

# Appendices

Appendix IIA-A

Programs Aligned with Mission

Mechanism for Alignment	Evidence
<p><b>Management (MGT) 120 Core Course Outline</b></p> <p>Field 37: Course Curricular Function: (Please explain the function of this course as it relates to the College Mission and the achievement of relevant degree and certificate program requirements.)</p> <p>To provide: Vocational skills and knowledge which prepare students for employment and/or in service training for managerial and entry level jobs in the private and public sector. MGT 120 is one of the requirements for the Certificate of Competence - Management Foundations, Associate in Applied Science Degree in Supervisory Management, and the Academic Subject Certificate in Management. MGT 120 is also a business education and associate in arts elective. This course meets the college mission and goals as follows: Mission Statement – 2009 - 2010 Access   To broaden access to postsecondary education in Hawaii, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.</p> <p>Work Force Development   To provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement.</p> <p>Personal Development   To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.</p>	<p>IIA-2 IIA-3</p>
<p><b>Associate of Arts in Teaching (AAT) Core Program Outline</b></p> <p>Field 1: Are the program outcomes appropriate functions of the college and University? (Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.?)</p>	<p>IIA-4 IIA-5</p>

<p>The College’s current strategy (College Mission Statement, 2006-2007 Catalog and the most recent, 2008 - 2009) recognizes the difficulty that public schools in its Leeward and Central service area have experienced with the recruitment and retention of teachers, and it provides the proposed AAT degree as part of its commitment to address that challenge. From the outset, the College will structure the program with a career ladder concept in mind. This approach will help the AAT program to access existing, successful program feeders into the pipeline of teaching recruits.</p>	
<p><b>Annual Program Review Template Leeward Community College Wai‘anae</b></p> <p>Leeward CC Wai‘anae Summary, Question 1: Provide a brief analysis of LCCW based on: Alignment with College mission; Evidence of quality; Evidence of student learning; Resource sufficiency; Recommendations for improving outcomes</p> <p>The work performed at LCCW is fully aligned with the College mission, most specifically in the areas of access, teaching and learning, workforce development, and community development. We view our work as an opportunity to work with others in partnership to raise the social and economic indicators of the Wai‘anae community through greater access to higher education. Evidence of the quality of our work comes from the general and sometimes significant increases we have seen in enrollment, retention, and persistence of our students. Evidence of student learning also comes from the increases in student success in most classes. We are exploring several initiatives to improve student success and persistence outcomes, including a first year male mentoring program, contextually-based, learner-centered instruction, and on-site childcare facilities.</p>	<p>IIA-6</p>

Appendix IIA-B

Programs in High-Demand and Emerging Fields

Program	Evidence
<p>The Associate of Arts in Teaching degree program was approved as a provisional program by the college in May 2008 and as a permanent program by the UH Board of Regents in March 2009. This program offers education courses and field experiences at the freshmen and sophomore levels and provides a solid foundation for those interested in pursuing a baccalaureate degree in education. Plans are being implemented for a new Education Building on the east side of the Pearl City campus.</p>	<p>IIA-8</p>
<p>The Plant Bioscience Technology Academic Subject Certificate was first offered in fall 2010 to prepare students to succeed in Hawai‘i’s diversified agriculture and biotechnology workforce. Students can explore career opportunities in agriculture and soil conservation. This certificate also provides the foundation to pursue a four-year degree in bioscience or to develop an agri-business.</p>	<p>IIA-9</p>
<p>A Certificate of Completion in Travel Industry was developed based on industry and community needs and students’ interest and first offered in August 2011. This certificate is designed for those who seek basic skills and knowledge that will prepare them for employment in the hospitality and travel industry, with a focus on lodging. The courses required in this certificate are applicable to the A.A.S. Degree in Management.</p>	<p>IIA-10</p>
<p>A Certificate of Professional Development in Process Technology consists of thirteen non-credit courses in a recognized process technology curriculum and was first offered through the Office of Continuing Education and Workforce Development (OCEWD) in December 2008. This certificate provides Hawai‘i’s petroleum-refining and power-generation industries with needed trained technicians in Process Technology. Students that complete this certificate are eligible to take the PTEX certification exam.</p>	<p>IIA-11</p>

Appendix IIA-C

Programs to Address Specific Student Needs

Program	Evidence
<p><b>Leeward Community College Wai‘anae (Leeward CCW)</b> is a satellite campus located on the beautiful Wai‘anae coast of Oahu. It offers a variety of first and second year college credit classes in liberal arts, education, business, and career and technical areas. Students can complete a majority of the course requirements for an Associate of Arts or an Associate of Arts in Teaching degree at Leeward CCW. Courses are offered days and evenings, and Saturdays during the fall and spring semesters. In addition, students can access Leeward CC online courses through Leeward CCW. Non-credit courses are also offered at various times throughout the year. LCCW offers the advantages of being close to home for Wai‘anae Coast residents, small class sizes, friendly and helpful staff, and caring, competent, and knowledgeable instructors and counselors.</p>	<p>IIA-21</p>
<p><b>Halau ‘Ike O Pu‘uloa</b> is a culturally relevant pu‘uhonua (place of refuge) that houses the college's Native Hawaiian academic and student support services. Open to all students, the Halau is a comfortable, nurturing environment for anyone interested in Hawaiian culture. The Halau also houses the Ho‘oulu Project, the Native Hawaiian Career and Technical Education Program. Its mission is to increase the recruitment, retention and completion of Native Hawaiian students in CTE programs.</p>	<p>IIA-17 IIA-22</p>
<p><b>TRIO Upward Bound</b> is an annual pre-college program dedicated to preparing academically underserved and low-income high school students</p>	<p>IIA-23</p>

<p>for college. The program aims to increase college enrollment and high school graduation rates by instilling motivation and academic skills. Services include tutoring, career guidance, summer instruction, personal advising, financial aid counseling, cultural activities, camping, team building, and field trips.</p>	
<p><b>The Women in Transition (WIT) Program</b> recognizes the special needs of returning female adult students. This program is designed to provide returning female students with a supportive environment in which to develop their potential through re-entry to the educational or work environment. WIT offers package courses to enhance self-esteem and self-confidence, provide opportunities to explore career possibilities, set educational and vocational goals, and improve learning skills. Personal growth and self-understanding are emphasized.</p>	IIA-24 (Page 17)
<p><b>The English as a Second Language (ESL) Program</b> offers English classes for all levels of learners—beginning, intermediate and advanced—but is designed primarily for resident immigrants. This program helps students prepare for a degree at Leeward CC or transfer to a four-year college or university. Students also have the opportunity to improve their reading, writing, speaking, and listening skills for personal or professional purposes.</p>	IIA-25
<p><b>The Marine Option Program</b> assists students interested in relating practical marine skills to their educational aspirations. Through the MOP, students can obtain a marine orientation to their own major while earning an official University of Hawai‘i certificate, which is registered on their transcript and can</p>	IIA-26

<p>be attached to an A.A., B.A., B.S. or M.S. degree.</p>	
<p><b>Service Learning</b> is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught in the college by extending students' learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real-life situations in their own communities.</p>	<p>IIA-27</p>
<p><b>Internship Programs</b> enable students to obtain practical, hands-on experience. The Legislative Internship Program allows students to intern during the annual spring session of the Hawaii State Legislature. Interns are assigned to an office of a state senator or representative while earning academic credits under faculty supervision. The Disney World Internship Program allows students to get paid to train in Orlando, Florida, and work in various capacities at Disney World or the Epcot Center.</p>	<p>IIA-24 (Page 15)</p>
<p><b>Cooperative Education</b> integrates academic preparation with actual work experience. Employers from private and public sectors partner with the college to offer variable-credit courses in Business, Computer and Information Science, and Culinary Arts.</p>	<p>IIA-28</p>
<p><b>The Office of Continuing Education and Workforce Development (OCEWD)</b> offers a variety of non-credit and continuing education courses to meet the needs and interests of the community, business, and industry. Training programs that are offered through OCEWD include Advanced Manufacturing/Integrated Systems Technology, Certified Energy Auditor,</p>	<p>IIA-29</p>

<p>Basic Technical Skills for Alternative and Renewable Energy Systems, Health Information Technology, Commercial Vehicle Training, and Process Technology. OCEWD works closely with members of civic, business, and community trade associations to assure that the communities' needs are met, that the talents within the community are used effectively by the college, and that the college's resources are accessible to the community.</p>	
<p><b>The Office of International Programs</b> provides services and programs to international students. The special needs of this population, studying far from home and family, are recognized and supported through a central office that provides services such as visa advising, housing assistance and new student orientation including information about the surrounding community and resources. The English Language Institute, housed in this office, provides a pre-academic language training program to prepare students for college level study in English as well as planned activities for socializing.</p>	<p>IIA-30</p>

Appendix IIA-D

Data and Analyses in the APR Template

Example	Evidence
<p>APR Template for Leeward CC Wai‘anae 2009-2010:</p> <p>For Outcome Measure “Improve overall student success and retention”, the IRO data is cited as evidence of an outcome that needed to be addressed. In response, a Student Retention Intervention system was established. Instructors provide names of students who are not attending class or at risk of failure to a counselor who follows up with the students by phone. Students who did not return from fall to spring were called by an office assistant and encouraged to return.</p>	<p>IIA-6, Page 4</p>
<p>APR Template for Math and Sciences 2010-2011:</p> <p>The Math faculty have been aggressively researching new teaching methodologies for college-level Math classes. After implementing a course redesign of the Emporium model in developmental Math classes, the Math faculty have used course assessments to support their plan to expand the model for transfer-level Math classes. In addition to course redesign, the faculty are planning to increase the use of technology in instruction, such as the use of Elmos in the classroom and the graphing calculator. An accelerated math course combining our two precalculus course, Math 140X is being offered a semester early to meet the needs of engineering and other science/math related fields. This course will provide a faster way to master calculus.</p>	<p>IIA-32, Page 2</p>

Appendix IIA-E

Methods of Instruction

Methods	Evidence
<p><b>Accounting (ACC) 201 Core Course Outline</b></p> <p>Field 21: Methods of instruction. Select the applicable instructional methods. If the “Other” box is checked in Curriculum Central, enter a brief description of the instructional method in the text box region.</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Computer Activities</li> <li>• Group discussions</li> <li>• Internet enhancement</li> <li>• Lectures</li> <li>• Overhead</li> <li>• Problem-based learning</li> <li>• Student participation</li> <li>• Student reports and projects</li> <li>• Tutors</li> <li>• Other: Instructors may use a variety of instructional methods including lecture, hands-on exercises, class discussion, group work, homework assignments, quizzes and exams. The accounting discipline has bi-monthly meetings to discuss course issues and instructional techniques.</li> </ul>	<p>IIA-46 IIA-47</p>

DE-Specific Questions in Curriculum Review and Revision

DE-Specific Question	Evidence
<p><b>Anthropology (ANTH) 151 Core Course Outline</b></p> <p>Field 34: a) What methods will be employed to ensure timely and effective interaction between faculty and students and student to student? b) What technological skills will students need to succeed in this course? c) How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery?</p> <p>Distance courses will use Lulima, a collaborative learning environment. Various tools in Lulima will be utilized for communication, collaboration, assignments, activities, projects, group work, and assessments. Studies will be provided with a course schedule, grade weights for each assignment, and assignment due dates. The faculty member will check Lulima and email daily (unless specified by the faculty member.</p> <p>Effective Interaction: Distance courses will follow the <i>Leeward CC Distance Education Guidelines</i>:</p> <p>Student-to-Faculty Member: Students are informed of what to expect in terms of the faculty member's role. Guidelines are set for faculty members' response and availability (turn-around time for email, grade posting, and so forth.). The faculty member plays an active role by guiding through and communicating about the course content.</p> <p>Student-to-Student: The faculty member provides opportunities for students to interact with each other. Expectations/procedures of required levels of student participation are clearly stated and explained (that is, a</p>	<p>IIA-48</p>

<p>participation rubric).</p> <p>The student will need to have basic computing skills. These skills include the ability to use the Web, use email, upload/download files, attach files, and create and save a document. Additionally, the student will need the Laulima skills as covered in the Distance Education Orientation.</p>	
<p><b>Mathematics (MATH) 100 Core Course Outline</b></p> <p>Field 36: How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course?</p> <p>Students will be required to use technology in useful, appropriate ways in distance sections of MATH 100. In addition to using calculators and/or computer programs to calculate various values, students enrolled in distance sections will be expected to use web searches to find, read, and analyze the mathematics that is used or cited in articles written for more general audiences. In doing so, students will see how mathematics can be used to justify decisions in "real" situations, as opposed to the often-contrived problems in their textbooks.</p>	<p>IIA-49</p>

## Innovations in Teaching Methodologies

Innovations in Teaching Methodologies	Evidence
<p><b>Arts and Humanities</b>  <b>Annual Program Review Template 2011-2012</b>  <b>Curriculum Section (Question 3)</b></p> <p>HWST: Site visits with worksheets: Bishop Museum. Students go to the BM on their own time and must take the worksheet included with other course materials. They answer questions and draw a display of what they view on the worksheet as part of a tactile, artistic expression of their experience. This makes it more interactive for students. Though they are not graded on how good/bad the depicted drawing is, they are graded on the attempt and their written responses to the questions.</p> <p>ART: The art classrooms were converted to smart classrooms. The projector and computer are used on a daily basis projecting powerpoint presentations for painting classes and printmaking.</p> <p>Dance: Once a semester dance professors from LCC and KCC meet to discuss, review, analyze, and evaluate teaching methodologies. We brainstorm what possible changes we can institute to increase our teaching effectiveness and improve student learning.</p> <p>History: The history classrooms (FA 202 and FA 214) were converted to smartrooms. The projector and computer allow for powerpoint and internet connectivity which assists history instruction.</p> <p>Religion courses are offered online, as writing intensive (WI) courses, and during the evenings, in addition to the traditional day classes, allowing a wide range of students with the opportunity to study religion. Students in the various religion courses visit places of religious worship to engage in field studies. Effects of pedagogical methods are determined in part by enrollment numbers and student learning outcomes.</p> <p>English Literature: The discipline teaches courses in regular face-to-face sections and in online (Laulima-based) courses. In addition, several sections of face-to-face classes also require online components (discussion boards). The literature discipline has developed completely-online sections of ENG 251, 253, 255 and 256, though those courses are also taught by some instructors in a face-to-face format too.</p>	IIA-54

<p>English Literature: The appropriate courses continue to host the "Semester of Shakespeare" activities as a means to engage students more deeply into the time frames associated with the literature. Plans are in the development stage to add a similar 18<sup>th</sup> – 21<sup>st</sup> century activity for those courses that cannot participate in the "Semester of Shakespeare."</p>	
<p><b>Business</b>  <b>Annual Program Review Template 2011-2012</b>  <b>Curriculum Section (Question 3)</b></p> <p>The accounting program chose a different text book and publisher this fall for ACC 201 and ACC 124. This change also involved a change in web-based material for the classes which the faculty felt would help students. Both live and online sections would be using the book and web materials which include opportunity for practice, submitting assignments, and online tutoring. There are early indications that students are learning well with this change.</p> <p>The program has also received grant funding to supply a classroom with portable computers and in-class tutors, to experiment with an “emporium” style classroom. There were difficulties and a four-month delay in ordering the equipment, delaying the implementation of this new method of teaching until next semester. The accounting faculty will discuss the effects of the new publisher materials and “emporium” style classroom at the end of the academic year.</p> <p>BTEC utilizes publisher online grade books, automatic graders, teaching materials, etc. The discipline continues to offer courses in person/traditionally, online, and hybrid. All courses, in spite of its delivery mode, have established student learning outcomes that are met.</p> <p>The Management Program plans to utilize the Apple Learning Lab into the classroom to improve persistence and retention rates. Providing students with a notebook computer in the classroom gives them quick access to research sites on the web, tools to help them express their knowledge, and an opportunity to improve their skills using educational software.</p>	<p>IIA-55</p>
<p><b>Language Arts</b>  <b>Annual Program Review Template 2011-2012</b>  <b>Curriculum Section (Question 3)</b></p> <p><i>Writing</i> - The number of writing courses offered via distance education is increasing. Currently, students can take ENG 100, ENG 200, ENG</p>	<p>IIA-56</p>

204, ENG 209, ENG 211, and ENG 225 through distance education. Faculty are able to compare the success of the courses through the use of eCafe, a new course evaluation tool that allows instructors to pick both multiple choice and open ended questions. Some of the questions are specific to distance education, but others are not specific to a certain delivery method. This allows faculty to compare the evaluation results between the two delivery methods. Additionally, instructors who are teaching both face-to-face and online versions of the same course can compare student work. Since both face-to-face and online versions of the same courses have the same SLOs, instructors can measure student achievement of SLOs during course assessment. Finally, the OPPA has provided the campus with information comparing the success completion rates of DE courses to non-DE courses during the period 2008-2011. That information shows a slight drop in the success completion rates of DE classes: In 2011, the DE success rate for ENG 100 was 2.7% lower than the non-DE classes. This can be attributed to a number of factors, including the fact that some of the DE courses are taught by lecturers.

In ALP classes, instructors are supplementing ENG 100 classes with a pull-out class for the developmental level students. They will be comparing entry level writing samples with exit level evaluated under a blind. This is an accelerated format, which allows students to complete the preparatory and transfer levels in one semester, thus shortening the time to graduation.

*ESL*--ESL has been building up a good collection of graded ESL readers in the Leeward CC Library, and faculty have been assigning them as sources for extensive reading at home throughout the levels (basic to advanced). Faculty are using student-completed reading logs to track their usage. It appears that most students are adhering to the requested frequency of outside reading times. Future SLO assessment of reading skills should illustrate the positive effects of increased extensive reading.

*Speech*--Speech 151 was recently modified to be offered online. Two sections were offered in the Fall 2010 and one section in the Spring of 2011. Currently the course is being taught exclusively by lecturers. Tracking students progress is done through the use of gradebook in Lulima, Drop Box, and close personal monitoring by the instructor. Some of the challenges noted by the instructor is that online students seem to fall into two polarized extremes. Students are extremely efficacious at this format, or they lack the self-discipline necessary to complete an online course. A significant pedagogical concern noted by the instructor is that due to the lack of interaction that a face to face class would provide, online students are faced with a disadvantage

when they have to come in do their speeches in front of their classmates. The following semester, the instructor began holding “impromptu Saturdays” in which students could voluntarily come in and receive extra coaching, meet face to face with their instructor and get to know their classmates before delivering their formal speeches. However, only very few students showed up to do this. Therefore, the lecturer is working with the Speech discipline coordinator to address pedagogical challenges such as these.

*Hawaiian and Foreign Language--Spanish* has adopted an online version of the workbook and laboratory manual in order to provide language students with immediate feedback. Students are required to complete the activities as part of their course grade.

Adjusted SLOs and searched for new approaches to teach kanji for Japanese classes. Japanese adjusted the SLO to assess the students’ ability to understand and use kanji in an authentic situation instead of having the students read or write kanji vocabulary that is singled out. Japanese will continue to search for new approachesto teach kanji using various technologies.

*ELI*--Now that both ELI classrooms are smart classrooms, the ELI faculty are routinely incorporating technology into the classroom with the use of the internet, DVDs and the use of video camcorders in the ELI listening and speaking courses for recording student speeches for evaluative purposes. ELI faculty are also experimenting with other online resources available to supplement classroom instruction.

**Math and Sciences  
Annual Program Review Template 2011-2012  
Curriculum Section (Question 3)**

Most classes are taught in a traditional lecture and laboratory format.

One section of BIOC 241 has been taught online for several semesters. The instructor (B. Ashburn) also teaches traditional in-person sections of this course. Comparison of student achievement with the different formats of delivery shows relatively equivalent success.

Three sections of PHRM 203 are taught online by a lecturer (M. Tanji). Success rates continue to be high in this class and the instructor is working to ensure achievement of SLO’s and a fair testing environment.

IIA-67

<p>All earth science classes are taught in a traditional lecture and laboratory format. More visual aids available on DVDs. However, YouTube medium is also used in the classroom for better comprehension and enhanced learning experience. YouTube has many useful earth science demonstrations that are extremely useful for students, however instructor has to find and screen them prior to showing them in a classroom setting. Students then use these visual tools to complete their homework assignments and prepare for tests.</p>	
<p><b>Professional Arts and Technology Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</b></p> <p>Culinary Arts, TVPro, and Automotive like other programs, have incorporated the use of campus “smart classrooms” and use computers, projectors and screens to deliver course content. In an effort to engage students effectively instructors incorporate the use of “You Tube” videos, games such as jeopardy and paper pencil activities such as crossword puzzles. Team work is stressed with instructors delivering brief presentations of general principles and engaging the students as they work out related concepts in small groups.</p>	IIA-58
<p><b>Social Sciences Annual Program Review Template 2011-2012 Curriculum Section (Question 3)</b></p> <p>Almost all of the Division’s 100-level courses are taught in both a face-to-face and a DE format, providing access to many more students.</p> <p>ANTH offers most of its curriculum as both DE (on Laulima) and live. In response to the popularity of DE courses, some 40% of our classes are DE. There is little difference in SLO achievement between the two delivery systems</p> <p>HSER courses utilize a good deal of hands-on, experiential methodologies. Learners apply what they have been studying and what has been modeled in the classroom. They engage in interviewing and counseling activities, as well as become a group member and group co-facilitators, role-plays and Microskill demonstrations.</p> <p>Except for the GEOG 101 lab course, GEOG offers all of its courses in both a face-to-face and an online format,</p> <p>Gwen Williams attended the Real World Academy, and since then, has</p>	IIA-59

been actively assessing her teaching and assignments for how she can make everything that she does in the classroom translate into knowledge and skills that the learners can actively utilize when they graduate and enter the field of substance abuse counseling.

Gwen Williams is utilizing real-world activities, and assignments and transformative methodologies that assist the learners to meet the course or program SLOs, which were created to help them become successful entry-level substance abuse counselors.

PSY courses are offered in both live, online, and hybrid fashion. Faculty have continued to maintain training in offering online courses and have studied the appropriateness of these methodologies in relation to student achievement of SLOs. Traditionally, all of these approaches have been shown to enhance student learning.

## SLOs in Curriculum Central

Student Learning Outcomes	Evidence
<p><b>Education (ED) 100</b>  <b>Core Course Outline</b>  <b>Field 11: What are the general student learning outcomes? (What knowledge and/or skills will successful completion develop in the students?)</b></p> <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of student diversity to different instructional practices.</li> <li>• Demonstrate knowledge of current practices in education and the process of becoming a "highly qualified" teacher in Hawai'i</li> <li>• Develop basic instructional planning, implementation, and assessment skills.</li> <li>• Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.</li> <li>• Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.</li> </ul>	IIA-63
<p><b>Nurse Aide Program</b>  <b>OCEWD</b>  <b>Program Core Outline</b>  <b>Field 2: What are the outcomes of the program? (outcomes should be stated in terms of meeting student, community or State needs. Also includes Program Learning Outcomes.</b></p> <p>This program is an intensive hands-on training program that prepares you to pass the American Red Cross Competency Evaluation Examination for state certification. Upon passing the examination you will be credentialed as a Certified Nurse Aide (CNA). Training includes theory, practice, and supervised clinical experience at a designated medical facility.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency when applying standard precautions in the provision of care.</li> <li>2. Utilize appropriate skills to assist the resident in attaining and maintaining independence.</li> <li>3. Perform safe and effective personal care and hygiene when assisting with activities of daily living.</li> <li>4. Employ the use of residents rights as defined by state and federal agencies.</li> </ol>	IIA-64
<ol style="list-style-type: none"> <li>5. Respond appropriately to the social and mental health needs of the resident related to the aging process and impaired cognition</li> </ol>	

Appendix IIA-I

Support Area SLO Assessment

Support Area	Evidence
<p><b>Academic Services</b></p> <p>System-wide Academic Support SLOs were developed for and Library, Tutoring, Testing, Media Center, and Computer Services units as part of the data required for the <i>UHCC Academic Support Services Program Review</i> in December 2008 and are also used in the College's support area APR process.</p> <p>Each of the Academic Services units developed at least one student learning outcome at the campus-level, and the SLOs may be the same as the system-wide SLOs. Additional units with SLOs on campus include KI Disabilities Office, Innovation Center for Teaching and Learning, and the Theatre. Assessments of the SLOs have been ongoing; however, the units are looking at using other outcome measures as part of a more comprehensive assessment plan. The college provided training for all support areas in outcome assessment in September 2011.</p>	<p>IIA-77</p>
<p><b>Administrative Services</b></p> <p>Administrative Services units developed SLOs for each of the areas: Business Office, Facilities Use, Human Resources, O&amp;M, and Security. Assessments are currently ongoing. As with Academic Services, the units attended training on outcome assessment and will be looking at creating a more comprehensive assessment plan.</p>	<p>IIA-78</p>
<p><b>Student Services</b></p> <p>Broad-based SLOs and methods for their assessment were developed for use by each Student Services unit. Assessment methods include: use of SARS (Scheduling, Appointments, and Reporting System), CCSSE surveys, graduate/leaver surveys, unit student satisfaction surveys, the achievement of instructional SLOs, tracking UAP students, and data from a comprehensive FYE (First Year Experience) program.</p> <p>Student Services collectively developed a new division mission statement, five broad-based SLO's, and methods for their assessment. The units have a better understanding of the <i>Annual Program Review</i> process and are using it to identify areas that need to be measured for their effectiveness.</p>	<p>IIA-79 IIA-80</p>

## Curriculum Review and Approval Process

Step	Evidence
<p>Step 1: Faculty</p> <p>Credit courses and new programs are initially designed and proposed by faculty in collaboration with peers and the division chair within each division. All new, modified, or deleted courses and programs are required to be entered in Curriculum Central, the UH online system for curriculum review. A designated faculty member becomes the proposer and is responsible for entering responses to 41 fields for courses and 13 fields for programs. These fields pertain to various details about the proposed or modified course or program. Faculty members are also responsible for creating the appropriate student learning outcomes for courses and programs.</p> <p>Faculty can use the Curriculum Committee’s web site to find information about the curriculum approval process and locate resources, such as the <i>Course Proposal Guide</i> and the <i>Program Proposal Guide</i>. Once the proposer is finished entering data into these fields, the course or program outline is forwarded to the appropriate Division Chair via Curriculum Central.</p>	IIA-79
<p>Step 2: Division Chair</p> <p>For the next step, the Division Chair sends an email announcement to the faculty in the division about the course or program that is up for approval. Some divisions discuss course and program modifications at a division meeting. All faculty members in the division can view the course or program outline on Curriculum Central. A division vote is taken on whether to approve the outline. If approved, the Division Chair forwards the outline to the Curriculum Committee Chair. If not approved, the Division chair returns the course or program outline to the proposer. The proposer can revise the proposal and resubmit to the Division Chair, or the proposal may be abandoned.</p>	IIA-80

<p>Step 3: Curriculum Committee</p> <p>The Curriculum Committee Chair assigns submitted course and program outlines to one of several subgroups of the 24-member Curriculum Committee, which has representatives from each division and unit. After the subgroups review each course and program outline, the subgroup chair contacts the proposer with suggested changes. After these changes are reviewed by the proposer, the course or program proposal is discussed at a Curriculum Committee meeting. Additional suggestions may be suggested, and the course or program modification is approved, denied, or tabled for further review and discussion. The proposer may need to make changes in order to satisfy the committee’s standards. Once the proposal is updated appropriately, the Curriculum Committee Chair forwards the course or program outline to the Faculty Senate Chair. If the course or program modification is not approved, the Curriculum Chair returns the course or program outline to the proposer. The proposer can address comments from the Curriculum Committee and resubmit, or the proposal may be abandoned. Minutes from the Curriculum Committee meetings are posted on the website and include all suggested changes and voting results.</p>	<p>IIA-81</p>
<p>Step 4: Faculty Senate</p> <p>At each Faculty Senate meeting, the Curriculum Committee Chair presents course and program outlines that were approved by the Curriculum Committee. The Faculty Senate votes on the course or program outlines. The approved course and program outlines are forwarded to the appropriate instructional dean by the Faculty Senate Chair. If an outline is not approved, it is returned to the proposer. The proposer can address comments from Faculty Senate and resubmit the proposal for approval, or the proposal may be abandoned. Approved outlines are communicated to the campus through an email listserv and Faculty Senate minutes.</p>	<p>IIA-82</p>
<p>Step 5: Instructional Dean</p>	

<p>The appropriate instructional dean reviews the course or program outline. If the outline is approved, the dean forwards the outline to the Vice Chancellor of Academic Affairs for final approval. If the outline is not approved, the outline is returned to the proposer who can work in concert with the dean on possible revisions, or the outline is abandoned.</p>	
<p>Step 6: Vice Chancellor of Academic Affairs</p> <p>The Vice Chancellor of Academic Affairs reviews the course or program outline. The VCAA is the final approval for course and program modifications. If the VCAA approves the outline, the curriculum changes are instituted and published in the next college catalog. Approved curriculum changes are distributed to division chairs, student services unit head, respective secretaries, administration, and the UH system office. If the VCAA does not approve the course or program outline, the outline is sent back to the proposer. If a proposal is rejected at this level, it is unlikely the proposal will be resubmitted.</p>	<p>IIA-83</p>
<p>Distance Education</p> <p>If a credit course is proposed or modified to be delivered through distance education, the proposer must answer additional questions in the course outline (fields 34, 35, 36). These questions are as follows:</p> <p>34. a) What methods will be employed to ensure timely and effective interaction between faculty and students and student to student?</p> <p>b) What technological skills will students need to succeed in this course?</p> <p>c) How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery?</p> <p>35. What type of academic support and technology training will be required to ensure pedagogical development of the instructor for this course?</p>	<p>IIA-47 (Fields 34, 35, and 36)</p>
<p>36. How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course</p>	

Breadth et al. in the APR

**Breadth 5. Discuss the assessment and analysis of course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (course information included on core outline in Curriculum Central).**

	Evidence
<p>Arts and Humanities APR Template 2011-2012</p> <p>Literature faculty members constantly review the current trends in the teaching of literature. Late in the spring of 2012, new additions of most anthologies for the various survey courses will be available. The literature discipline, in adopting these new versions of the "canon" of literature, will be participating in a national refocus addressing the "breadth" issue. "Depth" is defined by current pedagogy as determined through professional organizations such as MLA, and through review of similar courses within the UH system. "Rigor" and "Sequencing" are also assessed as the discipline adjusts and refines its SLOs and core curriculum.</p> <p>Philosophy 211 was assessed and approved fall 2011.</p>	<p>IIA-54</p>
<p>Business APR Template 2011-2012</p> <p>Accounting: After reviewing our CA and AS programs with our Advisory Board, the board felt that ACC 150 should replace ACC 134 in the CA program. This would give students with a CA more useful skills in the accounting field. We proposed a modification to replace ACC 134 with ACC 150 in the CA program. To make the sequencing consistent with the AS program, we also modified the AS program to offer ACC 150 in the second semester and ACC 134 in the final semester. This modification makes the first two semesters of the AS program identical to the CA program so students can complete their CA and seamlessly continue on to complete their AS degree.</p> <p>BTEC: Course textbook readability is at college level, and courses are taught at college-level according to industry standards. Students must adhere to performance levels using strict guidelines. Course rigor and topic areas that are covered are based on standards as adopted by the National Business Education Association and endorsed by the Business and Industry Advisory Board that meets annually. All BTEC courses are</p>	<p>IIA-55</p>

<p>taught at the 100- and 200-levels and are transferrable to four-year universities, including UHWO (articulation agreement).</p>	
<p>Language Arts APR Template 2011-2012</p> <p><b>Reading/Writing</b> As part of the 5-year assessment cycle, the reading and writing disciplines review each core outline at least once over the 5-year assessment cycle. During these review periods, members of the disciplines discuss and make changes to the core outline as needed.</p> <p><b>ESL</b> The positive results of phase 2 SLO assessment of ENG 100 in 2011 indicate that there is any need to question course breadth, rigor, sequencing, time of completion and synthesis of learning at this time. Phase 2 assessment of course SLOs for ESL 8B and ESL 9B are to be completed at the end of the fall term in 2011; there is no reason to expect that results would be less positive.</p> <p><b>ELI</b> The sequencing from the Level 1 ELI courses to the Level 4 ELI courses reflect the breadth, depth and rigor that a series of academic preparation courses should and in addition, the SLO sequencing from Level 4 ELI to ESL 21, ESL 22 ensures a smooth transition for students when they move from the ELI into credit courses. Students complete the ELI program in one academic year if they begin in Level 1, which is the average time for completion at that English proficiency level if compared to other Intensive English programs around the state and the country and this seems to be effective for the majority of students. On average 83% of the students in the ELI complete within the regular time frame and move on to credit courses. Only those students that enter at a very low English proficiency need additional sessions for completion.</p>	<p>IIA-56</p>
<p>Math &amp; Sciences APR Template 2011-2012</p> <p>All courses have completed course review or are in process (being evaluated in Curriculum Committee), or plan to do so next semester. These items are addressed when the course modification is proposed. Assessment and Analysis is constantly being done informally by the faculty that teach the courses and is done formally when the course comes up for review.</p>	<p>IIA-57</p>
<p>PAT APR Template 2011-2012</p>	<p>IIA-58</p>

<p>Under the new TVPro courses, modified courses, and modified C.C., C.A., and A.S. most course schedules have been changed from modular to semester length. Continue to recommend Year round scheduling of TVPro Courses to reduce time required to complete the programs.</p> <p>The Culinary Arts and Automotive programs are nationally accredited by external agencies which determine the necessary competencies and tasks the students must learn, the facility adequateness and staff qualifications.</p>	
<p>Social Sciences APR Template 2011-2012</p> <p>ANTH proposed modifications to two course outlines, ANTH 150 and ANTH 200, and addressed these issues as part of the course modification proposals.</p> <p>HSER: The CCSAC program is coordinated to provide the educational opportunities for learners to secure the required 270 educational hours in counseling and substance abuse education. As well, the learners will acquire the knowledge of substance abuse and treatment that is part of the ADAD Written Certification Exam, as well as the entry-level skills for becoming a substance abuse counselor..</p> <p>HSER 140: Through the above mentioned discussions with other instructors teaching the course, review of text books that address micro skills and counseling theory, we have been consistently able to ensure that the content addresses the necessary SLOs, reflects current theory, and addresses the requisite material in appropriate breadth and depth.</p> <p>HSER 245: Through the above mentioned discussions with other instructors teaching the course, review of text books that address stages of a group and group counseling theories, this has ensured that the content addresses the necessary, and established SLOs, reflects current theory, and addresses the requisite material in appropriate breadth and depth</p> <p>HSER 268: The course content is based upon information from DOH Alcohol and Drug Abuse Division (ADAD) and International Certification and Reciprocity Consortium (ICRC) that is required from those studying for the Written Certification Exam. The knowledge and skills covered in the course were designed and based upon the instructor's awareness and background as a Certified Substance Abuse Counselor and member of the Board of State ADAD Examiners for Certification</p>	<p>IIA-59</p>

HSER 270: Relevance and Currency

The course proceeds sequentially through the "12 Core Functions of the Substance Abuse Counselor". The current international standard for certification established by the International Certification and Reciprocity Consortium (ICRC) and the Department of Health (DOH), Alcohol and Drug Abuse Division (ADAD) and the curriculum for this course is based upon these standards for the field.

Depth: The text is the recommended book by ADAD for study for the written exam. The class exercises are used to practice application of the knowledge and skills required for each core function with a sample client. This way the student is prepared for the next practicum courses and interning in a treatment facility.

Breadth: The course material identifies and compares each core function, which helps to distinguish each from the other, and offers the opportunity to process a "substance abuse client" through the entire counseling process.

HSER 294/295: Students in this program are exposed to the knowledge and skills that are currently employed by substance abuse counselors who work in the field (currency and relevancy). They learn to apply the 12 Core Functions of the substance abuse counselor and how to assist a client navigate each part of the treatment process (depth). This is also the same knowledge and requisite skills they must demonstrate awareness of in order to pass the two ADAD certification tests and to work within the field.

Core outlines for GEOG 101, 101L and 102 were submitted for course and SLO modification in Fall 2011. The issues of course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning were addressed in the modifications.

PSY is working to develop assessment strategies for SLOs # 5 and 6 for PSY 100. Assessment strategies for PSY 240 will be developed and implemented.

and records requests, and the recent lifting of the state-wide clerical hiring freeze promises more resources available to handle the anticipated continuation of increased demand for service.

**Counseling and Advising** provide a comprehensive array of services that are integral to the success of the students at the College. A more detailed analysis of the Counseling and Advising unit is provided in Standard II.B.3.c. Notable, however, is that this unit is very responsive to emerging needs. For example, based on input from counselors and others about a perceived need for mental health services to an increasingly diverse and challenging student population, student health fee fund balance dollars were allocated in fall 2011 for a part-time mental health counselor from UH Manoa's Counseling and Student Development services to be assigned ten hours a week to the Pearl City campus. This provision compliments the campus intervention team, called Team C.A.R.E, implemented in spring 2009.

In addition to general counseling, the College provides services to students associated with the Veterans Administration. In recent years, veteran student enrollment has nearly tripled. Counselors serve as liaisons with the Veterans Administration to help keep students updated and aware of any changes that may impact their educational benefits. Counselors encourage VA students to take full advantage of these benefits to enhance their prospective career opportunities. To assist VA students toward successfully achieving their goals, counselors provide them with resource websites, information media, and additional support contacts (IIB-30).

For DE students in particular, the iLearn@Leeward site provides resources and links to support DE students (IIB-31). This site is maintained by the college's Distance Education Coordinator. iLearn@Leeward provides resources such as Lulima help, MyUH Portal help, test proctoring, library services, tutoring services, and counseling and advising services. The social networking community aspect of iLearn@Leeward provides a portal for DE students to connect with each other and get the help and support they need from the college (for example, counseling, registering, tutoring), which allows DE students to have access to all resources that on-campus students get (IIB-32). The added benefit of social media allows DE students to connect and engage socially with other DE students online.

The **Financial Aid Office (FAO)** enhances the success of the mission by focusing its services on helping students and their families to secure the money they need, whether it be through grants, scholarships, federal work-study, student loans, private scholarships, or a combination of these, in order to fulfill their educational goals. Students who take traditional face-to-face and DE classes receive the same support and services from the FAO regardless of their location status. This office helps students effectively manage their money via various financial literacy education opportunities so they can focus on completing their educational goals and minimize their debt. The office encourages them to borrow only as much as they need to fulfill their educational goals and not accept a loan based on the maximum amount they are eligible to receive. The FAO assures quality of its services by evaluating data collected from the various student satisfaction surveys distributed throughout the semester; namely, the Financial Aid Office Survey, the Scholarship Fair Attendee Survey, the Financial Fitness Fair Attendee Survey, and

various Life Skills Module Surveys. Quality is also monitored via the Annual Program Review submitted each academic year.

Below is a list of the number and amount of financial aid awards provided through the FAO from 2007 through 2010 along with the rate of increase during those years:

	2007-2008	2008-2009	2009-2010	Fall 2010	4-year Increase
Number of awards	1,358	1,861	1,858	2,216	63.2%
Amount of awards	\$3,650,198	\$5,130,416	\$8,329,720	\$10,693,469	193.0%
Number of awards to Native Hawaiians	416	553	782	796	91.3%
Amount of awards to Native Hawaiians	\$1,158,991	\$1,622,235	\$2,565,125	\$3,554,487	206.7%

According to the Improving DE Courses Survey that DE students participate in every semester since spring 2008 until fall 2010, 65 percent of respondents stated that they were satisfied (4) and very satisfied (5) with the financial aid process (IIB-33).

On a five point scale, where 5 is very satisfied and 1 is very dissatisfied, please indicate your satisfaction with the following online services at Leeward:	5	4	3	2	1
Financial Aid Process (financial planning and management)	1194	544	690	129	102

Through assistance of system offices, Leeward has been able to add one full-time Financial Aid Officer Band B APT position effective November 2011 to help address increased demand, substantiated in the 2009 and 2010 program review process.

The FAO is audited in its compliance with federal regulations on a bi-annual basis, and recommendations from the auditors, when made, form the basis for improvement of services to students in compliance with guidelines and best practice. Regular and periodic surveys after specific events as described above provide feedback about efficacy and efficiency, as does the response concerning FAO on the Dean’s survey of student satisfaction. Additionally FAO analyzes data about processing time and workflow to improve performance on a routine basis.

The staff members at **Job Prep Services (JPS)** help students and members in the community with all aspects of finding a job, including writing resumes and preparing for interviews. Data is gathered on comments from student surveys about JPS services and effectiveness in job readiness and career exploration assistance.

JPS supports student learning by assisting the programs and disciplines in conducting job readiness workshops and having individual appointments on developing resumes and cover letters. Both face-to-face and DE students have access to online job prep resources. These resources include the JPS Online System, an online database of off-campus jobs, and SECE, an online database of on-campus jobs. Other services that are offered are resume writing assistance and faxing, interview preparation, employment strategies, and employment/labor market information. JPS offers its services over the phone and by email. JPS also helps counselors in online career exploration services. Most recently, JPS has developed four student learning outcomes to measure its impact on learning from the services offered and as a result, is fine-tuning its focus and operations.

JPS enhances the success of the mission by focusing its services in two important areas: Workforce Development and Personal Development. Its services assist the student by preparing them for employment, career advancement and personal enrichment.

There was an increase in student usage in the JPS online system and Career Kokua during the 2009-2010 academic year, and the data shows that students who registered in both systems were repeat users. From the CCSSE survey students stated the career services were important. Although the students felt the service was important, they were not using the services to the extent desired.

Increased marketing of JPS to the faculty and to the student body has increased student use in 2011-12, and the next challenge will be to maintain the ability to continue to increase student use when Perkins funding for the second APT is not renewed. JPS programs and events are followed by user surveys which indicate a high degree of satisfaction among those students utilizing the service, a finding echoed in the DOSS student satisfaction survey as well (IIB-14, see Student Learning Outcomes section).

The **Recruitment Office** provides outreach to area high schools and the community at large, working closely with the Marketing Officer to promote the college's academic and vocational programs to prospective students. The Recruitment Officer works with volunteer counselors from Leeward CC's Pearl City and Wai'anae campuses to provide outreach programs and services to areas schools, and to other community groups as requested. Specific programs in support of increasing college-going expectations among a student population in geographical areas identified as underserved regions of the state have been and continue to be supported by some specific grant efforts such as GearUP, TRIO/Upward Bound, College Access Grant, and other specific funding sources. Additionally, the Recruitment Office has assumed responsibility for the Student2Student peer support program, in which current Leeward students promote college-going expectations to area high schools. The Recruitment Office analyzes enrollment patterns and historical data to assess the potential effectiveness of its efforts in securing students from particular high schools and geographic regions, and makes deliberate decisions about

targeting specific schools for increased recruitment efforts. Additionally the Recruitment Office represents the college in planned participation in regional fairs and college recruitment tactics, as well as coordinates the campus tour requests from local schools and organizations.

The staff at the **Student Health Center** provides walk-in medical care for illnesses and injuries as well as family planning and behavioral health concerns. This center assures quality of its services to students by seeking and maintaining accreditation through Accreditation Association for Ambulatory Health Care (AAAHC). In addition, client surveys are conducted each semester. The Health Center supports student learning by offering preventive care, health education and promotion. The Health Center enhances achievement of the mission of the institution by meeting the health care needs of the student body and college community. Staff members facilitate enrollment retention by preventing health problems from interfering with students' pursuit of educational goals. This center also assists students in developing life-long healthy and responsible behavior. The Student Health Center provides information about its services on the college website; however, delivery of services to students other than in person is impractical (IIB-34).

The Student Health Center has been effective in offering high quality, low cost medical care to the campus. This is reflected in ongoing assessment which is part of the Annual Program Review. In order to provide more effective services, however, additional staff and an improved physical space would be needed. Improved physical space will allow for additional services and improve the perception of the Health Center from a typical high school health room to an actual health center. Additional staffing to include a dedicated receptionist/medical assistant would improve the consistency and efficiency of the health center. A full-time physician would allow for expanded services. Additional funding is needed to continue a Family Planning Program.

The entire building is planned for renovation in the fall 2012. Projected improvements should allow for more efficiency and expansion of services. The campus is awaiting word from Department of Health for availability of federal funds for the program.

The **Student Life Office** supports co-curricular learning activities and services through registered student organizations and advises the Associated Students of the University of Hawai'i (ASUH) – Leeward. Student Life assures quality in student support services by providing leadership opportunities through Student Government, the Student Activities Board, New Student Orientation, and the Budget and Finance Committee. Student Life also provides activities and events that are fun and educational to enhance the students' experience at Leeward. The Student Life staff also manages the Campus Center Student Lounge and the Senate Chambers meeting room.

Student Life enhances student learning and supports the mission of the college through student leadership opportunities. Over the summer, student leaders are trained in communication, diversity, conflict management, public speaking, and more. During the academic year, these students utilize their skills by working in a team on projects and committees. The office also coordinates student organizations and provides workshops for event planning, marketing, and budgeting.

As of 2011 the Student Life Office has not been able to address the needs of students enrolled in DE courses. The only way that Student Life has been able to address resource concerns for DE students is through Ka Mana'o which has a strong presence on campus: [www.leeward.hawaii.edu/kamanao](http://www.leeward.hawaii.edu/kamanao). The Mandatory New Student Orientation can also be viewed online and students can meet with their counselors via phone call for DE students.

Student Life is available via the website and Facebook for Student Activities Board events, Student Government events, and Ka Mana'o. Suggestions and comments can be sent via email to Student Life, Facebook, Student Activities Board, Student Government, and Ka Mana'o. Student Government provides shuttle service (renting of busses) for LCCW to attend Pearl City events such as the Job Fair, Ka Mole Festival, Discovery Fair, and other events that LCCW feels would benefit their students.

Student Life produces surveys at various events and tabling sessions to evaluate the importance and benefit of the events in the students' college experience. The student leaders are given a survey in the beginning of their tenure and given a survey at the end of their tenure. The exit survey evaluates if the student felt he/she developed any new leadership skills aligning with the experience they had as a student leader.

Student Life, therefore, has made tremendous gains in developing a strong and active student life on campus. Through weekly email updates and the campus website, students are encouraged to participate in a variety of campus events. The mandatory New Student Orientation registration system has received positive responses and reaches a larger pool of students. One improvement the office is making for the 2011-2012 year is adding intramural sports as one of its programs.

The **TRIO/Upward Bound Program** provides support services to students who may reside in underserved regions, promoting college-going to first-generation college bound students with low socio-economic support.

TRIO Upward Bound is a year-round pre-college program dedicated to preparing academically under-served and low-income high school students for college. The program aims to increase college enrollment and high school graduation rates by instilling motivation and academic skills in its participants. Services include tutoring, career guidance, summer instruction, personal advising, financial aid counseling, cultural activities, camping, team building, field trips, and other activities. The program is funded by grants through the U.S. Department of Education.

### **Student Support Services at Leeward CC Wai'anāe**

Most student support services are provided to Leeward CC Wai'anāe from the Pearl City campus. Staffing for counseling at Wai'anāe was increased in 2009 to accommodate maintenance of such as ratio, using SARS scheduling and tracking data as one of the primary sources of assessment of demand. In an effort to provide more support locally, the Wai'anāe campus currently has two full-time program counselors. In addition to meeting regularly with the Dean of Student Services at the Pearl City campus, the program counselors at Wai'anāe also meet with the Leeward CC Wai'anāe Coordinator on a regular basis.

Due to the small size of the campus, regular feedback is direct and immediate. The staff at Leeward CC Wai‘anae works closely on identifying new services and programs that may be needed to support students and their learning. Recent Community College Survey of Student Engagement (CCSSE) scores show the significant increase Leeward CC Wai‘anae’s scores from 2008 to 2010. These scores also highlight to increased satisfaction of students with the Wai‘anae campus as compared to the Pearl City campus.

<b>Benchmark 2010 Scores</b>	<b>Leeward CC</b>	<b>Leeward CC Wai‘anae</b>
Active and Collaborative Learning	52.20	61.40
Student Effort	51.10	62.30
Academic Challenge	56.10	62.90
Student-Faculty Interaction	52.60	66.00
Support for Learners	53.60	65.70
average of benchmark scores	53.12	63.66

<b>Benchmark 2008 Scores</b>	<b>Leeward CC</b>	<b>Leeward CC Wai‘anae</b>
Active and Collaborative Learning	50.20	52.10
Student Effort	46.70	55.20
Academic Challenge	50.00	54.50
Student-Faculty Interaction	49.00	51.10
Support for Learners	48.30	61.20
average of benchmark scores	48.84	54.82

<b>% Improvement/Decline in Benchmark</b>	8.76%	16.13%
<b>Score average from 2008 to 2010</b>		

As such, the CCSSE scores for Leeward CC-Wai‘anae are higher than any other community college campus in the UH system (including the home campus of Leeward Community College), and are significantly higher than the benchmark scores for community colleges across the United States.

The annual performance data indicates that the values-based, teamwork approach to student engagement is having a positive impact in student success. From fall 2008 to fall 2010, developmental English course success rates improved from 58 percent to 66 percent and developmental math from 44 percent to 62 percent. Overall transfer-level course success rates improved from 68 percent to 74 percent. In addition, fall-to-spring persistence rates improved from 66 percent to 74 percent over the same three-year period.

The student population at Leeward CC Wai‘anae is 25 percent male. To increase the number and percentage of men in the student population and provide them with the support they need to be successful, there is a plan to hire a consultant to pilot a men’s support group in 2011-2012. One of the counselors is taking the lead on this.

Leeward CC Wai‘anae does not offer courses through Distance Education, although students enrolled at the Wai‘anae campus may choose to take DE courses offered from the Pearl City campus. Students taking primarily DE coursework through the Pearl City campus are afforded access to counselors in the general counseling and program specific counseling areas via Internet and increasingly via Skype.

## **Counseling Initiatives**

### **Assessment of Counseling Student Learning Outcomes**

Student learning outcomes for Counseling and Advising have been central to all efforts to design, evaluate, and improve student services. Counselors give students the opportunity to evaluate the quality of the services received. For individual appointments, students anonymously fill out an online evaluation form after their appointment with a counselor, and questions on that survey are based on Counseling's student learning outcomes. In spring 2011, all counselors were equipped with iPads to not only give students "hands-on practice" so that they could locate online resources and college information readily but to also enhance collection of student evaluation information. Also starting in 2011, a report of each counselor's evaluation ratings and student comments were collated and synthesized at the end of the spring semester. Through this process, trends could be ascertained, strengths noted, and areas in need of improvement identified. Each semester data will be collected and reviewed, with necessary improvements to measure the effectiveness of student achievement of student learning outcomes (IIB-14, see Student Learning Outcomes section).

### **Program Counselors**

Positions for program counselors were instituted to better improve student achievement of student learning outcomes. These counselors have been specially assigned to divisions or units (such as at Leeward CC Wai'anae) to increase accessibility to students and build stronger relationships with the instructional divisions and units. Demand for program specific counseling assignments was generated by instructional division chairs through the Annual Program Review process. Division chairs wanted to create a closer relationship between students and a specific counselor. In addition, the program counselor would have a stronger understanding of the program requirements and would be more likely to promote student success within such programs.

Program counselors provide all of the forms and formats of counseling and advising services provided by general counseling faculty, except they do so primarily for a limited student population, one with which their dedicated involvement allows for the establishment of closer interpersonal relationships. Scheduling and Report System (SARS) data indicate that many students reporting only to a centralized counseling office saw multiple and varied counselors on successive visits, and often received varying degrees of support for and understanding of issues relevant to a given specific program. Such inconsistency has led to an increased effort to assign students to particular counselors with whom they may have already established a relationship, outside of program counseling assignments as well (IIB-13).

### **Intrusive Counseling: The Maka'ala Program and "No Show" List**

More intrusive methods to reach students have also been put in place at the College. Working with the instructional divisions, the Early Alert Program and the "No Show" lists reach students at the beginning of the semester to help them become more successful. Early Alert, begun with small segments of the student population in developmental education and some specific program areas, was expanded significantly in 2011 when it was opened up to all faculty and renamed the

Maka‘ala Program, which was a deliberate decision in response to an increased urgency to promote student success under the umbrella of both the Student Success Committee and the self-generated intrusive counseling emphasis for improvement among the Counseling Unit itself. Data indicated that fewer than two thirds of students on average were receiving grades of C or better in coursework regardless of program, and those students whose placement tests indicated they were least prepared for collegiate study were passing at less than half that rate. Explorations into Early Alert begun in 2007-2008 had faltered and the process was losing support instead of gaining it. A recommendation to expand early alert to all programs was made by the Student Success Committee in fall 2010 and endorsed by the Deans in establishing priorities for success efforts in spring 2011. By fall 2011, Maka‘ala was offered in a more comprehensive and structured manner, with ease of access for making referrals a priority in its redesign (IIB-51, IIB-52).

Another form of intrusive counseling is the “No Show” list, which were developed in 2009 and have been refined each semester since. Printed copies of class lists are distributed to faculty at the conclusion of the 100 percent refund period and faculty are asked to identify students who have not reported to class at all. Those students are then contacted to remind them to officially withdraw, if that is their intent, before the 50 percent tuition refund deadline. Data concerning appeals to the Dean of Student Services for full refunds when students failed to attend classes for which they registered but for which they neglected to pay indicated that many students were inattentive to posted warnings and deadlines, and assumed (wrongly) that since there was a purge date for non-payment prior to the start of classes, a similar purge would relieve them of the responsibility to pay for or to attend classes which they no longer wished to take. Initial results of “no show” calling and emails have indicated students appreciate the effort made to reduce their potential financial and academic liability, and show an increased understanding for how to appeal such situations with the greatest likelihood of success.

### **Mandatory New Student Orientation and Initial Counseling**

A mandatory New Student Orientation (NSO) is now required of all incoming high school students where new students have a mandatory counseling appointment to plan their course selections (IIB-15). The college’s participation with sister campuses from UH Community Colleges in the Achieving the Dream initiative spurred interest in mandating NSO. Incentive funding from the system office encouraged campuses to become involved in efforts supported by Achieving the Dream data and practices. Leeward subscribed to the opportunity to apply for funding to support an increased and more vibrant NSO experience beginning in 2008-09, and formed a committee of Student Life and Counseling personnel to institute such plans. Additional and expanded session of NSO involving faculty and other staff allowed for and encouraged a broadened participation in the NSO process. What had been primarily a PowerPoint presentation by counselors developed into a four hour program of campus tours, ice-breaking activities, faculty meet and greet sessions, Laulima training and other activities designed to acquaint students with their new educational environment. In 2011 nominally mandatory attendance became truly mandatory with the imposition of a “pin” on a new student’s account such that they might not register for classes without a counselor removing that pin subsequent to an initial advising session. Protocols for what would be included in such initial advising sessions were developed to include self-advising through STAR and online tools developed at Mānoa and available to all UH students regardless of campus. Starting fall 2012, the NSO group

will enhance NSO Online to include more information on Counseling and to have all handouts used in NSO Live available via the web. Furthermore the team is looking to have pieces of the Live version, such as campus tour, faculty meet and greet, and Lailima tutorial, available in a similar interactive format for students participating in the online version.

Since the NSO was becoming truly mandatory, an online version including pre and post test data collection, was developed to ensure DE and other students (such as LCC Wai‘anae students) unable to attend in person sessions would be able to comply with the requirement to “attend” an NSO. Data from the assessment of the evolving NSO scenario were collected and reported to the Achieving the Dream funders at UHCC System, and were used to plan improvements in the evolution of NSO and mandatory initial advising, fully implemented for the first time in fall 2011. Initial data suggest that students who attend NSO have slightly higher success rates at the conclusion of their first semester and significantly improved persistence rates compared to historical averages.

### **Scheduling and Reporting System (SARS)**

The Scheduling and Reporting System (SARS) has been instrumental in making improvements to counseling and advising programs. SARS is used to gather data in many areas: number of NSO attendees, number of NSO students who came to see a counselor for advising, number of students who made an appointment, show rate, number of students who seek assistance on a “drop in “ basis (Express), and reasons for seeing a counselor. These statistics drive how counselors develop their master schedules as well as establishing unit priorities. Having data about use patterns helps devise better patterns of utilization and scheduling of counselor time, both in central as well as in program counseling. Having this data helps us assign counselors for Maka‘ala and NSO appointments, as well as to balance expected counselor workload in order to expedite appointments and services to students.

### **STAR for Students**

The 2011 UH System’s Advisors’ Workshop in fall 2011 focused on using technology to enhance advising for students, and specific training on the use of STAR for Students, a system-wide technology tool for student advising has been ongoing for not only counselors, but administrators and faculty as well. Counselors were issued iPads and/or laptops in 2011 with which to work with students specifically on the use of STAR as a triage tool for self-advising, in part to free counselor time for application with students showing specific academic concerns. These trainings are applicable to all students regardless of location of their studies, on-campus or via distance education (IIB-56, IIB-57).

### **Team C.A.R.E.**

Team C.A.R.E. emerged during the spring 2010 when several counselors, the Dean of Student Services, and the SSPO attended a webinar on campus intervention teams and decided in follow-up to create one for Leeward. Team C.A.R.E. is a coordinated opportunity for individuals on campus who wished to be involved in addressing mental and behavioral health issues students appeared to presenting in increasing numbers. Lacking a mental health counselor per se, such a team approach appeared to present at least some alternative for addressing needs which can result in safety concerns for the campus. Team C.A.R.E. expended membership to include the KI Office for students with disabilities, formal representation of faculty from the Faculty Senate

plus additional volunteer faculty members, representatives from administration, the Student Health Center and Campus Security. The team meets twice monthly and keeps minutes of meetings, copies of which are distributed to team members and made available on a secure Intranet site (IIB-58).

Team C.A.R.E. has coordinated training for its own members on issues such as Domestic Violence, Safe Zone Training, suicide prevention training, specific training on dealing with students in distress from the UH Mānoa Counseling and Student Development Coordinator, and so forth. Team C.A.R.E. devised and circulated a handbook for faculty and staff addressing eight relatively common themes, and scheduled training opportunities for faculty and staff during the 2011-2012 academic year. Team C.A.R.E. also advocated for emergency response training for administrators, faculty, and staff, and for the addition of the part-time mental health counselor position created in fall 2011. The group continues to meet semi-monthly to coordinate efforts on behalf of students of concern and those referred to it via the Intranet site or email to [teamcare.hawaii.edu](mailto:teamcare.hawaii.edu).

### **New Hire Counselor Training**

All newly hired counselors complete a training schedule during which they meet with key people division wide who share with them important information and key policies and procedures to know when working with students. This training schedule is customized to meet the needs of the counselor depending upon whether he/she has been hired as a general or program specific counselor. Beginning in the spring 2011 semester, newly hired counselors were given the option of working with a mentor who would serve as a resource person to answer questions, offer feedback and generally help make the transition a smooth one for the new faculty member. Feedback will be gathered at the end of each semester to assess effectiveness of this practice and to identify ways in which the activity can be improved.

### **Counseling Evaluation Team (CET)**

The Counseling Evaluation Team (CET), which is comprised of five counselors, coordinated four focus groups throughout the spring 2011 semester. Students who had an appointment with a counselor in the fall 2010 were randomly selected and invited to be a part of the Focus Group. The CET asked faculty (outside of the counseling department) to facilitate the focus groups to ask students a series of questions about their counseling experiences. Data was gathered and analyzed during the summer of 2011. Action items will be implemented for the 2011-2012 academic year. The next set of focus groups students will be invited to participate in spring 2013 sessions in order to evaluate the action items put into place over the past year.

### **Weekly Counseling Faculty Meetings**

Weekly counseling faculty meetings provide the opportunity for professional development. Examples include degree program changes, changes in transfer policy within the UH System, changes to financial aid policies, and so forth. Counselors also attend professional development opportunities on island, national and regional conferences, and webinars.

Counselors have met with the new Dean on a regular basis beginning in 2010-11 during which time ten areas of potential program improvement were vetted and four selected for endorsement and significant plan development. All counselors were grouped into one of four teams to

develop program improvements related to mandatory NSO and Initial Advising; expanded use of STAR as an advising tool; Intrusive Counseling strategies for students at risk of failure (including Maka'ala, the revised and expanded early alert model); and Alternative Delivery models for DE students and others. During 2010-11 counselors met with the Dean to propose, develop and revise tactics toward each goal a total of eight times (four per semester), and during the 2011-12 academic year they are scheduled to meet four times (twice per semester). Counseling meeting format has been changed to allow for group work at least bi-weekly. Periodic review and troubleshooting occur during a semi-monthly meeting between the Counseling Unit Head, the Student Services Coordinator and the DOSS. Work on each of these initiatives is also tied to heavy participation by members of the Counseling Unit in the Student Success Committee which also meets twice monthly. Counselors participate on three of that group's four subcommittees with heavy emphasis on course rate success and graduation and transfer initiatives. To that end, all of the work on the four main Counseling improvement initiatives is tied to Student Success for students enrolled in traditional as well as distance education classes.

Taken from the Executive Summary for the Spring 2011 Counseling focus group, the following is a brief summary of the main ideas gleaned from the focus group sessions. Overall, the reviews of the Counseling Unit's effectiveness and ability to help students is very high. Many counselors were named as being extremely supportive and helpful. Students are generally satisfied with their experiences and trust counselors to help them with academic and personal issues.

Suggestions on improvement tend to deal mostly with having more information about other areas such as financial and VA assistance, advertising alternative methods of delivering counseling services, and not rushing students or expecting them to know things already during express sessions

### **Alternate Delivery Methods**

One of the four identified areas for improvement to Counseling services is Alternative Delivery Methods, specifically aimed at increasing our ability to provide service other than in-person, on-campus between 8:00 a.m. and 5:00 p.m. A team of counselors has developed and tested means for online advising using email and Skype specifically, and staffing rotations have been designed to include planned hours on weekends and evenings for online services. Input from Student Satisfaction surveys and counseling evaluation forms, as well as that gathered through focus groups in the spring 2011; help inform means by which services are provided.

The Alternative Delivery Methods Committee formed in fall 2010 has explored and addressed issues related to providing online advising through email and Skype. They experimented with Elluminate as well, purchased headsets and developed protocols and scheduling regiments to allow students to access services from remote sites and at alternative times. The Alternative Delivery team plans to partner with the NSO committee to offer other delivery methods, such as phone, more evening hours, and Skype, during the orientation period for fall 2012.

All students, regardless of the location of their coursework, online or in person on campus, have access to and are included in the evaluation of counseling and advising services through surveys administered immediately subsequent to appointments.

All counseling and advising services and referral processes are in place for students taking classes in person at either campus or taking classes through distance education.

According to the Improving DE Courses Survey (IIB-33) that DE students participate in every semester since spring 2008 until fall 2010, 68 percent of respondents stated that they were satisfied (4) and very satisfied (5) with Academic Advising Resources (academic and career counseling).

On a five point scale, where 5 is very satisfied and 1 is very dissatisfied, please indicate your satisfaction with the following online services at Leeward:	5	4	3	2	1
Academic Advising Resources (academic and career counseling)	1262	612	649	121	95

## Appendix IIC-A

### General Library Equipment

- 30 Windows-based PCs and 6 Macs-come, all featuring a networked suite of office software, are available to all patrons on a first-come, first-served basis, with priority given Leeward students for academic purposes.
- 27 Windows-based Dell and 4 Mac wireless laptops, all featuring a networked suite of office software, are available to students for campus use on 3-hour loan from the library's Circulation Desk.
- 1 large-screen television provides continuous directional information and notice of library activities. 12 VHS players available, 4 with DVD capability (all library computers, workstations and laptops, also accommodate DVD viewing).
- One black and white laser printer and one color laser printer for library computer users through debit-card networked printing system, which also enables two black and white photocopiers and two micro-format reader/printers.
- Three study rooms with conference table seating for groups up to eight. Priority is given to Leeward students but available for Leeward faculty/staff. Rooms equipped with AV equipment; wireless laptops available for checkout.
- Total facility seating as of May 2011 for 301 patrons, provided by carrels, tables, couches, casual chairs and group study rooms.

## Library Materials

The Library's scholarly materials include books, periodicals, online resources, and audiovisual media as part of five collections with general and special access guidelines. As of July 2011, the Library holds 71057 print monographs, 147 print serial subscriptions, 1571 audiovisual items, and 5607 microforms. 81542 e-books and 21386 journal titles are available online through the Library's subscribed databases. The Library's overall holdings currently exceed the National Peer Median as reported by the Association of College and Research Libraries.

### **Printed Materials**

There are five significant and distinct collections in the library. The General Collection comprises the main part of the Library's circulating materials and covers all subject areas supporting the College curriculum. Like all printed materials in the Library, it is arranged according to the Library of Congress (LC) system of classification. The Reference Collection is non-circulating and includes encyclopedias, dictionaries, handbooks, directories, almanacs, atlases, statistical sources, multi-volume sets, indexes, and other materials. The ESL Collection is a series of graded readers — short books written at or adapted to a particular reading level — which circulate to students formally enrolled in the English Language Institute or learning English on their own. The Hawaiian/Pacific Collection contains books and magazines relating to Hawaii and the larger Pacific region. The Juvenile Collection has children's and young-adult titles intended for use by students training to be teachers.

To ensure student access to required, supplemental, or recommended books, articles, or videos, instructors may choose to place items on reserve within the library. These items can be located using the Hawai'i Voyager online catalog and may be borrowed by students for whatever loan period is specified.

All five Librarians are responsible for selecting library print and non-print materials to support the College's academic programs. These materials are evaluated using standard review resources, professional journals, publisher's catalogs, and numerous online sources. The Librarians also use course syllabi, reference and IntraSystem Loan queries, and recurring term paper topics as additional tools for growing the collection. Dialogue with faculty about the nature of the collection occurs on an informal basis and their recommendations and participation are highly encouraged, in particular for newly approved programs. Faculty is notified when requested material is available for use. Recent acquisitions are placed on the New Books Shelf.

### **Electronic Resources**

The Online Collection of databases and unique resources are accessed via library subscriptions and include EBSCOHost, LexisNexis Academic, CQ Researcher, Science Direct, ProQuest Newspapers, College Source, and Chronicle of Higher Education. Each of these resources may be accessed by enrolled DE students or any member of the Leeward community with a valid UH log-in and password. Non-subscription resources are vetted by library staff for relevance and reliability and may be accessed by any online browser. They include:

- Links to local national and international news sources

- Information on information literacy and plagiarism
- Research process, citation formats
- Tutorials on database use
- Subject-specific research guides

As a member of the UH System Libraries, Leeward Community College facilitates access to the entire University of Hawai‘i System’s library holdings:

- All UH students, faculty, and staff may search the Hawai‘i Voyager online catalog for materials held in any library in the UH System, comprising over 4.3 million physical items and more than 37000 virtual items. With a current UH identification card, patrons may show up in person at any system library to borrow circulating materials or return those items.
- Using IntraSystem Loan, patrons may request available items held at a different campus library to be paged to their designated home library or held at the original library to await pickup.

## Appendix IIC-C

### Learning Resource Center's Physical Facility

- 22-station lab of computer work stations as well as 10 laptops for student check-out
- 13-seat testing room for makeup tests and distance education paper tests
- 50-seat open area for tutoring and study
- 14-seat enclosed area for group tutoring, study, training sessions and meetings
- One audio-visual carrel (equipment circa 1975)
- A variety of supplementary learning materials including self-paced reading kits, handouts, and study skills workshops on DVDs
- International language CD-ROMs for student use

## Appendix IIC-D

### Math Lab Materials

The Math Lab provides the following materials:

- 7-10 tutors provide tutoring to students on a walk-in basis from 8:30 a.m. to 7:30 p.m. Monday – Thursday and from 8:30 a.m. to 3:00 p.m. on Friday during fall and spring semesters. During the summer, 2-3 tutors are on duty from 8:30 a.m. to 5:30 p.m.
- 30 scientific calculators are available for students and faculty to borrow.
- 40 graphic calculators are available for students and faculty to borrow.
- 10 PC computers are available with Internet access, Microsoft Office, and tutorial software for Math 1B through Math 206.
- 9 iMac computers are available with Microsoft Office and tutorial software for Math 9 through Math 206.
- Over 50 texts and solutions manuals for all math courses are available for students to borrow.
- Microsoft Office, tutorial software from text publishers, Digital Video Tutor (CD-ROM based video lessons, and online-based content from the textbook publishers are available.
- Paper-based worksheets from Math 9 through Math 103 are available to students to use and take with them.
- VCR tapes of all math courses are offered. Some are provided by publishers and others are tapes of Leeward CC math courses (Math 100, 115, and 50C).
- Make-up exams in the Math Lab are available for students.

Appendix IIIA-B

Actions to Support Equity and Diversity

Practice, Program, or Service	Evidence
Hiring committees are created to ensure diversity by gender, ethnicity, and department affiliation.	IIIA-7
All hiring committee members attend a training session with the EEO Officer to ensure that the college's hiring practices are applied consistently and fairly.	IIIA-48 IIIA-49
The college provides new hire orientation seminars that include information on issues of discrimination, workplace violence, grievance and complaint procedures, and the due process that address adverse actions.	IIIA-50
The college provides supervisory skills workshops to ensure supervisors are adequately trained in fair practices.	IIIA-51
The college provides Safe Zone workshops to educate faculty, staff, and administrators to ensure a safe workplace for Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) individuals.	IIIA-52
The college provides workshops sexual harassment and workplace violence to ensure a safe and harassment-free working and learning environment.	IIIA-53
The Kako'o Ike Disabilities Support Program provides services and assistive technology to provide equal access to education for all students. Information and support is also made available to faculty and staff as needed.	IIIA-54
The Innovation Center for Teaching and Learning (ICTL) provides professional development support for the diverse needs of faculty, staff, and students.	IIIA-55
Hālau 'Ike O Pu'uloa, the Native Hawaiian Student Support Programs, serves all students, staff, and faculty who wish to increase their knowledge of Hawaiian culture, language, and history. This program provides a distinguished Cultural Speaker Series, co-sponsors community fairs and institutes, and provides a culturally relevant gathering place that is available to the entire campus community.	IIIA-56
A week-long International Festival is held each year at the college and features an array of speakers, cultural activities, demonstrations and presentations for the campus and surrounding communities.	IIIA-57

## Appendix IIIA-B

## Professional Development Programs

Category	Program	Evidence
Faculty and Staff	<b>Orientation for New Hires</b> is held at the beginning of each semester to introduce new employees to the administrators, college services, policies, and procedures. Since 2010, based on feedback from new employees, a follow-up session is scheduled to acquaint new hires with other first year colleagues. Called the Leeward ‘Ohana First Year Experience (LOFYE), this program will offer new hires the opportunity to share common questions and concerns in addition to their Leeward experiences.	IIIA-50
Faculty and Staff	The <b>College Colloquia</b> is a monthly calendar of workshops, presentations, and professional development opportunities. Workshops included in this calendar include computer and technology skills, tenure and promotion, teaching and learning techniques, and so forth. Since its inception in 1990, the College Colloquia has been an instrumental communication device used to effectively market professional development opportunities and keep these programs visible and accessible for the campus community	IIIA-75
Faculty and Staff	<b>Service 101</b> is a four-hour program designed to help student employees work more efficiently and effectively in providing support and services to other students, faculty, lecturers, and staff. Customer service related topics include; communication skills, confidentiality, “going the extra mile”, and handling difficult people.	IIIA-76
Faculty and Staff	<b>Service 102</b> is a customized six-hour customer service workshop for non-instructional faculty and staff. This interactive workshop is designed to support recruitment and retention of students by maintaining a high level of service for our students and community.	IIIA-77
Faculty and Staff	<b>Supervisory Skills 101</b> is a practical two-day workshop that introduces coaching, communication, and decision making skills to new and seasoned supervisors. Topics include interviewing, communication, motivating others, working with different personalities, legal issues, and effective human relations.	IIIA-51
Faculty and Staff	<b>Convocation</b> is held at the beginning of each semester to welcome faculty, staff, and administrators and inform	IIIA-78

	them of campus initiatives (for example, accreditation, student success, budget and facility updates) and events.	
Faculty and Staff	The <b>Leadership Development Program</b> was developed to prepare faculty and staff for leadership positions at the college. Program sessions are based on topics of interest as identified by program participants. Topics include meetings with administrators, legislative leaders, subject matter area experts, and so forth.	IIIA-79
Faculty and Staff	<b>Professional Development Day</b> is held each year on the first Friday in March (a non-instructional day). A campus wide committee plans, organizes, and evaluates the day's program that in the past has included such topics as sustainability, wellness, technology, and teaching and learning.	IIIA-80
Faculty and Staff	<b>Safety awareness and legal liability workshops</b> are regularly scheduled to inform faculty, staff, and administrators on policies and best practices associated with such topics as sexual harassment prevention, workplace violence prevention, Safe Zone, and Hazardous Waste Disposal.	III-81
Teaching and Learning	<b>Mid-Semester Teaching Assessment</b> provides faculty with student feedback during the semester in order to enhance the learning environment for students as well as to improve teaching and learning. Faculty choose from three methods of assessment: group discussion, paper/pencil, or online. Student responses are summarized and reported back to each faculty member.	IIIA-31
Teaching and Learning	<b>Hawai'i National Great Teachers Seminar</b> is an annual high-energy summer retreat that brings teachers together to learn from each other and exchange teaching innovations and solutions to teaching problems. Leeward Community College is the host institution and has planned and organized this seminar for the past 22 years. The Great Teachers Seminar provides an innovative and effective professional development opportunity that rejuvenates and inspires over sixty participants each year from the state, nation, and the world.	IIIA-82
Teaching and Learning	The <b>Teaching Squares Program</b> brings together several groups of four faculty members for mutual classroom observations and follow-up discussions. A Teaching Square offers faculty the opportunity to enhance their own teaching by observing their colleagues in actual classroom situations. New program coordinators are	IIIA-83

	recruited and trained every two to three years to continue this valuable program. This program has expanded to include Teaching Squares for online faculty, discipline faculty, and faculty at the Leeward Wai‘anae campus.	
Teaching and Learning	The <b>Power Mentor Program</b> provides faculty with short-term, one-on-one assistance from selected Power Mentors to improve student learning and/or effectiveness on the job.	III A-84
Teaching and Learning	The <b>Teaching Guidelines and Issues for Faculty (TGIF) Series</b> was developed for faculty, by faculty, in fall 2004. Faculty coordinators initiate and implement several Friday workshops each semester. Examples of topics include Strengthening the Student and Faculty Relationship; Instructional Strategies to Incorporate Different Learning Styles in Your Class; and Selecting and Describing Your Committee, College, and Community Service.	III A-85
Teaching and Learning	The <b>Pacific Region Learning Summit</b> is a five-day program that guides faculty to integrate problem-based learning into their classrooms. Participants create a problem-based scenario, dialogue with an industry expert, design tasks and assessments for the scenario, and learn how to facilitate student teams.	III A-86
Teaching and Learning	<b>Technology Boot Camp</b> is a workshop series for newly hired instructors at the college. The weekly meetings over the course of an entire semester are designed to enhance existing knowledge and teaching expertise by guiding newly hired instructors about the various technology resources available to them at the college.	III A-87
Teaching and Learning	The <b>Smart Classroom Educators Series</b> provides participants with a thorough understanding of the smart classroom hardware and instruction. This four-and-a-half hour series includes demonstrations and discussion on such technologies as Turning Point clickers, Diigo, Twitter, and YouTube.	III A-88
Funding Program	The <b>Professional Development Award Program</b> (formerly called Conference Dollars) provides awards for conference and workshop registration fees and travel expenses. Over the years funding for this program has increased, and the funding resources were stabilized when the college institutionalized this program and moved the source of funding from the University of Hawaii Foundation funds to Tuition and Fees funds. The funds are awarded by a sub-committee of the ICTL	III A-89

	Advisory Committee.	
Funding Program	The <b>Staff Development Fund</b> awards small grants (\$150 maximum) to faculty and staff to support staff development programs and activities. Application forms are reviewed at the monthly meeting of the ICTL Advisory Committee. The committee also raises funds and develops guidelines, policies, and procedures for this program.	IIIA-90
Staff Groups	The <b>Operations and Maintenance Summer Seminar</b> is held each year. This program is planned and organized by members of the Operations and Maintenance Group with support and guidance of the group's advisor. This event includes presentations by administrators on budget and facility updates, safety awareness and prevention, and team-building seminars. To address continuous improvement efforts, this program also includes coordinated visits to off-campus locations to meet and learn from their counterparts on best practices at other higher education institutions, resort hotels, federal military facilities, and so forth.	IIIA-91
Staff Groups	The <b>Administrative Support Group Summer Seminar</b> is held each year. This program is planned and organized by clerical support members, supported by the Staff Development Coordinator. This annual event includes such topics as; office/desktop organization, chair workout, healthy choices, college updates, and an office products exposition.	IIIA-92
Staff Groups	The <b>Learning and Mentoring Program (LAMP)</b> provides Administrative Support Group members (clerical staff) the opportunity to improve their job effectiveness with one-on-one mentor assistance and to provide job shadow opportunities in order gain a better understanding of other job/office functions.	IIIA-93

Appendix IIIA-C

Distance Education Programs and Activities

Program or Activity	Evidence
<b>iTeach@Leeward</b> is a site dedicated to training of faculty and staff on DE course design and student engagement. This site also provides links to workshops on using technology tools such as Skype, Lulima, ScreenR, Jing, and Smart classrooms.	IIIA-99
<b>Blackboard Collaborate</b> is a web-based, synchronous learning environment used to facilitate interaction, learning, communication, and collaboration.	IIIA-100
<b>iCourse Design</b> is a one-day workshop on creating online course content.	IIIA-101
<b>iFacilitate</b> is a six-week workshop focusing on learner engagement activities.	IIIA-102
<b>Tech It Out Day</b> is a one-day workshop presenting classroom and online technologies available to faculty and staff.	IIIA-103
<b>Technology: One on One (TO3)</b> is a thirty-minute, one-on-one session with a technology consultant.	IIIA-104
<b>eCAFE</b> is an online instructor and course evaluation tool that assists faculty and staff in creating surveys for students and that allows for results to be published.	IIIA-27
Access to the <b>DE Peer Instruction Evaluation Form</b> is provided in a fillable .PDF format.	IIIA-30
Access to Curriculum Central is provided to facilitate <b>new DE course proposals</b> .	IIIA-105 IIIA-106
More than 110 <b>courses offered through DE</b> .	IIIA-107

Appendix IIIA-D

Professional Development Needs

Ways That Needs Are Identified	Evidence												
<p>A professional development needs assessment is conducted for the faculty, staff, and administration groups every three years on a rotating basis. For example, the 2008 – 2010 rotation is shown in the table presented below. This rotation repeats every three years.</p> <table border="1" data-bbox="315 522 1229 909"> <thead> <tr> <th data-bbox="315 522 500 562">Year</th> <th data-bbox="500 522 847 562">Category</th> <th data-bbox="847 522 1229 562">Method</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 562 500 655">2008</td> <td data-bbox="500 562 847 655">Faculty (Full-time) Lecturers (Adjunct)</td> <td data-bbox="847 562 1229 655">Survey</td> </tr> <tr> <td data-bbox="315 655 500 783">2009</td> <td data-bbox="500 655 847 783">Clerical Staff Administrative and Technical Staff</td> <td data-bbox="847 655 1229 783">Survey</td> </tr> <tr> <td data-bbox="315 783 500 909">2010</td> <td data-bbox="500 783 847 909">Administrators Operations and Maintenance Staff</td> <td data-bbox="847 783 1229 909">Interview Survey Focus group</td> </tr> </tbody> </table>	Year	Category	Method	2008	Faculty (Full-time) Lecturers (Adjunct)	Survey	2009	Clerical Staff Administrative and Technical Staff	Survey	2010	Administrators Operations and Maintenance Staff	Interview Survey Focus group	
Year	Category	Method											
2008	Faculty (Full-time) Lecturers (Adjunct)	Survey											
2009	Clerical Staff Administrative and Technical Staff	Survey											
2010	Administrators Operations and Maintenance Staff	Interview Survey Focus group											
<p>The <b>ICTL Advisory Committee</b> provides an avenue to bring identified needs from all campus constituencies to the Staff Development Coordinator.</p>	<p>IIIA-55</p>												
<p>Individuals, programs, and offices may make their own professional development needs known directly to the Staff Development Coordinator through the <b>Professional Development Award Program</b>.</p>	<p>IIIA-89</p>												
<p><b>Staff groups</b> (Administrative Support Group, APT Group, Operations and Maintenance Group, and the Lecturers Group) plan, organize, and request professional development programs and activities for their constituencies.</p>	<p>IIIA-60 IIIA-61 IIIA-62 IIIA-63</p>												
<p><b>Annual Program Reviews</b> are conducted by Academic Services, which includes the ICTL and the EMC, to identify staff, program, and organizational development needs.</p>	<p>IIIA-110</p>												

Ways the college is developing processes that will ensure professional development opportunities meet the needs of all personnel:

Ways To Ensure That Needs Are Met	Evidence
<p>The Staff Development Coordinator and the ICTL provide strong support, continuity, and growth for the programs and activities and ensure that professional development opportunities are developed to address the needs identified by the needs through</p>	<p>IIIA-110</p>

<p>the <b>Annual Program Review template</b>.</p>	
<p><b>Planning lists</b> are a separate category in the Annual Program Review template, which allows for professional development program and funding needs to be identified. In recent years, there has been an increase in the need to provide additional travel resources to fund professional development opportunities for faculty and staff. In response to this need, and in keeping with the institution’s strategic planning goals and objectives, the institution has committed additional resources to the travel fund program resulting in the fund increasing from \$10,000 in 2009-2010 to \$40,000 in 2010-2011.</p>	<p>III A-110</p>
<p>New ideas for staff development can be easily implemented within the structures/programs available in the ICTL. For example, in 2010 two new faculty members suggested that improvements be made into how new faculty and staff assimilate with the college. The two faculty members worked with the Staff Development Coordinator to develop and implement the <b>Leeward ‘Ohana First Year Experience Program</b> with follow-up sessions held after the new hire orientation. This program has received favorable responses from the attendees and is being expanded to two follow up sessions each semester. The sessions were scheduled and are included as part of the College Colloquia.</p>	<p>III A-111</p>

## Appendix IIIA-E

### Professional Development Evaluation

A **standardized evaluation form** for professional development activities and events is used for most professional development programs and activities. The following standard question, using a 5-point Likert scale, is included in all evaluations:

Rate your level of agreement on a scale of 1 to 5, with 1 being Strongly Disagree, and 5 being Strongly Agree. Please select only one response for each statement.	Strongly Disagree 1	Disagree 2	Neutral or Undecided 3	Agree 4	Strongly Agree 5
Overall this _____ Program was valuable.	O	O	O	O	O

To elicit feedback on the impact of professional development programs and activities as it relates to teaching and improvements to student learning, an additional section has been added to the evaluation form. This information is especially useful to identify what was learned from each professional development program that can improve student learning outcomes. Participants also rate the effectiveness of implementation of the idea or insight learned.

**Qualitative feedback** also provides recommendations for program improvements. Based on feedback from the evaluation forms and individuals:

- *The customer service workshops were revised to replace the video based workshop with activities.*
- *The Mid-Semester Assessment forms were revised to an Excel format.*
- *The Convocation was revised to include a handout in place of “talking heads.”*

Eleven respondents to the evaluation on the 2009 Hawaii National Great Teachers Seminar identified 19 new ideas and insights gained through the seminar. Respondents also provided their own assessment of the effectiveness of that idea/insight in improving student learning in their class. Insight and ideas mentioned included:

- *“I’m changing my research paper assignment to defined criteria as written in an innovation paper” (Spring 2010, Exercise Physiology class).*
- *“Using learning objectives as in-class activities to elicit student involvement & reduce lecture time.”*
- *“Deepening the relationships I have w/students.”*

Of the respondents, 79 percent stated that the ideas and insights were effective or very effective in improving student learning in the class, while 21 percent of the respondents did not yet try it in their class.

## Facilities Three-Prong Approach

<b>Ensure Safe and Effective Environment</b>	Evidence
<p><b>Identification, Reportage, and Review of Facility Service Requests</b>            In fall 2010, Leeward's Operation and Maintenance unit converted the system of reporting facilities maintenance service requests to an online work order system called AssetWorks. Previously, work order requests were reported by telephone or manually generated forms. This system was ineffective and inefficient in proactively responding to department and user requests for service. The new AssetWorks system collects user-initiated work order requests in an online environment, ensures that the requests are tracked and reported in a timely fashion, that repairs are scheduled and completed in the order that they were reported, and that users can actively monitor and track the status of their work order requests and their resolutions. The AssetWorks system is available for use by both the Pearl City and Wai'anāe campuses.</p>	IIIB-1
<p><b>Daily Assessment of Campus Facilities</b>            The college's assistant auxiliary services officer conducts a daily assessment of the Pearl City campus and notes any exterior facility-related problems that require attention. This assessment ranges from checking for structural faults to finding exterior light bulbs that require replacing. The Wai'anāe Education Center coordinator or designee is responsible for identifying and notifying the Operations and Maintenance unit of any facility-related issues at the Wai'anāe campus. In addition, the Campus Security Office provides continuous security patrols of the Pearl City campus and assists in the identification and reportage of potential health and safety related issues to the appropriate unit or administrative office. At Wai'anāe, the campus relies on a contracted security firm to provide health and safety support and identification. Notification of potential health and safety issues is coordinated with the Wai'anāe Education Center coordinator or designee and relayed to the Operations and Maintenance unit.</p>	IIIB-2
<p><b>Facilities Planning</b>            Several physical resource-related systems and processes are in place to assist in the institution in the planning and management of future facility needs. The college has implemented a system called the Facilities Renewal Resource Model, which provides a proactive method of planning and anticipating future repair and renewal needs as it relates to facility maintenance, infrastructure, and mechanical/electrical subsystems. The outcomes resulting from the Facilities Renewal Resource Model are then used by the UH and UHCC facilities offices to plan and budget for future preventive maintenance funding requests.</p>	IIIB-3

Appendix IIIB-B

Planning and Assessment for Physical Resources

Planning and Assessment Measure	Evidence
<p><b>AssetWorks</b> is an online work order software system model whereby work order and service requests are submitted to the Operations and Maintenance unit to identify ongoing facility maintenance needs. This system is also used to schedule campus movements for office/furniture relocations and for special event planning.</p>	<p>IIIB-1</p>
<p>The <b>Facilities Renewal Resource Model</b> is a proactive software system model that is updated on an annual basis and provides tracking, scheduling, and cost estimates related to future campus facility repair and maintenance requirements.</p>	<p>IIIB-3</p>
<p>The <b>Space Management and Facilities Planning Committee</b> is one of two standing committees and makes recommendations to the Campus Council on capital improvement projects, facilities repair and maintenance projects, and space-related issues. This committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. This committee consults with representatives of the Administrative Services unit to create a master list of recommendations for the Campus Council as it relates to space and facilities and based on renewal cycles, program needs, health and safety considerations, and access requirements. The Space Management and Facilities Planning Committee creates prioritized project lists using data gathered from Annual Program Review planning lists and from the Operations and Maintenance unit data. The data is generated by the Facilities Renewal Resource Model and provides reliable estimates of the outstanding backlog of building subsystem renewal needs, projected future renewal needs, and estimated annual funding requirements to meet them. The committee submits a master list of capital improvement plan and repair and maintenance recommendations to the Campus Council and the chancellor for review and approval before inclusion in the college's Institutional Plan.</p>	<p>IIIB-2 IIIB-4 IIIB-5 IIIB-6 IIIB-7 IIIB-21 IIIB-22</p>
<p><b>Classroom use data</b> is available to assist with operations management, scheduling, and program reviews. Each instructional division is responsible for assigning days and times for classroom use. The Banner system tracks the enrollment and room assignments. The campus is in the process of implementing a new software scheduling system in order to improve scheduling efficiencies. The Event Management Systems scheduling software is to be implemented during spring 2012.</p>	<p>IIIB-23</p>
<p><b>Room utilization reports</b> are compiled by the Office of Planning, Policy, and Assessment using data extracted from Banner/Operational Data Store. This data is used by academic programs and support areas in their Annual Program Reviews and includes planning lists for program-specific physical resource needs.</p>	<p>IIIB-24</p>

Technology Support Services

Service	Evidence
<p><b>Information Technology Group (ITG)</b></p> <p>The ITG is comprised of the following units: College Computing Labs (CCL), Help Desk, Test Center, Network Services, Web Manager, Server Administration, and Computer Information Security.</p> <ul style="list-style-type: none"> <li>• CCL manages five Windows-based computer classrooms, three Mac computer classrooms, one open computer lab, and the Test Center computers. The open computer lab is available to any registered student daily, throughout the day and evening, and on Saturday mornings. The Mac labs are available to students to use between regularly scheduled classes that require Mac applications. Additional computer labs have recently been created for specific departments, such as Math. Leeward CC Wai‘anae maintains a computer lab and provides laptop computers. These computers are updated and maintained by the CCL with the assistance of a computer specialist at the Wai‘anae campus.</li> <li>• The Help Desk receives trouble calls for any hardware/software or networking problems that are encountered by faculty, staff, or students. Assistance is provided by the appropriate area in a timely manner. Other services include University of Hawaii portal password account reset, wireless setup, OS device assistance, hardware repair for campus-owned equipment, and so forth.</li> <li>• The Test Center provides proctoring services for COMPASS placement testing, online computer-based exams, and paper-based exams. Also, the Test Center administers and proctors make-up exams for on-campus courses and out-of-state, non-UH Distance Learning courses.</li> <li>• Network Services personnel maintain campus-wide wireless and wired networking services. They also provide assistance with troubleshooting of network issues.</li> <li>• The Web Manager maintains and manages the campus web site and web servers.</li> <li>• Server Administration provides Microsoft Exchange mail services and data storage for various departments on campus. There is a wide range of servers managed locally, and the server administrator</li> </ul>	<p>IIIC-1 IIIC-2</p> <p>IIIC-3</p> <p>IIIC-4</p> <p>IIIC-5</p>

<p>is responsible for ensuring all servers are updated regularly and maintained for optimal use.</p> <ul style="list-style-type: none"> <li>• Computer Information Security provides regular updates on security measures and maintenance tips for both Macintosh and PC platforms.</li> </ul>	<p>IIC-6</p>
<p><b>Educational Media Center (EMC)</b></p> <p>The EMC provides technological support to faculty to address the diverse needs of our 21<sup>st</sup> century student population. This is founded in researched-based, effective and quality instructional design principles that are associated with the development of technological resources and distance education.</p> <p>The EMC is organized into the following main divisions that are designed to meet the needs of student learning, instructional practice, and institutional systemic efforts across the digital and technological spectrum:</p> <ul style="list-style-type: none"> <li>• Distance Education, Educational Technology, and Instructional Design</li> <li>• Video production</li> <li>• Instructional Technology Services (Intec)</li> <li>• Educational Copy Center</li> </ul> <p>The academic services provided by the EMC unit include a range of professional development opportunities: “best practice” distance and technology-based instructional design, material technology resources support/maintenance/repair, instructional and curricular materials development for distance and institutionally-based instruction, and digital copying services. These services ensure that our faculty and staff are well informed and supported professionals using a wide range of media and technology in campus-based and distance education settings.</p>	<p>IIC-7</p>
<p><b>Library</b></p> <p>The Library provides a variety of online research databases and subscribed online resources for its students and faculty. Some of these databases are purchased by the entire UH System and each campus shares in the cost of the database. Other databases are purchased at the campus level, for which the college pays. Decisions on which online databases and resources will be provided at the campus level are made as a collective decision by the college’s librarians and are based on faculty input and request. Databases are accessible through any computer connected to the college’s local area network. Students and faculty can also access all online resources through a computer with</p>	<p>IIC-8</p>

<p>Internet access using their UH username and password. The Library keeps usage statistics on each online database and resource. These usage statistics are used to determine if an online database or resources is meeting the needs of the students and faculty and whether or not the Library should continue to offer a particular online database or resource. Below is a list of online databases and resources offered by the Library:</p> <p><b>Online Research Databases</b></p> <ul style="list-style-type: none"> <li>• EBSCOhost Research Databases</li> <li>• ScienceDirect</li> <li>• Hawaii Newspaper Index</li> <li>• ProQuest Newspapers</li> <li>• Hawaii Pacific Journal Index</li> <li>• Credo Reference</li> <li>• ebrary</li> <li>• NetLibrary</li> </ul> <p><b>Subscribed Online Resources</b></p> <ul style="list-style-type: none"> <li>• Chronicle of Higher Education</li> <li>• CQ Researcher</li> <li>• Dictionary of Literary Biography</li> <li>• Encyclopedia Britannica Online Academic</li> <li>• Facts on File</li> <li>• Webster’s New International Dictionary Unabridged</li> </ul> <p>The Library's online information literacy courses teach basic research skills to students in English 22 and English 100 classes. Students first read through online lessons and perform practice exercises, and then take an exam on the LauLima System. Exam scores are reported to course instructors. Records of student success on exams are kept to determine effectiveness of the Information Literacy Skills Program.</p> <p>The Library offers several programs that offer training to faculty and students on how to utilize library resources. Librarians conduct nearly a hundred instructional sessions per semester for individual classes at the request of instructors, and occasionally conduct open sessions as part of an ongoing campus workshop series. The Library offers an “Open House” to all faculty and students, during which Librarians give presentations on how to use library resources and are available to answer questions. The Library has a “Book-a-Librarian” program, which allows individual students and faculty to schedule a thirty-minute appointment to have all their questions answered about the library’s services and technology. Reference assistance is provided with an emphasis on teaching students how to perform research. The Library also publishes a range of handouts and web pages that provide guidance on research techniques, using specific databases, and subject-specific research.</p>	<p>IIC-9</p> <p>IIC-10</p>
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<p><b>Learning Resource Center</b></p> <p>At the time of this writing, the Learning Resource Center had 20 desktop computers, 2 of which are wheelchair accessible work stations, and 10 laptop computers (9 Dell and 1 Mac) available to students. The Center also provided a laser printer, copier, and 2 scanners. The LRC equipment was available primarily to students though faculty and staff may also use equipment. The LRC is in the process of becoming part of the Learning Commons, so that some information included here may change drastically.</p> <ul style="list-style-type: none"> <li>• The Learning Resource Center (LRC) offers Success Connection workshops, some of which teach technologically-related skills. In the fall 2009, <i>How to Use Excel</i>, <i>Using Word to Succeed in School</i>, <i>Doing Research on the Internet</i>, <i>How to Use PowerPoint</i> and <i>Buying and Maintaining Your Computer</i> were among the computer-related workshops presented.</li> <li>• The LRC collects faculty evaluations to ensure that it is meeting teaching needs. The LRC offers class tours of their facility as well as classroom visits, during which time employees present information about the facility. During these tours and visits, students become aware of the technological equipment and other services available to them here.</li> </ul>	<p>IIC-12</p> <p>IIC-13</p> <p>IIC-14</p>

## Technology Resource Satisfaction Surveys

<b>Academic Service</b>	<b>Evidence</b>												
<p data-bbox="191 352 558 384"><b>Educational Media Center</b></p> <p data-bbox="191 426 1114 638">The Educational Media Center distributes surveys evaluating the faculty’s opinions of its services every fall. The results show that the majority of faculty members are satisfied with the Media Center’s services. When asked “I am satisfied with the overall services provided by the Educational Media Center,” the majority responded with “Agree”:</p> <table border="1" data-bbox="196 642 716 789"> <thead> <tr> <th>Year</th> <th>Agree and Disagree</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>87.33%</td> <td>71</td> </tr> <tr> <td>2009</td> <td>83.56%</td> <td>73</td> </tr> <tr> <td>2010</td> <td>92.55%</td> <td>94</td> </tr> </tbody> </table>	Year	Agree and Disagree	N	2008	87.33%	71	2009	83.56%	73	2010	92.55%	94	<p data-bbox="1149 352 1252 453">IIC-20 IIC-21 IIC-22</p>
Year	Agree and Disagree	N											
2008	87.33%	71											
2009	83.56%	73											
2010	92.55%	94											
<p data-bbox="191 802 558 833"><b>Learning Resource Center</b></p> <p data-bbox="191 875 1114 1087">Evaluations of workshops sponsored by the Learning Resource Center range from a low of 3.2 to a high of 4.0 on a 1-4 scale. In the spring 2010, <i>How to Use Excel</i>, <i>How to Use PowerPoint</i>, <i>Online Tools for Vocabulary Building</i>, and <i>Doing Research on the Internet</i> were among the workshops presented. Evaluations of these workshops range from a low of 3.4 to a high of 4.0 on a 1-4 scale</p> <p data-bbox="191 1129 1114 1341">The Learning Resource Center also surveys its student users in order to determine their technology needs. In fall 2010, students were asked “What LRC resources have you used in the past two semesters” and out of 128 respondents, the overwhelming number used the Center for technology, such as the desktop computers (60.9 percent) and laptop computers (29.7 percent).</p> <p data-bbox="191 1383 1114 1633">In the Learning Resource Center’s survey of faculty in fall 2010, 86 percent of the 47 respondents selected (student) access to computers and printing as contributing directly to student learning, and 56 percent viewed these services as providing support for their teaching. In addition, when offered an opportunity to suggest topics for future Success Connection workshops, 14 faculty members offered technology-related suggestions.</p>	<p data-bbox="1149 802 1252 903">IIC-23 IIC-24 IIC-25</p>												

Appendix IIIC-C

Technology Support Services and Resources

Service or Resource	Evidence
<p>Decisions with regard to the <b>Technology Fund</b> are a collaborative planning process. As part of the planning process, the Vice Chancellors and Dean of Academic Support Services review recommendations from the Information Technology Group and from division/department needs that are identified in the Annual Program Review. Collaboration is also conducted with the Business Technology Division and the Math and Sciences' Information Computer Science Discipline to determine hardware and software needs. This division and this discipline are the primary users of the College Computing Labs facilities and require computers for their courses. The college also utilizes the established Technology Fund to provide current versions of the Operating Systems and the latest versions of Microsoft Office for PC and Mac. Currently, there is no specific plan to ensure the needs of faculty responsible for distance education are met.</p>	<p>IIIC-20 IIIC-26</p>
<p>Prior to fall 2008, WebCT Course Tools was the course management system used by the UH System. Since then, the University of Hawai,i has utilized the <b>SAKAI course management system, called Laulima</b>, for learning and collaboration throughout the UH System. Currently, instructional divisions ensure faculty members who are responsible for distance education instruction are provided up-to-date equipment to prepare for their courses. The Information Technology Group works with divisions to assess the needs of the faculty and provides a quote from vendors to purchase the equipment.</p>	<p>IIIC-27</p>
<p>The Information Technology Group accommodates the college's curricular commitments for distance learning programs and courses by providing a range of services from proctoring services to services for distance learning students in the <b>Test Center</b>. This group is capable of providing proctoring services for both computer-based and paper-based exams. The Test Center has 20 computers available for computer-based exams and all computers are equipped with Internet connectivity. The hours of operations are Monday – Friday from 8:00 a.m. – 4:00 p.m. The Test Center also offers after-hours proctoring services in the Open Lab from Monday through Thursday from 3:00 p.m. – 8:00 p.m., Friday from 2:00 p.m. – 4:00 p.m., and Saturday from 9:00 a.m. – 1:00 p.m., which was in response to students who indicated in surveys that they needed extended hours for exams because it was difficult to take time off from work.</p>	<p>IIIC-4</p>
<p>Provisions for reliability in the computer systems are ensured by performing routine software maintenance on the computer equipment in the Test Center. Through the current <b>computer replacement plan</b>, computer classrooms are currently on a four-year replacement plan.</p>	<p>IIIC-24</p>
<p>The Information Technology Group provides services to distance education students not only through the Test Center but also through the <b>College</b></p>	<p>IIIC-22</p>

<p><b>Computing Labs.</b> Reliability and security are ensured by performing routine maintenance on the computers on a weekly basis. The staff safeguards the computers by applying security updates for both operating system and anti-virus software.</p>	
<p>The Educational Media Center provides technology services for on-campus and virtual environments. Efforts are being taken to ensure that students are supported with technology-based instructional materials regardless of the physical or virtual nature of the classroom environment. <b>Informational Technology Services (Intec)</b> attempts to provide industry standard technology for instructors, staff, and students. This valuable piece of infrastructure provides both hardware and software support for classrooms, projects, and campus events.</p> <p>Material resources exist in a large number of classrooms on campus. For the classrooms where educational technology is not available, the campus provides support in the form of Intec Services.</p> <p>The Educational Media Center supported a campus wide priority initiative focused on the development of SMART classrooms. As of spring 2011, the Center supports 46 uniform, technologically efficient and economically viable SMART classrooms. Instructors have access to centralized technology training which supports their use and familiarity with the capacity of all of our SMART classrooms.</p> <p>For those instructors working in classrooms which have yet to be updated with SMART technology, the EMC provides material support through the Intec services. Some of the materials available through Intec are: Projector/Laptop Carts, Laptops (Mac and PC), Technology, Classroom on Wheels, Digital Cameras, response ware and clickers, A/V equipment, and hardware for system-wide Polycom conferencing.</p>	<p>IIIC-28, IIIC-29</p>
<p><b>Distance Education Services</b> support campus and system-wide efforts in distance education. As a unit within the Educational Media Center, its mission is dedicated to providing open access to online learning that connects learner and community needs with educational resources, appropriate technology, and a variety of instructional pedagogues. As such, the distance education services support faculty and staff with all distance education-related issues. For faculty, support and training is offered for the course management system, instructional design, and development of instructional resources. For students, support is offered through online resources and a community of other distance education students.</p>	<p>IIIC-30</p>
<p>The Educational Media Center is supported by <b>11 FTE professionals</b> who provide support specialists that have educational and professional expertise in a wide range of contexts. They bring this together to provide media support for instructors, with particular emerging focus on distance education classes. The staff at the Educational Media Center is further supported by systemic partnerships with the Educational Technology</p>	<p>IIIC-31</p>

<p>Division within the College of Education at the University of Hawaii Mānoa. This partnership allows the college to share resources with a four-year, research-based institution and use these mutually beneficial professional communities to support student learning.</p>	
<p>All of the Library's <b>subscribed online research databases</b> are accessible off-campus to authorized users, usually through a proxy server that authenticates off-campus users through the library management system. Each database service has a web interface; links to connect to these databases, via the proxy server, are provided on the library web site. Tips, instructions, and lessons for using these databases are available on the library web site. There is also a "back-up web site" – a web page with the proxy server links to our databases, hosted on an off-campus web server, so that there is an alternate method of accessing our databases if the regular library web site is unavailable due to server or network problems.</p>	<p>IIC-8 IIC-32</p>
<p>The library hosts the <b>Information Literacy Tutorials</b> on its web site for English 22 and 100 classes. These tutorials are available to all on-campus and distance education students and help them to learn about the library's research tools and resources.</p>	<p>IIC-9</p>
<p>The <b>library management system servers and the proxy server</b> are in a secure, protected server room with environmental control, fire suppression, and back-up electrical power. Patron information available through the public interface to the library catalog is limited to information about borrowed materials, so that personal information, such as address and phone number, is not viewable in the event of unauthorized access to patron accounts. Staff functions of the library management system are performed through password-protected proprietary client modules installed on staff computers, which connect to the system server through encrypted network connections.</p>	<p>IIC-9</p>
<p>The library is evaluating and implementing resources, tools, and techniques to increase and improve electronically-delivered information, instruction, and services. In collaboration with other libraries in the UH System, evolving electronic research tools, such as the <b>Library Mobile Web Site</b>, are allowing efficient multi-format, cross-platform searching of information resources.</p>	<p>IIC-33</p>
<p>The Learning Resource Center responds to student need and faculty requests. For example, the Business Division identified the need for <b>online tutoring</b> and <b>Laulima support</b>. The Learning Resource Center offers online tutoring in a few subjects (for example, accounting) and computer tutors offer Laulima support. In addition, writing consultants in the Writing Center, which is housed in the Learning Resource Center, provide help via Skype and via telephone.</p> <p>The LRC uses student requests to determine whether or not to hire new tutors. To that end, it has student tutors in subjects like Information and</p>	<p>IIC-15 IIC-34 IIC-35 IIC-36</p>

Computer Science and Digital Media.	
The <b>software</b> at the Learning Resource Center is updated by the Information Technology Group as necessary. Old lab computers, which are currently running Microsoft Office 2007, are scheduled for replacement in fall 2011 with newer computers, which can run Office 2010, the new standard for the campus.	IIIC-27
The LRC relies on the college's <b>Information Technology personnel and Help Desk</b> to keep its computers in good working order and secure.	IIIC-2
The Kako`o Ike (KI) Office provides support and services to students with documented disabilities. This office houses four desktop computers (one in its testing room) for student use. It also offers <b>assistive technology programs</b> , such as Dragon Naturally Speaking, Kurzweil, and Jaws. All three of these programs are important for many of its students, and so KI updates its software according to student needs. In fact, Dragon Naturally Speaking, Version 11, even understands students with accents, which is very useful in Hawai,i with its diverse population.	IIIC-37
Leeward CC recognizes the changing ways that students study, work, and use technology, and the institution is working toward providing a <b>Learning Commons</b> , which will be an environment that supports the use of personally-owned and institution-provided technology in a variety of comfortable environments and that supports both individual and collaborative work.	IIIC-11

Appendix IIC-D

Educational Media Center Training

Training	Evidence
<p><i>Faculty Boot Camp</i>                      The highly encouraged weekly meetings for “new” and existing faculty are designed to build upon existing knowledge and teaching expertise by informing instructors about the numerous teaching resources available to them at the college. These resources include the primary hardware and software tools for effective instructional and pedagogical practice. Instructors are introduced to the technological possibilities in a SMART classroom, the basics of Laulima, capacity building for distance education, and effective course design for authentic assessment focused on discipline-driven student learning outcomes.</p>	<p>IIC-39</p>
<p><i>Technology Development Workshops</i>                      These workshops are designed to develop the ability of instructors and staff to use effective technology and multimedia to support student learning. These workshops cover a number of areas including infrastructure (Laulima) and software training for distance education, tools for professional collaboration across courses and disciplines, and hardware and software training to support existing and emerging technologies to enhance learning in the face-to-face setting.</p>	<p>IIC-40</p>
<p><i>Laulima Training</i>                      Laulima is the University of Hawaii’s online Collaboration and Learning Environment. The EMC provides faculty training focused on the successful delivery of Distance Education. Self-paced and remotely accessible training is offered on a continual basis. Some instructors will use Laulima as a supplement to their traditional face-to-face course. Other instructors will deliver all of the course material, testing, and communication within Laulima as a totally online course.</p>	<p>IIC-41</p>
<p><i>Illuminate Live (Now Blackboard Collaborate)</i>                      In 2010, the college secured a license for Illuminate Live!, now Blackboard Collaborate. This is a web-based, synchronous ("live"), learning environment used to facilitate interaction, learning, communication, and collaboration. With tools such as video, instant messaging, voice chat, polling, web tour, application sharing, file transferring, whiteboard, and breakout rooms, Blackboard Collaborate can provide a rich and dynamic online learning environment for many educational purposes. It can also record each session, so that students who are unable to attend a live session can still access the information.</p>	<p>IIC-42</p>
<p><i>Pacific Region Learning Summit</i>                      In order to keep pace with contemporary ideas across the UH-System and mainland contemporaries, each summer a consortium of colleges come together to provide college pedagogy and material support training for participating faculty (visiting colleges include De Anza Community</p>	<p>IIC-43</p>

College, Foothill Community College, and Truckee Meadows Community College). This learning summit is focused on problem-based instruction, pedagogically sound DE course development, and distance education conferencing tools.	
<i>Student Training Initiatives</i> Each semester, distance education students attend a Lualima Orientation prior to the start of the semester. In fall 2009, 88 percent of students who attended the training strongly agreed or agreed that they were more confident about starting the course after attending the Lualima training.	IIIC-44
<i>iTeach—Teaching Online Model</i> This is an online module to help faculty successfully transition from the traditional classroom to the online learning environment.	IIIC-45
<i>iCourse Design</i> This is a one-week workshop where participants complete a scenario that meets the objective of creating specific content for the first week of an online course. The scenario is divided into tasks throughout the week. To help meet the objective participants work in teams.	IIIC-46 IIIC-47
<i>iFacilitate</i> This is a six-week online workshop that introduces a variety of facilitation skills to help participants engage learners across a range of conversational spaces, including online discussion forums, web conferencing rooms, and wikis and blogs.	IIIC-48
<i>TWITAL-This Week in iTeach @ Leeward</i> This is a weekly newsletter with innovative strategies and better practices for teaching online.	IIIC-49
<i>Tech It Out Day</i> In this training, faculty explore how technology can enhance learning online and in the classroom. Participants "test drive" a variety of technology tools, and network with their peers.	IIIC-59
<i>Lualima @ Leeward</i> This is a series of workshops put on by the college to introduce faculty and staff to Lualima, the University of Hawaii's online collaboration site.	IIIC-51
<i>Google at UH Apps Training</i> <i>Gmail:</i> In this workshop, participants learn how to use Google@UH Gmail, configure Gmail settings, do basic email tasks (for example, compose a message, save a draft, delete a message, and add a contact), and organize email using labels, "stars," filters, and priority inbox. Participants also learn how to use the built-in Google Chat application to instant message other Gmail users. <i>Calendar:</i> This workshop showcases Google Calendar, including many different features and functions. Participants learn how to create, share, link, edit, and label the calendar; add events; setup reminders for events; and create and send meeting invitations. <i>Docs:</i> This mini session includes uploading existing documents, sharing documents, and collaborating with others.	IIIC-52

<p><i>Office 2010 Training</i> This workshop is about the new features of Office 2010.</p>	IIC-53
<p><i>Smart Classrooms Training</i> This demonstration provides proper operational procedures for using the SMART classroom hardware. Participants learn how to use the equipment in the various SMART classrooms located around campus.</p>	IIC-54
<p><i>TurningPoint Clickers Training</i> This hands-on session teaches participants how "clickers" can enhance a class sessions. Participants also learn how to create simple "clickers" presentation with TurningPoint.</p>	IIC-55

## Organizational Structure of Leadership and Governance

<b>Organizational Structure</b>
<b>Administration</b>
<i>Executive Administrative Team</i>
<b>Chancellor</b> – This position serves as the Executive Officer for the college and is responsible for setting institutional goals, ensuring operational efficiency, representing the college at the legislature and providing overall vision and leadership. In addition, the Chancellor manages institutional fund raising, marketing, and public relations.
<b>Vice-Chancellor for Academic Affairs</b> – Serving as the college’s Chief Academic Officer, this position is responsible for the overall management of instructional programs and academic support services.
<b>Vice-Chancellor of Administrative Services</b> – This position is responsible for the planning and directing of all administrative support services related to budget and financial management, personnel administration, procurement and property management, facilities maintenance and security.
<i>Deans and Directors</i>
<b>Dean of Arts and Sciences</b> – This dean handles the administration of academic programs, including personnel matters and coordinates the activities of the various instructional divisions.
<b>Dean for Career and Technical Education</b> – This dean handles the administration and personnel matters of all career and technical education programs, including the Professional Arts and Technology and Business Technology Division and Leeward CC-Wai’anāe.
<b>Dean of Academic Support</b> – This dean serves as the manager of all Academic Services units such as the Educational Media Center, Learning Resource Center, Library, Information Technology Group, Theatre, and Innovation Center for Teaching and Learning.
<b>Dean of Student Services</b> – This dean oversees the administration of all student services functions, including Admissions and Records, Counseling and Advising, Financial Aid, Health Center, Job Prep Services, Student Activities, and Recruitment. In addition, this Dean supervises grant-funded programs and special initiatives such as GEAR UP, Upward Bound, Bridge-to-Hope, and Women in Transition.
<b>Director of Planning, Policy, and Assessment</b> – This director coordinates and oversees college wide planning efforts, policy development, strategic and institutional planning, assessment, and analysis as well as oversees institutional research services.
<i>Division Chairs</i>
The <b>Division Chairs</b> serve as mid-level managers and faculty members for their respective instructional unit. Chairs are elected by the division’s faculty, recommended by the Dean, and appointed by the Vice-Chancellor for Academic Affairs, Chancellor, and Board of Regents. In addition to teaching, Chairs oversee the administration of their instructional unit by coordinating teaching assignments, scheduling courses, overseeing the division’s budget and personnel, evaluating faculty and lecturer performance, and serving as the conduit of information between the administration and division.

**Campus Groups and Governance Committees**

In addition to administrative level positions, the college provides numerous venues to gather input and recommendations for college-wide decision-making in the areas of policy, planning, and budget.

**Academic Support Personnel** - Examples of those who serve the college as academic support personnel include faculty and staff who work in the Library, Educational Media Center, Innovation Center for Teaching and Learning, Computer Center, Learning Resource Center, Theatre, Duplication Services, Graphics, Video Production, and Electronic Repair. Positions in these units may be classified as faculty, APT, or clerical staff. Those who are faculty can serve on the Faculty Senate while those who are APT may join the APT group. As a group, the Academic Support Personnel are allocated one seat on the Campus Council.

**Administrative, Professional, and Technical (APT) Group** - The Administrative, Professional, and Technical (APT) staff serves the college in a wide variety of roles (for example educational specialists, media specialists, theatre personnel, human resources and fiscal officers). The APT Group, established in 1994, provides a forum for members to exchange ideas and provide input and recommendations to administration regarding issues or concerns that face this bargaining unit.

**Administrative Support Group (ASG) (formerly the Leeward Clerical Staff Council)** - Organized since 1975, the Leeward Clerical Council is the oldest staff constituency group on campus. All clerical staff on campus are eligible to join this group, whose purpose is to promote and improve communication and mutual understanding among the staff, faculty, students, administration, and community. The Council is consulted when a clerical representative is needed for a committee or clerical input is requested on a particular issue. The Leeward Clerical Council has not been as active as in past years; however, it is reorganizing under a new name, Administrative Support Group.

**Campus Council** - Established in January 1995, this council serves as the recommending and advisory body in budget planning and resource allocation for the college, allowing for campus personnel to provide input and report back to their respective units. One representative from each of the following groups serves on the Campus Council in order to ensure a broad cross-section of constituencies and input from all areas of the college.

**Faculty Senate** - The Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the college. Through four primary committees (i.e., Curriculum, Budget and Planning, Student, and Faculty), the Senate maintains and develops the college's curriculum and provides faculty input and recommendations to the administration regarding academic and student policies. Twenty-two Board of Regents faculty members (or 10% of full-time faculty, whichever is greater) are elected at large for two-year terms, with half of the Senate elected each year. The Senate Chair is the representative that sits on the Leeward Campus Council.

**Lecturers' Group** - Since its inception in 1988, members of the Lecturers' Group meet to discuss common issues affecting adjunct faculty and provide input for professional development needs of lecturers at Leeward. There are approximately 105 lecturers hired each semester and the Group appoints a voting member to the Campus Council and a voting member to the Faculty Senate in order to ensure that issues of importance to lecturers are brought to the attention of the college.

**Operations and Maintenance (O&M) Group** - The Operations and Maintenance Group, consisting of the college's security, facilities maintenance, grounds keeping and janitorial staff, has been meeting since 1999 to discuss staff development needs and issues. The membership's goals are to enhance communications between the O&M staff and the Leeward CC community, improve their work environment, and promote professional development. The new auxiliary services officer was hired in August 2010.

**Student Government** - The Associated Students of the University of Hawaii at Leeward Community College (ASUH-LCC) receives their charter from the Board of Regents to establish a student government which administers expenditure of student activity fees and represents student interests on campus. ASUH-LCC also provides student members the opportunity to represent student interests via participation in Academic Grievance Committee.

Nā 'Ewa Council's charter states that it will "provide advocacy, leadership and support for Native Hawaiians through higher education." Since 2002, Leeward CC's Native Hawaiian interests and needs have been represented by Nā 'Ewa members at Pūko'a Council's meetings. Nā 'Ewa invites all faculty and staff members who are interested in Native Hawaiian issues and advocacy to participate in meetings where position statements and program designs are drafted. Once Nā 'Ewa Council members reach consensus, these statements are taken to the college's governing bodies and administration as well as the Pūko'a Council, which serves as an advisory board to the university president, for their support on Native Hawaiian issues

Appendix IVA-B

Student Government Representation

Committee	Description	Voting Rights	Number of Representatives
Marketing/Public Relations	Flyers, Tabling, FB		3
Health	DSA's, Great American Smoke Out		4
Academic Grievance	Meets as needed. Regarding academic grievances.	No	1
BOSC	Meets once a month. Communication on campus/ Ka Mana'o.	Yes	2
Caucus	Meets once a month (Saturday). System wide.	Yes	2 (President and Vice) and 1 Alternate
Commencement	Meets once a month.	Yes	1
Facilities	Meets once a month. Discuss construction, new projects.	Yes	1
Faculty Senate	Meets about once a month. Sit in the faculty meetings regarding curriculum.	No	1 (President)
Campus Council	Meets like three times a semester. Generally president is in attendance.	Yes	President
Campus Council Sub committee	Meets on as-needed basis.	Yes	1 (President)
IT Standing Committee	Meets as needed.	Yes	1
Ka Mole	Meets during spring to plan the event.	Yes	2
Learning Commons Advisory Board	(Effective Spring 2012)	Yes	1
Sustainability	Meets once a month. (During spring it's every other week.) Focus in on how to keep the college sustainable.	Yes	2
Student Success	Campus wide meets once a month to discuss "how to ensure students succeed."	Yes	1
Student Conduct	Meets as needed. Judicial concerns. (i.e., stealing)	TBD	2

Appendix IVA-C

Faculty Senate Committees

Committee	Evidence
<b>Academic Support and Institutional Support Committee</b> monitors, evaluates, and recommends policies and procedures concerning the provision of academic and institutional support services to faculty, staff, and students.	IVA-32
<b>Budget and Planning Committee</b> consults with and advises Administration on matters related to projected budgets, expenditure plans, program planning, and personnel, facilities, and equipment management.	IVA-32
<b>Faculty Committee</b> monitors and makes recommendations concerning any aspect of faculty academic activities such as sabbatical leaves, travel evaluation, committee assignments, conduct evaluations, and policy overviews.	IVA-32
<b>Legislative Relations Committee</b> advises and cooperates with the college Administration to maintain relations with individual legislators and legislative committees.	IVA-32
<b>Program Review, Institutional Research, and Assessment Committee</b> maintains a continuing overview of the instructional programs for quality and content, recommends policies and procedures related to program reviews, evaluates program reviews for acceptance, revision, or rejection and makes recommendations for academic programs developed outside of the traditional framework of classroom activity.	IVA-32
<b>Student Committee</b> serves as the official channel of communication between students and faculty and makes recommendations relating to student admissions, testing, counseling, retention, and grievances.	IVA-32
<b>General Education Foundations Board</b> engages in discussion to ensure smooth articulation of foundation courses to participating colleges, reviews proposed courses for adherence to system wide hallmarks, and ensures through periodic review that approved courses remain in compliance.	IVA-32
<b>Curriculum Committee</b> is a major player in the development, review, recommendation, and approval of new and revised programs and courses. This committee suggests ways to strengthen the college's curriculum, serves as the voice of the Faculty on matters relating to curriculum and educational resource allocations, and supports faculty members in the review of new approaches to instruction and cross-discipline articulations. Information regarding the Curriculum Committee is made available on the committee's web site.	IVA-32