Integrated Academic, Facilities, and Enrollment Plan
2015 – 2021

Updated November 2017
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Chancellor’s Message

Leeward Community College’s proven commitment to affordable, quality education is a foundation of our mission. As part of the University of Hawai’i (UH) system, we are dedicated and responsive to our community, providing an open door to the world of educational opportunities.

Located in Pearl City, Hawai’i, Leeward CC is a regional community center, creating both an environment for academic learning and a center of cultural life for our neighbors. From professional career studies to liberal arts, the College offers diverse and comprehensive opportunities for all students. Whether your dream is to become a teacher, an engineer, a biotechnician, an artist, a nurse, a culinary chef, a digital media specialist, a computer scientist, a writer, an accountant, a pharmacologist, an economist, or a process technology technician. Leeward CC provides these and many other opportunities.

I am blessed to have been born and raised in Hawai’i and educated at home on O’ahu and on the mainland. Later, I returned to the islands and was hired as mathematics faculty at Leeward CC in 1980. I have been Chancellor of Leeward CC since 2007, and I am pleased to say that I have never worked with a more dedicated group of faculty and staff who are unselfishly dedicated to the success of our students.

We believe in the dignity and potential of each individual and the power of that belief to help people learn and grow. We are committed to providing an educational environment that accepts people as they are and fosters the development of each student’s unique talents.

At Leeward Community College, education is a cooperative endeavor in which students, faculty, and staff share responsibility. At Leeward, your success is our highest priority.

With this updated Integrated Academic, Facilities, and Enrollment Plan, we proudly share our plans for the future and the continued success of Leeward Community College and our students.

Manuel J. Cabral
Chancellor
Guiding Principles

Leeward Community College is one of seven community colleges in the University of Hawai‘i system. The University of Hawai‘i Community Colleges (UHCCs) work collaboratively and collegially to provide open access to higher education to all individuals in the State of Hawai‘i. This commitment is further demonstrated in the following guiding principles at Leeward.

- The College offers quality programs that provide seamless transfer options to the UH four-year universities and meet community workforce demands for a highly skilled labor force.
- The College ensures each student receives financial aid if there is demonstrated financial need. Cost of attendance should not be a barrier to any students’ goal of attaining a post-secondary credential.
- The College provides academic and student support services that ensure students can complete their educational goals in a timely manner.
- The College creates partnerships to ensure appropriate educational opportunities for students while limiting duplication of services and repetition of program offerings within the UH System.
- The College uses its financial, physical, technological, and human resources in a fiscally prudent manner. Opportunities for cost savings are pursued as long as quality of programs and services is maintained.
- The College applies its shared governance policy to ensure all faculty, staff, and administrators have a voice in the planning and budgeting process. Decision-making about programs and services are not made without appropriate input by all constituencies.

Vision and Mission

Vision and Mission of Leeward Community College
Leeward Community College’s vision provides a broad statement of the long-term outlook for the institution. The mission presents the College’s broad educational purposes, its intended student population, the types of degrees and credentials the College offers, and its commitment to student learning and achievement. As part of the mission, the core values provide additional detail regarding the intentions of Leeward CC faculty, staff, and administration.

Vision
Leeward Community College is a learning-centered institution committed to student achievement.

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

Core Values
Community: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

Diversity and Respect: We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives.

Integrity: We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

Open Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.

Leeward’s commitment to Native Hawaiians is most evident in the establishment of Leeward Community College Wai‘anae Education Center in 1972. This center is located in the heart of the Wai‘anae Coast where the highest percentage of Native Hawaiians reside within the Leeward CC service area. Based on data from the 2010 Census, Wai‘anae is 60.8 percent Native Hawaiian, and Nānākuli is 71.5 percent Native Hawaiian. At the Pearl City campus, leeward has focused efforts on improving Native Hawaiian attainment of degrees and certificates with the Hālau ‘Ike o Puʻuloa (Hālau), the College’s Native Hawaiian student support program. The Hālau focuses on providing cultural and student support services to Native Hawaiian students and to any student interested in participating in the program.

Intended Student Population

The College’s mission statement identifies its intended student population as “all students,” and the core value of “Open Access” clarifies the broad range of students the College serves. As a comprehensive community college, students who attend Leeward Community College are recent high school graduates, students returning to college to improve workforce skills, nontraditional students entering higher education for the first time, students transitioning to college-level work, students advancing their education after fulfilling military service, and students pursuing career and technical advancement. The majority of its students are Hawai’i residents, with other students originating from the U.S. continent and foreign countries.
The College mission is aligned with the UH Board of Regents’ policy on mission, which affirms that the University “is committed to diversity within and among all racial and ethnic groups served by public higher education”. Ethnically, the College’s diverse student population includes Native Hawaiian (26.3 percent), Filipino (22.6 percent), other Asian (17.4 percent), mixed ethnicities (15.5 percent), Caucasian (10.5 percent), Pacific Islander (2.5 percent), and other ethnicities (5.0 percent).

The College has 26.3 percent Native Hawaiian students enrolled in its overall student population, reaching 1,913 students in fall 2016. The College educates the most Native Hawaiian students of the seven campuses in the University of Hawai‘i Community Colleges (UHCC) system.

Distance education is another means by which the College broadens access for all students to enter quality educational programs. Currently, 23 percent of all students at the College enroll in at least one class (3.0 credits) each semester through this delivery mode. The College expanded its distance education course and program offerings as a means to serve students regardless of location and in support of those who cannot attend face-to-face classes. Students served through distance education include working adults, parents with young children at home, students who live in outlying areas, and students with disabilities that prevent them from attending a campus. In addition, all students have the flexibility to take one or two classes online to fit their daily schedules. Student support services are provided online and face-to-face to ensure comparable access to needed services.

Types of Degrees, Certificates, and Credentials

The College offers 15 associate degrees, comprising four transfer programs and 11 CTE programs. The transfer programs include the AA in Liberal Arts, the AA in Teaching, the AA in Hawaiian Studies, and the AS in Natural Science. All four programs are articulated with four-year degree programs in the state of Hawai‘i with particular attention to ensure seamless transfer to the UH four-year campuses.

The remaining 11 associate degree CTE programs target community needs for workforce demand. These career and technical education programs include Accounting, Automotive Technology, Business Technology, Culinary Arts, Digital Media, Health Information Technology, Integrated Industrial Technology, Information and Computer Science, Management, Plant Biology and Tropical Agriculture, and Television Production. In addition, Leeward CC offers a Certificate in Achievement in Substance Abuse Counseling. In fall 2016, 63.7 percent of its students were enrolled in transfer programs, and 25.8 percent were enrolled in career and technical education programs.

Leeward has added several CTE programs in direct response to a community need including the Associate in Science in Health Information Technology (HIT) and Associate in Science in Integrated Industrial Technology (IIT). Both programs seek to address anticipated workforce shortages in the State. The College also addresses workforce demands through its non-credit
offerings from the Office of Continuing Education and Workforce Development (OCEWD). Both the AS in HIT and the AS in IIT programs began on the non-credit side. The non-credit programs are developed in direct response to workforce demands and can be offered quickly. OCEWD also addresses short-term training needs in the Health field including training in Nurse Aide, Pharmacy Technician, and Adult Residential Care Home programs.

All instructional programs at the College are offered fields of study that meet a high standard and rigor appropriate for higher education regardless of location or delivery mode. The College is committed to supporting its students by offering a range of delivery options including face-to-face courses, hybrid courses, and distance education (DE) courses and programs given that the College serves a large area, including remote areas on the Leeward coast of O‘ahu. The College also has an education center on the Wai‘anae coast, Leeward Community College - Wai‘anae Moku Education Center. Students can earn their Associate in Arts (AA) in Liberal Arts and other certificate programs on-site. Many students take classes at both sites or in combination with online courses. Additionally, the College offers Early College courses at eight local high schools: Campbell High School, Leilehua High School, Mililani High School, Nānākuli High School, Pearl City High School, Sacred Hearts High School, Wai‘anae High School, and Waipahu High School.

The College offers non-credit courses and programs in the Office of International Programs and the English Language Institute. The Office of International Programs creates programs to meet the needs of international students needing academic preparation and/or Hawai‘i students seeking an international educational experience in a foreign country. Study abroad programs provide Leeward students course content in an international setting. The English Language Institute (ELI) provides academic preparation in English for international students. These programs align with the College mission to “foster students to become responsible global citizens locally, nationally, and internationally”.

**Commitment to Student Learning and Achievement**

The mission emphasizes the College’s commitment to student learning and achievement. This commitment is supported in the College’s three institutional learning outcomes for critical thinking and problem solving; written, oral communication, and use of technology; and values, citizenship, and community.

As part of its mission to focus on student learning and achievement, the College has identified three Institutional Learning Outcomes (ILOs).

**Critical Thinking and Problem Solving**
Our graduates are able to examine, integrate, and evaluate the quality and appropriateness of ideas and information sources to solve problems and make decisions in real world situations.

**Written, Oral Communication and Use of Technology**
Our graduates are able to use written and oral communication and technology to
discover, develop, and communicate creative and critical ideas, and to respond effectively to the spoken, written, and visual ideas of others in multiple environments.

**Values, Citizenship, and Community**
Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills.

These three ILOs encompass the seven General Education Learning Outcomes (GELOs) and are considered critical components of all of the College’s programs.

**Strategic Planning and Institutional Priorities**

The College uses strategic planning to determine how effectively it is accomplishing its mission and institutional priorities. In 2015, the College revised its strategic plan to align with the **UHCC Strategic Directions 2015-2021**. The resulting document is the College’s **Strategic Plan 2015-2021**. The plan contains five goals, which are aligned with the College mission:

- **Hawai’i Graduation Initiative**: Increasing enrollment and completion rates while reducing time to completion
- **Increase Enrollment of Target Populations**: Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students
- **Hawai’i Innovation Initiative**: Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers
- **Modern Teaching and Learning Environments**: Ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments
- **High Performance System of Higher Education**: Providing students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in a cost-effective manner

**Hawai’i Graduation Initiative**

The Hawai’i Graduation Initiative (HGI) is the UH System’s commitment to increase the educational capital of the state by increasing the participation and completion rates of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations and preparing these students for success in the workforce and their communities. Leeward CC shares this commitment, including increasing the transfer rates and success of its students. To address HGI, Leeward CC is pursuing the following strategies to increase enrollment and completion rates.
Degree and Certificates

Leeward CC has focused on implementing strategies that increase student retention and persistence in order to help students complete their educational goals which may include transfer to a four-year institution. The most recent strategy is the Integrated Student Support Initiative, a UHCC System initiative, that focuses efforts on providing students the support they need as they need it. Examples include mandatory advising sessions to ensure students are taking the courses needed to earn their intended major, enhanced tutoring and peer mentoring support within and outside the classroom, and implementation of exploratory majors to assist students who are still undecided to narrow the focus of courses taken.

Total Degrees & Certificates

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp;</td>
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<td>1,057</td>
</tr>
<tr>
<td>Certificates</td>
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<td></td>
</tr>
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</table>

Pell Recipients

To increase the number of students who receive financial aid, especially Federal Pell Grant recipients, the College’s Financial Aid office reviewed its current financial aid process and is working with the Banner Central financial aid lead, the University’s four-year schools, and fellow UHCC campuses to create best practices and simplify the financial aid process. In 2017-2018, the UHCCs received additional funding from the State Legislature for Hawai’i’s Promise scholarships. Hawai’i’s Promise scholarships are intended to ensure that students with unmet financial need can get the financial support they need to attend college.

Pell Recipients Degrees & Certificates

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<thead>
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<tr>
<td>Degrees &amp;</td>
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<td>518</td>
</tr>
<tr>
<td>Certificates</td>
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</tbody>
</table>

Baccalaureate Transfer

The College continues to create articulation agreements with UH West O‘ahu to enhance students’ ability to transfer from Leeward to West O‘ahu with a minimal loss of credits. The implementation of the General Education Foundations and Diversifications Core has led to ease of transfer from the UHCCs to the four-year universities. In addition, faculty at the community colleges meet regularly with their counterparts at the four-year schools to continue to work on course and program alignments.
**Baccalaureate Transfers**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>1,398</td>
<td>1,410</td>
</tr>
</tbody>
</table>

**Native Hawaiian Student Degrees and Certificates**

To support Native Hawaiian students, the College has operated an education center in Wai‘anae since 1972. The Wai‘anae Moku Education Center has embraced the Native Hawaiian culture through its curriculum, programs, mission statement, and community groups. In addition, the center created the Going to Finish On-Time (G2FO) program for students who aspire to graduate within two to three years with an associate degree. This program offers academic, personal, and financial support for students who want to commit to full-time status in order to graduate on time.

The College also created a Native Hawaiian student support program with the main goal of eliminating academic achievement gaps among Native Hawaiians. The program received numerous grants to assist in these goals and established the Hālau ‘Ike O Pu‘uloa on the Pearl City campus, where Native Hawaiian students benefit from a variety of support services, learning tools, study space, welcoming and nurturing staff, and peer engagement. Additionally, as a means of increasing graduation rates, the program developed the Native Hawaiian Excellence program, Ke Ala ‘Ike, to inspire Native Hawaiians and all those who embrace the Hawaiian culture to commit personal excellence toward their academic and cultural pursuits. Since its inception, Ke Ala ‘Ike has been collaboratively managed and improved by faculty from many disciplines who all share the goal of eliminating academic achievement gaps among Native Hawaiians. At the commencement exercises in May 2017, 20 students earned their Ke Ala ‘Ike Scholars kihei.

**Native Hawaiian Student Degrees & Certificates**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>236</td>
<td>259</td>
</tr>
</tbody>
</table>

**STEM Degrees and Certificates**

Leeward has developed a number of STEM programs to meet the high demand for these positions in the State. The Associate in Science in Natural Science was designed to seamlessly transfer students into the STEM programs at the four-year universities. Other new STEM programs include the AS in Plant Biology and Tropical Agriculture and the AS in Integrated Industrial Technology programs. Both of these programs were created to address demand for positions in the local community.
### STEM Degrees & Certificates (CC and 4-Year)

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates</td>
<td>262</td>
<td></td>
</tr>
<tr>
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<td>337</td>
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<td>339</td>
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<td>146</td>
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<td></td>
<td>153</td>
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</table>

### Acceleration Initiative

The UHCC System implemented the Acceleration Initiative at all seven campuses to alleviate success gaps and enhance the graduation rate for underrepresented students. This initiative is aligned with the UHCC Strategic Directions 2015-2021, the UHCC Time to Degree: Co-Requisite policy, and the College’s Strategic Plan 2015-2021. At the College, pilot projects to accelerate students through remedial/developmental courses have been ongoing for several years. The UHCC System provided funding in 2016-2017 and 2017-2018 to all the campuses to support the scaling up of these pilot projects. These tracks are designed to move students into college-level courses. These efforts are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence.

For math, college-level completion rates increased by over 20 percent from fall 2013 to fall 2016 for students who placed one level below college level. In addition, 8 percent of students who placed more than one level below college-level math completed a college-level math course. English college-level completion rates increased by over 40 percent for students who placed one level below college level. For students who placed more than one level below college level, there were no students who completed college-level English in fall 2013, whereas 38 percent completed college-level English in fall 2016.

### Returning Adults Initiative

The most recent initiative is the Returning Adults Initiative currently being implemented in spring 2018. The College identified 123 students who were within 15 credits of completing a degree that had stopped attending college. These students were offered an opportunity to take one class for free in an effort to encourage them to return and finish their degree requirements. Early results indicate an interest in the program and the College is optimistic students will take the opportunity to complete an associate’s degree and continue on their educational journey.

### Student Success Pathways Framework

To increase student retention and help eliminate identified performance gaps, the College implemented the UHCC Student Success Pathway framework, which is designed as a clear and structured pathway from point of entrance through graduation to transfer and career. The UH System developed and implemented STAR, which is a web-based tool designed to assist students stay on track to graduation. Students, counselors, and faculty use STAR to help
students achieve academic goals in a timely manner. A recent addition to STAR is STAR GPS Registration, which shows students the courses they need to take in their program of study each semester until graduation. STAR GPS also helps prevent students from taking unnecessary courses that delay graduation and incur additional costs. See Figure 1 below.

Figure 1. Student Success Pathway Framework

Open Educational Resources (OER) Initiative

The College has undertaken an Open Educational Resources (OER) initiative since 2016. The goal of OER is to offer courses that use no cost textbook materials. Students can save on average $100 per course for textbook materials. Additionally, OER courses often rely on online resources which means the students have access from any location as long as they have an internet connection. Courses that offer OER or no cost textbooks include a statement, “Textbook Cost: $0,” on the Course Availability webpage and in STAR GPS.

In spring and fall 2017, 568 classes had a “Textbook Cost: $0” designation (approximately 25 percent of all classes offered), which benefited 10,492 students and saved those students an estimated $1,049,200 at $100 per student. The institutionalization of OER is part of system and campus initiatives to reduce or eliminate the cost of textbooks for students.

Increase Enrollment of Target Populations

Leeward CC has seen decreasing enrollments at a slower pace than the UH System, however, increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students has continued to be a priority even as the economy has continued to improve and unemployment rates have hit their lowest level in decades.
## Enrollment Over Past Six Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>7,960</td>
<td>+ 0.2%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>7,976</td>
<td>- 2.9%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>7,742</td>
<td>- 2.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7,535</td>
<td>- 3.6%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>7,262</td>
<td>- 6.3%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>6,805</td>
<td></td>
</tr>
</tbody>
</table>

### Dual Enrollment Programs

Since 2015, the College has partnered with eight high schools to run Early College programs and has dedicated three counselors to serve as liaisons. Through Early College, high school students are able to have dual credit whereby credits earned count toward high school and college requirements. These students are able to transition from high school and move on to a four-year university. These programs allow for greater academic success, increased cost effectiveness, and better preparation for the rigors of higher education. At one partner school, students have completed their associate in arts degree at the same time that they graduated from high school. In addition to Early College, other dual credit programs include Running Start and Early Admit.

### Filipino Students

To increase the success of Filipino students, Philippines studies faculty applied for and received grants that led to the creation of the Dap-ayan room. The indigenous Cordillera word *dap-ayan* refers to a place where community members can meet, learn, and resolve issues and conflicts. This room, which is equipped with computers, printers, and supplies, is critical for students of Filipino ancestry to come together and build rapport. Additionally, the College has had a memorandum of agreement with Waipahu High School to provide Early College classes. This school’s student body is 67.8 percent Filipino (and 8.4 percent Native Hawaiian and 14.0 percent other Pacific Islander). In fall 2017, 142 Waipahu High School students were enrolled in the College’s Early College classes.

### Pacific Islander Students

In summer 2016, the College developed a summer cohort for Pacific Islander students. As a cohort, 14 students enrolled in Philosophy 110 while receiving additional support from peer mentors in the class. Of the 14 summer students, 14 students continued at Leeward during the 2016-2017 academic year receiving additional support. This additional support included working with the Writing Center; having use of a campus-purchased laptop through the spring semester; and having a faculty advisor, a club advisor, and a student support advisor available.

In summer 2017, the College organized another summer bridge opportunity for 21 students. This summer bridge program enrolled students in Learning Skills 110. This course included brush-up work in math and English, exposure to Pacific Island history, and development of college success skills. These students became acquainted with the College and its services, explored career options, and met with a designated counselor to plan their academic paths.
The College purchased additional laptops for these students to use during the fall semester. The College plans to continue to allocate funds for this program.

Prior Learning Assessment

The College offers several options for prior learning assessment including credit by institutional exam, credits earned at foreign colleges and universities, college transfer credits, equivalency examinations, portfolio-based assessment, and non-collegiate sponsored education credit. The most recent development is a Portfolio-Based Assessment PLA Course for any student in the UH System to earn course credit by documenting life/work experience. There have been 12 students who have earned college credit in ED 285 Classroom management and/or ED 284 Foundations in Inclusion in Teaching using this PBA course option in spring 2017. This option is of particular interest to the large Veteran population served by Leeward.

International Students

The Office of International Programs (OIP) is dedicated to facilitating “a greater appreciation of cross-cultural relations and international issues in order to assist the college to meet its mission of fostering students to become responsible global citizens locally, nationally, and internationally”. The OIP offers a range of programs to support students who want to study abroad, coordinate programs for visiting international groups, provide instruction for those needing English language preparation, and take leadership roles in international initiatives on campus.

The English Language Institute (ELI) offers eighteen hours per week of English language instruction for international students who seek academic English preparation for college-level coursework and study. The mission of the English Language Institute (ELI) is to provide high quality English as a second language (ESL) instruction and orientation in U.S. culture to international students, professionals, and other English language learners by means of an intensive English program.

Hawai’i Innovation Initiative

The UH System goal is to create more high-quality jobs and diversify Hawai’i’s economy by leading the development of a $1 billion innovation, research, education, and training enterprise that addresses the challenges and opportunities faced by Hawai’i and the world. The UHCCs carry out this workforce mission through a variety of degree and certificate programs linked to local industry and through short-term training and certificates often delivered through non-degree and non-credit methods. In developing these training programs, the UHCCs must design programs to support and link the outcomes to existing and emerging jobs within Hawai’i’s economy.
Associate in Science in Natural Science (ASNS)

The vision of the Associate in Science in Natural Science (ASNS) degree program is to address the critical need for professionals trained in STEM fields by providing a well-defined pathway for students to obtain baccalaureate degrees at four-year UH institutions and beyond. The ASNS is a 60-credit degree program intended to provide the first two years of a baccalaureate degree in a multitude of STEM fields including the physical and biological sciences, computer science and engineering. The ASNS degree program provides the college and UH System the ability to identify and track the progress and success of students majoring in STEM in order to make more informed decisions regarding resource allocation and strategic planning, provide focused services in academic support and counseling, and increase transfer of students into STEM majors at four-year institutions.

This program did not require any additional costs as existing courses were packaged for the program. With the growth of the program, costs for the necessary additional classes were met in part by the additional tuition generated and from the UH Community College Enrollment Incentive fund that provides for additional funding where the College demonstrates there has been enrollment growth. One fulltime position was added in July 2013, the STEM Program Counselor which was internally reallocated from within the campus.

Associate in Science in Health Information Technology (HIT)

The AS in HIT program fills a need for the islands of Hawai‘i to provide a credentialed career path for students to pursue their Registered Health Information Technician (RHIT) credential and provide healthcare support to the community. The HIT program is the sole source for HIT training offered in a public education setting in the state of Hawai‘i. The HIT program also fulfills a community need within the Leeward CC service area to provide students with college-level skills and prepare them for a career that is forecast to be high wage and high demand. This program was developed within the Business Technology program and then created with reallocated positions and minimal initial costs. Funding for a simulation lab was provided by a Perkins grant.

Associate in Science in Plant Biology and Tropical Agriculture (PBT)

The AS in PBT degree program was developed to address the current workforce need in agriculture and support state and federal strategies for increasing food security and self-sufficiency. The program objectives are to prepare students for Hawai‘i’s agribusiness and natural resource management sectors and provide education and experience needed for various agriculture-related occupations. Leeward CC is the only O‘ahu community college that offers an associate degree in agriculture and is currently developing a new Aquaponics Technician Certificate of Competence which will be the nation’s first comprehensive third-party certified technician education and training program.
Associate in Science in Integrated Industrial Technology (IIT)

The AS in IIT degree program at Leeward CC was developed in order to provide students on O‘ahu with a foundation in electronic, electrical, mechanical, and automated control systems to meet the workforce needs of an emerging industrial technology industry. Providing an emerging workforce with the opportunity to gain an Associate in Science degree allows for a more direct path from industry technicians positions to front line supervisory and management positions.

The program will also provide education and experience needed for various automation and control related occupations. The students, both traditional on a credit path and non-traditional on a non-credit path, will enter the workforce with higher-level skills and training. The program can be expanded to include areas of specialization in process technology, instrumentation and controls technology, and smart grid technology. The coursework for each of those areas of specialization is currently offered as non-credit workforce development programs. Additional costs are minimal as faculty positions have been reallocated for this program. Technology equipment was acquired through the use of funding provided by an external grant.

Office of Continuing Education and Workforce Development (OCEWD)

The College also addresses workforce demands through its non-credit offerings from the Office of Continuing Education and Workforce Development (OCEWD). Both the AS in HIT and the AS in IIT programs began on the non-credit side. The non-credit programs are developed in direct response to workforce demands and can be offered quickly. OCEWD also addresses short-term training needs in the Health field including training in Nurse Aide, Pharmacy Technician, and Adult Residential Care Home programs.

OCEWD offers non-credit certificates in seven industry categories. These categories are business and professional studies, computers and technology, education and career planning, healthcare and caregiving services, healthcare technology, industrial technology, and transportation.

Modern Teaching and Learning Environments

Students learn best when they are taught in an environment that is clean, safe, and well maintained, that is designed and equipped to meet the modern standards of faculty and industry, and that enables and takes advantage of high-speed digital technology. This plan seeks to create that type of environment for all UHCC campuses and learning centers, both physical and virtual.
**Energy Conservation Measures**

Leeward has participated in a UHCC System project, with support from the Hawai‘i State Energy Office, to implement multiple conservation measures and a sustainability curriculum customized for UHCC students by entering into a contract with Johnson Controls. Over the past two years, the campus has been undergoing significant improvements in the area of electrical consumption and water conservation usage. Lighting upgrades, motion sensors, chiller plant and cooling tower replacements, new water irrigation systems, and water conservation features in restrooms are just a few of the changes that have occurred.

The College installed solar photovoltaic panels on several of its existing buildings and has plans to install additional solar PV panels over the parking lot. Current solar PV panels have reduced the campus electricity use by 14%, with a goal of 98% to net zero cost upon the completion of the implementation of phase 2.

**Classroom Updates**

Leeward was constructed almost 50 years ago. The College has focused funding on ensuring the campus is equipped with current technology equipment and the infrastructure to support internet access in all classrooms and learning environments. Upgraded wireless capacity has been installed in the past three years, and classrooms are being renovated to meet the needs of today’s students. Classroom furniture that allows for collaboration and flexible learning has been installed with funding set aside for upgrades for the remaining classrooms.

**Online 5-week Cohort Program and Online Teaching Certification**

Leeward has been at the forefront of offering online courses and programs in the UHCC System. The recent initiative by the UH System to offer an online 5-week course cohort is the newest addition to the College’s effort to provide educational opportunities to students across the State. Leeward is currently offering twelve 5-week courses in spring 2018 as a pilot, and the College will be primed to participate in the UH System cohort program in fall 2018. Faculty participating in the online cohort program will be required to obtain professional online qualifications to ensure a consistent look for students and to maintain high quality course delivery.

**High Performance System of Higher Education**

The UH Community Colleges will identify and change processes and structures that potentially impede student progress or student success or keep UHCCs from creating responsive and efficient decision-making structures and policies. Keeping student costs low and opportunities and performance high are the main drivers behind much of the new UHCC Strategic Plan and the actions of the UHCC System.
STAR GPS Registration Implementation

As of spring 2017, all students within the UH System registered for their courses through the STAR GPS. Because STAR GPS must access the requirements of an identified major, its ability to suggest course offerings is based on the student declaring a major. When students do not see suggestions for course offerings in STAR GPS or they do not have their desired course of study displayed in the program, students realize they must declare a major or correct the one they may have declared when first applying to the College. This is another feature to help students create a clear path to graduation.

The graduation pathway in STAR GPS lists all the requirements for students’ majors and notifies them when they are selecting a class that will not count toward their degree. Therefore, in addition to counselors working with students on degree completion and career counseling, STAR GPS is an important tool to ensure a timely graduation and accurate information.

The “What If Journey” tab in STAR allows students to look at the requirements for any degree or certificate across all ten UH campuses. By utilizing this feature, students have the tools to map out an academic pathway that leads to a doctoral degree from their first day at a community college if they so choose. This feature is vital to ensuring students take courses that will not only allow them to complete their immediate degree, but also ensures the students take the prerequisites needed for higher degrees. Students take the correct classes to acquire the knowledge needed for their field, and they spend less time in school by creating a streamlined academic plan.

Partnerships

Leeward has developed many partnerships including those with our Early College partner high schools as well as partnerships with private schools such as Kamehameha Schools. Leeward has also developed a strong partnership with UH West O‘ahu with a number of articulation agreements and plans to develop additional transfer options through the online 5-week cohort program.

The UHCCs also frequently partner to avoid duplication of effort. On the Leeward campus, Kapi‘olani CC offers its Nursing program. Students can take prerequisite courses from Leeward and then apply to participate in the Leeward program to reduce travel time to the Kapi‘olani campus. Leeward also has a childcare center on campus that is managed by Honolulu CC as part of its Early Childhood Program. The childcare center prioritizes its openings for Leeward students and faculty with young children.

Leeward CC – Wai‘anae Moku has several partnerships on the Wai‘anae Coast including MA‘O Farms, Ka Lama Education Academy, and Wai‘anae Health Academy.

MA‘O Farms, located in the Wai‘anae Valley, offers a two-year Youth Leadership Training (YLT) internship to Wai‘anae youth (17-24). This internship offers a unique opportunity to start their
college career by obtaining an Associate of Arts degree from Leeward Community College while gaining work and leadership experience as a part of the non-profit organization - MA’O. The YLT interns are provided many services and support aimed at developing grounded, respectful, vibrant, and engaged youth who have a strong understanding of the health and environmental issues in our community as well as how to succeed in the work and college environment to better pursue their career goals.

The Ka Lama Education Academy, one of several free programs offered through INPEACE (the Institute for Native Pacific Education and Culture). The program was designed to improve public school education on the Wai’anae Coast of O’ahu by recruiting and training local residents that are committed to the community. The Ka Lama Education Academy assists community residents interested in becoming teachers to obtain their Associate in Arts or Associate in Arts in Teaching degree and gain admittance to state approved teacher education programs in Hawai’i.

The Wai’anae Health Academy (WHA) is a partnership between Wai’anae Coast Comprehensive Health Center, Kapi’olani Community College, and Leeward Community College. WHA programs are grant-funded by Alu Like and the Native Hawaiian Education Act and are Native Hawaiian preference programs. The WHA offers outreach, training, referral and counseling service to Wai’anae Coast residents interested in employment in the health care fields, with programs of study that lead to a degree or certificate and specialized courses that are of interest to the community.

Lastly, Leeward CC has many partnerships through its OCEWD program. OCEWD offers customized training and short-training for local businesses to meet their workforce needs. In addition, OCEWD has the ability to incubate new programs as needed to meet the changing industry landscape. For more information on OCEWD partnerships, see the OCEWD website.

Meeting State Needs

In addition to the programs mentioned within strategic planning outcomes above, Leeward is addressing the current Statewide need for qualified paraprofessionals in the Department of Education (DOE). Leeward developed the Associate in Arts in Teaching (AAT) program to provide students the opportunity to be trained as Educational Assistants and have the opportunity to transfer to a four-year degree program. The AAT program is one-of-kind and has been purposely designed to be offered online to ensure students from all islands can participate in the program. In recent years, two new areas of need were identified by the DOE – Special Education teachers and CTE Educators.

Leeward CC’s Advanced Professional Certificate (APC) in Special Education PK-12 seeks to address the chronic teacher shortage in hard-to-fill placements in Hawai’i’s public schools. The APC in Special Education will provide an alternative pathway to teacher licensure focused on recruitment of current HDOE emergency hires and paraeducators with a demonstrated long-term commitment to working with culturally and linguistically diverse student populations with
special needs in the State’s Zones of School Innovation (historically underserved and underperforming public schools).

The Certificate of Competence for Alternative Certification for CTE Licensure addresses a critical need in the State of Hawai’i by providing an alternative route to licensure by Hawai’i Teacher Standards Board (HTSB) for Career and Technical Education candidates (CTE). The Alternative Certification in Teaching certificate equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative post-baccalaureate program applies to the following license fields to teach CTE in middle school and high schools: Arts and Communications, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services.

Program Offerings

Leeward CC offers four transfer degrees and 11 career and technical education (CTE) degrees. See Table 1 for detailed information on program offerings.

The College has created new programs when there is community demand for additional programs. For example, the UH System’s commitment to Native Hawaiians led the seven UHCCs to develop the AA in Hawaiian Studies at all of the campuses. This program required little to no additional costs as it utilizes the AA in Liberal Arts courses and the Hawaiian Studies courses were already in existence. The development of the degree provides a clear pathway to the four-year universities to pursue a bachelor in Hawaiian Studies.

Other new programs have been developed as the demand for STEM degrees has increased in recent years. See Hawai’i Innovation Initiative and Meeting State Needs for more information on these programs.

No other new programs are currently being considered as we increase enrollments in the most recent program offerings.

Integrated Planning and Budgeting Process

The College mission guides decision-making, planning, and resource allocation. The College’s Integrated Planning and Budgeting Process for programs and services is driven by the College mission and Strategic Plan. The diagram in Figure 2 illustrates how the College mission and Strategic Plan are the beginning point for the creation of a program or unit and the ending point to measure a program’s or unit’s alignment.
Program Review Process and College Mission

The College uses program review to assess how well its programs and services accomplish the College mission. In the Annual Report of Program Data (ARPD) template, qualitative analyses require that the program, area, or unit reflect on how its previous year’s action plan and current action plan align with the College mission and strategic plan goals. In the Comprehensive Review and Evaluation (CRE) template, completed once every four years, the program, area, or unit is required to provide an overview analysis that includes a discussion of how its mission is aligned with the College mission. The CRE template also requires that the program, area, or unit explain how its long-term action plans and resource requests are aligned with the College mission.

Use of Disaggregated Data by Program Type and Delivery Mode

The Office of the Vice President for Community Colleges (OVPCC) disaggregates data for each program’s ARPD by major for Native Hawaiian students, full-time students, and part-time students; by enrollment trends; by persistence, success, and retention rates; by degrees and certificates awarded; and by delivery mode. Program faculty analyze these factors in the ARPD.
To expand on quantitative data, faculty and staff use the narrative responses in the ARPD as qualitative data and analyze relevant information for each program. OPPA provides qualitative feedback to faculty and staff during the ARPD process so modifications can be made before final submission.

If applicable, the ARPD can include data on DE, Perkins funding, and performance funding. In addition, the ARPD integrates assessment of PLOs. Through the ARPD, faculty and staff use disaggregated data to analyze a program, develop an action plan to implement modifications, and request resources to make improvements. As an example, the AAT program has been growing significantly, especially its DE courses. The number of DE classes taught in this program increased by 43 percent, and completion rates increased from 74 to 79 percent within a year. The program offers five core courses and all elective courses via DE. As a result, students on O’ahu and the other islands can complete the AAT degree and work as paraeducators or transfer to a four-year school.

**Role of Program Review in Planning and Budgeting**

The College has an integrated planning and budgeting process that collects input from all campus levels. The Integrated Planning and Budgeting Process for the year begins with a leadership retreat. At the retreat, all administrators, instructional division chairs and unit heads, academic services unit heads, student services unit heads, and administrative services unit heads come together to discuss institutional issues and determine what the focus for the next planning cycle will be. The goal of the retreat in August 2017 was to review campus initiatives and develop a cohesive understanding of where the College would focus its efforts for the next year. The focus for 2017-2018 was placed on “The Student Experience” with a goal of increasing student retention and persistence by 10 percent over the previous year.

The program review process moves to the program, area, or unit level when faculty and staff review and evaluate data metrics and other assessment information. They collaborate on an analysis and evaluation of the data in order to make recommendations for improvement. If additional resources are needed, requests are made at the program, area, or unit level. As the resource requests are reviewed at higher levels, these requests are prioritized until a final institutional priority list is developed and recommended to the chancellor.

SLO assessment at the course and program levels is an ongoing process. SLO assessment data and results are included in the ARPD/CRE templates. Sections in the instructional ARPD template include prompts for program learning outcomes that were completed in the previous year.

In addition to SLO assessment data, institutional research data is used to complete the ARPD template, including student achievement data, such as disaggregated data comparing DE and face-to-face classes, and demographic information. The college uses several ARPD templates (Instructional, OCEWD, and Support). Each academic program, areas and units complete the template with input from its constituents. Through the process of completing the templates,
the programs, areas, and units are required to review a wide-range of data and evaluate its effectiveness.

Results of assessment and analysis are used in decision making to align institution-wide practices to support and improve student learning. Once the APRD is completed, programs, areas, and units create a resource request list and indicate priority items for resource allocations. Instructional divisions also complete a resource request list.

Resource Request Prioritization

There is a process to consolidate the resource request lists from multiple divisions and units into a combined plan. For example, the Instructional unit heads (instructional division chairs and educational unit heads) come together to discuss and prioritize each of their resource request lists into a single Instructional Priorities List (Instructional Priorities List 3-17-17). The support areas which include Student Services, Academic Services, and Administrative Services, complete their resource request lists and prioritize as well.

The administrative team reviews all of the prioritized lists and prioritizes them into a draft institutional priorities list for the college. Prioritization is based on common criteria: alignment with strategic goals and outcomes, scope of impact, evidence of measurable outcomes, and impact on health and safety.

This draft institutional priorities list is presented to the Campus Council for review, discussion, and re-prioritizing, if needed. As part of the process, the Faculty Senate is provided the institutional priorities for review and can make recommendations for re-prioritizing, if needed. The Campus Council approves a final institutional priorities list as a recommendation to the chancellor.

Resource Allocation

Each year the operating budget is reviewed by the vice chancellor of administrative services (VCAS). The VCAS prepares a proposed budget for the upcoming year based on planned increases in revenues and changes in expenditures. If the VCAS identifies available funds, the institutional priority list is used to guide decision making on updating the budget.

In addition to informing the operating budget, the institutional priorities list is used in the development of the biennium budget request and the supplemental budget request for the UH System. The institutional priority list includes funding requests that the College may submit to the UHCC System, which compiles strategic funding requests from all community colleges. The UHCC System’s centralized funding priorities are, in turn, submitted to the UH System and are combined with the strategic funding requests from the UH baccalaureate campuses. Under the leadership of the UH president and staff, a formal budget request of the UH 10-campus system is prepared, presented, and approved by the UH Board of Regents in the fall of each year.
Following approval by the board, the budget request is submitted to the Governor for review and incorporation into the executive budget request. State law requires that the Governor’s executive budget request be released by December of each year and submitted to the State Legislature. The State Legislature convenes in regular session each January to begin deliberations regarding the upcoming biennial budget or supplemental budget each year.

Division chairs and unit heads also utilize their respective priority lists to determine expenditures in the coming year. Each division and unit is provided with an annual operating budget to spend on ongoing expenses. The instructional divisions also have an additional budget provided from summer school offerings. These allocations are determined by VCAA as a profit-sharing plan to split summer school tuition and fee revenues with the instructional divisions. Since implementing this plan, the instructional divisions have offered more summer school classes that are in high demand and reduced low-enrolled summer school classes.

Long-Range Planning Process

Institutional planning addresses the short-term and long-term needs of the College. The College uses the CRE to identify long-range goals that are used to direct efforts and create action plans. Each academic program, educational unit, and support area is required to complete a CRE every four years. The comprehensive template includes data sets that have been defined by the academic program or support area. The College reviews the CREs to determine how well the program, unit, or area is meeting the College mission and strategic plan goals. Additionally, the College completed a Long Range Development Plan in 2016 that outlines longer term vision and plans.

Integrated Facilities Planning

Hālau ‘Ike O Pu’uloa (Hālau)

The Hālau ‘Ike O Pu’uloa (Hālau) renovation is a clear example of a successful facility plan aligning to the College mission, particularly its special commitment to Native Hawaiians. In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space of the DA building. The design includes improved student engagement spaces including a “Welina Mai” lounge and a separate room for “Quiet Study,” three renovated classrooms, and collaborative faculty and staff offices. The Hālau collaborates with Botany and Hawaiian Studies to increase student involvement with the Native Gardens and the shade house. Fulfilling the mission statement and aligning with the LRDP, the Hālau illustrates the effective utilization of space and alignment with campus goals.

Waiʻanae Moku Education Center

The new Waiʻanae Moku Education Center provides another example of facility planning aligned with the institutional mission. The College identified development of a new location for
the Waiʻanae facility as a long-term goal in the 2012 comprehensive self-evaluation. Based on a recommendation from the evaluation team and the facility’s priority in the LRDP, the Hawaiʻi State Legislature allocated money for the project. In 2011, the state legislature reauthorized $3.0 million in CIP funds to be used for the initial planning, design, renovation, and equipment of the facility. An additional $2.5 million in UH revenue bonds were dedicated for facility acquisition purposes. The first phase replaced the existing facilities with a new center of similar size. In fall 2017, after a significant renovation of an existing building on the Waiʻanae coast, the facility opened. To continue the quality of the programs and increase student access to course availability, Phase 2 will include a science lab, an additional classroom, and an enlarged meeting room as well as additional restrooms and vending machine room for student use.

Additional Resources

University of Hawaiʻi Strategic Directions, 2015-2021

University of Hawaiʻi Community Colleges Strategic Directions, 2015-2021

Leeward Community College Strategic Plan, 2015-2021

Leeward Community College Long Range Development Plan Presentation

University of Hawaiʻi Community Colleges Annual Report of Program Data