courses customized to meet the needs of businesses, employees, community groups, and career-oriented and life-long learners. The College and the contracting entity agree upon the modes of instruction in these courses.

Continuing Education programs include American Sign Language/Interpreter Education, Business Management, Computer Technology, Culinary Arts, Travel Learn, Culture and Arts, Health Education, Interpret Hawai'i, Language and Culture, New Media Arts, and Wellness of Body and Mind.

The College is involved in domestic and international contract-training for personal and professional development for private agencies, businesses, and institutions. Continuing education and training programs offer recreational courses, Certificates of Competence, and professional development.

Distance and Computer-assisted Education

The Hawai'i Interactive Television System (HITS) allows the College to broadcast interactive, closed-circuit television courses to other campuses in the University of Hawai'i System. In addition courses can be broadcast directly to students' homes through designated cable channels called 'Ōlelo.

The College also offers courses taught entirely online to meet the needs of students who choose not to, or may not be able to, enroll in on-campus courses. These courses utilize the internet to provide interaction between the instructor and students. Students use on-campus computer labs or their own computers, either

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

on- or off-campus, to participate in online classes and to perform word processing, do online research, engage in graphic design, develop spreadsheets, and build databases. To facilitate a broader range of technologically based instructional tools, faculty gain expertise in emerging technologies through college-funded workshops and seminars.

Earned-Credit Alternatives

The College recognizes experience as an alternative instructional mode. Students who prove through documentation that their life experiences fulfill stated course outcomes can receive credit for courses through the Life/Learning Experience Assessment Program (LEAP). In addition, students can receive credit by examination for some courses.

Additionally, variable credit classes are designed to meet individual academic needs of students. Programs bridging credit and continuing education and training courses (e.g., the ESOL and Holomua programs) prepare students for Liberal Arts education or career and technical education. The Running Start Program, provided in partnership with the State Department of Education, allows juniors and seniors in public high schools to attend college classes while earning high school and college credits.

English for Speakers of Other Languages

As discussed in Standard II.A.1.a, the College offers two specialized curricula in English for Speakers of Other Languages (ESOL): 1) an Intensive Transition Program within Continuing Education, and 2) ESOL courses for college credit.

Honda International Center

The Honda International Center provides international students with services including admission, orientation, registration, assistance with the transition to college, academic advising, career counseling, information regarding visa regulations, health insurance and housing, and any issues that may arise from students' living and studying in Hawai'i.

The Center takes an active role in the development of student leadership, friendship, and cultural awareness through the International Club. A special international student seminar is offered through the Intensive English Program to provide first-semester support in students' orientation to higher education in the United States, cultural awareness, career exploration, and skills for college success.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The Honda International Center also coordinates agreements for international study abroad and scholarship programs, providing students with exciting opportunities to travel and study in other countries. Another important function of the Center is to develop and coordinate customized education and training programs for the UHCC System. Customized education and training is offered in topics such as short-term and medium-term intensive and specialized English training, American and Native Hawaiian culture, culinary arts, hospitality, health sciences, and information technology.

Independent Study

This program lets students participate in designing and selecting their learning experiences, based on personal interest, aptitude, and desired outcome. Students collaborate with a faculty member in developing their program of independent study.

International Café

Assistance for international students and for local students who are studying a foreign language is provided through the International Café. This intercultural gathering space, coordinated by a faculty member, organizes a volunteer tutor-exchange program whereby international students can receive peer tutoring for content-area classes in exchange for their providing tutoring in other languages. In fall 2005, 147 students were registered members of the International Café; 100 were engaged in tutoring-exchange services in languages such as Japanese, Chinese, Korean, and French, and content-area courses such as Economics, Chemistry, Philosophy, and Psychology.

The International Café provides other service also. For high-demand content-courses such as Linguistics and American Sign Language, large study groups have formed. Also, since spring 2005, an English instructor has been providing voluntary tutoring for English courses. In addition to these services offered through the International Café, a volunteer peer tutor of English and computer skills has been made available through the ESOL Program.

Learning Communities

For some classes, traditional disciplinary approaches to learning are being integrated into learning communities, which engage multiple perspectives of thematic content (learning communities began at the College in 1997). Students enroll in the same two or more classes and faculty members collaborate to integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning communities give students an active, experiential

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members.

In fall 2006, the College will offer nine learning communities. Rubrics are being developed to assess the unique student learning outcomes that may arise when academic material from different disciplines is integrated through a learning community.

Learning Styles Education

To help students discover their learning styles, the College offers courses in College Success (IS 103, courses in Learning Skills, and (to help students make the transition from high school to college) bridge programs (References 2A:32, 2A:33).

One example of these courses is the Title III-funded Summer Bridge program that ran from 1999 to 2004 (Reference 2A:31). Another type of offering is the Secrets of Success (SOS) workshops, a series that features a Learning Styles Workshop every semester and is open to all students. SOS workshops also provide guidance in how to prepare for and survive an online class (Reference 2A:34).

Multi-Media Technology

On campus, faculty members have incorporated multi-media technology into their classrooms, including electronic projection of websites, computer-generated presentations designed by instructors, and internet forums. These multi-media technologies are used in addition to traditional approaches to instruction.

On-Site Practica

These courses provide practical training experience for students at community based agencies and institutions such as hospitals and clinics, and with agencies affiliated with Service-Learning. The faculty monitors students through guided internships, mentoring, and direct supervision as they apply skills learned in classroom and laboratory settings.

Service-Learning

The Service-Learning Office registers and connects approximately 300 students per semester to community-based, intercultural, and intergenerational opportunities for service and reflection. As mentioned earlier, the College received national recognition for its programs in Service-Learning and Community Engagement by the Carnegie Foundation for the Advancement of Teaching (in 2000 and 2005), and by Campus Compact (in 2004).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

As an educational method, Service-Learning provides students an opportunity to grasp and test concepts presented in the classroom, and to actualize relevant issues in the service setting. The College began its Service-Learning initiative in 1995. Since that time, more than 6,000 students have contributed 150,000 hours of service to the community (an average of 25 hours per student per semester).

A research project conducted at the College compared surveys of both Service-Learning students and non-Service-Learners in the same course in 1996-97, 1998-99, and 2000-01. Results indicated statistically significant improvements in Service-Learners' attitudes about teamwork, their ability to make a difference in the community, and their perception of instructors as caring individuals. These data have been used to further strengthen the program, primarily by demonstrating to interested faculty how the service experiences can enhance learning in a variety of disciplines (References 2A:35 and 2A:36).

Services for Students with Disabilities

The College offers students with disabilities access to note takers and ADA compliant websites as well as translation of textbooks, learning materials, and assignments into audio file or into Braille with Braille machines.

The College also offers a comprehensive college-preparatory course for deaf and hard of hearing students to improve their language abilities. This credit/no credit course, affiliated with the Gallaudet University Regional Center on campus, provides additional preparation to students who wish to successfully transition into college level courses. Instruction is in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge are also included in the course work. In academic year 2005-2006, eight deaf and hard-of-hearing students participated in this program.

Study Abroad

Goal 4 of the College strategic plan states that the College champions "diversity in local, regional, and global learning" (Reference 2A:01). The College offers students the opportunity to study abroad in Chile, China, France, Italy, Japan, Korea, Mexico, and Spain.

In fall 2003, the College was awarded a \$1.2 million Freeman Foundation grant to develop intensive language learning programs in Japanese, Chinese, and Korean. The grant provides funds for Hawai'i community college students to participate in one semester of intensive language study and then spend a semester of

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

study abroad in Japan, China, or Korea. The overall goal is to promote international understanding.

The College also offers Freeman scholarships each semester. The scholarships support full-time UHCC students in any field of study to participate in a one-year program. Pre-study tests and post-study tests are administered and quantitative and qualitative assessments are made. In addition, students complete a capstone project and presentation based on their international learning experience. Students are also invited to collect the best examples of their work during the Freeman program and submit them electronically for assessment by faculty raters.

These faculty raters are specially trained in the use of assessment rubrics that have been designed as part of the International Learning Education Outcomes Assessment Project. The project is sponsored by the American Council on Education and funded by Fund for the Improvement of Postsecondary Education. The College is one of six colleges participating in this project nationwide.

The data from the project will be used to assess the impact of the international learning experiences on students' knowledge, skills, and attitudes. The data will also be used to improve Kapi'olani CC's offerings in international education and experiences (Reference 2A:72).

Training Abroad

The College maintains partnership agreements with several international institutions such as China's Beijing Union University, Korea's In Ha University, and Japan's Kansai University. Faculty are contracted and sent abroad to teach students in workshops and seminars. To ensure that training activities meet the College standards, departmental faculty and staff are involved in planning, development, and evaluation.

Writing Intensive Classes

In Writing Intensive courses, students learn while refining their writing skills. Students must complete two Writing Intensive classes to earn an AA degree. Through dialogue that is actively supported by the Writing Across the Curriculum/Thinking and Reasoning emphasis, faculty members from Liberal Arts and Technical, Occupational, and Professional Programs are encouraged to integrate writing, reading, and thinking strategies into their course objectives and activities. Some faculty offer selected sections of regular courses as Writing Intensive. This option provides students with opportunities to experience writing as a mode of learning in many different disciplines.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Support for Faculty to Provide Diverse Pedagogies

The College provides ongoing support for the development and implementation of pedagogies that will meet students' needs. Faculty members may attend workshops and conferences on campus, intrastate, nationally, and internationally, to share and learn innovative teaching methods.

On campus opportunities to discuss diverse pedagogies include the following: a series of meetings called the "4Ts" (Teachers Talking to Teachers about Teaching), the Teaching and Learning Workshop Series, and New Faculty Orientation workshops. These sessions provide faculty opportunities to discuss and share from experience the most useful approaches in teaching (Reference 2A:37).

Further, in March 2004 and March 2006 the College representative to the Wo Learning Champions, a system-wide group of faculty and staff supported by an endowment funded by a private gift, coordinated faculty development workshops for the College faculty during Wo Innovations in Learning Day.

Additionally, a free, three-day faculty workshop by Skip Downing in February 2004 was also made possible with funding by Wo Learning Champions, and from the Carl D. Perkins Grant. Substantial new funding from successful grants (e.g., Title III and Title VI) also supports a wider range and greater depth in faculty development, especially through the College Center for Excellence in Learning, Teaching, and Technology.

Additional evidence of support for faculty excellence in diverse pedagogies is found in a survey of department chairs, where 77% of department chairs said hiring committees of their department query candidates for evidence of competence in a variety of teaching strategies (Reference 2A:38).

Self Evaluation

The College meets the Standard. The College provides a broad range of delivery systems and modes of instruction in both credit and continuing education and training courses. The many opportunities for teaching and learning described in this section demonstrate the multiplicity of efforts of the College to respond appropriately and effectively to its students' diverse educational needs.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The College utilizes two mechanisms for the systematic review of courses and programs.

Courses

Credit courses are subject to a five-year review cycle. Current courses are submitted to the departmental faculty, the Curriculum Committee, and the Faculty Senate. The courses are reviewed for the appropriateness of the course competencies, the currency of content and pedagogy, and their alignment with Programs (Reference 2A:39).

Continuing education courses are reviewed by participants for relevance and effectiveness and by coordinators for currency and viability. Methods used to evaluate continuing education courses and programs include student surveys to ascertain satisfaction with course features and expectations. Instructors and employers are also surveyed, the latter with respect to professional development programs.

Programs

The process of initiating and developing new programs is governed by Board of Regents Policies 5-1a (1) and (2) and 5-2a (2) (Reference 2A:40) and University of Hawai'i Executive Policy E5.201 (Reference 2A:41). Specific procedural guidelines are provided in Chancellor for Community Colleges Memos (Reference 2A:42, CCCM 6001). After the reorganization of the University of Hawai'i Community College (UHCC) system office in 2002, these CCCMs were no longer applicable; however, they continue to be used as guidelines.

Once approved, programs are reviewed regularly, again subject to university policy: Board of Regents Policies 5-1a (3) and 5-2a (Reference 2A:40), Executive Policy E5.202 (Reference 2A:43), and University of Hawai'i Community Colleges Policy 5.202 (Reference 2A:44).

The UHCC policy 5.202 requires annual review of program data and a comprehensive review and analysis of data at least every five years. The data include program health indicators and benchmarks, historical trends, and future needs as well as external factors that directly affect program viability.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Updates to the program review process in 2005-2006 now require both instructional and non-instructional programs to undergo this systematic assessment. Effective October 2005, the new policy focuses campus endeavors on collecting data about program performance, including program learning outcomes, and analyzing those data with the goal of improving program effectiveness (Reference 2A:44).

Program Reviews

The College has developed and approved its own campus-specific policy for program reviews under policy K5.202 (Reference 2A:45). The policy specifies what programs will be reviewed, the frequency of the review, the content of the review, the dissemination of the results, and the mechanism to assess the review process.

The policy also requires that learning outcomes for programs be assessed as part of program review. For example, the English for Speakers of Other Languages (ESOL) Program undergoes program review regularly, submits and revises its courses through the curriculum revision process, and requires each of its instructors to have a master's degree in the discipline.

The quality of the program is further assured through end-of-semester student feedback surveys and annual faculty peer evaluations. The intended outcome of the ESOL Program is to provide students with the ability to succeed in college. Data on achievement of this outcome are collected through the Office of Planning and Institutional Research.

In the ESOL program reviews, measures of achievement include the following: 1) aggregate student grade point ratios in eleven courses commonly taken to fulfill general education core and certificate program requirements, 2) overall completion rate of the ESOL Program, and 3) transfer rate to University of Hawai'i at Mānoa.

The data are analyzed for changing trends in student performance and then used to help inform the ESOL Program of areas that are potentially in need of attention. Results and concerns are discussed at semi-annual, pre-semester meetings of the ESOL faculty. Appropriate course and curricular changes are made as necessary to effect ongoing improvement and development in courses and in the program.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Self Evaluation

The College partially meets the Standard. With the inclusion of assessment of program learning outcomes as part of the process of systematic program review, the College policies now put the College in alignment with this Standard. However, failure to implement policy is a concern. While the College has a five-year review cycle for courses, the period for updating some of the courses extended much longer than five years. A proposal to the Faculty Senate included provisions for enforcing the five-year cycle by programming expiration dates on the courses in the Banner Catalog, which is the database for course scheduling (Reference 2A:02). The proposal was being discussed by faculty in spring 2006. The College was scheduled to conduct the first program reviews under the revised process in spring 2006.

Most importantly, K5.202 mandates assessment of program outcomes but does not include guidelines for conducting that assessment. Individual programs must develop appropriate and effective mechanisms to assess how well their majors are achieving the intended program outcomes. The College e-portfolio initiative may provide that mechanism; however, implementation of the e-portfolio initiative has just begun, and not all programs can implement e-portfolios as program assessment tools in time for the first cycle of the new process for program reviews.

Planning Agenda

By the end of spring 2006, as part of the 2007-2010 Tactical Plan of the Center for Excellence in Learning, Teaching, and Technology, the College planned to develop a timeline for the implementing e-portfolios for programs that wish to use these tools for assessment of program outcomes.

By the end of spring 2007, the College will develop a mechanism for supporting faculty in the timely review of courses so that review of all courses in the Catalog will be in compliance with the five-year review cycle.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Kapi‘olani Community College has ongoing, systematic evaluation and integrated planning throughout the institution. The College 2003-2010 strategic plan (Reference 2A:01), with its central emphasis on student success, drives the College toward its goal of becoming an increasingly learning-centered institution. The college-wide goals articulated in the strategic plan form the basis for the development of tactical plans in each of the eight Academic Programs. These documents are publicly available on the College website (Reference 2A:46).

Currently, the tactical plans discuss learning outcomes assessment in a variety of contexts (see, for example, tactical plans for Arts and Sciences, Business Education, Culinary Arts, Health Career Programs, Hospitality and Tourism, and International Education, References 2A:07, 08, 10, 77, 78, and 79). In the next round of planning, the academic programs will be encouraged to focus on learning outcomes assessment as a central goal.

The discussion of student learning outcomes was formalized through the Faculty Senate with the Learning Outcomes Assessment Committee, which was created in 2003. This committee has worked with multiple disciplines and departments across the campus, and has assisted faculty through demonstration projects that illustrate the integration of assessment and evaluation into the cycle of planning and improvement. Listed below are some of these projects:

- Mālama Hawai‘i Nā Wa‘a: Learning Native Hawaiian values through e-portfolios: a project that enables students to document their ongoing, multi-semester learning of important Native Hawaiian values.
- Service-learning and Critical Thinking in the Pacific: a project to develop measurements of “global,” “international,” and “multicultural” learning outcomes (ACE/FIPSE grant) derived from service-learning pedagogy.
- International Learning Outcomes Assessment: a six campus national project funded by the American Council on Education and U.S. Department of

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Education Fund for Improvement in Postsecondary Education, and reported on at the annual conference of the International Studies Association.

- First Year Experience: a project—in collaboration with Student Services, the Kekaulike Information and Service Center, and the Office of Planning and Institutional Research—that measures the impact on student success (persistence and retention) for students attending the College mandatory New Student Orientation.
- Science, Technology, Engineering, and Math (STEM): a project supporting Native Hawaiian students to prepare them for success in Science, Technology, Engineering, and Math majors (funded by a National Science Foundation grant).
- E-portfolio: an assessment project focused on the best use of portfolio platforms for learning and assessment (American Association for Higher Education).

Campus-wide, student learning outcomes for individual courses are assessed by faculty, who determine and measure learning outcomes for course content and sometimes for general education standards. Training for individual faculty members in writing and assessing learning outcomes is provided by the Course-Specific Intended Learning Outcomes Committee, which is a subcommittee of the Learning Outcomes Assessment Committee, and which is made up of primarily faculty members and one or two administrators.

Another subcommittee, the “Hi-grids,” has developed strategies for aligning course learning outcomes with those of programs and the College. The Learning Outcomes Assessment Committee is developing a website that will provide ongoing support for faculty and staff interested in writing and assessing learning outcomes for courses, programs, and Administrative and Educational Support Units.

Individual courses also undergo a curriculum revision and update process at five-year intervals (see II.A.2.a. and II.A.2.e, above, for details), at which time student learning outcomes are fine-tuned as necessary. Progress of ensuring that all courses undergo such revision can be tracked on the Curriculum Committee website (Reference 2A:39).

The Emphases and Initiatives have, or are in the process of developing, assessment strategies for general education standards such as written communication, critical thinking, and understanding self and community. (These cross-curricular Emphases and Initiatives are described in Standard I.B.1).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

All current certificates and programs are provided annual reports, prepared by the Office of Planning and Institutional Research that document outcomes performance and program health indicators (Reference 2A:68).

A more comprehensive assessment of programs and certificates is carried out every three years. This assessment coincides with the triennial revision of the Academic Program tactical plans (Reference 2A:46), which in turn are tied to the seven-year strategic plan of the College (Reference 2A:01). This alignment of College, department, and course planning allows for a high level of dialogue and integration. One result of this planning process (student graduation and persistence rates), is published each semester in the Schedule of Classes (Reference 2A:17).

Self Evaluation

The College has made substantial progress towards meeting the Standard, as seen in the implementation of its strategic plan, tactical plans, updated process of curriculum revision, development of demonstration projects, and multi-level, structured dialogue about learning outcomes assessment.

Planning Agenda

All academic programs will integrate learning outcomes assessment as a goal (rather than just an objective or action strategy) in their 2007-2010 tactical plans.

Beginning in fall 2006, the Learning Outcomes Assessment Committee will have a website for faculty and staff to learn more about writing and assessing student learning outcomes.

II.A.2.g. If an institution uses departmental course or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Most of the courses and programs of the College do not use common course or program examinations. However, the remedial Mathematics course PCM 23— "Pre-College Mathematics"—requires a student to have a minimum competency of 70% on a common course final examination. Students must have a minimum average test score of 70% during the semester in order to take the final exam.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Students will not receive a passing grade for the course unless they meet this requirement.

The PCM 23 final examination has not been validated for its effectiveness in measuring student learning. However, test bias is minimized by the objectivity of the test. Further, every instructor of the course customarily grades each student's final exam, thereby eliminating bias by an individual instructor. The Director of Planning and Institutional Research calculated the validity of the PCM 23 common final over six semesters, from spring 2002 to fall 2005.

Faculty for Developmental English 22—"Beginning Composition"—use a common rubric they developed to evaluate student portfolios to ensure consistency in measuring the course competencies.

Self Evaluation

The College partially meets the Standard. The PCM 23 final examination has not been validated for its effectiveness in measuring student learning.

Faculty for Developmental English have institutionalized the process of portfolio assessment by writing the portfolio requirement into the official Course Outline and Course Competencies. The portfolio has been effective in identifying students who need additional support or additional alternatives to continue improving their writing.

The faculty for Developmental English 22 will continue using portfolios for programmatic assessment. They will also continue using portfolios to identify students needing additional support and work to provide more learning options for those students.

Planning Agenda

By spring 2007, the College plans to validate evaluations in departments that have common final exams.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.2.h. The institution awards credit based on student achievement of the stated learning outcomes in its courses. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

For each course, competencies are integrated into the Course Outline as measurable learning objectives linked to the course content, assignments, and methods of instruction and evaluation (Reference 2A:39). In the Catalog, course descriptions list competencies that identify the skills, knowledge, and behaviors that students should be able to demonstrate upon successful completion of the course (Reference 2A:02, p. 43). Credit is awarded for successful achievement of the course competencies.

The College Catalog states that a credit (also called a semester hour or credit hour) “is awarded for satisfactory work accomplished during one hour per week of lectured instruction during a sixteen-week semester. For a combination lecture/lab class, a credit represents two hours of instruction a week” (Reference 2A:02, p. 28). This ratio of credit-to-contact-hour is the standard Carnegie unit.

The College also offers a college-credit equivalency program that awards credits based on an assessment of examinations, portfolios, and records of non-college courses and training as well as on College Board Advance Placement Exams and the College Level Examination Program. To apply for such credit, students need to present an official transcript of exam results and complete a Request for Transcript Evaluation (Reference 2A:02, p. 27).

Other means of meeting college credit through the equivalency program are credit by examination and the Life/Learning Experience Assessment Program, for which students must submit a portfolio demonstrating that they have achieved knowledge and skills that may qualify for college credit (Reference 2A:02, pp. 27-28).

Credit policies conform to the generally accepted norms. According to University of Hawai‘i Executive Memo E5.209, updated in June 1998, “University of Hawai‘i System and campus policies and practices for the transfer of students and credits will conform to accreditation requirements of the Western Association of Schools and Colleges and, insofar as possible, will be consistent with the Joint Statement on Transfer and Award of Academic Credit adopted by the Council on Postsecondary Accreditation, the American Association of Collegiate Registrars

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

and Admissions Officers, and the American Council on Education” (Reference 2A:47, pp. 2-3).

Self Evaluation

The College meets the Standard insofar as it awards credit based on student achievement of the stated competencies of a course. Moreover, all the 100-level and 200-level courses of the College transfer to baccalaureate institutions in the University of Hawai‘i System. Currently, the faculty relies on the students’ level of achievement of the competencies when determining course grades. However, this measure is reliable only insofar as the measures used to determine the course grades align with the course-specific competencies.

Discussions of student learning outcomes and their assessment make it clear that the faculty at the College will need to re-examine their policies on grading and look more closely at how best to award grades based on the assessment of the intended learning outcomes for the course.

The College campus-wide Learning Outcomes Assessment Committee promotes and sustains an ongoing campus-wide discussion of student learning outcomes. The committee does this through subcommittees that define student learning outcomes, train faculty on ways to revise current course competencies when a course comes up for revision in the five-year cycle, and train faculty in the assessment of these student learning outcomes.

This process of developing student learning outcomes will include the training of members of the Faculty Senate Curriculum Committee who need to fully understand student learning outcomes. Also in need of training will be department chairs who guide the discussions within departments, and discipline coordinators who are responsible for leading the process as each course comes up for review.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

For all AA and AS degrees, students must complete all required courses applicable to the degree and earn a grade point ratio of 2.0 or higher. In this way, the institution can be assured that students have completed their courses at a satisfactory level. Likewise, for all Certificates of Achievement, students must earn a grade point ratio of 2.0 or higher for all courses required in the certificate.

Certificates of Completion require a grade of "C" or higher in all courses required for the certificate. The College also awards Academic Subject Certificates, for which students must earn a grade point ratio of 2.0 or higher in all courses required for the certificate (Reference 2A:02, pp. 289-394). Continuing education program certificates are awarded after students have acquired the requisite number of program-related "credits."

These degree and certificate requirements are all in accordance with generally accepted norms or equivalencies in higher education. The underlying goal of the College is the achievement of students learning outcomes, as indicated in the Mission Statement (see Standard II.A.1.c).

Self Evaluation

The College meets the Standard in that it bases its awarding of degrees and certificates on student accomplishment of student learning outcomes described in the college Catalog (see Standard II.A.1.c; Reference 2A:02).

Planning Agenda

The College will continue to focus its courses and programs around student learning outcomes. By fall 2006, the Learning Outcomes Assessment Committee will have completed materials to support faculty development in student learning outcomes and assessment of student learning outcomes.

The Committee will also have developed workshops for faculty and curriculum committee members, and will continue the process of training faculty in these measures. In addition, the Committee will also have an interactive website to support faculty in writing and assessing learning outcomes.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

“Kapi‘olani Community College believes that education is the key to personal growth, and it is dedicated to the notion that learning is a lifelong process. To encourage students to Kūlia i ka Nu‘u, strive for the highest, and develop the skills and attitudes they will need to become lifelong learners, the College relies on some of the latest technologies and instructional approaches to offer a wide range of innovative programs” (2005-2006 Catalog, p. 9).

The student learning outcomes for general education at the College are based on this philosophy.

Associates in Arts

As stated in Standard II.A.1.c, the Associate in Arts (AA) degree is a two-year liberal arts degree, consisting of at least 60 semester credits, which provide students with skills and competencies essential for successful completion of a baccalaureate degree. The requirements for the AA degree are 60 credits in courses numbered 100 or higher as listed in the Liberal Arts Program, a minimum grade point ratio of 2.0 or higher for all courses applicable toward the degree, and course selection as described under the Liberal Arts program (Reference 2A:02, p.34).

To fulfill the minimum outcomes of general education, or complete the AA degree requirements, a student at Kapi‘olani Community College must fulfill the foundation and diversification focus requirements. The foundation requirements include three credits of written communication, three credits of symbolic reason-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

ing, and six credits from two of three groups for global and multicultural perspectives (Reference 2A:02, p. 38).

The following are the diversification requirements

- Six credits in Arts and Humanities, two courses from two of three groups, Arts, Humanities, and Literature and Language;
- Seven credits in Natural Sciences, three credits each in Biological Sciences and Physical Sciences, and one credit of lab;
- Six credits in the Social Sciences with two courses from two different disciplines;
- Completion of 101 and 102 or equivalent of Hawaiian or a second language, and
- Three credits of Oral Communication (Reference 2A:02, p. 38).

The focus requirements of the AA include two Writing Intensive courses, and one course in Hawaiian, Asian, and Pacific Issues. The requirements also include a minimum of 18 credits of electives in Liberal Arts courses numbered at or above the 100-level or non-Liberal Arts courses that meet major requirements. (For a sample of approved non-Liberal Arts courses that can be used as electives for the AA degree, see the College Catalog, p. 38—Reference 2A:02. For the AA degrees offered at Kapi‘olani Community College, see pp. 369-378 of the Catalog—Reference 2A:02).

Associate in Science

The Associate in Science (AS) degree is a two-year Technical Occupational Professional degree, consisting of at least 60 semester credits with a minimum of 15 credits in related general education courses. The degree provides students with skills and competencies for gainful employment and, in some cases, continuing education.

General education courses generally applicable to AS degrees are listed in the Catalog (Reference 2A:02). The minimum requirements for skills in communication and Math and logical thinking are listed in the individual program curricula, as are the courses required by major programs, and electives as needed to meet total credit-hour requirements (Reference 2A:02, p.39).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

As an example of an AS degree program, the following are general education requirements for an AS degree in Accounting:

- English 160;
- Business 100;
- An AS Arts and Humanities Elective (100 level or higher);
- An AS Natural Science Elective (100 level or higher); and
- An AS Social Sciences Elective (100 level or higher) (Reference 2A:02, p. 292).

The minimum General Education requirements for the AS degree and certificates are specific to the individual program curricula (Reference 2A:02, pp. 290-368 and pp. 379-392). (A complete list of all courses that fulfill the College AS degree requirements can be found on page 41 of the 2005-2006 Catalog.)

Associate in Technical Studies

The Associate in Technical Studies (ATS) degree is a two-year degree consisting of 60 semester credits. This degree also prepares students with skills and competencies for gainful employment. The ATS degree is customized for an individual student by integrating courses from two or more current approved programs. The degree is intended to target emerging career areas that cross traditional boundaries.

The ATS degree requires a minimum of 60 credits, a grade point ratio of 2.0 or higher, and the general education requirements of at least 9 credits with at least one course in each of these three areas: Social Sciences, Natural Sciences, and Arts and Humanities (Reference 2A:02, pp. 40).

Certificates

The College also offers Certificates of Achievement, Certificates of Completion, Certificates of Competence, and Academic Subject Certificates. The general education requirements are specific to the certificate (Reference 2A:02, pp. 290-392).

General Education

The basic content and methodology of traditional areas of knowledge in general education are determined through the Curriculum Committee, a standing committee of the Faculty Senate. As discussed in Standard II.A.2, the College has an established procedure for the creation of courses and programs. Individual course

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

outlines ensure that general education courses include appropriate content and methodology. Campus policy is that course outlines are reviewed every five years. As discussed in Standard II.A.3.b, each course offered in the AA degree general education curriculum must address at least one of the academic skill standards or student learning outcomes.

Self Evaluation

The College meets the Standard. A student must have the minimum general education requirements to be awarded an AA, AS, or ATS degree. Therefore, successful completion of general education courses demonstrate that students have achieved the specified learning outcomes and can apply that knowledge to subsequent coursework. All the courses that are designated as meeting the diversification areas (humanities, natural sciences, social sciences) must meet hallmarks, which include the content and the methodology of the discipline (Reference 2A:02). The College has accepted the University of Hawai‘i at Mānoa hallmarks, which ensures transferability of courses.

Collection of data that indicate students’ ability to apply vocational and technical skills to employment or other endeavors is discussed in Standard II.A.5.

The review process of the Curriculum Committee ensures that general education courses include appropriate content and methodology. Course outlines must address at least one of the academic skill standards. However, student learning outcomes have not yet been developed for some of the sub-components of general education, global-multicultural perspectives, and diversification areas.

Planning Agenda

None

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

As noted in Standard II.A.1.c, each academic course included in the general education curriculum required for the AA degree should address at least one of

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

the student learning outcomes or General Education Academic Skill Standards shown in Table 5 below.

Table 5.
Student Learning Outcomes
General Education Academic Skill Standards
Associate in Arts Degree

- | |
|---|
| <ul style="list-style-type: none">• Critical thinking.• Information retrieval and technology.• Oral communication.• Quantitative reasoning.• Written communication.• Understanding self and community. |
|---|

These skill standards represent the minimum outcomes expected of students who have completed their general education experience at the College (Reference 2A:02, pp. 34-35). These minimum outcomes are not achieved in a single course or in the courses within a single department (Reference 2A:02, p. 371). The review process of the Curriculum Committee ensures that the expected skill levels are included in course outlines. To be considered a general education course, a course must demonstrate in the course outline that it meets at least one of the required skill standards.

Students who complete courses for the AS and ATS degrees will achieve student learning outcomes shown in Table 6 on the following page (Reference 2A:02, pp 39-40).

Along with the stated student learning outcomes, both the AS and ATS degrees include eight General Education competencies shown in Table 7 on the following page (Reference 2A:02, p. 39).

In addition, curricular education at Kapi‘olani CC is supplemented by the cross-curricular emphases, Writing across the Curriculum/Thinking and Reasoning, Information Technology, International Education, and Service-Learning, and the curricular Initiatives, First Year Experience, Learning Communities, Mālama Hawai‘i, and Teacher Preparation. The articulation agreements with the University of Hawai‘i at Mānoa, as mentioned in Standard II.A.3.a, ensure that the required skill levels meet collegiate standards (Reference 2A:045).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 6.
Student Learning Outcomes
Associate in Science Degree
Associate in Technical Studies Degree

1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.
2. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
3. Recognize effects of technology and science on the natural and human environments.
4. Understand contemporary issues and problems and respond to the impact of current conditions
5. Demonstrate proficiency in conceptual, analytic, and critical modes of thinking.
6. Develop insights into human experience and apply them to personal, occupational, and social relationships.
7. Recognize relevance of career choices to life-long learning.
8. Demonstrate competence in a selected program of study.

Table 7.
General Education Competencies
Associate in Science Degree
Associate in Technical Studies Degree

- Understanding of self.
- Understanding of one's place in the world.
- Understanding and appreciation of diverse cultures.
- Understanding of communication in society.
- Understanding of science as a driving force.
- Understanding of the dynamics of change.
- Understanding of the aesthetics of human experience.
- Understanding of the need for lifelong learning.

Self Evaluation

The College meets the Standard. General Education Skills Standards, Student Learning Outcomes, and General Education Competencies for degrees the College offers clearly emphasize that learners will be trained in skills that include oral and written communication, information competency, computer literacy,

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

The general education curriculum has specific, comprehensive learning outcomes for the students. Successful completion of general education courses should demonstrate that students have achieved the specified knowledge and can apply that knowledge to subsequent coursework. Faculty members use a variety of assessment techniques and teaching strategies to measure students' acquisition of knowledge, skills, and attitudes during the course. However, a consistent and continuous process of identifying and assessing student learning outcomes in courses and programs should be established.

Planning Agenda

As mentioned in the planning agenda of Standard II.A.2.e, by the end of spring 2006, the College will have developed a timeline for implementing e-portfolios for programs that wish to use this tool for assessment of program outcomes. Workshops will continue to be refined and conducted to assist faculty in identifying, articulating, and measuring learning outcomes in courses and programs.

The College plans to consolidate General Education outcomes for the College and the AA, ATS, and AS degrees, and to align the consolidated outcomes with the ACCJC General Education guidelines and the University of Hawai'i at Mānoa General Education core requirements.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

As discussed in Standard II.A.2.c, the College has been recognized for its best practices in liberal education, for its quality programs in international education, and for its programs in Service-Learning and Community Engagement.

International Education

The College offers students the opportunity to study abroad in Chile, China, France, Japan, Korea, Mexico, and Spain. The College promotes international

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

understanding through support for intensive second-language training and international travel and study to China, Japan, and Korea.

The College will use data collected from international travel and study to China, Japan, and Korea to assess how the international learning experiences affect students' skills, abilities, and attitudes. This assessment will help the College improve the College international educational offerings and experiences.

Service-Learning

The General Education Skill Standard, "Understanding Self and Community," provides a college-wide framework for ethics and civic learning. Service-Learning is one way in which this skill standard can be achieved, through community service experiences that provide students with opportunities for academic learning, personal growth, and civic responsibility.

Evidence of whether students are achieving "Understanding Self and Community" is provided when students engage in Service-Learning projects. However, not all students participate in Service-Learning. Students' willingness to assume civic responsibility roles after leaving the College would verify that students have developed these ethics. Evidence indicates that Service-Learning participants improved their perception of their ability to make a difference in the community (Reference 2A:36).

Student Conduct

All students are expected to behave according to the conduct codes of the College and the conduct codes of specific programs, as outlined in student handbooks. Disciplinary actions are taken when the codes are violated and violations may result in failure of courses or expulsion from the College. (See Standard II.7.b for additional discussion.)

Self Evaluation

The College partially meets the Standard. Opportunities for students to learn to be an ethical human being and effective citizen are provided through courses that have Service-Learning components and programs. Additionally, since students must fulfill the minimum general education course requirements to obtain an AA, AS, or ATS degree, an appreciation of ethical principles, respect for cultural diversity and historical and aesthetic sensitivity for some programs can be achieved through courses that address these academic skill standards.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

The College cross-curricular Emphases and Initiatives will develop new tactical plans in 2006-2007 that focus on how to better support these learning outcomes for all students.

The Arts and Sciences Tactical Plan for 2004-2007 includes the possible development of a service-learning General Education requirement.

Service-Learning will attempt to verify that students have developed a willingness to assume civic responsibility roles after leaving the College.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The course requirements, competencies, and individualized areas of study for degree programs are clearly outlined in the General Catalog. A degree is an academic credential awarded in accordance with University of Hawai'i Board of Regents approval and consists of the components of General Education core requirements; college program requirements; major requirements and objectives, if any; and additional degree requirements (Reference 2A:02).

The Associate in Arts degree is an interdisciplinary degree that emphasizes competencies essential for successful completion of a baccalaureate degree. The AA degree program must meet criteria in the General Education and Academic Skills Standards. These standards influence degree and course competencies for AA degree programs.

The interdisciplinary core for the AA degree program is identified by the diversification requirements, which are consistent with the diversification requirements at the University of Hawai'i at Mānoa. These requirements are listed in the Catalog (Reference 2A:02, pp. 39 & 43).

The following are diversification areas:

- Arts and Humanities;
- Natural Sciences; and
- Social Sciences.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The Associate in Science degree is a dual-purpose program, preparing students for gainful employment or further education. The Associate in Technical Studies (ATS) degree is a customized program that uses course study from two or more degree programs and is intended to target emerging career areas that cross traditional boundaries. The AS and ATS degrees require at least five General Education courses in their curricula. In addition, some AS degree programs have other General Education courses as prerequisites for entry into the programs.

For the AS degrees, each program has a set of required courses that defines the area of focused study. These programs and required courses are listed in the Programs and Curricula section of the Catalog (Reference 2A:02, pp. 311-426).

Self Evaluation

The College meets the Standard. Programs and program requirements are clearly described in the College Catalog. The interdisciplinary core for the AA degree is consistent with the diversification requirements at the University of Hawai‘i at Mānoa.

Through a large variety of survey courses, general education requirements, and developed specialized courses, the College ensures that students are introduced to broad areas of knowledge and a focused or interdisciplinary area of study.

Planning Agenda

None

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Student preparedness for employment may be monitored and evaluated in several ways. These include performance in required and elective courses (all programs), employer surveys regarding requisite skills and knowledge, employer surveys regarding performance of students who have graduated and are working in the field, and pass/fail rates on national licensure/certification.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The career programs survey employers regarding graduates of their programs. The results of the survey are reported in the annual program health indicator reports.

With the exception of Dental Assisting, which is not an accredited program, accrediting bodies of all Health Science programs require the programs to survey employers and program graduates regarding satisfaction with the program. With the exception of the Respiratory Therapy survey, which is accessed directly by employers or graduates from the Council of American Respiratory Care website, all surveys are sent to graduates and employers by the program directors.

Graduates of the following programs are required to take National Certification Examinations: Emergency Medical Technician, Medical Laboratory Technician, Mobile Intensive Care Technician, Radiologic Technology, Respiratory Care, Pharmacy Technician, Occupational Therapist Assistant, and Nursing (NA, PN, RN). Graduates of the following programs have the option to take National Certification exams: Medical Assisting, Physical Therapist Assistant, and Dental Assisting (Reference 2A:51, 2.A:52, and 2A:53).

Pass rates for exams for all credit health education programs, except for Emergency Medical Services and Dental Assisting, are published in annual Program Health Indicator Reports. Each year, a report lists the names of all persons in Hawai'i who passed the National and State Certification Exams for Emergency Medical Technician Basic and Paramedic Mobile Intensive Care Technician. In the five-year period 2000 through 2004, all Kapi'olani Community College graduates passed the Emergency Medical Technician Basic and Mobile Intensive Care Technician National and State Certification Exams (Reference 2A:54).

Graduates of the continuing education Massage Therapy program take State Licensure examinations. The cohorts of students in fall 2003, spring 2004, fall 2004, and spring 2005 all passed their exams (Reference 2A:50).

The continuing education Pharmacy Technician program reports that, for cohorts of summer and fall 2004 and spring and fall 2005, 100% of the graduates passed the Pharmacy Technician Certification Board Examination (2A:62).

Self Evaluation

Based on the results of employer and graduate surveys, and pass rates on national certification exams reported in the annual Program Health Indicator reports, the College meets this standard.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

None

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College employs several methods to ensure that transfer courses are clearly identified, comparable, and appropriately articulated with other institutions. These methods include quality assurance of catalog entries, the process of curriculum development and review, the process of articulation development and review, and direct communication with students and faculty about course syllabi.

Quality Assurance of Catalog Entries

The College requires that all courses state intended learning outcomes. All degree and certificate programs must also state intended student learning outcomes. All of these course and program outcomes are printed in the Catalog. Catalog entries are scrutinized for accuracy. When errors appear in the Catalog, updated information is posted on the College website, in the online Catalog (Reference 2A:02).

Printed guidelines provided to (mainly new) faculty state what essential information must be included in a syllabus (e.g., information about the instructor, the course, and course policies; Reference 2A:66, Classroom Concerns, Course Outlines and Syllabi).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

To ensure that these guidelines are followed and that the information is consistent with that in the Catalog, department chairs and discipline coordinators review faculty syllabi each semester. In addition, the College forms for peer evaluation and lecturer assessment contain specific areas to assess whether a colleague's course syllabus clearly states objectives or expected outcomes; whether course content is appropriate to planned outcomes and competencies; and whether learning strategies and resources are appropriate to course content and planned outcomes. (Table 8 below shows the areas on the form that address course objectives and outcomes.)

Table 8.
Syllabus Guidelines for Faculty
Kapi'olani Community College

Course Syllabus	Course Content	Learning Strategies and Resources	Grading Procedures and Strategies	Self Evaluation and Review
Objectives or outcomes are clearly stated.	Logical organization and sequencing of course topics and appropriateness to planned outcomes and competencies.	Appropriateness to course content and planned outcomes.	Clarity, appropriateness, and provision for keeping students informed of their progress.	Use of feedback from students and peers to review course content, strategies and outcomes as appropriate.

Acceptance of Transfer Credits

Policies governing transfer of credits into the University of Hawai'i System are found in the Student Transfer Handbook, originally published in 1989, and most recently revised in October 2001 (Reference 2A:61).

Transfer policies are provided in print and are online (Reference 2A:02, p. 27). Forms for requesting transfer evaluation are also available online (Reference 2A:62). In addition, students transferring from out of state can access an online, out-of-state, course articulation database. This database allows students to verify which of their previous college courses will transfer to the College (Reference 2A:76).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The policy regarding transfer of credits into the College is regularly evaluated by the College registrar and the University System's Council of Chief Academic Officers. The form for requesting a Transcript Evaluation form was last updated on November 13, 2003.

In general, the College bases decisions to accept courses that apply to its degrees and certificates on the University of Hawai'i articulation database (a database of courses that helps colleges determine equivalencies of courses from diverse institutions and with different course-names and numbers). Several staff members of the Kekaulike Information Service Center have been trained in transcript evaluation.

Using a compiled database of course descriptions and course transfer history, each transcript from outside the University of Hawai'i System is analyzed to determine transferability to the College. If the College does not have an appropriate catalog on file, the student is asked to provide a course catalog, course syllabus or outline, or other documentation from the student's previous college.

The course is screened for course content, course competencies, academic level, number of contact hours, and methods of evaluation. When appropriate, the Kekaulike Information Service Center consults the academic department granting the student's degree to determine course transferability into the College.

Since 2000, the mix of students at the College has been marked by increases in the number of transfer and international students. During this same period, the College has increased its offerings of certificates and degrees, thus requiring an expansion of the transfer credit-course database. The increase in the number of international and transfer students has also increased the complexity of transcript evaluations, and the additional number of certificates and degrees has required more resources to complete the additional research in course articulation.

Policy Review

To maintain and update articulation agreements, the College Acting Vice Chancellor for Academic Affairs meets monthly with the University of Hawai'i System's Council of Chief Academic Officers—the body tasked with overseeing academic affairs and articulation.

Self Evaluation

The College partially meets the Standard and is making progress toward meeting the Standard completely. Intended student learning outcomes in past catalogs, as

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

well as in course syllabi, have been described as course competencies. As the College has moved toward clearly defining student learning outcomes, a great deal of dialogue about the actual differences between a student learning outcome and a course competency has occurred.

As indicated in the planning agenda below and in Standard II.A.f, substantial effort is being invested to determine exactly how student learning outcomes are defined and will be defined and how they will be integrated into course content, the syllabus, and programs across the campus.

Further, the College should closely monitor changes in enrollment of international and transfer students, as well as the number of new degrees and certificates offered, and increase transcript evaluation services accordingly to ensure that timely evaluations are completed.

Planning Agenda

To further expedite the transcript evaluation process, the University of Hawai'i System's Institutional Research Office is working with the College and other system colleges to create an inter-college articulation database (Reference 2A:77).

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Requirements for degrees and certificates are listed in the Kapi'olani Community College General Catalog (Reference 2A:02, pp. 34-41). The requirements are also available from counselors, on advising sheets, and at advising sessions for groups and individuals.

Significant changes to program requirements occur infrequently and tend to reflect the changing times or needs in career fields. The College rarely eliminates entire programs. When programs are eliminated, the department involved either offers courses needed for each student to graduate or ensures that the student can obtain the requisite courses at a comparable institution.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

According to the Acting Vice Chancellor for Academic Affairs, elimination of a College program has not occurred since the Office Administration Technology Program was eliminated in academic year 1995-1996. However, two programs have been stopped or offered in alternative modes or time frames.

The College has a process for helping students who are enrolled in academic programs that have been changed or eliminated. Based on Board of Regents policy, students earning a degree or certificate in a program that is eliminated are allowed to graduate in their intended program of study (Reference 2A:48, p. 5-2).

Students who attend Kapi‘olani Community College are bound to the program and degree requirements in effect upon their acceptance into the College, provided they continue without a break in enrollment. Whenever program requirements have significantly changed, students can choose to follow the original requirements at entry into the system or the new requirements (Reference 2A:02, p.35).

According to the Acting Vice Chancellor for Academic Affairs, the College informs students of program changes through the following methods: *Kapi‘o Newspress* (the campus newspaper), the College website, direct contact with a counselor, the College Catalog, and information sessions.

Most programs on campus offers an information session highlighting the changes to the program requirements. Students can attend these sessions to learn more about how they will be affected by any changes. Information sessions related to academic advising are scheduled each semester.

Self Evaluation

The College meets the Standard by accommodating students so that they can complete their degree when program requirements are significantly changed or when programs are eliminated.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Kapi‘olani Community College publishes a Catalog, Schedule of Classes, and brochures about the institution and its programs (Reference 2A:02 and 2A:17). The College also maintains a website <http://www.kcc.hawaii.edu/>. These publications and the website provide the main channels for the students and community to access information about the College.

Catalog

The College has specified a content structure for the Catalog that delineates sections in the Catalog to ensure the consistency of the information after each revision (Reference 2A:02). (The content structure is available at the Office of the Dean of Student Services. Some examples of these sections in the Catalog are: the mission statement, innovations and awards, admission registration and financial information, college policies and regulations, degree and certificate programs, name of faculty/staff, administrative staff, Board of Regents, advisory committees, and adjunct faculty.)

In 2005, responsibility for publication for the Catalog was moved from the Dean of Student Services to the Dean of Culinary, Hospitality, and College Advancement. The publications at Kapi‘olani are regularly updated and revised. The website version of the Catalog provides specific information about revision dates and most recent updates (Reference 2A:02).

Schedule of Classes

The Schedule of Classes is published twice a year. The spring issue covers the summer session and the fall semester. The fall issue covers the spring semester (Reference 2A:17). This expanded schedule provides information on academic calendars, course offerings and times, fees, policies, and student regulations. Updates and corrections are provided as needed throughout the year. A “Class Availability” website provides the most updated information about classes and their current enrollment (Reference 2A:69).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

College Website

The website includes the College Catalog, Schedule of Classes, information about programs, the campus, the faculty and staff resources, and student publications. Additionally, the website includes information about the library and a link to a user guide and online reference desk. The College general contact information is provided at the bottom of each webpage in the site.

An internal information system intended primarily for Kapi‘olani CC faculty and staff is provided at <http://quill.kcc.hawaii.edu/page/home.html>. This site, known as “Quill,” can also be linked directly from the homepage under the top menu bar “One-Stop.” New sections and information are added as necessary.

Student Services

The Office of Student Services uses a variety of means to provide students with information about the College. These include student orientation sessions, student publications, electronic publications, and information provided through faculty. A student survey in January 2005 conducted by the Dean of Student Services found that the students find college information mainly through the website and from instructors. Beginning in spring 2006, the College also adopted the policy of using students’ University of Hawai‘i email addresses as the main channel for sending information to students (Reference 2A:71).

Plans

The College Academic Development Plan was last revised in 1997. As described in Standard I.B.2, after development of its 2003-2010 Strategic Plan, the College moved to a new model of planning, assessment, and improvement resulting in the three-year tactical plans beginning in 2003. All Academic Programs and (beginning in spring 2006) Administrative and Educational Support Units began to develop these plans (Reference 2A:46).

Faculty Handbook

The Faculty Handbook was most recently revised in summer 2005 by the Faculty Development Leaders and the Center for Excellence in Learning, Teaching, and Technology. The handbook will be evaluated and updated each fall (Reference 2A:64). The online version has been available since January 2006, and can also be accessed through Quill by clicking on “The 411” (Reference 2A:70).

Utilizing the newly developed tactical plans (Reference 2A:46), and with the involvement of the Learning Outcomes Assessment Committee, the College regularly plans, assesses, and improves its services to students and its community

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

at all levels. Through its publications, the College regularly updates and reviews the institutional policies and procedures to ensure integrity in all representations about its mission, programs, and services.

Self Evaluation

The College meets the Standard, providing current, relevant, and accurate information to its constituencies, prospective and current students, and the general community through the Catalog, Schedule of Classes, Faculty Handbook, and the extensive websites.

Planning Agenda

None

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing-board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The College policy on academic freedom demonstrates institutional commitment to the pursuit and dissemination of knowledge; the College is pro-active in supporting academic freedom. This policy is published in the 2003-2009 Agreement between the University of Hawai'i Professional Assembly (the faculty union) and the Board of Regents of the University of Hawai'i.

The agreement is distributed to all faculty members and available online (Reference 2A:65, Academic Freedom, Article IX, pp. 16-17). Information regarding these policies is also published online in the Faculty Handbook under Academic Freedom and Responsibility (Reference 2A:66). The faculty handbook is discussed with new faculty in an orientation session.

If anyone perceives a threat to academic freedom, a Faculty Advisory Committee on Academic Freedom is convened by the appropriate administrative office. If the

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

individual(s) is (are) not satisfied with the results of that hearing, the individual may file a grievance according to the procedures set out in the 2003-2009 Agreement (Reference 2A:67, Grievance Procedure, Article XXIV, pp. 43-46).

In the exercise of academic freedom, faculty members are held to the professional responsibilities set forth in Article IV, Faculty Workload and Professional Responsibilities, of the 2003-2009 Contract (Reference 2A:67, pp. 3-4) and the University of Hawai'i Community College Statement of Professional Ethics (Reference 2A:66). Faculty responsibilities include distinguishing between personal conviction and professionally accepted views in a discipline, and presenting data and information fairly and objectively. A student can file a complaint according to the terms of the Academic Grievance Policy (Reference 2A:67) and at the Student Services Office, 'Ilima 205.

The College uses mechanisms that provide the opportunity to determine how effective faculty are in distinguishing in the classroom between personal conviction and professionally accepted views, and whether faculty engage in dialogue to deepen their understanding of this expectation. These mechanisms include contract-renewal documents, anonymous student feedback surveys of faculty (collected by the faculty at the end of each semester), and peer evaluations by faculty.

Self Evaluation

The College meets the Standard. The College has established and published governing policies on academic freedom and responsibility and grievance procedures. Policies are reviewed and revised as necessary with each new faculty collective bargaining agreement.

Planning Agenda

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The Student Conduct Code explains the College academic honesty policy and how it is enforced. The Student Conduct Code is published each semester in the Schedule of Classes, which is distributed to students free of charge, and the College Catalog in the section on Student Regulations (Reference 2A:02, pp. 30-31).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

A copy of the Student Conduct Code may also be obtained from the Office of the Dean of Student Services, 'Ilima 205. Many instructors refer to the Student Conduct Code in their syllabi.

The Student Conduct Code was last updated in May 2004. Generally, the Code is reviewed by the university administration and is aligned with other student conduct codes within the University of Hawai'i System.

The Student Conduct Code addresses a variety of topics, including academic dishonesty, cheating, and plagiarism. Disciplinary action is exercised through the Student Conduct Committee and is subject to collective bargaining agreements. Disciplinary actions that the College may impose include a formal warning, probation, suspension, and dismissal.

Self Evaluation

The College meets the Standard. The Student Conduct Code adequately communicates expectations concerning student academic honesty and the consequences for dishonesty. Though the Student Conduct Code was last revised in May 2004 and is updated as necessary, no formal process for revision exists. The College should establish formal review procedures so that the Student Conduct Code is reviewed and updated regularly.

Planning Agenda

None

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog or appropriate faculty or student handbooks.

Descriptive Summary

The College does require students to conform to a specific code of conduct. Additionally, programs such as Legal Assisting, Health Education, and Culinary Arts have their own student handbooks that outline specific behaviors required of their students. The College subscribes to policies of nondiscrimination and freedom from sexual harassment and expects staff, faculty, administrators, and students to adhere to these policies. These are published in the Catalog, in the

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Schedule of Classes (Reference 2A:17), and in the online Catalog (Reference 2A:02, pp. 2, 31).

The mission and educational philosophy of the College are based on its role as a community college serving the community of Hawai‘i. The College has adopted visions and values statements in the tradition of the College namesake, Queen Kapi‘olani and her motto, “*Kūlia i ka Nu‘u*,” to strive for the highest. All of these policies are published in the print Catalog (Reference 2A:02, p. 2), the Appendix in the Schedule of Classes (Reference 2A:17), and in the online Catalog (Reference 2A:02, pp 8-9).

The College does not seek to instill specific beliefs or world views.

Self Evaluation

The College meets the Standard. The College informs the public through several channels of its policies of nondiscrimination and freedom from sexual harassment. The College also publicizes its mission, educational philosophy, and values.

Planning Agenda

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

At this time the College does not offer curricula in foreign countries. Faculty from Emergency Medical Services, Culinary Arts, Hospitality, and English for Speakers of Other Languages have offered short term, customized training overseas, but there is no coordinated series of credit offerings that lead to a degree or certificate.

Self Evaluation

Not applicable.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

Not applicable.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2A

- 2A:01 College Strategic Plan 2003-2010, <http://quill.kcc.hawaii.edu/page/strategic.html>.
- 2A:02 College Catalog 2005–2006; <http://www.kcc.hawaii.edu/page/catalog>.
- 2A:03 Special Report: Transfer, Enrollment and Performance of University of Hawai‘i Community College Associate in Arts Graduates at UH Mānoa, available at <http://www.hawaii.edu/iro/adhoc/>.
- 2A:04 UH Executive Policy E5.209, <http://www.hawaii.edu/apis/ep/e5/e5209.pdf>.
- 2A:05 Electronic portfolio website, <http://eportfolio.kcc.hawaii.edu>.
- 2A:06 Sakai website, <http://sakaiproject.org>.
- 2A:07 Arts and Sciences Tactical Plan, 2004-2007, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2A:08 Business Education Tactical Plan, 2004-2007, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2A:09 Holomua Tactical Plan, 2004-2007, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2A:10 International Education Tactical Plan, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2A:11 LERN recommendations.
- 2A:12 Center for Excellence in Learning, Teaching, and Technology Transition Report, Nov. 2005, http://quill.kcc.hawaii.edu/page/pg_356.
- 2A:13 2006 Self Study-Kapi‘olani CC, Faculty-Survey Summary Report—December 22, 2005, <http://quill.kcc.hawaii.edu/page/2006selfstudy.html>.
- 2A:14 Service-Learning website, <http://kapiolani.hawaii.edu/object/servicelearning.html>.
- 2A:15 Community College Survey of Student Engagement website for 2004 results for the College. <http://www.ccsse.org/survey/public-profile.cfm?ipeds=141796&source=2004>.
- 2A:16 Assessment and Student-Learning Outcomes: Proposed Directions for Kapi‘olani Community College - A Concept Paper, Draft 6, April 12, 2004, http://quill.kcc.hawaii.edu/object/IO_892.html.
- 2A:17 Schedule of Classes, <http://www.kcc.hawaii.edu/page/soc>.
- 2A:18 White Paper, Reflections; April 1, 2005, Progress Report, <http://quill.kcc.hawaii.edu/page/2005progress>.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- 2A:19 Faculty Senate Resolutions on Prerequisites, April 1, 2005, Progress Report, <http://quill.kcc.hawaii.edu/page/2005progress>.
- 2A:20 Draft Prerequisite Guidelines, April 1, 2005, Progress Report, <http://quill.kcc.hawaii.edu/page/2005progress>.
- 2A:21 October 15, 2005, Progress Report, <http://quill.kcc.hawaii.edu/page/2005progress>.
- 2A:22 April 18, 2005, memo from Curriculum Committee to Faculty Senate, May 3, 2005, endorsement from Faculty and September 22, 2005, response from the Chancellor.
- 2A:23 Learning Outcomes Assessment website, <http://quill.kcc.hawaii.edu/page/loa.html>.
- 2A:24 Student feedback survey, Fall 2005, <http://www.kcc.hawaii.edu/page/2006selfstudy>.
- 2A:25 Continuing education student feedback surveys.
- 2A:26 Online student feedback survey, <http://moosurvey.kcc.hawaii.edu/e-learn/eval/faq.html>.
- 2A:27 Graduate and Leaver Survey 03-04, Office of Planning and Institutional Research, <http://old.kcc.hawaii.edu/admin/opir/images/Other%20Surveys/Graduate%20and%20Leaver%20Survey%2003-04.xls>.
- 2A:28 Graduate and Leaver Survey 02-03, Office of Planning and Institutional Research, <http://old.kcc.hawaii.edu/admin/opir/images/Other%20Surveys/Graduate%20and%20Leaver%20Survey%2002-03.xls>.
- 2A:29 Program Accreditations, <http://www.kcc.hawaii.edu/object/programaccreditation.html>.
- 2A:30 Kapi'olani Community College - Courses Articulated to UH Mānoa General Education Requirements, http://www.hawaii.edu/ovcaa/academics/html/articulation_kapiolanicc.htm.
- 2A:31 Summer Bridge Syllabus.
- 2A:32 Syllabi for Learning Skills Courses.
- 2A:33 Syllabus for Interdisciplinary Studies 103, "Introduction to College."
- 2A:34 SOS Workshop calendar <http://www.kcc.hawaii.edu/support/holomua/sos.htm>.
- 2A:35 Fact Sheet for Service-Learning at Kapi'olani Community College, May 2005, revised June 6, 2005.
- 2A:36 Converging Data: Demonstrating Service Learning Effectiveness on Our Campus http://quill.kcc.hawaii.edu/object/io_1126216588563.html.
- 2A:37 Center for Excellence in Learning, Teaching, and Technology online calendar, <http://www.hawaii.edu/kcccltt>.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- 2A:38 Kapi'olani CC Campus wide survey summary report – department chairs December 12, 2005, <http://quill.kcc.hawaii.edu/page/2006selfstudy.html>.
- 2A:39 Course Outline Form and Guidelines, <http://www2.hawaii.edu/~currcomm>.
- 2A:40 Board of Regents Policies, <http://www.hawaii.edu/svpa/borp/borpch5.pdf>.
- 2A:41 UH Executive Policy E5.201, <http://www.hawaii.edu/apis/ep/e5/e5201.pdf>.
- 2A:42 Chancellor for Community Colleges Memo Index, http://www.hawaii.edu/ccc/Docs/CCCM_PDF/cccm.html.
- 2A:43 UH Executive Policy E5.202, <http://www.hawaii.edu/apis/ep/e5/e5202.pdf>.
- 2A:44 University of Hawai'i Community Colleges Policy 5.202, http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_5.202-Review_of_Established_Programs.pdf.
- 2A:45 K5.202, Review of Established Program, <http://quill.kcc.hawaii.edu/page/campuspolicies.htm>.
- 2A:46 Strategic and Tactical Plans website, <http://quill.kcc.hawaii.edu/page/planning>.
- 2A:47 Executive Memo E5.209, <http://www.hawaii.edu/apis/ep/e5/acaf.html>.
- 2A:48 Board of Regents Policies and Bylaws, Chapter 5: Academic Affairs, <http://www.hawaii.edu/offices/bor/policy/borpch5.pdf>.
- 2A:49 Director of Dental Assisting Program, (email communication from the Director).
- 2A:50 Pass/Fail rates for Massage Therapy 2003-2005, (documentation with Department of Commerce and Consumer Affairs, Licensing Division).
- 2A:51 Pass/Fail rates – National Board of Respiratory Care Summary for 1999-2005.
- 2A:52 EMS yearly comparison of pass rates of Registry Exams, (housed in the office Chair of Emergency Medical Services).
- 2A:53 American Registry of Radiologic Technology Exam Record 1988-2005.
- 2A:54 Employer Surveys for Physical Therapist Assistants, (located in Program Director's office).
- 2A:55 Employer Surveys for Dental Assistants, (located in Program Director's office).
- 2A:56 Employer Surveys for Culinary Arts, (located in Program Director's office).
- 2A:57 Employer Surveys for Employer Surveys for Medical Laboratory Technicians, (located in Program Director's office).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- 2A:58 Employer Surveys for Respiratory Care Therapists, (located in Program Director's office).
- 2A:59 Employer Surveys for Occupational Therapist Assistants, (located in Program Director's office).
- 2A:60 Pharmacy Technician Program Coordinator.
- 2A:61 Student Transfer Handbook.
- 2A:62 Transcript Evaluation Request Form, <http://www.kcc.hawaii.edu/page/kiscdocs>.
- 2A:63 Occupational Therapist Assistant Program Director, (email communication from Chair of Health Sciences Department).
- 2A:64 Faculty Handbook, http://www2.hawaii.edu/~celtt/Faculty_Handbook
- 2A:65 2003-2009 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i, <http://www.uhpa.org/uropa-bor-contract/2003-2009-uhpa-uh-bor-agreement.pdf/view>.
- 2A:66 University of Hawai'i Community Colleges Statement of Professional Ethics, http://www2.hawaii.edu/~celtt/Faculty_Handbook/overview/ethics.html.
- 2A:67 Chancellor of Community Colleges Memo, No. 2210 UH Community College Procedure and Guidelines Relating to Complaints of Discrimination, http://www.hawaii.edu/ccc/Docs/CCCM_PDF/cccm.html.
- 2A:68 Office of Planning and Institutional Research annual reports, <http://www.kcc.hawaii.edu/object/opir.html>.
- 2A:69 Class Availability website, <http://myuh.hawaii.edu/pls/uhdad/avail.classes?i=KAP>.
- 2A:70 Faculty Handbook on Quill website, <http://quill.kcc.hawaii.edu/page/411>.
- 2A:71 Schedule of Classes, p. 110, System and Campus-Wide Electronic Channels for Communicating with Students, <http://www.kcc.hawaii.edu/attach/10525?type=support&primitive=0>.
- 2A:72 Learning Outcomes Assessment Project Descriptions: ACE/FIPSE International Learning Outcomes Assessment Project, http://quill.kcc.hawaii.edu/object/IO_875.html.
- 2A:73 Health Career Programs Tactical Plan, 2004-2007.
- 2A:74 Hospitality and Tourism Tactical Plan, 2004-2007, <http://quill.kcc.hawaii.edu/attach/9196?type=support&primitive=0>.
- 2A:75 Culinary Arts Tactical Plan, 2004-2007, <http://quill.kcc.hawaii.edu/attach/12746?type=support&primitive=0>.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

2A:76 UH System Transfer Website, <http://www.hawaii.edu/transferdatabase/>.

2A:77 UH Institutional Research Office website, <http://www.hawaii.edu/iro/aboutiro.htm>.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Kapi‘olani CC is dedicated to helping its diverse students attain their highest educational potential and to providing them with a firm foundation for lifelong learning. The College is committed to offering a diverse program of student services to support and promote attainment of student educational goals. Major components of this network are available to students from the beginning to the end of their tenure at the College.

Kekaulike Information and Service Center

As with any community college, some student services provide direct support to student learning while others provide support indirectly. The Kekaulike Information and Service Center is in the latter group: a one-stop physical location that supports student learning by continuing to make improvements to the admissions and registration processes.

The Kekaulike Center is staffed by 22 full-time staff members and provides services for students in the following areas: admissions, registration, graduation, transcripts, financial aid, and records. The Center is divided into four main areas: Admissions, Registration, Financial Aid, and Records. However, the Kekaulike staff members are cross-trained to deliver multiple services and do not specialize in only one area.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Maida Kamber Center for Career and Transfer Services

The Maida Kamber Center for Career and Transfer Services provides a comprehensive array of services, which include career assessment, career counseling, career exploration and planning, and academic and transfer advising. The Center also assists students in transferring to four-year colleges by providing updated program information from all the University of Hawai'i System campuses and also from private universities and colleges. The Center organizes and implements career and transfer workshops each semester and coordinates a yearly transfer fair that attracts representatives from 35 to 40 colleges.

From fall 2002 to spring 2005, the staff of the Maida Kamber Center saw approximately 4000 students in individual appointments and walk-in advising. These students filled out evaluations of these services; 94 % of the students indicated that the counselor understood their needs and provided useful information. 89 % of the students also indicated that Focus II, a career planning assessment instrument, helped them to clarify their interests and goals (Reference 2B:01).

Job Placement Services

The College also provides job placement services through its Job Placement Office. This office has one counselor who serves as a point of contact for business and industry representatives who have vacancies and are looking for qualified students to fill positions. The Job Placement counselor coordinates closely with the College vocational programs and other counselors to provide job skill seminars and to identify internship and employment opportunities for students.

Services for Students with Disabilities—Special Student Services Office

As discussed in II.A.2.d, the College provides services to help students with disabilities achieve equal access to instruction and other campus activities. The Special Student Services Office has two counselors who coordinate classroom accommodations, provide counseling services, and support faculty and staff in ensuring access for students with documented disabilities.

The College also provides crisis counseling for students when necessary. This service is contracted out and performed by a professional who specializes in crisis situations.

TRIO-Student Support Services Project

The TRIO Support Services Project has three counselors available exclusively for students who are the first generation in their family to attend college, students who are economically disadvantaged, and students who are minority students.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The counselors offer academic advising, personal and career counseling, and financial aid information. The TRIO project also helps faculty better understand the needs of students who are the first generation in their family to attend college, or come from economically disadvantaged families or who are minority students

Services for Deaf and Hard-of-Hearing Students

The College is also the site of the Kapi'olani Deaf Center. This Center encompasses the following programs and services: the Gallaudet University Regional Center, Intensive Preparatory English and Math Programs for deaf and hard-of-hearing students, academic counseling services from a counselor who is fluent in American Sign Language, and the Educational Interpreters and Assistants Project.

The Deaf Center provides support services that include American Sign Language interpreters, computer assisted note-takers, student note-takers, and tutors fluent in American Sign Language. The Center also has nine part-time freelance interpreters working on campus. The Deaf Center houses the Gallaudet University Regional Center Lending Library with books, videos, and DVDs on a variety of topics related to deafness.

First Year Experience Services

The College, through First Year Experience, provides students with learning tools, training, and support necessary for the journey toward academic and personal success. Upon completing the first year, students have the direction and the skills necessary to move forward on their learning and personal paths. To achieve these goals, activities in First Year Experience include Bridge programs for transition into Kapi'olani CC, new student orientation, and Access to College Excellence.

Bridge. The Bridge project at the College is for Native Hawaiian and pathway students. Although it is a Title III program, it falls within the purview of First Year Experience and the Student Services Unit. The College has five Bridge programs that help students to transition from 1) high school to college, 2) first-year to second-year in the liberal arts, 3) first-year to second-year in career programs, 4) second-year to degree or certificate, and 5) transfer to a four-year institution or into a career. The Bridge programs are funded through a Title III grant.

Since the Bridge project began in fall 2005, only the first Bridge has been implemented. The College had a cohort of thirty students participating: 17 entered in fall 2005 and 13 entered in spring 2006 (Reference 2B:02). The second Bridge

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

experience will begin in fall 2006 and will run concurrently with the first Bridge, which itself will have a new cohort of students participating in fall 2006.

Orientation. In addition to Bridge, First Year Experience also includes orientation. Students who are new to the campus attend an orientation session where they meet with counselors, faculty advisors and student mentors who introduce them to the College, talk with them about what it means to be a college student, and provide specific information concerning registration procedures and course selection. In a survey administered in spring 2005, 39.5 % of students indicated they attended an orientation session, and 34.8 % of those thought it was helpful in identifying academic goals (Reference 2B:03).

To address these low numbers, the College is piloting a mandatory orientation program for all incoming public and private high school graduates from the class of 2006 who were enrolling in the fall 2006 semester. A First Year Experience sub-committee developed a “concept and design” paper that detailed the goals and student learning outcomes for the orientation (Reference 2B:04).

Access to College Excellence. First Year Experience also includes College Skills classes and Access to College Excellence (ACE). In Access to College Excellence, clusters of 10 students take two or three classes together during their first or second semester and meet once a week for a special seminar related to college success. One faculty member receives reassigned time to coordinate and provide leadership in this initiative.

International Student Services

The Honda International Center provides assistance and support for international students, promotes study abroad programs for all students, and implements campus intercultural activities. The Honda International Center is also a resource center for the University of Hawai‘i Community College System. The Center provides a broad range of programs and services for the System (Reference 2B:05).

Services for Native Hawaiian Students

Kūlia Ma Kapi‘olani, the Native Hawaiian Project, is federally funded through the Native Hawaiian Career and Technical Education Program of ALU LIKE Inc. Staffed by two counselors, the goal of the project is to increase retention and placement of Native Hawaiian students in career and technical education in the community colleges. The services of *Kūlia Ma Kapi‘olani* include personal and career counseling, financial aid information and support.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Single Parents and Displaced Homemakers Services

The Single Parents and Displaced Homemakers Services helps eligible single parents and displaced homemakers gain marketable skills through vocational education. A full-time counselor provides services, which include academic, career, and personal counseling; referral networks; career and life planning seminars; financial aid; child care information; workshops, and club activities.

Office of Student Activities

The Office of Student Activities provides many activities and services to students, including help in buying passes for “The Bus” (Honolulu’s mass transit system), musical performances, ice cream socials, information about health insurance and off campus housing, and discount movie tickets. This Office also coordinates “Study with Your Buddy” prior to final exams. During final exam week the College cafeteria remains open at night so that students can work together to prepare for final exams. Some faculty members also attend to answer questions and assist students. The Office of Student Activities has a full time coordinator.

Assessment Activities

Kapi‘olani CC assures the quality of its support services by surveying current students to evaluate campus activities, including student support services. A Kekaulike Student Satisfaction survey was administered in fall 2004 and will be administered again in fall 2006 (Reference 2B:06). This survey provides feedback from students about the effectiveness of the Kekaulike Information and Service Center, which handles matriculation including admissions, registration and financial aid.

In fall 2004, 70–84% of students indicated that the Kekaulike Center staff was knowledgeable, helpful, and polite, and 60 % found them to be efficient and service-oriented. Additionally, 60% of the students indicated that extra staff was needed at the Kekaulike Center during peak times and 58% wanted more forms available online (Reference 2B:07).

A Student Services Survey was also administered in fall 2004 and will be administered again in fall 2006. The results from both the Kekaulike Student Satisfaction survey and the Student Services Survey are being used to inform tactical plans for the Student Services Unit and Kekaulike Information Service Center (Reference 2B:08).

Support units, including student services, collect data through surveys and other means. Student Services uses two surveys—the Kekaulike Center Student Satis-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

faction Survey and the Student Services Survey. The Student Services survey was intentionally narrow in its scope; only the Career and Transfer Services are mentioned on the survey. Due to technical problems, other service areas such as Single Parents and Displaced Homemakers Services were not included on the fall 2004 survey but will be incorporated into the fall 2006 survey. The fall 2006 survey results will help the other service areas measure the quality of their services and their impact on student learning.

The Student Services Unit will undergo a program review every three years. The first student services program review was completed in June 2006. Program review is an evaluation and improvement exercise that examines several aspects of each student services program to identify new, changing, and ongoing needs to assure that services effectively meet these needs. The program review specifically analyzes the quality of matriculation services, retention services, transition services and the quality of resources (Reference 2B:09).

Certain support programs also undergo state and federal review, audits, and require regulatory and statistical reporting of outcomes. In addition, the Kekaulike Information and Service Center (which houses the Financial Aid Office) and the College federal programs, are audited yearly by external auditors to ensure compliance with guidelines for federal programs.

Self Evaluation

Overall, the College meets the Standard. In several ways the College ensures the quality of student support services and demonstrates that these services support student learning and enhance achievement of the Mission of the College. All Academic Programs and Administrative and Educational Support Units are beginning to use data and utilize student feedback to inform the development of tactical plans.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning General Information, Requirements, Major Policies Affecting Students, and Locations or publications where other policies may be found.

II.B.2.a. General Information

Descriptive Summary

The Kapi‘olani Community College Catalog contains the required general information components. Included as part of this section are the College official name, address, telephone number, and website address; educational mission; course, program and degree offerings; academic calendar and program length; statement on academic freedom; student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members (Reference 2B:10).

Self Evaluation

The College meets the Standard. The Catalog contains precise, accurate, and current information.

Planning Agenda

None

II.B.2.b. Requirements

Descriptive Summary

Clearly presented in the College Catalog is information on admissions, student fees and other financial obligations, degrees and certificates, and policies concerning graduation and transfer. Course requirements are listed under each specific program for degrees and certificates. More specific details are included in the Schedule of Classes, which is published twice each year. Information contained in the Catalog is reviewed annually (Reference 2B:11).

Self Evaluation

The College meets the Standard.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

None

II.B.2.c. Major Policies Affecting Students

Descriptive Summary

The Catalog provides a clear and concise section on “College Policies and Regulations.” Academic regulations including academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, and the sexual harassment policy are found in this section. Information on refund of fees is included in the Financial Information section (Reference 2B:12).

Self Evaluation

The College meets the Standard.

Planning Agenda

None

II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary

In addition to the College Catalog, the College publishes a Schedule of Classes, which delineates specific course information relevant to a specific semester. The Schedule also includes information about the Student Conduct Code, the Policy on Sexual Harassment, and the Policy on Sexual Assault. The Schedule also states where students can receive printed copies of institutional policies. College policies, including nondiscrimination and affirmative action, are located on the College website as well (Reference 2B:13).

Self Evaluation

The College meets the Standard.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College participates in surveys and studies in an ongoing effort to continue to understand its student population. The Office of Planning and Institutional Research collects information on demographics, achievement, attitudes, and opinions. The data reveal areas where support is needed to give students a better chance at success.

The College monitors enrollment patterns at the institutional and department levels. The Dean of Student Services tracks enrollment activity using information collected in previous years. Departments monitor increases and declines in enrollment through program reviews. The College also monitors the number of applications, transcripts, and financial aid applications received and processed to identify any major changes in student demand for these services.

The Office of Planning and Institutional Research tracks data on retention, persistence, and success. The Office sends these data to individual programs to facilitate decisions about approaches to providing learning support. This Office also tracks the progress of students in basic skills courses (English and Math courses not applicable to a degree or certificate).

Achievement data collected by the Office of Planning and Institutional Research show student success in meeting objectives. In fall 2001, overall retention rates (students who do not drop or withdraw before the end of the semester) were 88.8%, and as of fall 2003 persistence rates (continued enrollment) were 73.3% (Reference 2B:14). Other achievement data show that, after three years of full-time study, about 70% of students graduate, transfer to other postsecondary schools, or continue at Kapi‘olani Community College (Reference 2B:15).

The Holomua (Developmental) Department, which houses the basic skills courses, is especially interested in achievement data to help the faculty ensure that students coming out of developmental courses successfully complete the next level of courses. Data from 2004 show that 69.6% of students completing the final basic skills course in English went on to successfully complete the next-level English course. This percentage compared favorably with the 70.5% completion rate of non-developmental students who enrolled in that English course without having taken a basic skills course (Reference 2B:16).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Identifying Student Needs

The Office of Planning and Institutional Research, the Planning and Grants Development Office, and the deans of the College work collaboratively to collect and analyze data on the needs of the College student population and the needs of the community. These data are used to inform College grant proposals, including Title III, National Science Foundation—Tribal Colleges and University Programs grant, the Carl D. Perkins Vocational and Technical Education grant, and other campus programs.

In the case of the National Science Foundation—Tribal Colleges and University Programs grant, the College received a one-year assessing and planning grant that enabled a faculty planning and leadership team to identify the needs of Native Hawaiian students in math and science.

The process of program reviews, which has been required of all Academic Programs and, beginning spring 2006, was required of all Administrative and Educational Support Units, includes survey results to evaluate and measure student satisfaction with programs and the campus environment. The program review helps the Support Units set goals that will enable them to deliver better services to students.

Program goals that arise from the program review process will be stated in tactical plans, required of all Academic Programs and Administrative and Educational Support Units. The tactical plans also provide a mechanism for ongoing analyses and improvement. Both the Program Reviews and the tactical plans encourage a systematic approach to identifying student needs and allocating resources to address them.

Self Evaluation

The College meets the Standard. Academic Programs and Administrative and Educational Support Units are engaging in tactical planning and program reviews, which helps identify gaps and concerns in support for student needs. Based on these activities, the Academic Programs and Administrative and Educational Support Units are able to implement or revise procedures that help the students. The College is emphasizing tactical planning as a means to identify student needs and create and adapt new approaches based on best practices. The College Office of Planning and Grants Development will eventually align its work with the identified needs stated in the tactical plans.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

None

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location of the services or method of delivery.

Descriptive Summary

Kapi‘olani Community College provides a wide array of support services and programs for its students and the diverse community that surrounds it. Generalized services including the Kekaulike Information and Service Center and counseling, benefit all students. Specialized support services, including the Bridge programs and Disability Services described earlier in Standard II.B.1., benefit specific student populations in need of unique services. The College also has developed other methods for serving students, as discussed below.

Liaisons with High Schools

Students have their initial contact with the College through outreach efforts coordinated by the College Advancement Unit and Student Support Services. These services include faculty and counselor liaisons that work with high school students and high school counselors and other community members interested in Kapi‘olani Community College.

Through these efforts, many faculty and counselors have developed a relationship with the high school counselors, who work to ensure that information about the College programs and upcoming opportunities is communicated to potential new students. The Bridge, the National Science Foundation—Tribal Colleges and University Programs, and Gear-Up projects have coordinators who work with students while they are still in high school so that students who may benefit from these projects are identified.

The College also has a unique partnership with the Department of Education. In this partnership, public high school juniors and seniors attend classes at the College while earning both high school and college credits. Called “Running Start,” the partnership allows students who participate to earn college credits, which are transferable to any University of Hawai‘i degree-granting institution.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Ambassadors Campus Tours

In addition to the liaison outreach efforts, the College provides general and personal tours of the campus and academic programs. These tours are adapted to meet the needs of the visitors who include prospective students as well as groups of elementary school students. The College has 15 trained tour guides and 35 support personnel who sustain this program.

New Student Orientation

Other efforts include a comprehensive college website, new student orientation sessions, and program information sessions. The goals of the orientation and program information sessions are to inform students about the demands of college life, interpret placement test results and requisites, explain general preparation for certificates, graduation, and transfer, and advise students on other significant aspects of college culture and available support services. Additionally, the College is working on making the orientation accessible to a larger audience through online video, podcast, and an online text version (Reference 2B:17).

Internet Resources

The College maintains a comprehensive webpage at <http://www.kcc.hawaii.edu> where potential and current students can find information about the support services that the College provides as well as information about academic programs. Links on the website lead students to forms such as application for admission, application for financial aid, change of address, and grade requests.

The College is also working on an online advising system. Additionally, policies and procedures are being drafted for advising through email (Reference 2B:18). Finally, the College uses an online employment database that allows campus employers and students to engage in the process of University of Hawai'i student employment with relative ease.

Kekaulike Information and Service Center

As stated earlier, the Kekaulike Information and Service Center provides student access through its centralization of services, enabling students to receive immediate, coordinated services in a student-friendly and efficient manner. The staff of the Kekaulike Information Service Center, along with the College counselors and high school liaisons, provides workshops and staff tables during orientation sessions to provide information about applying for admission and for financial aid.

The staff of the Kekaulike Center helps students accurately apply for Federal Student Aid. Moreover, the Kekaulike Center began sending institution-to-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

student mass emails in spring 2005. These emails contained information about important dates, deadlines, and activities.

Outreach to Students with Disabilities

Counselors for Disability Services also provide information to potential and current students to identify those who are eligible for its programs. Upon confirmation of eligibility, students meet with appropriate staff to discuss support needs, which might include counseling, tutoring, interpreters, note takers, use of adaptive equipment, extended time for test taking, and other available services.

Bridge Project

As described earlier in Standard II.B.1., through the College Title III grant, a Bridge project has been developed to help Native Hawaiian students at various stages of their college career. The first Bridge experience helps students to transition from high school to college. As part of the first Bridge project, students benefit from intervention strategies and support services to help them through their first academic year.

Students in the Bridge project meet with other bridge students and faculty members before the semester starts in order to create a positive and nurturing learning environment. Incoming students are assigned a peer mentor, who helps students during their first year to make the transition to college.

Mentoring

Many of the Academic Programs at the College outline in their tactical plans strategies for assuring access to prospective students. For example, Culinary Arts established a mentorship program with local high schools to improve the flow of information to students interested in pursuing a degree or certificate in this area. Culinary Arts is also collaborating with the State Department of Education and with public and private high schools to sponsor a statewide student culinary expo.

These types of efforts raise awareness and help the College make contact with many people who are interested in continuing their education (Reference 2B:19).

Self Evaluation

The College meets the Standard for assuring equitable access to all students by providing appropriate, comprehensive, and reliable services through multiple approaches. The College is beginning to evaluate these services through tactical planning efforts and program reviews. The feedback from students and the community helps the College monitor the changing needs of prospective and current

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

students. The feedback also stimulates continuous dialogue among support services and academic programs regarding increased awareness and coordination of efforts.

The College recognizes the critical stages of growth of the students throughout their college career. The goal of the College is to ensure that all students have an opportunity to attend college, and, once they are admitted, that they complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the college support services staff and College faculty. The College strives to *mālama* (take care) and support students in meeting their educational needs.

Planning Agenda

None

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The College values integrity, hard work, community, and personal growth, and as such, the College aims to pass these values on to its students by providing a learning environment that reflects these values and by offering students numerous opportunities to develop intellectually, aesthetically, and personally.

Office of Student Activities

As an example, the Office of Student Activities provides a wide range of opportunities through co-curricular educational, cultural, social, and recreational student activities and programs. The motto of the Office is “There is more to college than da books.” In exemplifying this motto, the Office celebrates and promotes its role on campus in helping students develop personal and civic responsibility through student clubs and student government activities.

The Office of Student Activities also hosts guest speakers that introduce students to career opportunities and social/cultural issues. The Office provides support for the Board of Student Activities, Student Clubs, the Board of Student Publications, and Student Congress.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Board of Student Activities. The Board of Student Activities, under the Office of Student Activities, acts as support to student clubs that benefit Kapi‘olani CC students. Student organizations, including the American Sign Language Club, the Alma Latina Spanish Club, and the International Student Club, offer a glimpse of the diverse interests of the students who attend Kapi‘olani Community College. During the 2005-2006 academic year, the College had seven active student clubs.

At the start of each semester, a Club Day is held at the ‘Ohi‘a Café to promote each club and encourage students to join. Although these student clubs are a way for students to build skills in leadership and teamwork, only 14% of students in fall 2004 indicated that they were a member of a student club (Reference 2B:20). The 2004 survey also found that 50% of students indicated that they know about the clubs but did not participate.

The Board of Student Activities consists of six voting members of the student body, three voting members of the faculty or staff, and the coordinator/advisor of the Office of Student Activities. Members of the Board of Student Activities interview all qualified students, staff, and faculty who apply for positions on the Board of Student Activities. The Board submits a recommendation to the Dean of Student Services, who then makes the final decision.

Board of Student Publications. The Board of Student Publications publishes the *Kapi‘o Newspress* (the weekly student newspaper), *Diamond Journal* (an anthology of essays by students in writing classes), *Horizons* (a journal of Asian-Pacific writing and art), and *Spectrum* (a magazine featuring the best student writing and art). The Board of Student Publications also sponsors writing contests and readings to encourage student writers.

All students who serve on the Board of Student Publications are encouraged to publish. The faculty advisor for the Board indicated in an interview that these publications are read by many members of the community and provide a sense of civic responsibility through the development of articles that concern community issues. The student newspaper is a valued source of information for students. The fall 2004 student services survey found that 66% of students indicated that *Kapi‘o Newspress*, kept them well informed about current campus issues (Reference 2B:21).

Student Congress. The Student Congress represents the student body and, as such, is the official channel of communication between students and the administration. Officers in the Student Congress serve on various committees and have a

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

seat on the Faculty Senate. In addition, members of the Student Congress are selected to represent each registered student club, the Board of Student Activities, and the Board of Student Publications.

All students attending the College are eligible to vote for members of the Student Congress; however, only those with a 2.0 grade point ratio or higher are eligible to serve as officers. Those serving on the Student Congress participate in electing the Chair, Vice-chair, Treasurer, Public Relations Officer, and Secretary of the Student Congress.

Honors Program

As described in Standard II.A.1.a, the College also has an Honors society, Phi Theta Kappa, which recognizes and encourages excellence and scholarship among two-year college students. The Program provides many opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programs. As of spring 2006, Phi Theta Kappa had about 250 members (Reference 2B:22).

Service-Learning

The College also encourages civic responsibility and personal development through its Service-Learning Program. Many courses feature Service-Learning as part of the curriculum. Students have benefited from learning in environments that include local botanical gardens and outreach programs to senior citizens.

Service-Learning is a teaching and learning method that connects community service experiences with academic learning, personal growth, and civic responsibility. At the end of each semester, students write a capstone essay focusing on specific learning outcomes, including personal growth and individual responsibility to the community.

Other Activities in Community Service

Additionally, many of the College academic programs encourage their students to participate in community service. For instance, the first-year students of the Respiratory Care Program become “asthma educators” by taking a six-hour workshop called Open Airways. Then they talk with elementary school students about self-care; the talks include discussion of asthma. The second-year students in the Respiratory Care Program participate in a two-day event called “Asthma Camp.”

Other parts of the College also promote community service. For example, local chefs have called on the College Culinary Arts students to volunteer their services

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

in events benefiting Big Brother and Big Sisters, Muscular Dystrophy, Easter Seals, and other charitable organizations.

In addition, the Student Nursing Association has collected monies, toiletries, and scrubs for nurses working in relief shelters assisting victims of hurricane Katrina. The nursing students have also conducted outreach efforts to local retirement homes and senior citizen fairs. These service programs provide opportunities for student intellectual and personal growth.

Self Evaluation

The College meets the Standard for providing an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. From student clubs to Service-Learning, students have opportunities to add depth to their learning experience at Kapi'olani Community College.

Planning Agenda

None

II.B.3.c. The institution designs, maintains, and evaluates programs for counseling and academic advising to support student development and success and prepares faculty and other personnel who are responsible for the advising function.

Descriptive Summary

Each of the twenty full-time Program-Specialist Counselors is assigned to one of nine instructional programs. Program-Specialist Counselors provide academic advising, personal and financial counseling, learning support, and career counseling. They collaborate with faculty and department chairs to plan, assess, and evaluate the department's services and provide support services to help students reach their academic and career potentials.

Twelve Support-Specialist Counselors are assigned to the Student Services Unit. Support-Specialist Counselors are responsible for helping students based on the students' unique needs and characteristics (e.g., Native Hawaiian, Single Parent and Displaced Homemakers, Students With Learning Disabilities) or for providing services for campus-wide activities (e.g., registration, First Year Experience, student activities, career and transfer assistance). They work with instructional

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

faculty, grant and program officers, and the Dean of Student Services to plan, assess, and evaluate counseling and academic advising services.

The College offers academic advising to students who want to transfer to four-year institutions. Pre-Transfer Advisors are trained faculty members who are well-versed in transfer advising and transitional counseling. The following programs have Pre-Transfer Advisors: Art, Business, Education, Engineering, Information and Computer Sciences, Psychology, Sciences, and Travel Industry Management.

During the spring 2004 semester, the “Counseling Competencies 1998” was replaced by the new “Core Principles of Academic Advising 2004.” These principles include advising hallmarks and a formal statement of academic advising for the campus (Reference 2B:23). The counselors also agreed on a list of student and counselor responsibilities. This list is published in the Schedule of Classes (Reference 2B:24).

An Academic Advising Council, consisting of one counselor from all the degree programs, was also created. The Academic Advising Council has several functions, including 1) reviewing annually all operations of advising and 2) writing student learning outcomes for advising.

In spring 2006, the Academic Advising Council adopted two learning outcomes, which were renamed as student development outcomes. The College must still integrate these student development outcomes with instructional/program learning outcomes in courses and programs, and faculty and counselors need to work collaboratively to assess these outcomes (Reference 2B:25).

Based upon individual programs, counselors utilize a variety of assessment strategies including anecdotal feedback, written and verbal feedback from students and faculty, student surveys, and longitudinal studies of first year students to help identify the support needs of their specific program and student population. All assessment activities are used to strengthen the counseling services.

Self Evaluation

The College meets the Standard in designing, maintaining, and evaluating programs for counseling and academic advising. The counselors support student development and success and train faculty and other personnel who are responsible for advising.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

None

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Promoting student understanding and appreciation of diversity is an integral part of the identity of the College. The College Mission Statement emphasizes that the campus places the highest value on diversity: “Kapi‘olani Community College is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed, and reflected in the students, faculty, staff, administration, and curriculum.” (Reference 2B:26). The College provides many activities that recognize and promote diversity.

Activities that Promote Diversity

Diversity is also one of the prime goals in the College strategic plan (Reference 2B:27). To meet the needs of its diverse student population, the College maintains campus-wide programs, practices, and services committed to fostering awareness and appreciation of diversity. These campus-wide Initiatives reflect and promote the richness of the multicultural student body and faculty, as well as the rich cultural diversity of Hawai‘i.

Guest Speakers and Musical Performances. Each semester the faculty and the Office of Student Activities invite guest speakers to share their expertise on a variety of topics, including cultural issues that promote internationalism and appreciation of diversity on campus (Reference 2B:28). Also, live musical performances are held in the ‘Ōhi‘a cafeteria for students. These performances feature popular bands, comedians, and entertainers and represent the local and international cultures that Hawai‘i comprises (Reference 2B:29).

Culinary Events. The College also promotes college events that support and enhance student understanding and appreciation of diversity. For example, the College hosts *A Night in India*, a cultural dinner that includes special Indian cuisine prepared by a Culinary Chef and her Culinary Arts students, followed by fashion show featuring Indian saris. The year 2005 marked the seventh annual Night in India.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Disability Awareness Activities. On Disabilities Awareness Day, the Hui Hoaloha Club, which is affiliated with the TRIO Student Support Services Project, hosts an event to educate Kapi‘olani CC students, faculty, and staff about types of disabilities. Activities are geared to bring greater understanding of the needs of persons with disabilities and how to meet those needs.

Also presented are Deaf Awareness Workshops for faculty. These workshops provide faculty with specific suggestions and techniques for working with deaf and hard-of-hearing students as well as with ASL interpreters. They also provide faculty with the skills necessary to build a successful learning environment for students with hearing disabilities.

Annual International Events. The College holds two annual events that have an international focus: the International Festival and International Education Week. The International Festival, held during four days in March, is one of the largest events on campus, and hosts many cultural activities including art exhibitions, films, dance, and panel discussions, and seminars (Reference 2B:30).

In November, International Education Week at the College provides an opportunity to highlight the benefits of international education and exchange; to express appreciation for students and scholars who study and teach at the College and in Hawai‘i; and to commend the people who build and strengthen bridges of international understanding by organizing and participating in exchange programs (Reference 2B:31).

Diversity and Academic Degrees

In addition to activities, workshops, and events that promote diversity, as part of the AA degree students must be able to “examine critically and appreciate the values and beliefs of their own culture and those of other cultures” and “use the study of a second language as a window to cultural understanding.” (Reference 2B:32).

To this end, students must complete courses focusing on: global and multicultural perspectives, Hawaiian or foreign language, and Hawaiian, Asian, or Pacific issues. Students can also receive Academic Subject Certificates in either Asian Studies or Hawaiian/Pacific Islands Studies (Reference 2B:33).

Additionally, Kapi‘olani CC is participating in the ACE/FIPSE International Learning Outcomes Assessment Project, a national, grant-funded project coordinated by the American Council of Education. Project participants are developing

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

instruments to measure a range of broadly defined “international,” “global,” and “multicultural” student learning outcomes. The primary goals of the project are to understand how, and under what circumstances, such learning outcomes occur, and to develop instruments that will reliably measure these kinds of learning (Reference 2B:34).

Self Evaluation

The College meets the Standard. It has designed and maintained appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The Office of Planning and Institutional Research evaluates the placement processes for consistency and effectiveness. All new students are required to take a placement test unless they are transferring acceptable prerequisite classes in English and Math. The placement test is used to determine the starting point for students at the College. The College uses the American College Testing COMPASS (Computerized Adaptive Placement Assessment and Support System) test to place students into English and Math classes.

Offered in a computerized format, the COMPASS test covers skills in three subject areas: Math, reading, and writing. Students, whose first language is not English, take the computerized COMPASS ESL test, which includes reading skills and grammar usage. Scores for COMPASS and COMPASS ESL are available a few minutes after the test is completed.

The University of Hawai‘i Community College System uses COMPASS because it has been effective in guarding against and minimizing cultural and linguistic biases. During development of the COMPASS test, items were reviewed both internally and externally “for fair portrayal and balanced representation of societal groups and for use of nonsexist language” (Reference 2B:35).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

To ensure consistency and effectiveness, the College has performed several studies since COMPASS was first fully installed in fall 1998. Checks on the distribution of placement recommendations are made annually to ensure that unusual shifts in population are not occurring.

Periodic reports are submitted to the University of Hawai'i Community College system's Academic Policy, Assessment and Planning office. These reports document the distribution of placement for recent high school graduates (Reference 2B:36).

The main tool used to monitor placement has been regression analysis, first conducted by the Office of Planning and Institutional Research in 1998-1999, then subsequently throughout the University of Hawai'i Community College system by American College Testing in 2002-2003. These analyses produced measures of accuracy, success, and distribution that have been and are being used to validate or modify the criteria used for placement (Reference 2B:37).

To evaluate admissions into its selective-admission programs, the College uses the annual review of Program Health Indicators, generated by the Office of Planning and Institutional Research. This review reports on measures such as cohort and graduation rates, Graduate and Leaver Survey data, rates of certification and licensing, and satisfaction of students and employers (Reference: 2B:38).

Self Evaluation

The College meets the Standard by conducting regular evaluation of its admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Kekaulike Information and Service Center maintains student records that are permanent, accurate, and complete. All academic records are confidential and all are carefully secured against fire or theft. The records are retained according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (Reference 2B:39).

Employees at the Center receive training regarding the confidentiality of grades and handling of other private records. For all departments at the College, access to electronic student records and printed records is limited to the specific kind of access needed to perform an employee's job.

All records are stored electronically. An electronic backup is located on a second server and two sets of CD ROMs. One clerk in the Kekaulike Information and Service Center has been allocated to convert paper files to electronic files. The clerk is converting all academic records and other required documents.

All academic paper records for active Kapi'olani Community College students are kept in a locked file in the Kekaulike Information and Service Center. All inactive academic records are kept in locked storage rooms. Although all stored academic records are secure, the files are in different locations. The College will be consolidating the files in a new secure storage facility after other scheduled renovation projects are completed.

Policies and procedures regarding the release of student information are clearly stated in the College Catalog, the Schedule of Classes, and the College website. In all activities that involve private information, every effort is made to comply with the Family Educational Rights and Privacy Act of 1974 (Reference 2B:40).

Forms to request transcripts are available at the Kekaulike Information and Service Center and online. The Center does not release official information without a written signature authorizing release. Students may access unofficial transcripts online using their University of Hawai'i user names and passwords. These unofficial transcripts may be used for advising purposes and for transfers within the University of Hawai'i system.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

The College has further increased personal security for students by discouraging the use of a student's social security number as the student's identification number on student forms. Instead, the College issues each student a computer generated Banner I.D. number when the student is admitted into the College.

Self Evaluation

The College meets the Standard for permanent, secure, and confidential handling of student records and information. Staff, faculty, and students who handle sensitive information receive training on how to do so. Access to information is on a need-to-know basis. Policies regarding the release of student records are published and clearly stated.

Planning Agenda

None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All instructional programs have been required to submit Program Reviews since 1993; however, non-instructional units have not. In spring 2006, Program Reviews were required for all Academic Programs and Administrative and Educational Support Units. The Program Review for the Student Services Unit will be completed every three years and will be used to measure progress toward achievement of established goals, identify student needs, and establish solutions to challenges that are identified.

The College requires tactical plans from every program and support unit on campus, including Student Services. These plans require a uniform format to report goals, objectives, and strategies for assessment. The tactical plans are also tied to the College Strategic Goals. Many of these tactical plans involve ongoing projects for improving services. Each program and support unit submits a progress report yearly; the report outlines progress on the tactical plan.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

As described earlier in this Report, since 2002, the College has administered the Community College Survey of Student Engagement every two years to get feedback from students on their overall satisfaction with the quality of the College, and to identify areas where the College can improve programs and services for students. The survey queries students about support for learners, collaborative learning, student effort, academic challenge, and student-faculty interaction (Reference 2B:41).

Although the survey provides national benchmarks that enable the College to compare its services with other institutions on the mainland, the College finds that the survey will be most valuable for comparing like institutions within the University of Hawai'i System. However, little analysis has been done yet for comparisons at the system level.

The College is striving to become more efficient at assessing services and how they contribute to the achievement of student learning outcomes. Therefore, individual student service programs such as Single Parents and Displaced Homemakers services, the Student Activities Office, the Special Student Services Office, and the First Year Experience and the Bridge program are collaborating with the College Office of Planning and Institutional Research to design evaluation instruments and discuss methods for analysis and interpretation of student evaluations.

The College also receives informal feedback from State/Federal Audits. Constant informal feedback and continuous interaction with students provides quality assurance in such programs as financial aid, veteran's benefits, Title III and TRIO grant requirements. Student concerns about services surface quickly as financial concerns drive students to seek redress when they believe they are not getting the services they need to be successful.

Although the College is still designing assessment tools for its services, the College recognizes the importance of engaging in an assessment feedback loop. Data about student services are being compiled and used to inform changes that lead to improvement and models of best practice for the College.

Self Evaluation

The College meets the Standard. The College continues to address the identified needs of the students. The College is working towards regular surveying of students, and using results of the surveys that are in place to make improvements to student services.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

However, Student Learning Outcomes are still being developed, and ways to measure them need to be defined among the Academic Programs and Administrative and Educational Support Units. Each of these units needs to continue to work with the Office of Planning and Institutional Research to develop assessment and analysis tools.

Planning Agenda

The Student Services Unit will continue to develop Student Learning Outcomes and assessment tools to measure student achievement of those outcomes.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2B

- 2B:01 Data from Maida Kamber Center.
- 2B:02 Bridge data.
- 2B:03 Stem Student Demographics Assessment, 2005,
http://moosurvey.kcc.hawaii.edu/tcup/survey/results_sp5.html.
- 2B:04 Concept Paper for New Student Orientation.
- 2B:05 Honda International Center Website,
<http://www.hawaii.edu/object/hondainternationalcenter.html>
- 2B:06 Kekaulike Information and Service Center Tactical Plan, page 6,
<http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2B:07 Dean of Student Services, and Survey Results
- 2B:08 Kekaulike Information and Service Center Tactical Plan and Student Services Tactical Plan, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2B:09 Student Services Program Review.
- 2B:10 College Catalog 2005-2006, pages 2-11, 15-23, 45-392, 396-413,
<http://www.kcc.hawaii.edu/page/catalog>.
- 2B:11 College Catalog 2005-2006, pgs 18-26, 34-41.
- 2B:12 College Catalog 2005-2006, pgs 24, 27-31.
- 2B:13 College Catalog 2005-2006, Schedule of Classes (Fall 2005), College website,
<http://www.kcc.hawaii.edu>.
- 2B:14 Self Study Achievement Data, 2005, pgs 15-16,
<http://quill.kcc.hawaii.edu/page/2006selfstudy.html>.
- 2B:15 Self Study Achievement Data, 2005, pg 18,
<http://quill.kcc.hawaii.edu/page/2006selfstudy.html>.
- 2B:16 Self Study Achievement Data, 2005, pg 20,
<http://quill.kcc.hawaii.edu/page/2006selfstudy.html>.
- 2B:17 New Student Orientation Online: <http://www.kcc.hawaii.edu/nso>.
- 2B:18 Draft of online advising policies.
- 2B:19 Culinary Arts Tactical Plan, pg. 4: <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2B:20 Fall 2004 Student Services Survey Data.
- 2B:21 Fall 2004 Student Services Survey Data.
- 2B:22 Phi Theta Kappa Enrollment data.
- 2B:23 Core Principles of Academic Advising 2004.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- 2B:24 Schedule of Classes Summer/Fall 2006, pg 8.
- 2B:25 Minutes of Academic Advising Council, Fall 2005-Spring 2006.
- 2B:26 College Catalog 2005-2006, pg 8.
- 2B:27 College Strategic Plan 2003-2010, Goal 4,
http://quill.hawaii.edu/object/IO_405.html.
- 2B:28 Office of Student Activities Schedule of Speakers, Fall 2005.
- 2B:29 Office of Student Activities Schedule of Entertainers, Fall 2005
- 2B:30 International Festival, Schedule of Events.
- 2B:31 International Education Week, Schedule of Events.
- 2B:32 College Catalog 2005-2006, pg 35, <http://kcc.hawaii.edu/page/catalog>.
- 2B:33 College Catalog 2005-2006, pg 34, <http://kcc.hawaii.edu/page/catalog>.
- 2B:34 ACE/FIPSE Documents and Minutes of Meetings.
- 2B:35 COMPASS Tech Manual, pgs 3-21.
- 2B:36 COMPASS Report submitted to Office of Academic Policy, Assessment, and Planning.
- 2B:37 Placement Test Validation, <http://www.kcc.hawaii.edu/object/otherstudiessurveys.html>.
- 2B:38 Program Health Indicator Document and Graduate and Leaver Survey Results,
<http://www.kcc.hawaii.edu/object/otherstudiessurveys.html>.
- 2B:39 American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Guidelines.
- 2B:40 College Catalog 2005-2006, pg 31, <http://kcc.hawaii.edu/page/catalog>.
- 2B:41 Community College Survey of Student Engagement Graphs,
<http://www.kcc.hawaii.edu/object/otherstudiessurveys.html>.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning-technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution's mission.

Descriptive Summary

The Library and Learning Resources Unit (Library, Campus Web Team, Open Computer Labs, and Testing/Placement Lab) supports the vision and curriculum of Kapi'olani CC by providing an innovative environment for learning and research. The library webpage is at the following address:
<http://library.kcc.hawaii.edu/main/index.html>.

The Library and Learning Resources Unit focuses on providing access to and instruction in the use of information tools and resources. The Unit also collaborates with faculty, staff, students, and the community to enhance instruction, learning, and research, and to become a gathering place, both physically and virtually, for cultural exchange and diversity in learning. The Unit accomplishes these goals through development of collections, creation of original content, and participation in exhibits and performances (Reference 2C:01).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Library Equipment

General library equipment includes the following:

- Public Computers: 23 Windows-based PCs with Microsoft Office, Internet Explorer Browser, and Adobe Acrobat. These computers are available to all users on a first-come, first-served basis, with priority given to Kapi‘olani CC students using them for academic purposes. These computers were donated to the library in 2003, when they were two years old. According to a student survey conducted in fall 2005, 197 (60%) of 328 students responding indicated that library computers or printers were insufficient in quantity or currency.
- Public Laptops: 16 Windows-based wireless laptops with Microsoft Office, Internet Explorer Browser, and Adobe Acrobat. These laptops are available to Kapi‘olani CC students for a three-hour loan period for use in the library.
- Americans with Disabilities Act Workstation: one ADA-compliant computer workstation with Kurzweil equipment and other tools for the visually-impaired. This workstation is maintained by the College Special Student Services Office; students needing to use the assistive software have priority on these workstations.
- Networked Printers: one black and white laser printer and one color laser printer. These printers are available to all library computer users through a debit-card networked printing system.
- Audiovisual Alcove: a large-screen television that provides continuous local, national, and international news. Closed captioning for deaf and hard-of-hearing users is always on.
- Photocopiers: three black and white photocopiers and one color photocopier. These copiers are available to all users.
- Microform Reader/Printers: two microfilm reader/printers, two InfoTrac cartridge reader/printers, and one microfiche reader/printer. These are available to all users.
- Study Rooms: five study rooms with conference table seating and whiteboards. These rooms are available to groups of up to eight students on a first-come, first-served basis. Priority is given to students with special needs and for testing purposes of the Special Student Services Office.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- Study Carrels: approximately 290 carrels and 388 additional seats with tables. These are available to all users on both floors of the library. About 35% of the carrels are wheelchair-accessible.

Library Materials

Library materials include books, periodicals, reference materials, online resources, videotapes, and general and special collections. The library's holdings currently exceed the University of Hawai'i Chancellor for Community Colleges' minimum standard: 60,000 volumes for 4,000 FTE students (Reference 2C:02).

The library has 70,559 print volumes, 257 print serial subscriptions, 972 audio-visual items, and 18,349 microforms. Additional volumes are awaiting processing before being added to the collection. Over 17,000 journal titles are available online through the library's databases, as well as over 500 full-text E-books (Reference 2C:03).

The library's printed materials are organized into the following collections:

- General Collection: These books constitute the main part of the library's circulating materials and are housed on the second floor. They cover all subject areas supporting the College curriculum and are classified according to the Library of Congress Classification System. Oversized books are shelved separately to make the most efficient use of shelf space.
- Reference Collection: These books include encyclopedias, dictionaries, handbooks, directories, almanacs, atlases, statistical sources, multi-volume sets, indexes, and other materials. These books are housed on the first floor behind the Reference Desk and do not circulate.
- READ Collection: This special literacy collection includes fiction by classic writers, selected young adult literature, myths, poetry, short stories, biographies, and other nonfiction titles. The primary purpose of the READ Collection is to have a separate location in the library for selected books that can be easily found by students in developmental reading and ESOL instruction programs. The READ Collection is located on the first floor behind the Reference Collection and circulates like the General Collection.
- Hawaiian Collection: These books include all of the library's printed materials relating to Hawai'i and some topics related to the Pacific region. These books are shelved on the first floor behind the Circulation Desk. Ex-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

cept for Hawaiian Reference materials, which must be used in the library, these books circulate for 14 days.

- Char Collection: The personal collection of Mr. and Mrs. Tin-Yuke Char is located in the Char Room on the second floor. The collection contains over 800 books and journals in both English and Chinese, including the Chars' own publications. The Collection reflects the Chars' wide range of interests in China, from scholarly works to popular readings such as Chinese philosophy, religion, genealogy, history, language, literature, food, herbal remedies, and the arts, including Peking opera, and Hakka folk songs. These materials must be used in the Char room.
- Japan Collection: This collection comprises approximately 3,000 English and Japanese titles about historical and contemporary Japan. The collection is designed to provide students, faculty, and community members with a resource for formal instruction as well as for learning about the Japanese people and culture. The collection also supports the College Asia-Pacific emphasis and international exchange activities. The Japan Collection is located on the second floor near the Char Room and circulates like the General Collection.
- Asian Language Collection: In addition to the Char and Japan Collections, these books constitute all of the library's printed materials written in Asian language vernacular, including Chinese, Japanese, and Korean. The Asian Language Collection is located on the second floor behind the Japan Collection and circulates like the General Collection.
- Reserves Collection: Instructors may place materials for their courses on reserve in the library to ensure that all students have access to required, supplemental, or recommended books, articles, or videos and other items. Items on reserve are located at the circulation desk on the first floor and can be borrowed by students for the loan period the instructor has specified.

In conjunction with other Reference Librarians, The Collection Development Librarian is responsible for selecting library print materials to support the College academic programs. These materials are evaluated using standard review resources, professional journals, publisher's catalogs, and numerous online sources.

The Collection Development Librarian also uses course syllabi, reference and IntraSystem Loan queries, and re-occurring topics for term papers as additional tools for developing the collection.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Faculty recommendations and participation are highly encouraged, especially with programs involving specific accreditation requisites. New materials are ranked by relevance to curriculum support, and recent acquisitions are listed on the library's website when they are processed, cataloged, and ready for use (Reference 2C:04).

Electronic Services

The library provides the following electronic services.

- **Online Collection:** Electronic resources paid for by library subscriptions include EBSCOHost; LexisNexis Academic; Safari Technical Books Online; Issues & Controversies Online; Science Direct; MDConsult; STAT!Ref; and LWW Journals@OVID. The library also subscribes to an online service that allows users to find specific journal titles indexed in any of the library's electronic resources with a single search or subject browse (Reference 2C:05). (See Standard II.C.1.e for additional details on these electronic resources.)
- **Web-Based Resources:** Students, faculty, staff, and the community also have access to special online databases developed by library staff. The library's webpage provides research tips, grammar and writing assistance, tutorials on citation formats, and other resources. Students can gain access to these resources from public computers in the library and by visiting the library's webpage (Reference 2C:06).

The Electronic Resource Management librarian is in charge of reviewing, managing, and maintaining the Library and Learning Resources Unit electronic resources. The Digital Services Coordinator librarian is responsible for designing and implementing projects to digitize and provide web-based delivery of online collections.

Access to the University of Hawai'i System Collection

The library facilitates access to the University of Hawai'i System Collection as follows:

- **Direct Access:** All University of Hawai'i students, faculty, and staff have access via the Hawai'i Voyager online catalog to all of the materials held in any library in the University of Hawai'i System, comprising over 4.3 million physical items and over 37,000 virtual items. With a University of Hawai'i ID card, users may borrow circulating books and audiovisual materials in person at any library, and return the items to any library in the

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

University of Hawai'i System. Users may also pay library fines and fees at any library in the University of Hawai'i System.

- IntraSystem Loan: Users may request that available items held at a different campus library be sent to their home library through the IntraSystem Loan service. (See Standard II.C.1.e. for additional details on this service.)

Computer Labs and Learning Centers.

In January 2005, the College created the Center for Excellence in Learning, Teaching and Technology (known as CELTT) to suffuse the College mission and emphasis on learner-centered education into the department formerly known as Information Media Technology Services.

The overall mission of this Center is, “to create a Center that uses learning-college principles to provide faculty with one-stop support for improving learning but also serves as a focal point for leadership in improving teaching and learning” (Reference 2C:07).

The Center for Excellence in Learning, Teaching, and Technology provides campus-wide access to information technology by supporting computer labs for students and by supporting faculty and staff through consultations, workshops and activities.

The Center encourages faculty and staff to develop innovative, learning-centered uses for new and emerging technologies. The Center also provides support for television production, distance learning, graphics, printing, development of computer software, computer maintenance, and audiovisual resources that support student learning.

The Center for Excellence in Learning, Teaching, and Technology employs two Information Technology specialists who provide support for the College computer labs and learning centers. Some computer labs are primarily used as classrooms; some are specialized for particular areas of study; some are open-use computer labs; some provide additional learning support. As the numbers of web-enhanced, hybrid, or online classes being offered increases, technical support for the computer labs is essential.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Tutoring

The reorganization of the College in 1998 created the Holomua (Developmental Studies) Department for under-prepared college students, and moved tutoring and academic support activities to the library.

Lacking additional staff and funding, the library could not sustain the tutoring, training, and academic support activities (including tape duplication for students language courses) for students in 100-level and above courses. These services, which were formerly provided by the Learning Assistance Center, now were displaced by the Holomua Center. Therefore, tutoring for academic courses at the 100-level and above is not currently centralized or institutionally supported, although the College is robust in creative alternative solutions devised by individual instructors.

As discussed in Standard II.A.1.a., the Holomua Department meets the needs of students who place below the 100-level on the COMPASS Placement Test for English and Math. Because of budget constraints, the Holomua Department partnered with the ESOL program to provide tutoring for ESOL students as well as Holomua students. The collaborative effort between ESOL and Holomua allows tutors to be on the floor for more hours per week than was previously possible.

Tutoring is provided for students enrolled in the courses shown in Table 9 (Reference 2C:08):

Table 9.
Courses in Which Tutoring is Provided

PCC 20	ESOL 94
ENG 21	ESOL 100
ENG 22	MATH 24
ESOL 90	MATH 25
ESOL 91	MATH 81
ESOL 92	PCM 23

During fall and spring semesters, eight Math tutors work a total 40 hours per week; four English tutors work a total of 35 hours per week. During the Summer Sessions, one or two English tutors work a total of 20 hours per week, and about 3 or 4 Math tutors provide a total of 30 hours of tutoring per week. Students are

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

limited to 20 minutes per session with writing tutors if other students are waiting (Reference 2C:09).

During spring 2006, the Student Congress provided \$1,200 to the Holomua Department to provide tutoring for English 100, Math 100 and Math 103 students. The Holomua Department also encourages its faculty to volunteer for one or two hours a week as faculty tutors. In spring 2006, three members of the faculty volunteered their time to be faculty tutors.

In response to the lack of institutional coordination, tutoring is also sustained through the following decentralized, grassroots efforts:

- Computer Lab Assistants: These are students who are selected for their knowledge of subject matter and ability to tutor in addition to their lab expertise. Funding for these tutors is included in grants such as the 2004-2006 Title VI grant, *Beyond Asia*.
- Independent Study: Instructors in language departments offer independent study credit to native speakers and advanced students to assist with tutoring, conversational practice of another language, and cultural presentations.
- International Café: The Café hosts peer and instructor volunteer tutors in various disciplines, conducted in a variety of languages. The Café is open 8.5 hours per week. Students at the Café can earn Service-Learning credit by tutoring for at least 20 hours per semester and participating in at least two outside activities in community service (Reference 2C:10).
- Disability Services: TRIO Student Support Services provide tutoring for students who qualify for their programs as discussed in Standard II.B.1.
- Language Volunteers: Members of the community attend classes and dedicate many hours as native-speaker tutors for Spanish and Chinese.
- Study with Your Buddy This activity is sponsored by Student Activities, which invites students, volunteer tutors, and volunteer faculty to the Cafeteria for several days at the end of the semester—late afternoons and evenings. These volunteers assist students in preparation for final exams. This event, begun in 2000 with 195 students, has sustained popularity, with 329 students participating in spring 2005 (Reference 2C:11).
- Supplemental Instruction Supplemental Instruction is a nationally recognized, institution-wide approach to retention. Supplemental Instruction offers regularly scheduled, peer-facilitated study sessions. The study sessions are informal seminars in which students compare notes, discuss readings,

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

practice problem-solving, and develop organizational strategies. Students learn how to integrate course content with reasoning and study skills. Supplemental Instruction sessions are facilitated by “Supplemental Instruction Leaders,” who have successfully completed both the targeted course as well as more advanced courses in the subject. In addition to facilitating Supplemental Instruction sessions, the leaders model successful learning strategies. Supplemental Instruction is offered to students in Math 24 (Algebra) and Food Service Hospitality Education 241 (Cost Analysis), and in fall 2006 will also be offered to Math 25 (Intermediate Algebra) students.

- **Tuition Waivers:** Tuition waivers are granted for tutoring work. In spring 2005, 4 of the 21 tuition waivers granted were related to tutoring (Reference 2C:12).

Self Evaluation

Library Equipment

As shown in Table 10 below, the library’s public computers do not meet micro-computer recommendations of University of Hawai‘i Information Technology Services (Reference 2C:13; 2C:14).

Table 10.
Kapi‘olani Community College Library
Number of Public Computers Compared With
University of Hawai‘i Recommendations

<i>Specification</i>	<i>Kapi‘olani CC</i>	<i>UH Information Technology Services Recommendation</i>
Processor	Pentium III	Celeron or Pentium 4
Processor speed	800 MHz	2.8 GHz
RAM	128 MB	512 MB

Library Materials

The College meets the Standard for library materials. As shown in Table 11 on the following page, the collections in the Kapi‘olani CC library exceed those of peer institutions (Carnegie Code A, Institutions Granting Associate of Arts Degrees; (Reference 2C:15).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Table 11.
Kapi‘olani Community College Library
Library Materials
Compared with Peer Institutions

Material Type	Kapi‘olani CC	% of Median	National Peer Median	Libraries Reporting
Print Volumes	70,559	145.9%	48,358	250
Print Serials	257	98.1%	262	245
Microform Units	18,349	226.8%	8,092	233
Electronic Resources	51	212.5%	24	225
Audiovisual Items	972	57.2%	1,698	240

Computer Labs and Learning Centers

The College meets the Standard for Computer Labs and Learning Centers. The Center for Excellence in Learning, Teaching and Technology supports student learning by providing technical support for student computer labs, and by offering workshops and other activities to faculty who want to incorporate learning-centered technologies into their teaching.

Tutoring

The College does not fully meet the Standard for tutoring. Although tutoring is provided for certain populations, including Holomua and ESOL students, tutoring services are not available for most students in courses numbered 100 and above. Furthermore, because of severe budget constraints, tutoring, even for Holomua and ESOL students, is limited.

Planning Agenda

Library Equipment

Objective F in the library’s tactical plan is to “Establish a 3-year replacement and maintenance plan for all computer hardware and software coordinated by [the library].” The goal is that equipment will be sufficient in volume to support the library’s users and that the time users need to wait for available equipment will be reasonable (Reference 2C:16).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Library Materials

None

Computer Labs and Learning Centers

None

Tutoring

Included in the tactical plan of the Holomua Department is the goal of maintaining and improving tutoring services for English and Math (Reference 2C:17). Through continued partnerships with ESOL and the Student Congress, more hours of tutoring can be provided to a larger population of students. The Holomua Department will continue to encourage faculty to volunteer as faculty tutors and will recognize this activity as a service to the College. The Department will continue to improve data collection so that the need for tutoring can be documented.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library Instruction

Use of the library and other resources is promoted through printed materials plus a comprehensive program of orientation and instruction, all designed to ensure substantial use of these resources by students, staff, faculty, and administrators. Equal attention is given to the needs of traditional and nontraditional students. Information and learning resources are readily accessible to users of all levels.

Faculty frequently request librarians to present class-specific information to their students. These instructional sessions are held in the library and in internet-enabled classrooms. Librarians communicate with the faculty to review specific course content, then recommend and present available library resources. Librarians also suggest alternative methods and sources for students to search for information. The librarians design their instructional sessions to match the needs and competencies of students.

Students in courses below the 100-level are normally taught basic search techniques for retrieving information from the online catalog and uncomplicated electronic databases. These students are also taught how to find and use reference

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

resources such as encyclopedias, how to read a call number, and how to find a book in the stacks.

For students in courses numbered 100 and above, librarians usually build upon basic skills, introducing students to advanced features of the online catalog and electronic databases; demonstrating different types of searches (such as Boolean); and introducing subject-specific or complex electronic databases. Librarians also show students how to request materials through the system-wide intra-system loan service. They also discuss how to search the internet and evaluate websites. In addition, librarians introduce scholarly publications (Reference 2C:18).

Librarians use hands-on exercises to ensure that students can execute skills taught in the presentation. These exercises include scavenger hunts, answering questions utilizing print reference materials, locating books from the stacks, finding full-text articles from the electronic databases, and evaluating websites. The librarians have progressed from using public PC workstations to using wireless laptops for on-site library instruction.

Information Literacy

Since 2003, instructional librarians in the University of Hawai‘i System have collaborated to develop a standard for “information literacy” for writing-intensive courses and general education courses system-wide. “information literacy” is defined as a set of skills and competencies in which students can recognize a need for information, can select appropriate methods for searching, can formulate and execute searches to retrieve information in a variety of online and print formats, can review and evaluate sources for reliability and relevancy, and can cite sources ethically and correctly, using citation styles such as MLA or APA.

Skills in information literacy are equally useful in academic, professional, and personal pursuits and for lifelong learning. In fall 2005, the University of Hawai‘i Information Literacy Committee made its “Learning Information Literacy Online” website available to all University of Hawai‘i faculty and students. The website teaches students how to select and research a topic using the principles of Information Literacy stated above (Reference 2C:19).

The website employs dynamic web technology that enables users to record answers to questions they asked about their particular research topics. Answers can be retrieved in journal form at any time, and can be emailed to instructors for review and assessment. Members of the University of Hawai‘i Information Literacy Committee work with faculty to improve and expand this website. The

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Kapi‘olani CC librarian on the Information Literacy Committee designed, edited and maintained the content of the website and the software code needed to handle data processing and storage of user input to the database.

Secrets of Success Workshops

The Secrets of Success (SOS) workshop series is intended to help students function more efficiently in college by teaching them basic learning and study skills. More than 12 workshops on various topics, including textbook reading strategies, communication skills, and test anxiety, are conducted each semester. From spring 2004 to fall 2005, 1158 students attended SOS workshops (Reference 2C:20).

Evaluations are taken after each session. On the evaluation, form, participants were asked to indicate their response to the statement “The Workshop was Helpful.” The choices were “Strongly Disagree,” “Disagree,” “Agree,” or “Strongly Agree.” For computation, these responses were given numerical ratings of 1.0, 2.0, 3.0, and 4.0, respectively. The mean rating by participants when asked to indicate if their SOS workshop was helpful was 3.75 (Reference 2C:21). (See also Standard II.A.2.d. and Standard III.C.1.b.)

Self Evaluation

The College meets the Standard. Ongoing instruction for users of the library and other learning support services is integrated into the Library and Learning Resources Unit tactical plan. Outcomes related to information competency are included in the College General Education Learning Outcomes, and, thus, are integrated into course curriculum. Students who pass these courses are considered to have achieved the learning outcome (Reference 2C:22 ; 2C:23).

Planning Agenda

None

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library Access

The library is open five days a week during spring and fall semesters, Monday through Thursday from 7:30 a.m. to 7:00 p.m. and Fridays from 7:30 a.m. to 4:00

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

p.m. During the Summer Session, the library is open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Fridays from 8:00 a.m. to 4:00 p.m. During Final Examination periods, the library provides extended hours. Students also have access to online databases at all times through remote access.

Computer Labs and Learning Centers Access

Hours at other learning centers and computer labs (discussed in Standard III.C.1.a) are subject to change during the semester. Several labs are open until 7 pm weekdays. The campus does not provide weekend access to computer and learning labs. The College eliminated weekend hours based on data that showed little use of facilities during weekends.

Self Evaluation

Library Access

The College partially meets the Standard for library access. The library is open 54.5 hours per week during spring and fall semesters. This is 0.9 % less than the median number of hours per week (55) of the other libraries in the University of Hawai'i System, and 16 % less than the median number of hours per week (65) of national peer institutions (Reference 2C:24 ; 2C:25). According to a student survey conducted in fall 2005, 153 (85 %) of 181 students indicated that they would like longer library hours (Reference 2C:26).

Computer Labs and Learning Centers Access

The College partially meets the Standard as limited resources have led to limited hours of access to computer labs and learning centers. Most of these facilities do not have evening hours. Reductions in evening access hours have occurred due to budget restrictions. Whether this reduction has led to student dissatisfaction is not evident. In the 2004 national Community College Survey of Student Engagement 49.4% of the students surveyed, indicated that the College met the criterion, "Support for learners, providing the support you need to succeed in college, including computer labs and skills labs." (Reference 2C:27) Discussions at the campus level should begin to address this finding to determine if this response is satisfactory.

Planning Agenda

Library Access

The library's tactical plan, Objective G.1, is to "Expand services and hours in keeping with needs assessments and resource allocation" with the goal that 90% of students surveyed will be satisfied with the library's hours (Reference 2C:28).

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Computer Labs and Learning Centers Access

None

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library Maintenance

The library's Technical Services staff is in charge of the mending and preservation activities that maintain the books and other materials in the library's collection. The Circulation staff coordinates regular maintenance of the collection. These activities include shelving and monitoring the condition of print materials on the shelves (Reference 2C:29).

The staff of the campus Auxiliary Services is responsible for daily upkeep and cleaning of the library's physical environment. The library roof has several leaks, and the air-conditioning system is faulty and unreliable.

Two full-time technicians are responsible for the security and maintenance of all public and staff computers and related equipment in the Library and Learning Resources Unit. These technicians attempt to keep all system updates and virus-detection software current and operational, and oversee warranty service on all hardware.

Public computers are currently running two older versions of the Windows operating system: Windows 98 and Windows 2000. Windows 98 is no longer supported by Microsoft or by University of Hawai'i Information Technology Services, and lack of standardization makes maintenance difficult. In securing the library's networks, the library technicians are assisted by staff of the Center for Excellence in Learning, Teaching, and Technology.

Library Security

Several security measures are in place to ensure the integrity of the facilities and collections of the library. During regular business hours, users enter and exit the library through a single door. As they exit, they pass through the gates of an electronic book-detection system, which alerts the Circulation staff if it detects a library item that has not been properly checked out. Such items include the circulating laptop computers, which are tagged so that they will set off the library's

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

book-detection system if they are removed from the premises. Fire exit doors sound a loud audible alarm when opened.

Only staff members have keys to offices and staff areas, which are kept locked when staff members are not present. When the library is closed, an alarm system is activated; the alarm scans the integrity of all windows and doors in the building, and monitors strategically placed motion detectors, automatically contacting an alarm company if any problems occur. Campus security personnel check the exterior of the library as part of their regular rounds and are responsive to any needs for staff security.

Computer Labs and Learning Centers

The open access labs (Kopiko, Lama, Cybernesia, and Holomua), which are discussed in more detail in III.C.1.a., all have entry alarms that require access codes. Other labs rely on building gates, door locks, and cables. The College is in the process of assessing vulnerabilities of network security, enhancing infrastructure, and implementing information security best practices.

Self Evaluation

Library Maintenance

The College partially meets the Standard for maintenance of facilities and equipment. Maintenance of computer equipment is difficult because of inadequate budget. The leaks in the roof threaten the collections with water damage during heavy rains if staff members are not vigilant in putting up makeshift plastic covers. When the air-conditioning system fails, materials and equipment are at high risk for deterioration and permanent damage from moisture and insects.

Library Security

The College partially meets the Standard for physical security of the library. Although a complete inventory of the library's collection has never been performed, only 10 books (0.01 % of the total collection) have been reported missing since 2000 (Reference 2C:30).

Computer Labs and Learning Centers

The College meets the Standard for physical security of facilities and equipment. The College has increased security in classroom and computer labs, and no equipment thefts have occurred in the library since it installed a new alarm system. Network security has also been enhanced.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Planning Agenda

Library Maintenance

Renovations in the library are scheduled to start in October 2006. Also, the library's tactical plan, Objective F, is to "Establish a 3-year replacement and maintenance plan for all computer hardware and software coordinated by [the library]" (Reference 2C:31).

Library Security

An inventory of the library's physical collections is planned.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and are utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Electronic Resources Consortia

Most of the library's electronic resources are acquired through agreements with library consortia. These consortia comprise knowledgeable librarians and library professionals who review, evaluate, and recommend resources. Pricing and contracts with electronic resource vendors are usually negotiated with significant cost discounts on behalf of the consortium, allowing the Kapi'olani CC library to purchase electronic resources that would otherwise be unaffordable. However, electronic resources are expensive; subscription purchases are subject to inflation and account for 30 % of the library's total materials budget.

The library is a member of the following consortia:

- Hawai'i Library Consortium: This statewide consortium began in 2002. Its members include academic, public, private, and special libraries throughout Hawai'i. Through the Hawai'i Library Consortium, the Kapi'olani CC library receives access to a package of full-text databases from EBSCOHost covering a broad range of subjects (Reference 2C:32). EBSCOHost databases are the most heavily used electronic resources in the library (Refer-

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

ence 2C:33). The Hawai'i Library Consortium completed an evaluation of EBSCOHost in November 2004, and decided to renew the statewide contract through 2010 (Reference 2C:34).

- **Medical Libraries Consortium of Hawai'i:** This statewide consortium of medical libraries began in April 2004 in response to the downsizing of the Hawai'i Medical Library, to which Kapi'olani CC students and faculty had previously purchased access. In place of resources previously available at the Hawai'i Medical Library, the library purchases the following medical electronic resources through this consortium: MDConsult (a reference source that integrates full text medical reference books, journals, drug information, and patient handouts), STAT!Ref (a full-text database of medical texts including tables and graphics), and an online collection of Lippincott, Williams, and Wilkins journals (covering medical, nursing, and allied health information). Since access to these resources began in early 2005, no evaluation had been performed as of January 2006. However, usage statistics have been collected (Reference 2C:35).
- **Bibliographic Center for Research:** This nonprofit cooperative organization was founded in 1935 and serves member libraries in 42 states. The Hawai'i State Public Library System established an agreement with the Bibliographic Center for Research that allows any library in Hawai'i to use the Center's services. The library receives a 10% discount on the purchase of an electronic resource utility that allows users, with a single search or subject browse, to find specific journal titles indexed in any of the library's electronic resources. This utility will be evaluated in fall 2006.

University of Hawai'i System Libraries

The University of Hawai'i Library Council, comprising head librarians of all the University of Hawai'i campuses, meets monthly to ensure cooperation and to standardize system-wide library policies and procedures. The University of Hawai'i Library Council emerged in 2001 out of the Community College Library Council in response to the purchase and implementation of a system-wide shared Library Integrated Management System, Hawai'i Voyager. The Council's Bylaws were adopted January 10, 2003 (Reference 2C:36).

The Hawai'i Voyager library management system includes functionality for library staff to acquire and catalog materials, manage periodical issues, manage user records, circulate items, and manage reserve reading. For the public, Hawai'i Voyager provides a web interface to all of the materials held in any of the University of Hawai'i System libraries. Included is the ability to renew borrowed

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

items online, email search results, and click on hypertext links in bibliographic records. Users begin a Voyager search at <http://library.kcc.hawaii.edu/main/voyager.html>.

The University of Hawai'i System Libraries contract with the vendor for Hawai'i Voyager expires in February 2008, before which time a thorough evaluation will take place. Hawai'i Voyager currently accounts for 22 % of the library's budget for materials.

Through IntraSystem Loan, users of the Kapi'olani CC library may request that items held by another University of Hawai'i System library be delivered to the Kapi'olani campus at no charge; users at other University of Hawai'i system libraries may likewise request items held by Kapi'olani CC library. During Fiscal Year 2004-2005, the second year of availability of this service, the Kapi'olani CC library sent 885 items to other University of Hawai'i System Libraries and received 501 items requested by Kapi'olani CC users (Reference 2C:37).

The system-wide IntraSystem Loan committee meets regularly to review policies and procedures and to discuss the effectiveness of this service. The most recent policies were approved by the University of Hawai'i Library Council in September 2005 (Reference 2C:38).

Self Evaluation

The College meets the Standard. Collaborations are documented, adequate, accessible, utilized, and evaluated. In the student survey conducted in fall 2005, 91.2 % of the students responded that they were satisfied with the Library Online Article Databases (including EBSCOHost), and 88.89 % indicated that they were satisfied with the Hawai'i Voyager online catalog (Reference 2C:39).

However, these products consume a very significant portion of the library's budget; more of the cost for these shared resources (especially EBSCOHost and Hawai'i Voyager) should be borne by the University of Hawai'i System, rather than by the individual campus.

Planning Agenda

The University of Hawai'i Library Council is seeking to secure ongoing funding at a system-wide level for shared resources.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library Services

The College evaluates the library and other learning support services to ensure that the College is meeting the identified needs of students. The library submits a tactical plan every three years. The plan outlines the library's goals, objectives, and evaluation strategies to ensure continued improvement of its services (Reference 2C:40).

The library also works with the College faculty to determine how well students are able to utilize library resources to complete student projects, including research papers. Discussion with faculty usually happens in informal meetings between the faculty and the College information specialists who provide orientation sessions to train students how to use library resources.

In fall 2005, the library conducted its first survey since 2000 to assess the effectiveness of the library and its support services. In the survey, 91.1 % of students indicated that they were satisfied with the library orientation session they participated in. The same survey found that 85 % of students rated as satisfactory or higher library services including checking out library materials, using the library catalog, library hours, and access to computers and laptops (Reference 2C:41).

Learning Support Services

The College does not have a centralized learning assistance center. Learning support including tutoring, computer labs, workshops, and other support services are evaluated through program review and tactical planning efforts of various Academic Programs and Administrative and Educational Support Units.

Self Evaluation

Library Services

The College meets the Standard for library services. In part, this conclusion is indicated by the high level of satisfaction among library users on the fall 2005 survey of students.

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

Learning Support Services

The College meets the Standard for learning support services. Through program review and tactical planning the College has a mechanism to evaluate and improve its learning support services.

Planning Agenda

Library Services

The library will assess its services regularly to measure quality and effectiveness.

Learning Support Services

None

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

References for Standard 2C

- 2C:01 Library Tactical Plan, pg 1, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:02 Standards for Hawaii Community College Libraries, August 10, 1994; Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education, June 2004.
- 2C:03 University of Hawai'i System Library Data, FY 2004.
- 2C:04 Sample Course Syllabi with Associated Library Purchases; Year to Year Expenditures.
- 2C:05 Library Website, Hawai'i Library Consortium document, <http://library.kcc.hawaii.edu/main/>
- 2C:06 Library Website, <http://library.kcc.hawaii.edu>.
- 2C:07 Center for Excellence in Learning, Teaching, and Technology Transition Report, November 2005.
- 2C:08 Chair of Holomua and Holomua Website, <http://www.kcc.hawaii.edu/object/holomua.html>.
- 2C:09 Holomua Center Writing Tutor Policy.
- 2C:10 International Café Website, <http://www2.hawaii.edu/~lindaf/café.html>.
- 2C:11 Office of Student Activities Coordinator, Statistics from Fall 2000 to Spring 2005.
- 2C:12 Acting Vice President for Academic Affairs, Arts and Sciences Departmental Tuition Waivers, Spring 2005.
- 2C:13 ITS website, <http://www.hawaii.edu/help/kb/?action=view&kbid=58>.
- 2C:14 List of donated computers and their specifications document.
- 2C:15 Association of College and Research Libraries (ACRL), data summary.
- 2C:16 Library Tactical Plan, pg 5, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:17 Holomua Tactical Plan, pg 6, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:18 Librarian workshop outlines.
- 2C:19 Learning Information Literacy Online (LILO) website, <http://www.hawaii.edu/lilo/>.
- 2C:20 Secrets of Success workshops data.
- 2C:21 Secrets of Success attendance data.
- 2C:22 College Catalog 2005-2006, pg 34-35, <http://www.kcc.hawaii.edu/page/catalog>.
- 2C:23 2000-2005 Library Instruction Statistics Attachment LLR 1c-05, LLR 1c-15, LLR 1c-16.
- 2C:24 University of Hawai'i Library System Hours documents.
- 2C:25 Association of College and Research Libraries Personnel and Public Services Document

Standard Two

STUDENT LEARNING PROGRAMS AND SERVICES

- 2C:26 Campus wide Survey Summary Report,
http://quill.kcc.hawaii.edu/object/io_1139534259433.htm.
- 2C:27 Self-Study Achievement Data, 2005, page 23,
<http://quill.kcc.hawaii.edu/page/2006selfstudy.html>, and
Community College Survey of Student Engagement Graphs,
<http://www.kcc.hawaii.edu/object/otherstudiessurveys.html>.
- 2C:28 Library Tactical Plan, pg 6, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:29 Schedule of Maintenance Contracts and Recurring Costs.
- 2C:30 List of missing items.
- 2C:31 Library Tactical Plan, page 5, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:32 EBSCOhost Hawai'i Library Consortium database list.
- 2C:33 Summary of Electronic Resources Usage report
- 2C:34 Hawaii Library Consortium Review of EBSCOhost Report.
- 2C:35 Stateref (electronic database), MD Consult (electronic database), and Lippincott, Williams
and Wilkins (electronic database) Usage Statistics.
- 2C:36 University of Hawai'i Library Council Bylaws; University of Hawai'i Library Council
Information Sheet.
- 2C:37 Intra System Loan Statistics.
- 2C:38 Intra System Loan Statistics Policy.
- 2C:39 Campus Wide Survey Summary Report,
<http://quillkcc.hawaii.edu/page/2006selfstudy.html>.
- 2C:40 Library Tactical Plan, <http://quill.kcc.hawaii.edu/page/tactical.html>.
- 2C:41 Campus Wide Survey Summary Report,
<http://quillkcc.hawaii.edu/page/2006selfstudy.html>.