2018 SELF EVALUATION REPORT

Draft 1, September 1, 2017
Introduction

History of Leeward Community College

Leeward Community College was established in 1968 as the first community college in the state of Hawai‘i without a connection to a pre-existing technical school. The College’s guiding principle was innovation, a readiness to depart from tradition in order to bring the best of current educational practices to its students. The College’s first provost, Leonard T. Tuthill, welcomed over 1,640 students into modest buildings that once housed Pearl City Kai Elementary School. When asked what would happen if the buildings were not ready in time for classes, he explained that the College was not buildings but “a group of people who want to learn and those willing to help them.” That first semester witnessed more than twice the anticipated number of students ready to explore the community college experience.

The following year, the College moved to its current location between Pearl City and Waipahu, situated on approximately 49 acres overlooking Pearl Harbor. In 1971, the College was granted initial accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Since those beginnings, enrollment has grown to place Leeward among the largest of the seven public two-year community colleges in the University of Hawai‘i Community Colleges System with approximately 7,000 students enrolled each semester in liberal arts, career and technical education, and noncredit programs. Classes are offered at its main campus in Pearl City, the Wai‘anae Moku Education Center in Ma‘ili, off-campus locations in the community (primarily local high schools), and through distance education.

While the College primarily serves students in the Leeward coast and Central O‘ahu, a geographical region containing approximately a third of the state’s population, students from all parts of the island attend Leeward. One constant over the past 50 years has been Leeward’s focus on student learning as its motto makes clear: “To help people learn.”
Major Developments

New Instructional Programs
Leeward CC continues to look for new programs that will meet the workforce needs of the community. The College has developed four new Career and Technical Education (CTE) degrees including the following: Associate in Science in Plant Biology and Tropical Agriculture, Associate in Science in Integrated Industrial Technology, certificate program in Special/Inclusive Education, and a certificate program in Alternative Certification for teachers in CTE secondary programs. The College has also successfully moved two programs from provisional to established status. These programs are the Associate in Science in Natural Science and the Associate in Arts in Hawaiian Studies. Finally, the College received program accreditation for the Associate in Science in Health Information Technology. This program will be scheduled for review for established status in fall 2017.

Facilities and Infrastructure
Leeward CC has received a number of grants and system funding to renovate and refurbish facilities at the Pearl City campus. In addition, the College was able to finalize the move of its education center from Wai‘anae to Mā‘ili. This new location is expected to provide the College an opportunity expand the population served in this historically underserved area.

A facility that was completed shortly after the last evaluation visit is the Ka ‘Imi ‘Ike Education Building that is the home of Leeward CC’s Teacher Education program. Ka ‘Imi ‘Ike was designed and built to meet LEED Silver certifications with features like photovoltaic panels, rainwater collection for irrigation, water bottle refilling stations, natural lighting and a hybrid air conditioning system that incorporates natural ventilation. Additionally, the College completed the planned renovation of the Learning Commons which involved re-envisioning the Library building as a one-stop for academic support services for students. Finally, the campus relocated its Office of Workforce Development and Continuing Education due to the new rail station being built in the campus parking lot. The new portable buildings form a small campus environment on the Diamond Head side of the Pearl City campus.

System Initiatives
The system has been coordinated a number of initiatives and providing funding to support the colleges in our efforts to continually address the changing needs of our students. Some of the implemented initiatives include the following:
● **Acceleration Initiative** - Provides accelerated models for helping students move through developmental education classes more quickly. Leeward began its efforts in this area before the UHCC system initiative and has scaled up quickly with dramatic results.

● **Early College (Dual Credit)** - Provides high school students with the opportunity to take college-level courses and earn both high school and college credits at the same time. Among the seven UHCC campuses, Leeward offers the most Early College courses. In spring 2018, Leeward expects to be the first UHCC campus to have its Early College students graduate high school having also earned an AA degree.

● **Open Educational Resources (OER)** - Offers courses that do not require students to purchase a book. Most OER courses provide free, online resources. Leeward has taken a lead role in developing OER courses in the UHCC system.

● **STAR and Guided Pathways** - Undergraduate student pathways are linked to registration via the University’s newly launched STAR GPS registration system. Leeward’s STAR team has become the trainers for the rest of the campuses in setting up the pathways and ensuring students are able to complete their program pathways efficiently as possible.

**College Demographic Data**

**Service Area Demographic Information**

Leeward Community College is located on the island of O‘ahu in the state of Hawai‘i and serves communities on the north and west shores of the island. The
College’s service area contains approximately 30 percent of the state’s population, which in 2010 was 1,360,301.

**Student Demographic Information**

The section is a snapshot of Leeward Community College in fall 2016. For detailed, multi-year information see the Presentation of Institution-set Standards and Student Achievement Data.

**Headcount**

![Enrollment, Fall 2016](image)

**Full-Time and Part-Time Enrollment, Fall 2013-2017**

<table>
<thead>
<tr>
<th>All Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>4,323</td>
<td>4,168</td>
<td>4,021</td>
<td>3,887</td>
<td>54%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>3,653</td>
<td>3,574</td>
<td>3,514</td>
<td>3,375</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

There were 7,262 students enrolled at the College in fall 2016. Of those students, 54 percent attended full time and 46 percent attended part time.
## Residence

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Residents</td>
<td>7,751</td>
<td>7,521</td>
<td>7,327</td>
<td>7,062</td>
<td>97%</td>
</tr>
<tr>
<td>Non-local Residents</td>
<td>225</td>
<td>221</td>
<td>208</td>
<td>200</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

## Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,579</td>
<td>4,518</td>
<td>4,436</td>
<td>4,289</td>
<td>59.1%</td>
</tr>
<tr>
<td>Male</td>
<td>3,289</td>
<td>3,158</td>
<td>3,064</td>
<td>2,946</td>
<td>40.6%</td>
</tr>
<tr>
<td>No Data</td>
<td>108</td>
<td>66</td>
<td>35</td>
<td>27</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

The ratio of female to male students has remained consistent at about 3:2 over the last five years. Women constitute from 57 to 60 percent and males from 40 to 41 percent of the total student population.
**Age**

The average age of a Leeward student is 25 years old. However, the majority of students are less than 21 years old indicating that most students are entering the College soon after graduating from high school.

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 21</td>
<td>4,225</td>
<td>4,135</td>
<td>4,038</td>
<td>3,874</td>
<td>3,874</td>
</tr>
<tr>
<td>21 to 24</td>
<td>1,249</td>
<td>1,227</td>
<td>1,145</td>
<td>1,106</td>
<td>1,106</td>
</tr>
<tr>
<td>25 +</td>
<td>2,502</td>
<td>2,380</td>
<td>2,352</td>
<td>2,282</td>
<td>2,282</td>
</tr>
<tr>
<td>Total</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>7,262</td>
</tr>
</tbody>
</table>

**Ethnicity**

*Other = American Indian, Alaska Native, Black or African American, Hispanic or Latino of any ethnicity*
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>2,124</td>
<td>2,141</td>
<td>2,037</td>
<td>1,913</td>
<td>2,639</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,792</td>
<td>1,745</td>
<td>1,661</td>
<td>1,644</td>
<td>2,144</td>
</tr>
<tr>
<td>Asian</td>
<td>1,386</td>
<td>1,327</td>
<td>1,327</td>
<td>1,260</td>
<td>1,744</td>
</tr>
<tr>
<td>Two or More races</td>
<td>1,145</td>
<td>1,157</td>
<td>1,177</td>
<td>1,128</td>
<td>1,644</td>
</tr>
<tr>
<td>Caucasian (White)</td>
<td>934</td>
<td>802</td>
<td>796</td>
<td>761</td>
<td>1,055</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
<td>241</td>
</tr>
<tr>
<td>Black or African American</td>
<td>177</td>
<td>189</td>
<td>189</td>
<td>184</td>
<td>252</td>
</tr>
<tr>
<td>Hispanic/Latino of any ethnicity</td>
<td>139</td>
<td>141</td>
<td>118</td>
<td>140</td>
<td>196</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>24</td>
<td>28</td>
<td>23</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>Unknown</td>
<td>64</td>
<td>42</td>
<td>26</td>
<td>25</td>
<td>32</td>
</tr>
</tbody>
</table>

In fall 2016, 66 percent of Leeward’s student population identified as either Native Hawaiian, Filipino, or Asian. Within that group, 27 percent identified as Native Hawaiian, 23 percent as Filipino, and 17 percent Asian. The next two largest groups were those that identified with more than one ethnicity (16 percent) followed by Caucasian (11 percent). The remaining 7 percent of the student population identified as either Pacific Islander, African American, Hispanic, American Indian or Alaska Native.

**Federal Pell Grant Recipients**

The number of students who receive financial aid in the form of a federal Pell Grant has remained steady at approximately 33 percent over the last five years.
Over the past five years, about half of Leeward's students pursued general and pre-professional degrees, and about 20 percent pursued career and technical degrees.
Approximately 40 percent of students enrolled at Leeward took at least one distance education course. The data show a slight but consistent rise in the number of students who take distance education courses over the last five years. As more classes are made available in a distance education format, and as more student become familiar with the delivery system, the College anticipates that this number will grow over the next few years.
**Instructional Sites**

Leeward Community College has two instructional sites. The College's main campus is located in Pearl City, O'ahu. Its education center, Leeward CC Wai'anae Moku, was originally located in Wai'anae and moved to Ma'ili in fall 2017.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeward Community College</td>
<td>96-045 Ala 'Ike</td>
</tr>
<tr>
<td></td>
<td>Pearl City, Hawai'i 96782</td>
</tr>
<tr>
<td>Leeward Community College Wai'anae Education Center</td>
<td>86-088 Farrington Highway, Suite 201</td>
</tr>
<tr>
<td>(Location closed in June 2017.)</td>
<td>Wai'anae, Hawai'i 96792</td>
</tr>
<tr>
<td>Leeward Community College - Wai'anae Moku Education Center</td>
<td>87-380 Kula'aupuni Street</td>
</tr>
<tr>
<td>(Location established in August 2017.)</td>
<td>Wai'anae, HI 96792</td>
</tr>
</tbody>
</table>

**Specialized and Programmatic Accreditation**

The College offers four programs that are accredited by external agencies. The Automotive Technology program is accredited by the National Automotive Technical Education Foundation. The Culinary Arts program is accredited by the American Culinary Federation Foundation Accrediting Commission. The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management. The Teacher Education: Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation.
Presentation of Institution-set Standards
and Student Achievement Data

Institution-set Standards
The University of Hawai‘i Community College system has established seven institutional standards that apply to all colleges in the UHCC system. Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Completion</strong></td>
<td>Actual</td>
<td>-</td>
<td>78%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>NH Certificates and Degrees Awarded</strong></td>
<td>Actual</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>239</td>
</tr>
<tr>
<td><strong>PELL Certificates and Degrees Awarded</strong></td>
<td>Actual</td>
<td>329</td>
<td>479</td>
<td>449</td>
<td>470</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>478</td>
</tr>
<tr>
<td><strong>Transfer to UH Baccalaureate Institutions</strong></td>
<td>Actual</td>
<td>460</td>
<td>452</td>
<td>475</td>
<td>472</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>1,296</td>
<td>1,316</td>
</tr>
<tr>
<td><strong>Integrated Postsecondary Education Data System (IPEDS) Student Success Rate (Student Right to Know - UH)</strong></td>
<td>Graduation</td>
<td>16% (cohort)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>17% (cohort)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Licensure and Certification Examination Success Rate</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Job Placement Rate</strong></td>
<td>Actual</td>
<td>44.79%</td>
<td>66.57%</td>
<td>63.94%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Adjusted</td>
<td>68.92%</td>
<td>69%</td>
<td>63.87%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Headcount, Full-time and Part-time

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>3,141</td>
<td>3,195</td>
<td>3,067</td>
<td>2,951</td>
<td>3,141</td>
</tr>
<tr>
<td>Part-Time</td>
<td>4,835</td>
<td>4,547</td>
<td>4,468</td>
<td>4,311</td>
<td>4,311</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

Headcount enrollment has decreased by 9 percent since fall 2013. The ratio of full-time to part-time students is 3:2. The percentage of full-time students remained steady at about 41 percent, while the percentage of part-time students is consistently around 59 percent.
Curriculum Category

Over the past five years, about half of Leeward’s students pursued general and pre-professional degrees, and about 20 percent pursue career and technical degrees.
### Gender

The ratio of female to male students has remained consistent at about 3:2 over the last five years. Women constitute from 57 to 60 percent and males from 40 to 41 percent of the total student population.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,579</td>
<td>4,518</td>
<td>4,436</td>
<td>4,289</td>
<td>4,289</td>
</tr>
<tr>
<td>Male</td>
<td>3,289</td>
<td>3,158</td>
<td>3,064</td>
<td>2,946</td>
<td>2,946</td>
</tr>
<tr>
<td>No Data</td>
<td>108</td>
<td>66</td>
<td>35</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

*Enrollment Disaggregated by Gender, 2013-2017*
Age

Headcount by age, 2013-2017

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>445</td>
<td>6%</td>
<td>550</td>
<td>7%</td>
<td>593</td>
</tr>
<tr>
<td>18 to 19</td>
<td>1,617</td>
<td>20%</td>
<td>1,600</td>
<td>21%</td>
<td>1,481</td>
</tr>
<tr>
<td>20 to 21</td>
<td>1,249</td>
<td>16%</td>
<td>1,227</td>
<td>16%</td>
<td>1,145</td>
</tr>
<tr>
<td>22 to 24</td>
<td>953</td>
<td>12%</td>
<td>911</td>
<td>12%</td>
<td>858</td>
</tr>
<tr>
<td>25 to 29</td>
<td>584</td>
<td>7%</td>
<td>539</td>
<td>7%</td>
<td>535</td>
</tr>
<tr>
<td>30 to 34</td>
<td>904</td>
<td>11%</td>
<td>867</td>
<td>11%</td>
<td>901</td>
</tr>
<tr>
<td>35 to 59</td>
<td>62</td>
<td>1%</td>
<td>63</td>
<td>1%</td>
<td>58</td>
</tr>
<tr>
<td>60 and over</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
<tr>
<td>Total headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

The average age of a student is 25 years old, and the median age is 21. The majority of students are less than 21 years old indicating that most students are entering Leeward soon after graduating from high school.
**Ethnicity**

*Headcount by ethnicity, 2013-2017*

*Other = American Indian, Alaska Native, Black or African American, Hispanic or latino of any ethnicity*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>2,124</td>
<td>2,141</td>
<td>2,037</td>
<td>1,913</td>
<td>26.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,792</td>
<td>1,745</td>
<td>1,661</td>
<td>1,644</td>
<td>22.5%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>1,386</td>
<td>1,327</td>
<td>1,327</td>
<td>1,260</td>
<td>17.4%</td>
</tr>
<tr>
<td>Two or More races</td>
<td>1,145</td>
<td>1,157</td>
<td>1,177</td>
<td>1,128</td>
<td>14.4%</td>
</tr>
<tr>
<td>Caucasian (White)</td>
<td>934</td>
<td>802</td>
<td>796</td>
<td>761</td>
<td>11.7%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
<td>2.4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>177</td>
<td>189</td>
<td>189</td>
<td>184</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hispanic/Latino of any ethnicity</td>
<td>139</td>
<td>141</td>
<td>118</td>
<td>140</td>
<td>1.7%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>24</td>
<td>28</td>
<td>23</td>
<td>25</td>
<td>0.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>64</td>
<td>42</td>
<td>26</td>
<td>25</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td></td>
</tr>
</tbody>
</table>

In fall 2016, 66 percent of Leeward’s student population identified as either Native Hawaiian, Filipino, or Asian. Within this group, 27 percent identified as Native Hawaiian, 23 percent as Filipino, and 17 percent Asian. The next two largest groups were those who identified with more than one ethnicity at 16
percent followed by Caucasian students at 11 percent. The remaining 7 percent of the student population identified as either Pacific Islander, African American, Hispanic, American Indian, or Alaska Native.

**Federal Pell Grant Recipients**

<table>
<thead>
<tr>
<th>Year</th>
<th>PELL Recipients</th>
<th>Percent of PELL Grant recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>2,662</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2,589</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2,404</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2,216</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>7,976</td>
<td>33%</td>
</tr>
</tbody>
</table>

The number of students who receive financial aid in the form of a federal Pell Grant has remained steady at approximately 33 percent over the last five years.
First-Term, Degree-Seeking Students

First-time, degree and/or certificate seeking students by degree type

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>1,122</td>
<td>1,141</td>
<td>1,023</td>
<td>906</td>
<td>69%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>322</td>
<td>439</td>
<td>496</td>
<td>441</td>
<td>20%</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>151</td>
<td>64</td>
<td>61</td>
<td>41</td>
<td>9%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>30</td>
<td>26</td>
<td>43</td>
<td>36</td>
<td>2%</td>
</tr>
<tr>
<td>Total First-Term, Degree-Seeking</td>
<td>1,625</td>
<td>1,670</td>
<td>1,623</td>
<td>1,424</td>
<td>20%</td>
</tr>
<tr>
<td>% of total headcount</td>
<td>20%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Total headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Does not include CO and CC program majors

Over the last four years, approximately 21 percent of the student population were first-time, degree-seeking students. Within that group, over 60 percent sought an associate in arts degree, 20 to 30 percent sought an associate in science degree, 3 to 9 percent worked towards an associate in applied science, and 2 to 3 percent sought a certificate of achievement.
Approximately 40 percent of students enrolled at Leeward took at least one distance education course. The data shows a slight but consistent rise in the number of students who take distance education courses over the last five years. As more classes are made available in a distance education format and as more student become familiar with the delivery system, this number will grow over the next few years.

**Course Completion**

<table>
<thead>
<tr>
<th>Successful Completion Rate for Courses</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78.2%</td>
<td>78.5%</td>
<td>78.8%</td>
<td></td>
</tr>
</tbody>
</table>
Persistence of Students from Term to Term

All Students

Persistence rates: Full-time, part-time and overall

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Overall</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Full-time</td>
<td>77%</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Part-time</td>
<td>60%</td>
<td>59%</td>
<td>57%</td>
<td>59%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Leeward's persistence rate from fall to spring semesters is holding steady at around 68 percent.
### Curriculum Category

**Persistence by curriculum category, 2013-2017**

<table>
<thead>
<tr>
<th>Curriculum category*</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General &amp; Pre-Prof Ed</td>
<td>70%</td>
<td>70%</td>
<td>69%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>67%</td>
<td>71%</td>
<td>69%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>55%</td>
<td>50%</td>
<td>46%</td>
<td>48%</td>
<td></td>
</tr>
</tbody>
</table>

*Includes non-Leeward-home-institution students, unclassified students, and early-admit students

Students enrolled in degree-seeking programs have higher persistence rates.
Gender

Persistence by gender, 2013-2017

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67%</td>
<td>69%</td>
<td>67%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>67%</td>
<td>59%</td>
<td>86%</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

The average persistence rate for all students disaggregated by gender is 69 percent.
**Age**

**Persistence by age, 2013-2017**

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent HS</td>
<td>77.20%</td>
<td>81.80%</td>
<td>79.40%</td>
<td>81.00%</td>
<td>81.00%</td>
</tr>
<tr>
<td>Less Than 21</td>
<td>69.10%</td>
<td>68.00%</td>
<td>67.10%</td>
<td>68.00%</td>
<td>68.00%</td>
</tr>
<tr>
<td>21 to 24</td>
<td>62.90%</td>
<td>60.20%</td>
<td>61.30%</td>
<td>62.60%</td>
<td>62.60%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>66.30%</td>
<td>66.10%</td>
<td>64.30%</td>
<td>65.90%</td>
<td>65.90%</td>
</tr>
<tr>
<td>Greater Than 49</td>
<td>62.70%</td>
<td>70.20%</td>
<td>68.50%</td>
<td>69.30%</td>
<td>69.30%</td>
</tr>
</tbody>
</table>

Recent high school graduates have the highest rate of persistence with an average persistence rate of 80 percent.
Asian students have the highest persistence rate with an average of 70 percent. The group with the lowest rate of persistence is Black or African American with an average persistence rate of 63 percent.
PELL Grant Recipients


<table>
<thead>
<tr>
<th>PELL Recipient</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>PELL</td>
<td>76.00%</td>
<td>75.90%</td>
<td>75.30%</td>
<td>76.20%</td>
<td></td>
</tr>
<tr>
<td>Non-PELL</td>
<td>64.20%</td>
<td>64.70%</td>
<td>63.30%</td>
<td>64.60%</td>
<td></td>
</tr>
</tbody>
</table>

PELL recipients fare better than non-PELL recipients in persistence with an average persistence rate of 76 percent.
First-Time, Degree-Seeking Students

Persistence, first-time, degree-seeking students

The average persistence rate of first-time, degree-seeking students 74 percent.

Student Program Completion

General and Pre-Professional Degrees

The College has four general and/or pre-professional degrees:

1. Associate in Arts in Liberal Arts
2. Associate in Arts in Teaching
3. Associate in Science in Natural Science
4. Associate in Arts in Hawaiian Studies

The chart below is an overview of the completions rates for the above mentioned programs.
The table above shows program completion rates over the last five years. The dip in program completion in the last few years is consistent with a drop in overall enrollment at the college.
Career & Technical Education

There are eleven career and technical degree programs:

1. Accounting
2. Automotive Mechanics Technology
3. Business Technology
4. Culinary Arts
5. Digital Media Production
6. Health Information Technology
7. Information and Computer Sciences
8. Integrated Industrial Technology (effective fall 2017)
9. Management
10. Plant Biology and Tropical Agriculture
11. Television Production

Career & Technical Program Completion, 2013-2017
The table below shows the program completion rates from 2013-2017.

<table>
<thead>
<tr>
<th>Career &amp; Technical Education</th>
<th>Degree</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td>1,558</td>
<td>1,517</td>
<td>1,609</td>
<td>1,521</td>
<td>21%</td>
</tr>
<tr>
<td>Accounting</td>
<td>AS</td>
<td>211</td>
<td>221</td>
<td>216</td>
<td>195</td>
<td>3%</td>
</tr>
<tr>
<td>Automotive Mechanics</td>
<td></td>
<td>-</td>
<td>+5%</td>
<td>-2%</td>
<td>-10%</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>AAS</td>
<td>190</td>
<td>189</td>
<td>171</td>
<td>149</td>
<td>2%</td>
</tr>
<tr>
<td>Business Technology</td>
<td>AS</td>
<td>154</td>
<td>145</td>
<td>145</td>
<td>125</td>
<td>2%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>AS</td>
<td>195</td>
<td>170</td>
<td>153</td>
<td>148</td>
<td>2%</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>AS</td>
<td>223</td>
<td>225</td>
<td>224</td>
<td>227</td>
<td>3%</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td></td>
<td>-</td>
<td>+0.9%</td>
<td>-0.4%</td>
<td>+1%</td>
<td></td>
</tr>
<tr>
<td>Information &amp; Computer Sciences</td>
<td>AS</td>
<td>172</td>
<td>174</td>
<td>229</td>
<td>230</td>
<td>3%</td>
</tr>
<tr>
<td>Management</td>
<td>AS</td>
<td>146</td>
<td>168</td>
<td>202</td>
<td>198</td>
<td>3%</td>
</tr>
<tr>
<td>Plant Biology and Tropical Agriculture</td>
<td>AS</td>
<td>26</td>
<td>0.4%</td>
<td>42</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Television Production</td>
<td>AS</td>
<td>46</td>
<td>33</td>
<td>23</td>
<td>19</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-28%</td>
<td>-30%</td>
<td>-17%</td>
<td></td>
</tr>
</tbody>
</table>
Degrees and Certificates Awarded

Curriculum Category

Approximately 53 percent of Leeward’s students pursue a general, pre-professional degree, and 47 percent pursue a degree in career or technical education.

Degrees and certificates awarded by curriculum category, 2013-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>General/ Pre-professional</th>
<th>Career and Technical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>50.3%</td>
<td>49.7%</td>
</tr>
<tr>
<td>FY 2014</td>
<td>54.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>FY 2015</td>
<td>54.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>52.3%</td>
<td>47.7%</td>
</tr>
</tbody>
</table>

CTE & GPP Degrees, Certificates of Achievement, & Certificates of Competence Awarded
The number of degrees and certificates awarded that included at least one distance education course increased 38 percent from 346 in 2013 to 479 in 2017. In 2017, about half of the degrees and certificates awarded included distance education courses.
Approximately 60 percent of the degrees and certificates were earned by students who were less than 25 years old. The next largest group are those between the ages of 25 and 49 and about 40 percent of the degrees and certificates awarded.
Gender

Degrees and Certificates Awarded by Gender, 2013-2017

The number of degrees and certificate awarded to males and females parallels the overall headcount gender ratio at 3:2.

*NOTE: We are counting degrees & certificates awarded, NOT unduplicated counts of persons being awarded. The counts of degrees include those awarded Reverse Transfer.
Ethnicity
The College has a diverse student population with students enrolled from 19 identified ethnicities.

Degrees and Certificates Awarded by Ethnicity, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td>Filipino</td>
<td>143</td>
<td>250</td>
<td>236</td>
<td>249</td>
<td>253</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Others</td>
<td>418</td>
<td>567</td>
<td>514</td>
<td>525</td>
<td>480</td>
</tr>
<tr>
<td>TOTAL Degrees &amp; CA's *</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
</tbody>
</table>

Native Hawaiian Degrees and Certificates Awarded

The goal of the Hawai‘i Graduation Initiative is to increase the percentage of working age adults with two- or four-year degrees to 55 percent by 2025. In the UHCC Strategic Directions 2015-2021, the UH system identifies Native Hawaiians as one of three featured target groups.¹

¹ The other two groups identified are low-income students and those from underserved regions and populations in Hawai‘i.
Leeward CC’s *Strategic Plan 2015-2021* aligns with the UH System plan by committing to increase the number of Native Hawaiians who receive a degree and/or certificate from the College.

**Degrees and certificates awarded to Native Hawaiian students, 2013-2017**

Since AY 2013, the number of degrees and certificates awarded to Native Hawaiian students has increased by 35 percent. Between 2015 and 2017, the number of degrees awarded to Native Hawaiian students exceeded aspirational target projections by an average of 7.7 percent.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td>Aspirational target(^2)</td>
<td>-</td>
<td>-</td>
<td>228(^3)</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td>Actual v. Aspirational target</td>
<td>-</td>
<td>-</td>
<td>+9.7%</td>
<td>+8.4%</td>
<td>+5.1%</td>
</tr>
</tbody>
</table>

\(^2\) Aspirational Value – 5% growth per year from the baseline year

\(^3\) Baseline Value – Established as the three-year average for Academic Years 2012-2015
PELL Grant Awardees

Degrees and certificates earned by PELL awardees, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actual</strong></td>
<td>329</td>
<td>479</td>
<td>449</td>
<td>470</td>
<td>488</td>
</tr>
<tr>
<td><strong>Aspirational target</strong></td>
<td>419&lt;sup&gt;4&lt;/sup&gt;</td>
<td>440</td>
<td>462</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual v. Aspirational target</strong></td>
<td>-</td>
<td>-</td>
<td>+7.2%</td>
<td>+6.8%</td>
<td>+5.6%</td>
</tr>
</tbody>
</table>

<sup>4</sup> Aspirational Value – 5% growth per year from the baseline year
<sup>5</sup> Baseline Value – Established as the three-year average for Academic Years 2012-2015
### Location

#### Degrees and Certificates Awarded by Location, 2013-2017

<table>
<thead>
<tr>
<th>Location</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearl City Campus</td>
<td>733</td>
<td>991</td>
<td>966</td>
<td>945</td>
<td>938</td>
</tr>
<tr>
<td>Wai‘anae Moku Center</td>
<td>57</td>
<td>71</td>
<td>68</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL Degrees &amp; CA's *</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</td>
<td>978</td>
</tr>
</tbody>
</table>

*NOTE: Degrees & certificates awarded are counted, not unduplicated counts of persons being awarded. The counts of degrees include those awarded reverse transfer.*
Student Transfer to Baccalaureate Institutions in the UH System

Transfers to UH baccalaureate institutions

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>223</td>
<td>183</td>
<td>206</td>
<td>191</td>
<td>171</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>123</td>
<td>170</td>
<td>164</td>
<td>162</td>
<td>102</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>13</td>
<td>11</td>
<td>20</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Other UHCC</td>
<td>101</td>
<td>88</td>
<td>85</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>460</td>
<td>452</td>
<td>475</td>
<td>472</td>
<td></td>
</tr>
</tbody>
</table>
## Graduate Data

### Job Placement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Denom</td>
<td>Actual</td>
<td>Num</td>
<td>Denom</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td></td>
<td></td>
<td>65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>37</td>
<td>63</td>
<td>89.86</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td>Automotive</td>
<td>30</td>
<td>40</td>
<td>75.00</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Business Technology</td>
<td>31</td>
<td>42</td>
<td>73.81</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>31</td>
<td>49</td>
<td>63.27</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Digital Media</td>
<td>11</td>
<td>24</td>
<td>45.83</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Information &amp; Computer Sciences</td>
<td>16</td>
<td>24</td>
<td>66.67</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Integrated Industrial Technology</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Management</td>
<td>17</td>
<td>27</td>
<td>62.96</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Plant Biology and Tropical</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Production</td>
<td>12</td>
<td>17</td>
<td>70.59</td>
<td>5</td>
<td>9</td>
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<tr>
<td>Substance Abuse Counseling</td>
<td>8</td>
<td>11</td>
<td>72.73</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

*Perkins Performance Indicators by majors, student Placement (1/24/17)*

The Perkins program data include all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the State plan for career and technical education that includes an expectation of continuous improvement. Programs with fewer than ten students exiting the program were not reported.
# Organization of the Self Evaluation Process

## Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>● The ALO identified the self evaluation co-chair and members of the self evaluation core team.</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>● The UH vice president of community colleges met with the ALOs from all seven UH community colleges to discuss the self evaluation process and efforts being done at the system level.</td>
</tr>
<tr>
<td></td>
<td>● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all UHCC campuses.</td>
</tr>
<tr>
<td></td>
<td>● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.</td>
</tr>
<tr>
<td></td>
<td>● The core team worked to better understand the Accreditation Standards and began to collect evidence.</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>● Faculty, staff, and administrators participated in breakout session on accreditation topics at the College’s spring convocation.</td>
</tr>
<tr>
<td></td>
<td>● The core team continued to collect evidence, began to identify possible changes and plans, and wrote the narrative for the Evidence of Meeting the Standard sections.</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>● First draft of the Institutional Self Evaluation Report (ISER) is distributed to the campus</td>
</tr>
<tr>
<td></td>
<td>● The campus community provides feedback on the draft.</td>
</tr>
<tr>
<td></td>
<td>● The campus community engages in dialog about the ISER findings.</td>
</tr>
<tr>
<td></td>
<td>● The second draft of the ISER is distributed to the campus.</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>● The final draft of the ISER is distributed to the campus.</td>
</tr>
<tr>
<td></td>
<td>● Approvals from campus governance groups are obtained.</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>● The evaluation team visits in October 2018.</td>
</tr>
</tbody>
</table>
## Self Evaluation Core Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della Teraoka</td>
<td>Accreditation Liaison Officer and Self Evaluation Co-Chair</td>
<td>Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Donna Matsumoto</td>
<td>Self Evaluation Co-Chair</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Susan Wood</td>
<td>Editor</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Brent Hirata</td>
<td>Standard I</td>
<td>Associate Professor, Educational Technology Developer</td>
</tr>
<tr>
<td>Eiko Kosasa</td>
<td>Standard I</td>
<td>Assistant Professor, Political Science</td>
</tr>
<tr>
<td>Jenny Watada</td>
<td>Standard I Standard II</td>
<td>Associate Professor, Mathematics</td>
</tr>
<tr>
<td>Kathryn Fujioka-Imai</td>
<td>Standard II</td>
<td>Associate Professor, English</td>
</tr>
<tr>
<td>Junie Hayashi</td>
<td>Standard II Standard III</td>
<td>Associate Professor, Librarian</td>
</tr>
<tr>
<td>Pi’ikea Hardy-Kahaleo’umi</td>
<td>Standard II</td>
<td>Assistant Professor, Counselor</td>
</tr>
<tr>
<td>Helmut Kae</td>
<td>Standard III</td>
<td>Associate Professor, Biology</td>
</tr>
<tr>
<td>Warren Kawano</td>
<td>Standard III Standard IV</td>
<td>Assistant Professor, Business Technology</td>
</tr>
<tr>
<td>Jan Shimabukuro Lee</td>
<td>Standard III</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>William Albritton</td>
<td>Standard IV</td>
<td>Associate Professor, Information and Computer Science</td>
</tr>
<tr>
<td>Lexer Chou</td>
<td>Standard I Standard IV</td>
<td>Associate Professor, Student Life Coordinator</td>
</tr>
<tr>
<td>Tracie Losch</td>
<td>Presentation of Institution-set Standards and Student Achievement Data Certification of Continued Institutional Compliance with Commission Policies Standard II Standard IV</td>
<td>Associate Professor, Hawaiian Studies</td>
</tr>
</tbody>
</table>
Organizational Information

Organization of Leeward Community College

Leeward CC Organizational Charts (07/01/2016)

Functional Statements of Leeward Community College

Leeward CC Functional Statements (7/1/16)

Functional Responsibilities of the University of Hawai‘i System
Functional statements are in draft form.
Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Leeward Community College is a public, postsecondary institution of the UH Community Colleges operating under the authority of the State of Hawai‘i and the UH Board of Regents to award academic degrees and certificates. The College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

**Evidence**

*Article X, Hawai‘i State Constitution*
*Chapter 304A, Hawai‘i Revised Statutes*
*“Leeward Community College,” ACCJC Directory of Accredited Institutions*

2. Operational Status

*The institution is operational, with students actively pursuing its degree programs.*

The College has been in operation since 1968, with students actively pursuing degree and certificate programs during the fall and spring semesters and summer sessions. In 2016-2017, the College enrolled 7,262 credit students, up/down from the 7,535 students enrolled in 2015-2016 and up/down from the 7,742 students enrolled in 2014-2015. The College awarded 1,034 degrees and certificates in 2014-2015, increased/decreased to 1,015 in 2015-2016, and increased/decreased to 978 in 2016-2017. A current schedule of classes for fall 2018 is available on the College website.

**Evidence**

*Class Availability, Fall 2018*
3. Degrees

*a substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

A substantial portion of Leeward’s educational offerings are programs that lead to degrees. The College Catalog 2017-2018 lists 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence. Data on degrees and certificates awarded by program can be found on the Institutional Research (IR) Data webpage of the College’s intranet. The largest program awarding degrees is the Associate in Arts. The College also provides non-credit certificates for students to acquire skills for job placement directly into the workforce.

**Evidence**

- College Catalog 2017-2018
- Institutional Research (IR) Data Webpage, College Intranet
- Office of Continuing Education and Workforce Development Course Catalog 2018

4. Chief Executive Officer

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The chief executive officer of a UH community college is the chancellor, who is appointed by the UH Board of Regents. The College’s chancellor is Manuel J. Cabral, who was officially appointed by the board in May 2008. Prior to his appointment, he served as the College’s interim chancellor since March 2007, division chair of the Mathematics and Natural Sciences Division since 1988, and math instructor since 1980. The chancellor provides leadership in planning and setting priorities for the College, managing resources, and ensuring implementation of statutes, regulations, and policies.
Evidence

Office of the Chancellor Webpage
Leeward CC Chancellor Job Listing

5. Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent certified public accounting firm annually audits UH’s financial statements. Internal control procedures are outlined in the University of Hawai‘i Administrative Procedures Manual. The auditing procedures provide objective third-party review of internal controls and procedures. The results and recommendations of the audit are then presented to the UH Board of Regents. Other major campus audits include the required Federal Compliance Audit or A-133, the Vocational Education Act Audit, the Financial Aid Audit, various legislative audits, and unscheduled and unannounced audits performed by the UH Office of the Internal Auditor.

Evidence

Evidence is pending.
Eligibility Requirements 6-21 are addressed in the responses to the following Accreditation Standards:

<table>
<thead>
<tr>
<th>Eligibility Requirement (ER)</th>
<th>Accreditation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 6 Mission</td>
<td>I.A.1, I.A.4</td>
</tr>
<tr>
<td>ER 7 Governing Board</td>
<td>IV.C.1, IV.C.4, IV.C.11</td>
</tr>
<tr>
<td>ER 8 Administrative Capacity</td>
<td>III.A.9, III.A.10</td>
</tr>
<tr>
<td>ER 9 Educational Programs</td>
<td>II.A.1, II.A.6</td>
</tr>
<tr>
<td>ER 10 Academic Credit</td>
<td>II.A.9, II.A.10</td>
</tr>
<tr>
<td>ER 11 Student Learning and Achievement</td>
<td>I.B.2, I.B.3, II.A.1</td>
</tr>
<tr>
<td>ER 12 General Education</td>
<td>II.A.5, II.A.12</td>
</tr>
<tr>
<td>ER 13 Academic Freedom</td>
<td>I.C.7</td>
</tr>
<tr>
<td>ER 14 Faculty</td>
<td>III.A.2, III.A.7</td>
</tr>
<tr>
<td>ER 15 Student Support Services</td>
<td>II.C.1, II.C.3</td>
</tr>
<tr>
<td>ER 16 Admissions</td>
<td>II.C.6</td>
</tr>
<tr>
<td>ER 17 Information and Learning Support Services</td>
<td>II.B.1, II.B.4</td>
</tr>
<tr>
<td>ER 18 Financial Resources</td>
<td>III.D.1</td>
</tr>
<tr>
<td>ER 19 Institutional Planning and Evaluation</td>
<td>I.B.9, I.C.3</td>
</tr>
<tr>
<td>ER 20 Integrity in Communication with the Public</td>
<td>I.C.2</td>
</tr>
<tr>
<td>ER 21 Integrity in Relations with the Accrediting Commission</td>
<td>I.C.12, I.C.13</td>
</tr>
</tbody>
</table>
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

(ER 6)

ER 6. Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.

(Standard I.A.1 and I.A.4)

Evidence of Meeting the Standard

Leeward Community College's mission statement presents the College's broad educational purposes, its intended student population, and its commitment to student learning and 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. (Catalog, p. 7)

The College provides a learning environment where faculty, staff, and administrators “work together to nurture and inspire all students.” The University of Hawai’i (UH) regents policy, Mission and Purpose of the University, mandates
this key concept (RP 4.201). The College’s mission statement articulates Leeward’s commitment to “advance the educational goals of all students with a special commitment to Native Hawaiians.” The University’s mission underscores this shared responsibility, which is to ensure “active support for the participation of Native Hawaiians at the University” and support “vigorous programs of study and support for the Hawaiian language, history and culture” (Mission Statements, Papa O Ke Ao Report).

At Leeward, there are two primary educational purposes: liberal arts transfer programs and career and technical education (CTE) programs. Currently, the College has 12 CTE programs.

Enrollment in fall 2016 was as follows:

![Fall 2016 Enrollment Chart]

The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence. The College is also committed to supporting its students through distance education and life-long learning.

The College mission has four accompanying core values that shape and reinforce Leeward’s commitment to providing quality education within its local communities.
### Core Values

<table>
<thead>
<tr>
<th>Community</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Respect</td>
<td>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.</td>
</tr>
<tr>
<td>Integrity</td>
<td>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.</td>
</tr>
<tr>
<td>Open Access</td>
<td>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.</td>
</tr>
</tbody>
</table>

*(Catalog, p. 7)*

To further define the College’s educational purposes and commitment to student learning, Leeward has three institutional learning outcomes (ILOs) that support its mission. These outcomes include academic skills and community values that the College strives for its students to master.
### Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Critical Thinking and Problem Solving</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written, Oral Communication and Use of Technology</td>
<td>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.</td>
</tr>
<tr>
<td>Values, Citizenship and Community</td>
<td>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.</td>
</tr>
</tbody>
</table>

(*Catalog*, p. 8)

### Student Population

As a comprehensive community college, Leeward has a diverse student population that includes recent high school graduates, students returning to college to improve their workforce skills, nontraditional students entering college for the first time, students transitioning to college-level work, veterans advancing their education after fulfilling military service, and students pursuing CTE advancement.

Ethnically, the College’s diverse student population is composed of Native Hawaiian (26.3 percent), mixed ethnicities (23.9 percent), Filipino (22.6 percent), Caucasian (10.5 percent), other Asian (6.6 percent), Pacific Islander (2.5 percent), and other (7.5 percent) (*Diversity Data*).

The College serves the largest Native Hawaiian population in the state. Although the College has 26.3 percent Native Hawaiian students enrolled in its overall
student population, it educates the most Native Hawaiians by number count, 1,913 students in fall 2016, of the seven campuses in the University of Hawai‘i Community Colleges (UHCC) system.

To further describe Leeward’s student population, 97.2 percent of its students are residents of the state, and 2.8 percent are from the U.S. continent or foreign countries (Residency Data). The average student age is 24.5 years with a 41 to 59 male to female ratio (Average Age Data, Male to Female Ratio Data).

Wai‘anae Moku Center
Since 1972, the College has offered educational opportunities to residents of the Wai‘anae coast at an education center. Until 2017, this education center was located in the town of Wai‘anae. In August 2017, the center moved 1.7 miles to a new location in Ma‘ili, which continues to serve the residents of the Wai‘anae coast. The potential for program growth is significant. The intention is not only to increase enrollment but also to increase student success, which will contribute to the socio-economic health of the Wai‘anae community. The new location has been renamed Leeward CC - Wai‘anae Moku to represent the entire Wai‘anae coast.

Distance Education
Distance education (DE) is another means by which the College broadens access for students to enter quality educational programs. Currently, 23 percent of all Leeward students take at least one class (3.0 credits) through DE each semester (DE Data).

Analysis and Evaluation

The College’s mission statement affirms its commitment to provide a learning environment that nurtures and inspires all students while offering both liberal arts and CTE programs in a variety of delivery modes. Additionally, the College mission strives to support the educational goals of all its students with a special focus on Native Hawaiian students.

Evidence

College Catalog 2017-2018, Mission Statement, p. 7
RP 4.201 Mission and Purpose of the University, III.C.1
Mission Statements Webpage
Hawai‘i Papa O Ke Ao Report
IRO Enrollment Data by Major Fall 2016
College Catalog 2017-2018, Core Values, p. 7
I.A.2.  
*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

**Evidence of Meeting the Standard**

All programs and units complete an Annual Report of Program Data (ARPD), or program review, to report on progress towards program metrics. The ARPD includes a narrative analysis, plans for future directions, and a list of resources required for the future needs of a program or unit. The ARPD includes quantitative metrics as well as the results of program learning outcomes, when appropriate.

The UHCC system originally designed the ARPD process for use by instructional programs, and the College expanded the process to include all programs and units on campus. The College added a resource request list as the final step in the program review process. The campus prioritizes items on the resource request lists and uses this prioritization to determine campus funding for the next academic year. More information on the College’s Integrated Planning and Budgeting process can be found in Standard I.B.5 and I.B.9.

In addition to the program review process, which looks at student achievement and student learning, the UH vice president for community colleges reviews the College’s progress towards performance funding indicators and institution-set standards at a campus visit each semester *(VPCC Visit F16)*. The College receives additional funding based on how well it meets performance funding metrics. This review process assists campus administration with identifying directions for the coming year. For further discussion on the vice president’s presentations, see Standard I.B.3 and I.B.6.

**Meeting Its Mission**

In 2015, the College revised its strategic plan to align with the *UHCC Strategic Directions 2015-2021* *(Strategic Directions)*. The College’s resulting Strategic Plan 2015-2021 emphasizes its commitment to Native Hawaiian student success
through enrollment, retention, and graduation (Strategic Plan). As part of this commitment, Leeward supports the growth of Hālau ʻIke o Puʻuloa, the College’s Native Hawaiian student support program, using a combination of state resources, federal grants, community partnerships, and private donations. The Hālau focuses on Native Hawaiian students and provides opportunities for them to achieve their educational goals. Based on data from the UHCC system, the College has exceeded its goal in graduating Native Hawaiian students (VPCC Visit F16).

In addition to the College’s responsibility to meet the educational goals of Native Hawaiian students, the Strategic Plan targets other student populations using data of recent high school graduates, high school non-completers, GED recipients, Pacific Islander students, working adults, and international students (VPCC Visit Spr17, Strategic Plan).

The College demonstrates its support of student achievement in its institution-set standards (UHCCP # 4.203). As noted earlier, the UH vice president for community colleges reviews the College’s attainment of institution-set standards at a campus visit. For more information, see Standard I.B.3.

**Analysis and Evaluation**

The College collects and analyzes data on student achievement, student learning, and institutional outcomes in order to evaluate progress toward meeting its mission and institutional priorities. The processes used to evaluate progress are grounded in the ARPD and in annual updates from the UHCC system office.

**Evidence**

VPCC Campus Visit Fall 2016  
UHCC Strategic Directions 2015-2021  
Strategic Plan 2015-2021  
VPCC Campus Visit Spring 2017, slides 8 and 11  
UHCCP # 4.203 Institution-Set Standards

I.A.3.  
*The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*
Evidence of Meeting the Standard

The College’s Integrated Planning and Budgeting process for programs and services is driven by the College mission and strategic plan. As the figure below shows, both are the beginning point for the creation of a program and the ending point to measure a program or unit’s alignment. For more information, see Standard I.B.9.

Another area that shows that planning and decision-making processes are linked to the College mission and strategic plan is the piloting and implementation of two programs to increase the retention rate of students taking pre-collegiate courses. In fall 2016, the Acceleration Initiative offered accelerated math and English courses to shorten students’ time at the pre-collegiate level and to encourage students to continue their studies while also reducing tuition fees (ODAS Remarks F15, ODAS Remarks Spr16). For further discussion on this initiative, see Standard I.B.6 and II.A.4.

The College also strives to ensure all programs and services offered at Leeward CC are aligned with the mission statement. Of the 15 associate degrees offered, four are identified as transfer programs and 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 Hawaii with particular attention on ensuring seamless transfer to the UH four-year schools. The remaining 11 CTE associate degree programs target community needs for workforce demand. These programs include the following:

- AS in Accounting
- AAS in Automotive Technology
- AS in Business Technology
- AS in Culinary Arts
- AS in Digital Media
- AS in Health Information Technology
- AS in Integrated Industrial Technology
- AS in Information and Computer Science
- AS in Management
- AS in Plant Biology and Tropical Agriculture
- AS in Television Production

As noted in Standard I.A.1, the College provides specific support programs for the Native Hawaiian population through Hālau ‘Ike O Pu‘uloa, the College’s Native Hawaiian student support center (Native Hawaiian Center). Support programs targeting the student population are further discussed in Standard II.B and II.C.

**Analysis and Evaluation**

The College’s mission statement guides planning and decision-making processes in order to create success for all students.

**Evidence**

ODAS Convocation Remarks Fall 2015 Webpage
ODAS Convocation Remarks Spring 2016 Webpage
Native Hawaiian Center Webpage

I.A.4.
*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

**ER 6. Mission**

*The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)*
Evidence of Meeting the Standard

The College reviews its mission statement in accordance with its Policy on Institutional Mission, which calls for periodic review every six years (L4.100). This review period is shorter than the suggested ten-year requirement of the Mission and Purpose of the University regents policy (RP 4.201).

Review Process

In spring 2017, the chancellor tasked Campus Council, which serves as the recommending and advisory group in matters relating to campus priorities, to facilitate a review of the College’s mission statement because the council’s membership is representative of the entire campus (CC Minutes 2-6-17). This review process was done as a “committee as a whole” where all representatives went to their constituents to obtain input. At the council’s March 2017 meeting, the interim vice chancellor for academic affairs led a discussion on the mission statement and Accreditation Standard I.A.4, and the council unanimously approved the current mission without changes (CC Minutes 3-6-17).

In spring 2017, Faculty Senate, the primary voice of faculty in academic governance, also reviewed the College’s mission statement. This group did not have any changes but noted that the senate will participate in the next review of the College mission (FS Minutes 2-15-17).

For the 2017 review, Campus Council did not use detailed data and assessment because the numbers for student achievement and student learning remained the same since the establishment of the UHCC Strategic Directions 2015-2021 and the Strategic Plan 2015-2021, both of which occurred after the last mission review in 2012. The College will use data and assessment as part of its next comprehensive review process. Previously, the College took two years to complete a comprehensive review of its mission statement.

Since there were no changes to the language of the mission statement, the College did not need approval from the UH Board of Regents. The board approved the mission statement established in 2012 (BOR Minutes 5-17-12).

The College’s mission statement is posted in key locations on the Pearl City and Wai‘anae Moku campuses including conference rooms, high-traffic open spaces, classrooms, and labs. Additionally, the mission statement is published in the College Catalog and on the College website (Catalog, p. 7; Mission).

Analysis and Evaluation
The College’s Policy on Institutional Mission suggests a periodic review of the mission statement every six years. The College completed a periodic review of its mission in 2017, and after receiving input from the campus community, determined that the mission did not need to be changed.

The College publicizes its mission statement through physical postings across the campus, in the College Catalog, and on the College website.

**Evidence**

L4.100 Policy on Institutional Mission  
RP 4.201 Mission and Purpose of the University, III.C.4.g  
Campus Council Minutes, 2-6-17  
Campus Council Minutes, 3-6-17  
Faculty Senate Minutes, 2-15-17  
BOR Minutes, 5-17-12, p. 17  
College Catalog 2017-2018, Mission Statement, p. 7  
Mission Webpage
I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality
I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

On-Going Structured Dialog
Faculty and staff engage in focused dialog at scheduled meetings and campus events. Governance groups, including Campus Council, Faculty Senate, Pūkoʻa no na ʻEwa Council (Nā ʻEwa), and Student Government, meet regularly to engage in collegial dialog (Campus Council, Faculty Senate, Nā ʻEwa, Student Gov't).

Dialog impacts institutional effectiveness. In fall 2016, Faculty Senate provided feedback on ways to improve the College’s Integrated Planning and Budgeting process and increase transparency (FS Minutes 8-24-16). As a result, the vice chancellor for academic affairs keeps the campus up-to-date on prioritized planning at each stage. These updates provide details regarding how a specific resource request is prioritized and where it ends up on the final institutional priorities list. For more discussion on the vice chancellor’s updates, see Standard IV.A.6. Additionally, in spring 2017, Campus Council reviewed the Integrated Planning and Budgeting process and will make recommendations for improvement in the 2017-2018 academic year.

For issues of concern to all campus constituents, the College holds a convocation at the beginning of each semester for faculty, staff, and administrators to discuss critical issues. The College organizes focused breakout sessions after the general meeting so that campus constituents can discuss topics that concern student achievement, student outcomes, and academic quality. Sessions focus on issues such as budget and facilities, assessment, DE, institutional planning, student success, and campus governance (List of Sessions Spr17).

As a standing committee of Faculty Senate, the DE Committee supports institutional dialog about the continuous improvement of distance learner success. This committee serves as the primary voice on matters relating to DE.
Its membership includes faculty and staff from academic divisions, support area units, as well as the campus DE coordinator and an educational technologist (DE Cmte Functions). In spring and fall 2017, this committee led well-attended breakout sessions at convocation to facilitate discussion on federal and Commission requirements regarding DE (DE Session Spr17).

Another campus event that provides an opportunity for dialog is the UH vice president for community colleges’ presentation each semester. At this presentation, the vice president shares information on the College’s progress towards institution-set standards and presents data on the College’s initiatives and strategic plan in terms of student achievement, student outcomes, student equity, academic quality, and institutional effectiveness (VPCC Visit F16, VPCC Visit Spr17). Attendees can ask questions and make comments on the issues at hand. Additionally, constituent groups later meet to discuss the information provided by the vice president and develop strategies for improvement. For further discussion on the vice president’s presentations, see Standard I.B.3 and I.B.6.

Broad-based discussion often takes place at open forums; the College’s initiatives guide the topic selection. For example, starting in fall 2016, the vice chancellor for academic affairs held periodic Talk Story sessions on several student success topics such as Maka‘ala (Early Alert System), UHCC Pathways Framework, and Guided Pathways and Exploratory Majors in order to discuss new ventures and obtain feedback from faculty and staff (Email on Maka‘ala, Follow-Up on Maka‘ala, Email on Pathways, Follow-Up on Pathways, Email on Guided Pathways).

Meaningful, productive dialog about institutional effectiveness occurs when administrators, division chairs, unit heads, and other campus leaders meet for a retreat. In February 2013, campus leaders held a retreat to review the planning process and made suggestions for improvement (Retreat Handout Feb13). Campus leaders held a retreat in July 2013 to focus on using data to support resource requests and to determine how the College was performing in areas of financial health and academic achievement (Retreat Agenda Jul13). Leaders held a retreat in July 2014 to discuss and evaluate the Student Success Committee, which was created in 2010 (Retreat Handout Jul14). In July 2015, the Leadership Excellence program designed a “summit” to strengthen campus leadership (Summit Schedule Jul15). Most recently, a retreat was held in August 2017 to focus on The Student Experience at the College (Retreat Schedule Aug17).
Program Review Dialog

Instructional divisions and support area units play a key role in institutional dialog during program review and assessment. All programs and units complete an ARPD, which includes program-level assessment (Annual Reports). Constituents in each program or support area come together to discuss results, devise an action plan, and identify resources needed for improvement. These discussions often lead to dialog on institutional effectiveness. For more information on the ARPD, see Standard I.B.4.

In addition to discussing student equity through the ARPD, the College has made many strides to close the gap for underrepresented students. For more information on these efforts, see Standard I.B.6.

Analysis and Evaluation

The College engages in on-going, meaningful dialog on student outcomes, student equity, academic quality, institutional effectiveness, and the improvement of student learning and achievement. These discussions are broadened through program review, planning, and assessment processes.

Evidence

Campus Council Minutes Webpage Intranet
Faculty Senate Minutes Webpage
Pūkoʻa no na ʻEwa Council Minutes Webpage Intranet
Student Government Minutes Webpage
Faculty Senate Minutes, 8-24-16
List of Breakout Sessions Spring 2017
DE Committee Functions Webpage
DE Session Notes Spring 2017
VPCC Campus Visit Fall 2016
VPCC Campus Visit Spring 2017
VCAA Email on Makaʻaka Talk Story
VCAA Follow-Up Email on Makaʻala
VCAA Email on UHCC Pathways
VCAA Email on UHCC Pathways Resources
VCAA Email on Guided Pathways Talk Story
Leadership Retreat Handout February 2013
Leadership Retreat Agenda July 2013
Leadership Workshop Handout August 2014
Leadership Summit Schedule July 2015
Leadership Retreat Schedule August 2017
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

ER 11. Student Learning and Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

At the College, student learning outcomes (SLOs) are organized into a hierarchy.

Assessment is performed at the course level instead of the program level. Through curriculum maps located in the assessment reporting software Tk20, individual SLOs are linked directly to program learning outcomes (PLOs). General education learning outcomes (GELOs) are assessed at the program level and are linked to the College’s mission statement, the Strategic Plan 2015-2021, and the UHCC Strategic Directions 2015-2021. See Standard II.A.3 for more information on the assessment of PLOs.
**Instructional Programs**

Assessment is an ongoing process that includes establishing clear, measurable outcomes of student learning; ensuring that students have opportunities to achieve those outcomes; gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations; and using that information to improve student learning (Assessment).

SLOs are defined and established at the course and program level for each credit and non-credit instructional course, which undergoes systematic, ongoing assessment in both face-to-face and DE delivery modes. These outcomes are entered into the Kuali Student Curriculum Management (KSCM) and go through an approval process. The Curriculum Committee, Faculty Senate, and administration review and approve SLOs as part of a formal five-year curriculum review and revision process. This process allows for widespread dialog to provide input on changes that may be needed to improve student learning (L5.210).

For each course SLO, faculty enter into Tk20 the measures to assess the learning outcome, criteria for success, assessment results, recommendations, and actions for improvement. Faculty use the results of SLO assessment, which are mapped to PLOs and integrated into the ARPD, to analyze the strengths and weaknesses of a course and program. Subsequently, an action plan and a resource request list are created based on a program’s needs, which are then used to implement changes.

For example, for the AA in Teaching (AAT) program, multiple education courses were assessed for the PLO on lesson planning. Signature assignments were used as an assessment strategy and instrument. Seventy percent of students in the AAT program needed to reach developing proficiency on all signature assignments in order to meet the program’s expected level of achievement.
Assessment results indicated that 80 percent of face-to-face students scored 70 percent or above, and 75 percent of DE students scored 70 percent or above (Teacher Educ ARPD).

Although 70 percent of education majors met the developing proficiency for this PLO, Teacher Education faculty discussed strategies to make lesson planning more consistent among the various courses. They identified common elements in lesson planning and agreed to create a standardized template. The intent was to have students spend less time focusing on technical aspects and more creating effective, engaging lessons.

**Academic Services and Student Services**

All Academic Services and Student Services units have PLOs and/or support area outcomes (SAOs), and some units such as the Library, Learning Resource Center, and Writing Center have SLOs. These PLOs, SAOs, and SLOs are assessed regularly using qualitative or quantitative data. Each unit uses assessment results to determine how well it is meeting its expectations, and then develops action plans. Plans that have the highest priority are included in resource requests. The College allocates funding to maintain effective support or implement change.

For example, Student Services included as a priority a resource request for 12 student assistants to help meet unit goals and maintain services, and this request was one of the top institutional priorities to receive funding in 2016-2017 (Stud Svcs CRE, Stud Svcs Resource Request, Inst Priorities).

**Analysis and Evaluation**

The College regularly assesses SLOs for all instructional courses and programs in both face-to-face and DE delivery modes. The College regularly assesses PLOs, SAOs, and/or SLOs for all academic services and student services units.

**Evidence**

- Assessment Webpage
- L5.210 Policy on Assessment
- Teacher Education ARPD 2016
- Student Services CRE 2014-2016
- Student Services Resource Request 2016-2017
- Institutional Priorities 2016-2017
I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

ER 11. Student Learning and Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

Institution-set Standards
The UHCC system established the College’s eight institution-set standards (UHCCP # 4.203). These standards are based on the UHCC Strategic Directions 2015-2021 and are aligned with the College’s mission statement and its strategic plan (Strategic Directions, Strategic Plan). The College uses ongoing assessment to ensure student achievement and continuous improvement of these standards.

Each institution-set standard has a minimum level of achievement and an aspirational target for improvement. Aspirational targets are aligned with the UHCC Strategic Directions:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate
The Office of the Vice President for Community Colleges produces an annual report of the *UHCC Strategic Directions* that includes baseline values and aspirational goals of the institution-set standards. The vice president shares the results at a campus visit during an annual fall semester visit (*VPCC Visit F15, VPCC Visit F16*). To ensure that the campus community has a broad understanding of the institution-set standards and their outcomes, administrative leaders reiterate these results during convocation and at division and unit meetings.

In addition, the College publishes the vice president’s presentation in the Bulletin on the College’s intranet, and the UHCC system publishes the results of the institution-set standards on its website (*Bulletin, UHCC*).

The table below represents the institution-set standards’ baseline values and aspirational targets set by the UHCC system and the College’s level of achievement for each standard (*VPCC Visit F16, Job Placement Data*).

<table>
<thead>
<tr>
<th></th>
<th>Baseline Value</th>
<th>AY 2016 Target</th>
<th>Leeward</th>
<th>AY 2017 Target</th>
<th>Leeward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion</td>
<td>70%</td>
<td>75%</td>
<td>74%</td>
<td>75%</td>
<td>--</td>
</tr>
<tr>
<td>Degrees and Certificates Awarded</td>
<td>953</td>
<td>1,001</td>
<td>1,057</td>
<td>1,051</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian Degrees and Certificates Awarded</td>
<td>228</td>
<td>239</td>
<td>259</td>
<td>251</td>
<td>--</td>
</tr>
<tr>
<td>Pell Recipient Degrees and Certificates Awarded</td>
<td>455</td>
<td>478</td>
<td>518</td>
<td>502</td>
<td>--</td>
</tr>
<tr>
<td>Transfers to Baccalaureate Institutions</td>
<td>1,296</td>
<td>1,316</td>
<td>1,410</td>
<td>1,382</td>
<td>--</td>
</tr>
<tr>
<td>IPEDS Student Success Rate</td>
<td>30.9%</td>
<td>37.0%</td>
<td>32.8%</td>
<td>39.3%</td>
<td>--</td>
</tr>
<tr>
<td>Licensure and Certification Examination Success Rate</td>
<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>68.9%</td>
<td>69.0%</td>
<td>66.6%</td>
<td>63.9%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

**Assessment of Institution-Set Standards**
Assessment results of the 2016 institution-set standards show that the College surpassed the baseline values set by the UHCC system (*VPCC Visit F16*).
Furthermore, the College exceeded all aspirational targets except for the IPEDS student success rate. The College does not offer licensure or certification examinations.

**Analysis and Evaluation**

The College’s institution-set standards are aligned with its mission statement and strategic plan, and the College uses ongoing assessment to ensure student achievement.

Although the College met the baseline value for the IPEDS student success rate, the goal is to exceed the aspirational target to improve continuously. As a result, the campus will focus on increasing overall graduation rates.

**Evidence**

- **UHCCP # 4.203 Institution-Set Standards**
- **UHCC Strategic Directions 2015-2021**
- **Strategic Plan 2015-2021**
- **VPCC Campus Visit Fall 2015**
- **VPCC Campus Visit Fall 2016**
- **Bulletin on Intranet**
- **UHCC Homepage**
- **Job Placement Rates Data**

**I.B.4.**

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

**Evidence of Meeting the Standard**

**Integrated Planning and Budgeting Process**

The College’s Integrated Planning and Budgeting process is discussed in greater detail in Standard I.B.5 and I.B.9. Following is an overview of the process and the connection to the use of assessment data to support student learning and achievement.

Each year, the cycle of evaluation and planning begins with a revisit of the College’s mission statement and strategic plan (Planning Overview). The ARPD is the driver of the Integrated Planning and Budgeting process (Annual Reports).
Planning and budgeting documents include the following:

1. **Annual Report of Program Data (ARPD)**. Each academic program, educational unit, and support area annually completes a program review. The ARPD is the central planning document for the campus.

2. **Resource Implications Template (Resource Request List)**. Each academic program, educational unit, and support area annually completes the template to request resources.

3. **Comprehensive Review and Evaluation (CRE)**. Every four years, each academic program, educational unit, and support area completes a CRE.

4. **Institutional Effectiveness Report**. Every four years, the College produces an institutional effectiveness report.

### Annual Report of Program Data (ARPD)

Each academic program, educational unit, and support area annually completes an ARPD and submits it to the Office of Planning, Policy, and Assessment (OPPA) ([ARPD Template](#)). The ARPD template includes a section of achievement data for programs, units, and areas. Each program, unit, or area is expected to analyze the data and report on student learning and achievement. If a program has PLOs, there is additional reporting of assessment results. The final section of the template provides an opportunity for the program, unit, or area to discuss future plans and needed resources.

### Resource Implications Template (Resource Request List)

Each academic program, educational unit, and support area completes a resource implications template that lists prioritized resource needs ([Resource Implications Template](#)). Each instructional division completes a resource
implications template to incorporate resources needed that are not identified by a program.

Prioritization occurs by vote and within each overarching area. For instructional prioritization, voting representatives at the prioritization meeting include one representative from each of the six instructional divisions, the Wai’anae Moku coordinator, the Native Hawaiian student support program coordinator, and the Office of Continuing Education and Workforce Development (OCEWD) program coordinator. Each representative has one vote for determining the priorities for instruction.

For non-instructional prioritization, voting representatives include the unit heads for each of the Academic Services, Student Services, and Administrative Services units. Each representative has one vote for determining the priorities for services.

Once all overarching areas have prioritized their resource request lists, administration makes an institutional resource request list and provides a draft of the list to Campus Council and Faculty Senate for review. Representatives of these governance groups take the draft to their constituencies for review and comment. Campus Council, which includes a Student Government representative, makes a final recommendation to the chancellor regarding resource request items on the final resource request list.

Comprehensive Review and Evaluation (CRE)
Each academic program, educational unit, and support area completes a CRE at least once every four years on a staggered schedule (CRE Instruc & Template). The CRE identifies long-term goals that can be used to direct efforts and create action plans. This requirement ensures that the College meets the UHCC Review of Established Programs policy (UHCCP # 5.202). A program, unit, or area completing a CRE does not complete an additional ARPD, as ARPD elements are included in the CRE. The College reviews all CREs, which provide information on how well programs, units, and areas are meeting the College mission and strategic plan.

Institutional Effectiveness Report
Every fourth year, the College produces an Institutional Effectiveness Report. This comprehensive report examines the College’s progress towards meeting institutional goals and the overall impact of plans made within academic programs, educational units, and support areas.

Note: Last IER was completed in 2011-2012. Need an updated report.
Campus Perception
The College administers an institutional assessment every two to three years to determine areas of strength and improvement. In fall 2016, the second cohort of the Leadership Excellence program collaborated with OPPA to administer an employee satisfaction survey. The cohort’s goal was “to acquire a better understanding of employee morale, satisfaction, and engagement” (Satisfaction Report '16, p. 1).

In 2014, the College administered a lengthy employee satisfaction survey that contained 86 questions (Satisfaction Report '14). The cohort reviewed these questions and researched other instruments to determine how best to measure employee satisfaction. In an effort to maximize the quality and quantity of responses, the cohort decided to develop a concise survey that addressed four categories: mission, goals, priorities, and planning; resources; governance and leadership; and work environment. The cohort added open-ended questions to invite employees to share what they liked best about the College and offer suggestions as to how the College could create a better workplace.

The cohort distributed the survey through the faculty and staff listserv, which included both active and retired employees (Email on Survey). The survey remained open for four weeks, but the return rate was only 37 percent with 200 respondents out of 535 emailed recipients (Satisfaction Data '16). To improve the survey, the listserv was updated to include only active employees at the College.

The cohort presented the survey results to the campus community at convocation in spring 2017 (Satisfaction Presentation '16). The cohort also sent out an analysis report, which was posted on the College intranet (Email on Survey Results, Surveys on Intranet). Administrative leaders discussed the survey results and determined that Campus Council and Faculty Senate would create and administer additional surveys to gather more information from campus constituents. Additionally, individual units and areas will conduct more in-depth surveys. For example, in fall 2017 the vice chancellor of administrative services will conduct a survey of administrative services’ functional areas and support units. The survey results will be used to identify specific areas for improved customer service, increased efficiency, and continuous improvement.

Note: Need to discuss how Administrative Services used the satisfaction survey results to make improvements.
Analysis and Evaluation

The College has a well-established cycle of evaluation, integrated planning, and budgeting to support student learning and achievement.

Evidence

Integrated Planning and Budgeting Process Overview
Annual Reports - ARPD Webpage
ARPD Template
Resource Implications Template
UHCCP # 5.202 Review of Established Programs
CRE Instructions and Template
Employee Satisfaction Report 2016
Employee Satisfaction Report 2014
Email on Satisfaction Survey 10-13-16
Employee Satisfaction Data 2016
Employee Satisfaction Presentation 2016
Email on Satisfaction Survey Results 2-7-17
Employee Satisfaction Surveys on Intranet

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program Review and the Analysis of Data
The ARPD is used as the main planning document for the College. Each academic program, educational unit, and support area completes the ARPD, which includes demand, efficiency, and effectiveness indicators. These indicators are assessed by scores of “healthy,” “cautionary,” or “unhealthy” defined and set by the UHCC Health Call Scoring Rubrics (Scoring Rubrics). 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 (Teacher Educ ARPD). 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.

To maintain a high level of success, Teacher Education faculty worked with the Educational Media Center to redesign courses for online delivery. Some courses are complemented with video streaming to make lessons more engaging. The "Highlighting Effective Teaching" is a video project that focuses on bringing classroom realities and teachers’ perspectives to students through recorded interviews. Faculty visited elementary, middle, and high schools on O'ahu to document effective practices and strategies. Through technology, students benefit from real-life experiences.

The AAT program’s persistence rate is considered “cautionary” according to its ARPD, but this rate increased by 4.6 percent from 67.5 percent to 72.1 percent (Teacher Educ ARPD). Teacher Education faculty recognize that the target groups of Native Hawaiian, Filipino, and non-traditional students must receive support to ensure that they persist and complete the program. To help these students, an academic support specialist is needed to provide continuous support, so a request for a full-time position was included in the program’s 2016 ARPD resource implications section.

**Disaggregated Data**

The Office of the Vice President for Community Colleges 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. Programs 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. In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission. A more detailed discussion about the use of disaggregated data is in Standard I.B.6.
Analysis and Evaluation

The College uses program review to ensure that it is meeting its mission. It uses disaggregated quantitative and qualitative data to assess and analyze institutional goals. In effort to further improve the College’s use of data to make improvements, the College will be reviewing the Integrated Planning and Budgeting process in 2017-2018.

Evidence

General Pre-Professional Programs ARPD Scoring Rubric 2016
Teacher Education ARPD 2016

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Eliminating Success Gaps

The College uses disaggregated student achievement data to evaluate underrepresented students and Pell Grant recipients. Performance gaps among these students were identified in the vice president for community colleges’ 2016 report on the UHCC Strategic Directions (VPCC Visit F16, Strategic Directions). Below are disaggregated data for retention rates, persistence rates, and successful completion rates (Stud Achv Data). These rates have remained constant over the past three semesters.

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>93.7%</td>
<td>93.4%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>94.2%</td>
<td>94.5%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>95.2%</td>
<td>94.7%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Pell Grant Recipient</td>
<td>95.0%</td>
<td>94.8%</td>
<td>94.9%</td>
</tr>
</tbody>
</table>
### Persistence Rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>68.2%</td>
<td>66.2%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.0%</td>
<td>70.1%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>65.1%</td>
<td>64.2%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Pell Grant Recipient</td>
<td>75.3%</td>
<td>75.0%</td>
<td>75.5%</td>
</tr>
</tbody>
</table>

### Successful Completion Rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>69.6%</td>
<td>68.2%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>76.2%</td>
<td>75.6%</td>
<td>79.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>64.8%</td>
<td>65.0%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Pell Grant Recipient</td>
<td>76.2%</td>
<td>75.4%</td>
<td>77.1%</td>
</tr>
</tbody>
</table>

### System Initiatives

To alleviate success gaps for underrepresented students and enhance the graduation rate for all students, the UHCC system coordinated efforts at all seven campuses. The two primary initiatives implemented in 2016-2017 were the Acceleration Initiative and the Student Success Pathway framework.

#### Acceleration Initiative

At Leeward CC, pilot projects to accelerate students through remedial/developmental courses have been ongoing for several years. The UHCC system provided funding to all the campuses to support the scaling up of these pilot projects. For the Acceleration Initiative, remedial/developmental math and English faculty shortened the course sequence and adopted a co-requisite model to expedite students through developmental courses within one year. The College funded the following resource requests, which were identified in the resource implications section of the developmental math and English ARPDs in 2015 ([Dev Math ARPD](#), [Dev English ARPD](#), [Funding Requests](#)).
<table>
<thead>
<tr>
<th>Area</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Emporium math lab upgrade (IT/electrical connectivity, desktop computers, power strips, and furniture)</td>
</tr>
<tr>
<td></td>
<td>Emporium classroom upgrade (desktop computers)</td>
</tr>
<tr>
<td></td>
<td>Student tutors and peer mentors</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Online tools (Classrooms on Wheels with Chromebooks, printers, and storage carts)</td>
</tr>
<tr>
<td></td>
<td>Computer lab equipment replacement (iMac dual boot computers, Microsoft Office software and license packages, wireless network printers, toner cartridges, and AppleCare Product Support)</td>
</tr>
<tr>
<td></td>
<td>Summer 2017 Workshops (participant and presenter stipends)</td>
</tr>
</tbody>
</table>

In fall 2016, developmental math and English faculty fully implemented co-requisite courses where students enroll in one level below a college-level math or English course concurrently with a college-level math or English course in the same semester.

In math, three different tracks (College Algebra, College Math, and Quantitative Methods) with co-requisite courses reduce students' time through graduation. Students in the College Math track who are placed two levels below a college-level math course are given the opportunity to complete a college-level math course with no additional cost. In the 2016-2017 academic year, over 25 percent of students who placed two levels below college-level math completed a college-level math course in one semester rather than two semesters (Math 75 to 100 Data).

In English, the Accelerated Learning Program (ALP) provides support for students who place one step below a college-level English (ENG) course by way of concurrent enrollment in ENG 22, Introduction to Composition, and ENG 100, Composition I. Students who place two steps below college level may enroll in ENG 24, Reading, Reasoning, and Writing. Whereas students who place at the lowest level previously needed to take and pass six courses prior to enrolling in college-level English, the course sequence in place facilitates acceleration and success.
The tables below represent early results of the Acceleration Initiative (VPCC Visit Spr17).

<table>
<thead>
<tr>
<th>Math and English Redesign Early Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2015</strong></td>
</tr>
<tr>
<td>ENG 22 (regular)*</td>
</tr>
<tr>
<td>ALP ENG 22/100**</td>
</tr>
<tr>
<td><strong>Fall 2016</strong></td>
</tr>
<tr>
<td>ENG 22 (regular)</td>
</tr>
<tr>
<td>ALP ENG 22/100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results as of Fall 2016</th>
<th><strong>% Pass College-level Math</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Math Track</td>
<td></td>
</tr>
<tr>
<td>2+ Levels Below*</td>
<td>9.7%</td>
</tr>
<tr>
<td>1 Level Below*</td>
<td>29%</td>
</tr>
<tr>
<td>Math 75/100**</td>
<td>26%</td>
</tr>
<tr>
<td>Math 100 – new model</td>
<td>70%</td>
</tr>
<tr>
<td>College Algebra Track</td>
<td></td>
</tr>
<tr>
<td>Legacy model</td>
<td>29%</td>
</tr>
<tr>
<td>Math 103 - new model</td>
<td>75%</td>
</tr>
</tbody>
</table>

For more discussion on the Acceleration Initiative, see Standard II.A.4.

Student Success Pathway 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 (VPCC Visit Spr17).

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 each semester until graduation.
Campus Initiatives
In addition to system wide initiatives, numerous efforts are in place at the College to eliminate performance gaps for Native Hawaiian, Filipino, and Pacific Islander students and Pell Grant recipients.

Native Hawaiian Students
To support Native Hawaiian students, the College has operated an education center in Wai'anae since 1972. Leeward CC - Wai'anae Moku has embraced the 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 the Native Hawaiian student support program with the main goal of eliminating academic achievement gaps among Native Hawaiians. The program coordinator received numerous grants to assist in these goals and established the Hālau 'Ike O Pu'uloa on the Pearl City campus, where over 1,000 Native Hawaiian students have benefitted 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 coordinator 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 (Ke Ala 'Ike). 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 kīhei (Ke Ala 'Ike Requirements).

Filipino Students
To increase the success of Filipino students, the Philippines studies instructor 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.

Pacific Islander Students
In summer 2016, the College developed a summer cohort for Pacific Islander students. As a cohort, 17 students enrolled in Philosophy 110 while receiving
additional support from peer mentors in the class. Of the 17 summer students, 14 students continued at Leeward during the 2016-2017 academic year receiving additional support. This additional support included working in the Writing Center; using a laptop in the spring semester; and meeting with a faculty advisor, a club advisor, and a student support advisor.

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 college success skills. These students became acquainted with the College and its services and explored career options. The College purchased additional laptops for these students to use during the fall semester and identified a faculty advisor, a club advisor, and a student support advisor. If the program is successful, the College will continue to allocate funds for this program (Pacific Islander Program).

Pell Grant Recipients
To increase the number of students who receive financial aid, especially Pell Grant recipients, Leeward’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. Financial Aid staff speak at the New Student Orientation and hold workshops for Onipa’a, a program for incoming students from high schools that participate in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Hawai‘i.

Distance Education
The College provides an opportunity for students to earn several degrees and certificates through DE. Thirteen degrees/certificates are offered entirely online, ten other degrees/certificate programs are offered mostly online with the exception of a single course that must be taken on campus, and eight programs offer more than 50 percent of their requirements online (Online Degrees and Certs, DE Programs). The College has three types of distance courses: televised course lectures, two-way interactive video courses, and internet courses.

Below are tables of disaggregated student achievement data of DE courses and face-to-face courses (DE Data). The data show that DE students are performing just as well as students taking face-to-face courses.
### Course Completion Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>93%</td>
<td>93%</td>
<td>--</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>95%</td>
<td>94%</td>
<td>--</td>
</tr>
</tbody>
</table>

### Successful Completion Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>74%</td>
<td>74%</td>
<td>--</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>73%</td>
<td>74%</td>
<td>--</td>
</tr>
</tbody>
</table>

The College created the *Leeward CC Distance Learning Strategic Plan*, which includes goals and objectives that guide decision-making regarding DE priorities.
(DE Strategic Plan). The mission of DE is to provide open access to online learning that connects learner and community needs with educational resources, appropriate technologies, and a variety of instructional pedagogies.

Faculty use quantitative and qualitative data from UH online course and faculty evaluation surveys (eCAFE), DE student surveys, DE faculty surveys, and DE professional development surveys to evaluate progress toward meeting DE goals and objectives. The DE Committee analyzes this data and provides recommendations to decision makers at the campus.

The Integrated Planning and Budgeting process provides the primary mechanism for allocation of DE resources by individual divisions and units. The needs of DE faculty from different divisions vary based on course content, which is the reason funding from the budget of an individual division or unit provides adequately equipped laptops for DE instructors.

Funding for larger campus wide equipment and resources that support DE are included in the ARPDs of individual divisions and units and follow the approved planning process. An example of this is the allocation of additional funding at the campus level in 2017 to support the Library’s share of costs for the University’s systems that support resource sharing across all UH campuses. An additional $35,000 was requested to fund the increased reallocation cost for system resources, which benefited all students including DE students.

Analysis and Evaluation

At the College, there is an emphasis to support and eliminate success gaps for underrepresented students as well as DE students.

Evidence

VPCC Campus Visit Fall 2016
UHCC Strategic Directions 2015-2021
Student Achievement Data 2017
Earned Credit Ratio Data
Remedial/Developmental Writing ARPD 2015
Remedial/Developmental Math ARPD 2015
Acceleration Initiative Funding Requests 2016-2017
Math 75 to Math 100 Data
LeeCC VPCC Campus Visit Spring 2017
Ke Ala 'Ike Webpage
Ke Ala 'Ike Requirements
I.B.7.
*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

**Evidence of Meeting the Standard**

**Evaluation of the College**

The Integrated Planning and Budgeting process is the College’s primary means of evaluating its programs, support services, and resources. The focus of the entire process is based on the ARPD. All academic programs, educational units, and support areas annually complete the ARPD, which includes resource requests. For more information on the Integrated Planning and Budgeting process and the ARPD, see Standard I.B.5. and I.B.9.

In spring 2017, instructional discipline coordinators, program coordinators, unit heads, and administrators completed an evaluation of the program review and planning process (*Prog Rev & Planning Survey*). Survey results indicate that over 80 percent strongly agreed or agreed that they understood how to use the data provided by the UH System. Almost 90 percent strongly agreed or agreed that they know how to make prioritization requests for program or unit improvements. Approximately 55 percent were neutral, disagreed, or strongly disagreed that the program review process motivates them to make programmatic or unit improvements. An ad hoc committee will be convened in fall 2017 to develop recommendations for improving the Integrated Planning and Budgeting process. Additionally, college leaders will use these results to improve program review and planning practices.

Governance groups and administration regularly review campus policies. Since the 2012 institutional self evaluation, the College has continued to evaluate and approve its policies and procedures. During the 2016-2017 academic year, a Faculty Senate ad hoc committee reviewed the College’s Policy on Curriculum Review and Revision (*Final Report*). In spring 2017, Campus Council and Faculty Senate reviewed the College’s Policy on Institutional Mission (*CC Minutes 2-6-17, FS Minutes 2-15-17*).
In spring 2017, members of Campus Council conducted a member survey, analyzed the results, and made improvements (CC Member Survey). In fall 2017, Faculty Senate will conduct a similar survey and use the results to make improvements. Additionally, both groups will review the College’s Policy on Annual Program Review and Policy on Assessment in fall 2017. For more discussion on these efforts by the governance groups, see Standard IV.A.7.

Note: The College’s Policy on Annual Program Review (L5.202) needs to be reviewed in fall 2017.

Note: The College’s Policy on Assessment (L5.210) needs to be reviewed in fall 2017.

The College completes an Institutional Effectiveness Report every four years as a comprehensive review of the College. The report examines the College’s progress toward institutional goals and the overall impact of plans made within academic programs, educational units, and support areas. Note: Need to complete an IER.

Analysis and Evaluation

The College reviews its policies and practices regularly to ensure the consistency of the College’s educational goals and commitment to achieving student learning.

Evidence

Program Review and Planning Process Survey 2017
Committee on Policy of Curriculum Review and Revision Final Report
Campus Council Minutes, 2-6-17
Faculty Senate Minutes, 2-15-17
Campus Council 2017 Member Survey

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College uses the ARPD to report annually on demand, efficiency, and effectiveness data for all CTE programs, developmental education programs, the
associate in arts degree, and support areas such as Academic Services, Student Services, Administrative Services, OCEWD, and Wai'anae Moku. Deans, program coordinators, and faculty analyze data to assess programs, develop action plans for the coming year, and create resource allocation lists. Program “health” is assessed according to standard benchmarks that have been defined and set by the UHCC system. Each academic program, educational unit, and support area uses the strengths and weaknesses identified in the ARPD to set priorities. The Office of the Vice President for Community Colleges reviews and summarizes the completed ARPDs and reports results to the Board of Regents and the Federal Office of Vocational and Adult Education. The Department of Education is informed about program performance and requirements of Perkins funding. The UHCC system website posts the ARPDs so the campus community can review them (UHCC ARPD).

The College uses the CRE to identify long-term goals (CRE Instruc & Template). Each academic program, educational unit, and support area completes a CRE at least once every four years. Program coordinators use the CRE to review a program and identify strengths and weaknesses based on the analysis of data. An academic program, educational unit, or support area uses the strengths and weaknesses to complete a resource request and set priorities. The College publishes the CRE reports on its website (CRE).

On the campus level, the UH vice president for community colleges visits the college each semester to provide an update on progress towards strategic plan goals, performance benchmarks, and system initiatives. These presentations are an opportunity for faculty and staff to ask questions and get feedback on how well the College is performing. Additionally, the College is provided updates on campus progress at fall and spring convocations.

Every two years, Leeward participates in the Community College Survey of Student Engagement (CCSSE), which is coordinated by the Center for Community College Student Engagement and the Community College Leadership program at the University of Texas at Austin. This national survey provides the College and Student Services in particular with data on the following areas:

- student satisfaction with services
- student satisfaction with educational experience
- student engagement in classes and extracurricular activities
- student engagement with faculty, staff, and peers
Student engagement is closely related to persistence and achievement, so CCSSE results help the College develop a clearer picture of its students.

Average benchmark scores have improved continuously since the College first administered the survey in 2008 (CCSSE Findings '16, CCSSE Data '16). These scores indicate that the College is making strides in improving student achievement and student learning. The Office of the Vice President for Community Colleges incorporates CCSSE results in its annual report and uses the information when reporting to the Board of Regents on the UHCC system’s progress. The chancellor also shares results with the campus community.

**Analysis and Evaluation**

Assessment takes place at the College through numerous methods to ensure the College is meeting its mission and goals. The College reports these assessments to internal and external stakeholders, which include the Board of Regents, the UHCC system, and the campus community.

**Evidence**

UHCC ARPD Homepage  
CRE Instructions and Template  
JPS CRE 2014-2016  
CRE Webpage  
CCSSE Key Findings 2016  
CCSSE Data 2016

I.B.9.  
*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

**ER 19. Institutional Planning and Evaluation**

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes,*
student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

Integrated Planning and Budgeting Process
Leeward CC has a well-established cycle of evaluation, integrated planning, resource allocation, and implementation. By the 2012 self evaluation report, the process had become overly complex and cumbersome. Faculty and staff felt overburdened by the work required in the Annual Program Review (APR) process, which included a comprehensive review each year. Instructional programs and some support area programs also submitted an ARPD template to the UHCC system website annually. The following section details the implementation, evaluation, and revision of the College’s Integrated Planning and Budgeting process from 2012 to 2017.

Process Revisions
An ad hoc committee was convened in fall 2012 to review the APR process and make recommendations for improvement. A proposed template was created and shared with the leadership group at a mini-retreat in February 2013. Additional feedback was given and the timeline was modified slightly based on the feedback. In April 2013, Campus Council completed a survey on the APR process. This was a repeat of the survey conducted in 2011. Some of the findings included a need to revise the APR template. A new planning process was approved in May 2013 by Campus Council for the following year.

A shorter, annual template was introduced in 2013-2014. This annual report was titled Annual Review and Resource Allocation (ARRA) template. All instructional programs still needed to complete the ARPD template for the UHCC system website. These two annual templates created confusion, and feedback indicated it was still a duplicative process.

In 2014-2015, OPPA decided to use only the Resource Request form from the ARRA template. This form was submitted in conjunction with the ARPD reports submitted to the UHCC system. A new proposal for changing the planning process was approved by Campus Council in May 2015 for the following year. This Integrated Planning and Budgeting process was used in 2015-2016 and 2016-2017. See Overview of Planning Process for templates and process.
In May 2017, Campus Council distributed a survey to program coordinators, unit heads, and division chairs to get feedback on the current Integrated Planning and Budgeting process. This feedback was captured in a short two-page flyer and discussed at the Campus Council meeting in May 2017. There continues to be frustration with the UHCC system site and the late release of data for the ARPDs. It was recommended that the campus reduce reliance on the UHCC system data and identify data that will be more meaningful to the specific programs and units. While the process stays primarily the same, the programs and units will be encouraged to include their own data for the analysis of their program/unit. This discussion was later supported by the decision to convene an ad hoc committee to review the Integrated Planning and Budgeting process.

Current Process
The Integrated Planning and Budgeting process for the year begins with the 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. On August 10, 2017, the leadership retreat was held at the Sullivan Center. The goal of the retreat 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.

Program Review
An overview and timeline of the Integrated Planning and Budgeting process for 2017-2018 is disseminated to the campus in September 2017. Academic programs, educational units, and support areas will receive system data in September and begin the process of analyzing the data. 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 instructional 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. For example, the Learning Resource Center provides content tutoring and writing support each year. In 2016-2017, assessment data indicates demand and efficacy of providing additional tutoring and peer mentoring support. The request for additional funding for student help for a range of student support areas was approved for the 2017-2018 academic year.

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 (academic division chairs and educational unit heads) come together to discuss and prioritize each of their resource request lists into a single Instructional Priorities List. 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 Campus Council for review, discussion, and re-prioritizing, if needed. As part of the process, 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 BOR in the fall of each year. Following approval by the UH BOR, 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 the vice chancellor of academic affairs 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.

**Evolution of the Planning and Budgeting Process Templates**

| 2012-2013 | • Used comprehensive Annual Program Review (APR) template.  
• Created an ad hoc committee to review and make recommendations for improving the planning process.  
• Conducted a survey of the planning process in April 2013.  
• Campus Council approved the revised planning process. |
|---|---|
• Decided to make additional changes based on confusion with ARRA and ARPD templates. |
| 2014-2015 | • Continued to use the Resource Request template combined with the ARPD template.  
• Developed the Comprehensive Review and Evaluation (CRE) template. |
Campus Council approved the revised Integrated Planning and Budgeting process.

2015-2016
- Introduced the revised process including the ARPD template and/or CRE template.
- Continued to use the Resource Request template.

2016-2017
- Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.
- All remaining programs, units, and areas completed the CRE template.

2017-2018
- New cycle of the CRE template to begin.
- Move towards better use of data in the ARPD process with less reliance on UHCC system data.
- An ad hoc committee will review and evaluate the Integrated Planning and Budgeting process.

Long-Range Planning Process
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. For more information about the CRE, see Standard I.B.5.

Campus Perception
According to the 2016 Leeward CC Employee Satisfaction Survey, 92.5 percent of the faculty and staff who responded strongly agreed or agreed that they know the mission, major goals, initiatives, and priorities of the College.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th></th>
<th>Agree</th>
<th></th>
<th>Not sure</th>
<th></th>
<th>Disagree</th>
<th></th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>34.5%</td>
<td>116</td>
<td>58%</td>
<td>11</td>
<td>5.5%</td>
<td>3</td>
<td>1.5%</td>
<td>1</td>
</tr>
</tbody>
</table>

4. I know the mission, major goals, initiatives, and priorities of the College.
In the same survey, 90 percent of the faculty and staff who responded strongly agreed or agreed that the activities of their division, department, or unit tie into the mission, major goals, initiatives, and/or priorities of the College.

5. The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Agree</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Only 60.5 percent of the faculty and staff who responded strongly agreed or agreed that the Integrated Planning and Budgeting process results in improvements of programs and services. Of those surveyed, 34 percent were unsure. Many faculty and staff are not directly connected to a program and would be unsure if there were improvements. For example, an instructor in the AA in Liberal Arts program would not know if the Integrated Planning and Budgeting process led to improvements in the Liberal Arts program due to its large size and distribution over four divisions.

8. The College planning process results in improvement of programs and services.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>87</td>
<td>43.5%</td>
</tr>
<tr>
<td>Not sure</td>
<td>68</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

(Satisfaction Report '16)
At the spring 2017 convocation, the Leadership Excellence program cohort presented the following data trends based on employee satisfaction surveys administered in 2011, 2014, and 2016:

I know the mission, major goals, initiatives, and priorities of the College.

The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.

(Satisfaction Presentation '16)

Analysis and Evaluation

The College has a well-established Integrated Planning and Budgeting process that integrates program review to accomplish its mission and improve institutional effectiveness and academic quality. The program review process is tied to resource requests and allocations. In addition, the College uses the CRE to address long-range needs of the College.

The College will look for ways to better communicate the results of program improvements to the campus.

Evidence

Employee Satisfaction Report 2016
Employee Satisfaction Presentation 2016
I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

The College clearly and accurately describes itself to various stakeholders through its website (Leeward CC). In fall 2016, the Office of Creative Services redesigned the College website to use a responsive template that lends itself to easy browsing on a mobile device. This office also incorporated feedback from students and leveraged usage data to modernize the website.

The College website includes information related to its mission statement, learning outcomes, educational programs, and student support services. An accreditation webpage provides students and the general public with information about the College’s accreditation status with all its accreditors.

The Office of Creative Services also oversees the campus communication system (Comm & PR). This system regularly updates many of the information dissemination channels including the College Catalog, campus bulletin boards, on-campus digital signage system, weekly email bulletin (redesigned in fall 2015 and in Fall 2017), and official College online sites on Facebook, Twitter, YouTube, Instagram, Flickr, and Pinterest (Facebook, Twitter, YouTube, Instagram, Flickr, Pinterest). The Office of Creative Services assures consistency and clarity in communication by providing centralized support for all College communication, graphic design, and marketing services.

The College provides a print or electronic catalog for its constituencies with precise, accurate, and current information. Designated campus members review portions of the College Catalog as needed to confirm accuracy and currency. The College updates corresponding information on the website and in the catalog to ensure consistency and transparency. For more information, see Standard I.C.2.

The iLearn website provides DE support for prospective and current students (iLearn). The website includes interactive orientations and tutorials, links to learning support and student support services, links to procedures and policies related to DE students, and a current listing of all DE courses offered by
semester and instructor including information on textbook and technical requirements (DE Courses). The DE coordinator ensures that the information posted on iLearn is accurate and current.

**Analysis and Evaluation**

The College employs a variety of methods and media to assure the integrity of information it disseminates to its stakeholders related to its mission statement, learning outcomes, educational programs and student support services, including clearly and accurately communicating accreditation status. The most comprehensive dissemination channel is the College website.

**Evidence**

Leeward CC Homepage  
Communication and PR on Intranet  
Leeward CC Facebook Page  
Leeward CC Twitter Page  
Leeward CC YouTube Channel  
Leeward CC Instagram Page  
Leeward CC Flickr Page  
Leeward CC Pinterest Page  
iLearn Homepage  
UH Distance Learning Course Listing Webpage

I.C.2.  
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

**ER 20. Integrity in Communication with the Public**

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

**General Information**

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
· Representation of accredited status with the ACCJC and with programmatic accreditors, if any
· Course, Program, and Degree Offerings
· Student Learning Outcomes for Programs and Degrees
· Academic Calendar and Program Length
· Academic Freedom Statement
· Available Student Financial Aid
· Available Learning Resources
· Names and Degrees of Administrators and Faculty
· Names of Governing Board Members

Requirements
· Admissions
· Student Fees and Other Financial Obligations
· Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students
· Academic Regulations, including Academic Honesty
· Nondiscrimination
· Acceptance of Transfer Credits
· Transcripts
· Grievance and Complaint Procedures
· Sexual Harassment
· Refund of Fees

Locations or Publications Where Other Policies may be Found (Standard I.C.2)

Evidence of Meeting the Standard

Every academic year, the College updates and publishes its College Catalog in hard copies available at the Leeward Bookstore and as a free PDF version on its website (Catalog). The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students.

In alignment with ACCJC’s Eligibility Requirement 20, the College Catalog 2017-2018 is organized as follows:
General Information: The College Catalog 2017-2018 includes the College’s official name, main campus address, telephone number, and website address on page 2; the College’s education center address and telephone number on page 10; its mission statement, core values, and institutional learning outcomes on pages 7-8; its history and accreditation status with ACCJC and programmatic accreditors on page 9; programs of study (degrees and certificates offered including SLOs for programs and degree and program length) on pages 18-104; special programs (such as the Wai’anae Moku center, DE, OCWED) on pages 10-17; description of course offerings on pages 138-194; academic calendar on page 2; academic rights and freedom policy on page 209; student financial aid information on pages 114-121; learning resources on pages 196-200; and the names and degrees of its administrators and faculty including the names of the regents on pages 220-230.

Requirements: In the College Catalog 2017-2018, students can find information on the College’s requirements regarding admissions, student fees and other financial obligations, degrees and certificates, and graduation and transfer. These requirements are clearly listed in the table of contents under the subject headings Admission and Enrollment Services on pages 106-121; Transfer Information on pages 122-125; and Academic Information on pages 126-136.

Major Policies Affecting Students: The following policies can be found in the College Catalog 2017-2018: Academic Dishonesty, Student Conduct Code, Academic Rights and Freedom, Student Academic Grievance Procedures, Discrimination Complaints, Policy on Sex Discrimination and Gender-Based Violence on pages 207-217; Nondiscrimination and Affirmative Action on page 214; Acceptance and Transfer of Credits on pages 122-125; and Refund on page 118. Other student policies can be found on page 118. In addition, transcript fees information can be found on page 115.

Locations or Publications Where Other Policies May Be Found: All student policies can be found on the Policies webpage of the College website and the Services for Students webpage (Policies, Svcs for Students).

The College Catalog contains detailed information on programs, policies, and locations. The approach to maintaining accuracy in the catalog is collaborative and team based. OPPA coordinates catalog revisions. Annually, the catalog revision schedule is based on Faculty Senate’s curricular deadlines, student registration dates, and STAR GPS input requirements.

The catalog revision team includes a wide cross-section of the campus faculty and staff. The revision team is composed of the following:
<table>
<thead>
<tr>
<th>Revision Coordinator</th>
<th>assessment specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Editors</td>
<td>assessment specialist (programs of study and policies) and Banner specialist (course descriptions)</td>
</tr>
<tr>
<td>Revisions and Proofing</td>
<td>division chairs, program coordinators, unit heads, dean of student services, vice chancellor for academic affairs, and Human Resources staff</td>
</tr>
<tr>
<td>Production</td>
<td>Creative Services (marketing and graphics)</td>
</tr>
</tbody>
</table>

The *College Catalog* describes different modes of delivering course materials: televised courses, two-way interactive video courses, and internet courses. In its discussion, the catalog explains how DE courses are different from traditional, face-to-face courses.

**Analysis and Evaluation**

Every academic year, the College provides information on its enrollment requirements, policies, and procedures in print and online catalog editions in order to meet expectations for continuing and new students. The *College Catalog* provides information for students to learn more about DE opportunities.

**Evidence**

*College Catalog 2017-2018*
*Policies Webpage*
*Services for Students Webpage*

I.C.3.  
*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.* (ER 19)

*ER 19. Institutional Planning and Evaluation*
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

The College develops learning outcomes for courses, programs, certificates, and degrees, which are vetted and approved by the Curriculum Committee. Once reviewed and approved, SLOs are housed in an online database, Kuali Student Curriculum Management. PLOs for programs, certificates, and degrees are published in the College Catalog where students and the general public can see them. The catalog is provided in an electronic format available to the public on the College website (Catalog).

The College also provides access to the program review documents by posting them publicly on the website. Program review includes quantitative and qualitative data including program learning outcome assessment results. The ARPD template also provides an evaluation of the program quality and recommendations for improvement.

All course syllabi include course learning outcomes. The instructor makes syllabi available to students at the beginning of each term, and a copy is also on file at related division offices. The College recognizes that learning outcome creation and assessment are ongoing processes and, therefore, continually reviews learning outcomes to ensure quality.

The College uses Tk20 software to collect and analyze assessment information. OPPA manages Tk20 by assisting users, uploading course and faculty data, developing reports and new functionalities, and offering training sessions (OPPA, Email on Training). Program coordinators extract and summarize data from Tk20 to demonstrate student PLO attainment. The College uses assessment results in the annual Integrated Planning and Budgeting process.
Analysis and Evaluation

The College documents student assessment and achievement data as part of its culture of continuous assessment. The College is able to generate reports that are shared with various constituencies, including online databases that are publically accessible.

Evidence

*College Catalog 2017-2018*
*OPPA Webpage*
*Email on Tk20 Training 8-17-17*

I.C.4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

The College offers three types of degrees: an Associate in Arts (AA), an Associate in Science (AS), and an Associate in Applied Sciences (AAS). These degrees are listed in the *College Catalog 2017-2018* on pages 20-30 (*Catalog*). In addition, the College website lists the degrees and certificates that students can receive through DE, which include the AA degree (*Online Degrees & Certs*).

For all degrees, students must complete a set number of the general education courses as well as four foundation courses and five focus courses, which are additional graduation requirements. The *College Catalog* lists an explanation of the general education requirements on pages 22-29.

The College expects graduating students to meet seven general education outcomes. Below are the seven outcomes with brief descriptions (*Catalog*, pp. 22-23).

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Make critical judgments and apply critical reasons to address challenges and solve problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology and Information Literacy</td>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning</strong></td>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Use writing to discover, develop, and communicate ideas appropriately.</td>
</tr>
<tr>
<td><strong>Arts, Humanities, and Sciences</strong></td>
<td>Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</td>
</tr>
<tr>
<td><strong>Cultural Diversity and Civics</strong></td>
<td>Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</td>
</tr>
</tbody>
</table>

The College offers three types of certificates: certificate of achievement, certificate of competence, and academic subject certificate. The *College Catalog* lists the description of these certificates on page 21. The catalog contains information on the 25 certificates offered, including a description of the program of study, PLOs, and the number of courses needed to receive a certificate; this information is on pages 32-102 of the catalog.

The College’s Policy on Curriculum Review and Revision requires that all syllabi must include the following:

- Course alpha and number designation, title, credits, prerequisites, most recent catalog course description, and SLOs
- Instructor information: name, office location, office hours, phone number, and email address
- Course information: course record number, classroom location, course meeting days and times, and a list of required textbooks and supplies.
- Grading policy
- Academic dishonesty policy (*L5.201*)
Division chairs and discipline/program coordinators ensure that all course syllabi have SLOs and other pertinent information.

The College's Policy on Curriculum Review and Revision requires that each division review its courses every five years. Faculty Senate reviewed this College policy in spring 2017.

**Analysis and Evaluation**

The *College Catalog* and College website explain all degree and certificate information in terms of requirements including PLOs. In addition, division chairs and discipline/program coordinators ensure that all course syllabi have SLOs and other pertinent information.

**Evidence**

*College Catalog 2017-2018*

*Online Degrees and Certificate Programs Webpage*

*L5.201 Policy on Curriculum Review and Revision*

**I.C.5.**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

**Evidence of Meeting the Standard**

The College's Policy on the Policy Development Process provides direction for developing and maintaining College policies (*L1.101*). Governance groups and administration regularly review and evaluate these policies and procedures, which is discussed in more detail in Standard I.B.7. Faculty Senate and Campus Council review institutional policies and procedures to assure that the College continuously evaluates its policies. The Office of Creative Services regularly reviews publications according to recommendations of campus committees and representatives responsible for programs and services. The College regularly reviews and updates its website to assure integrity, consistency, and transparency.
Analysis and Evaluation

The College regularly reviews institutional policies, procedures, and publications to assure accuracy and integrity of programs and services with alignment to its mission.

Evidence

L5.101 Policy on the Policy Development Process

I.C.6.
The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College Catalog 2017-2018 publishes student fees and costs on pages 112-117 (Catalog). It lists the tuition and associated enrollment fees in an easy-to-read table with the following categories: resident, non-resident, and non-resident Pacific Island jurisdiction. The catalog highlights other costs such as late registration fee, transcript fee, and installment payment plan fee.

The menu on the top right side of the College’s homepage lists five topics that students can click on for more information: Program of Study, How to Apply, Paying for College, Services for Students, and Catalog and Courses. Financial information such as tuition can be found by selecting Paying for College or Services for Students (Leeeward CC, Paying for College, Svcs for Students, Tuition & Fees).

The Tuition and Fees and What You’ll Save webpages inform current and prospective students of required textbook and instructional material costs (Tuition & Fees, What You’ll Save). In addition, the online Leeward Bookstore allows students to compare prices on course materials (Bookstore).

Analysis and Evaluation

The College provides accurate information to current and prospective students on the cost of education including tuition, textbooks, and other institutional materials through its catalog and on its website.
Evidence

College Catalog 2017-2018
Leeward CC Homepage
Paying for College Webpage
Services for Students Webpage
Tuition and Fees Webpage
What You’ll Save Webpage
Leeward Bookstore Homepage

I.C.7.
In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

ER 13. Academic Freedom
The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Evidence of Meeting the Standard

According to the College Catalog 2017-2018, “Leeward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable” (Catalog, p. 209).

On the Office of the Vice President for Community Colleges website is the UHCC Statement on Professional Ethics (Faculty) policy that outlines the academic freedom and responsibility for faculty (UHCCP # 5.211).

Article IX of the Agreement between the University of Hawai‘i Professional Assembly and the UH Board of Regents protects academic freedom for faculty (Agreement, Article IX).
As part of a state public university system, the College does not seek to instill specific beliefs or worldviews on its students. The College’s mission statement found in the College Catalog clearly delineates the school’s focus and areas of emphasis. In addition, the College Catalog contains the academic rights and freedoms of students.

Analysis and Evaluation

The College is committed to fostering a campus environment in which students and faculty are supported in the free pursuit of and dissemination of knowledge. The College provides clear policies on academic freedom and responsibility.

Evidence

College Catalog 2017-2018, Academic Rights and Freedoms of Students, p. 209
UHCCP # 5.211 Statement on Professional Ethics (Faculty)
2015-2017 UHPA-BOR Agreement, Article IX
Article IX Academic Freedom Webpage

I.C.8.
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College’s Student Conduct Code and Student Conduct Code Procedures are based on the UH Systemwide Student Conduct Code executive policy (Conduct Code, Conduct Code Procedures, EP 7.208). The policy discusses academic honesty as well as student behavior such as class disruptions and conduct that is threatening or infringing on the rights of other members of the academic community whether on or off campus.

The College website includes the Student Conduct Code in two different documents on the Policies webpage: Student Conduct Code and Student Conduct Code Procedures. In the College Catalog 2017-2018, the Student Conduct Code can be found on page 207. The catalog presents the full policies on pages 207-218. Some of the policies included in the Student Conduct Code include academic probation and suspension, sex discrimination and gender-based violence, and academic rights and freedom (Policies, Catalog).
When policies exist at the UH System level and the UHCC system level, the College does not duplicate that policy on its Policies webpage but rather refers to the system policy. The UHCC Statement on Professional Ethics (Faculty) policy guides the behavior and responsibilities of the faculty regarding academic honesty and integrity. The primary responsibility of faculty is the intellectual honesty in which they approach their studied field. As teachers, they must encourage “the free pursuit of learning” for their students (UHCCP # 5.211).

The UH Administrative Rules, Title 20, Chapter 2, Statement on Rights and Responsibilities of the University of Hawai‘i Community guides the UHCC Statement on Professional Ethics (Faculty) policy, which is based within the context of the Hawai‘i Revised Statutes (HAR 20-2).

Page 32 of the Faculty and Staff FYI Guidebook 2012 reminds faculty of their rights of academic freedom and their responsibilities as educators. Excerpts are from the agreement between the University of Hawai‘i Professional Assembly (UHPA) and the Board of Regents (Guidebook).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the College’s certification of its compliance with the ACCJC Policy on Distance Education and Correspondence Education.

**Analysis and Evaluation**

The College publishes in its catalog and on pertinent College and University websites the policies and regulations that guide both faculty and student behaviors and responsibilities that promote academic integrity and honesty.

**Evidence**

Student Conduct Code Webpage  
Student Conduct Code Procedures Webpage  
EP 7.208 Systemwide Student Conduct Code  
Policies Webpage  
*College Catalog 2017-2018*  
UHCCP # 5.211 Statement on Professional Ethics (Faculty)  
HAR 20-2 Statement on Rights and Responsibilities of the UH Community  
*Faculty and Staff FYI Guidebook 2012*
I.C.9.
*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

**Evidence of Meeting the Standard**

The UHCC Statement on Professional Ethics (Faculty) policy, adopted from the American Association of University Professors’ statement on professional ethics, outlines academic freedom and responsibility for faculty ([UHCCP # 5.211, AAUP Statement](http://example.com)). The policy informs faculty on their responsibility to be above all else effective teachers and scholars.

The Faculty Senate Curriculum Committee reviews learning outcomes to ensure that the outcomes are free from personal conviction and contain professionally accepted views. The College requires that each course follow a formal five-year curriculum review and revision process. The process allows for widespread dialog to ensure courses meet content requirements while allowing academic freedom through Article IX of the *Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i*, which allows faculty flexibility to present content in a fair and objective manner ([Article IX](http://example.com)).

**Analysis and Evaluation**

The College faculty are aware of their role in the learning process and are able to distinguish between personal conviction and professionally accepted views in a discipline.

**Evidence**

- [UHCCP # 5.211 Statement on Professional Ethics (Faculty)](http://example.com)
- [AAUP Statement on Professional Ethics Webpage](http://example.com)
- [Article IX Academic Freedom UHPA Webpage](http://example.com)

I.C.10.
*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*
Evidence of Meeting the Standard

The College requires that faculty, staff, students, and administrators adhere to specific codes of conduct. See Standard I.C.8 for discussion and evidence presented on the codes of conduct.

As a publicly-funded institution within the state’s ten-campus public higher educational system, the College does not promote specific worldviews in accordance with state law.

The UH Administrative Rules, Title 20, Chapter 2, Statement on Rights and Responsibilities of the University of Hawai‘i Community provides the College with guidance on codes of conduct. It states that no member of the academic community may interfere with another person’s convictions or academic freedom. More specifically, this statement clarifies that “a member of the academic community may not behave toward another member, even in the name of personal convictions or rights to academic freedom, in a manner denying or interfering with another member’s expression of convictions, right to academic freedom or the performance of legitimate duties or functions” (HAR 20-2).

Analysis and Evaluation

The College is a public, open-access institution following state laws and UH System policies that cover codes of conduct for its employees as well as for students. As a public state-funded institution, the College does not prescribe specific beliefs or world views.

Evidence

HAR 20-2 Statement on Rights and Responsibilities of the UH Community, §20-2-2, 1

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
Evidence of Meeting the Standard

The College operates a main campus in Pearl City, Hawai‘i, and an education center in Ma‘ili, Hawai‘i. The College does not operate in foreign locations and has not requested authorization from ACCJC to operate in foreign locations.

Analysis and Evaluation

The College does not operate in foreign locations.

I.C.12. 
The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

ER 21. Integrity in Relations with the Accrediting Commission
The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Evidence of Meeting the Standard

In the College Catalog 2017-2018, the College identifies the Accrediting Commission for Community and Junior Colleges (ACCJC) as the accrediting organization overseeing the College’s compliance with Eligibility Requirements, Accreditation Standards, and Commission policies (Catalog, p. 9).

The College website carefully details its relationship and recent history with ACCJC and its efforts to maintain its accreditation standing. The Accreditation webpage on the College website demonstrates that it meets ACCJC’s reporting deadlines.
The College published its past institutional self evaluation report on its website in order to inform the public of its good standing (Accreditation).

**Analysis and Evaluation**

The College publishes on its website clear and accurate information regarding educational quality and effectiveness for public review. In addition, the College responds in a timely manner to all requirements set by ACCJC.

**Evidence**

*College Catalog 2017-2018*, Accreditation, p. 9  
*Accreditation Webpage*

**I.C.13.**  
*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

**ER 21. Integrity in Relations with the Accrediting Commission**  
The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

**Evidence of Meeting the Standard**

The About Leeward webpage of the College website lists the four programs that hold external accreditation:

- The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.
- The Culinary Arts program is accredited by the American Culinary Federation Foundation Accrediting Commission.
The Health Information Technology program received its initial accreditation in May 2017 by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).

The Teacher Education: Alternative Certification for Career and Technical Education program received its initial accreditation in November 2015 by the Council for the Accreditation of Educator Preparation. (About Leeward).

The College complies with regulations and statutes communicating any changes in its accredited status to stakeholders. The current accreditation status of the College is shared publically via the College website (Accreditation).

Analysis and Evaluation

The College complies with ACCJC Accreditation Standards, policies, and guidelines. In addition, the College maintains healthy relationships, demonstrating honesty and integrity with external agencies.

Evidence

About Leeward Webpage
Accreditation Webpage

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College has developed policies and practices that ensure high quality education for all students who enroll in the College and supports their objectives to be successful in learning and reaching their academic goals.

Additionally, the UHCC Statement on Professional Ethics (Faculty) policy supports a high-quality educational experience where faculty and students can freely exchange ideas, which creates an intellectual space for student learning and achievement (UHCCP # 5.211).

The Strategic Plan 2015-2021 puts the College mission into actionable goals such as increasing graduation rates, focusing on targeted student population,
preparing students for the workforce, teaching students about sustainability, and providing a smooth transition from high school through college and into a four-year institution of higher education (Strategic Plan).

The program review process guides the decisions to distribute and allocate annual funds to different programs and proposals. The College mission guides the financial decision-making for all campus projects including the use of external contributions and support of financial interests.

**Analysis and Evaluation**

The College places its educational responsibility above all other objectives, including external contributions and financial interests to enhance the College mission.

**Evidence**

UHCCP # 5.211 Statement on Professional Ethics (Faculty)
Strategic Plan 2015-2021
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs
II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and transfer culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

ER 9. Educational Programs
The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Evidence of Meeting the Standard

Leeward CC’s instructional programs are offered in fields of study consistent with the College mission to provide high-quality liberal arts and transfer programs and career and technical education (CTE) programs.

Leeward CC is a liberal arts college with strong transfer programs that align with the programs at the University of Hawai‘i (UH) four-year institutions. In fall 2016, 74.1 percent of the degrees and certificates were awarded for transfer degrees. The remaining 25.9 percent of degrees and certificates awarded were for CTE
programs, which may include a transfer option but are intended to lead to employment in the workforce (Degrees & Certs Data).

The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence (Catalog). The College also offers pre-collegiate curriculum (See Standard II.A.4) and non-credit courses for workforce development, continuing education, and personal enrichment (OCEWD Workforce Dev't). All programs are appropriate for higher education and culminate in the attainment of defined program learning outcomes.

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. The College also has an education center on the Waiʻanae coast, Leeward Community College - Waiʻanae Moku, to serve the local community. 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.

**Student Achievement Data**

The College uses data on enrollment, graduation, transfers, and other factors to track and analyze student progress and completion.

### Degrees and Certificates Awarded

An average of 53.6 percent of graduates receive general, pre-professional, or transfer degrees, and 46.4 percent receive degrees or certificates in CTE (Degrees & Certs Data).

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>1579</td>
<td>1396</td>
<td>1568</td>
<td>--</td>
</tr>
<tr>
<td>General and Pre-Prof Ed</td>
<td>854</td>
<td>78.3%</td>
<td>755</td>
<td>75.5%</td>
</tr>
<tr>
<td>Career and Tech Ed</td>
<td>236</td>
<td>21.7%</td>
<td>245</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

**Transfers**

Approximately 14 percent of Leeward students transfer into a UH four-year campus (Fact Sheets).
### Table of Transfers into UH Four-Year Campuses Spring 2013 - Spring 2017

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>#students</td>
<td>%</td>
<td>#students</td>
<td>%</td>
<td>#students</td>
<td>%</td>
</tr>
<tr>
<td>359</td>
<td>78.1%</td>
<td>364</td>
<td>80.5%</td>
<td>390</td>
<td>82.1%</td>
</tr>
<tr>
<td>370</td>
<td>78.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employment**

The Job Prep Services office offers job placement assistance to all Leeward students and graduates ([JPS](#)). These services include resume assistance, interview preparation, employment strategies, and labor market information.

**Distance Education**

Below are tables of disaggregated student achievement data of DE courses and face-to-face courses ([DE Data](#)).

#### Course Completion Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>93%</td>
<td>93%</td>
<td>--</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>95%</td>
<td>94%</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Successful Completion Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>74%</td>
<td>74%</td>
<td>--</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>73%</td>
<td>74%</td>
<td>--</td>
</tr>
</tbody>
</table>

**Assessment**

All courses have measurable student learning outcomes (SLOs) that the College uses to assess student achievement. The same course learning outcomes (CLOs) are used for all courses regardless of delivery method. The College assesses program learning outcomes (PLOs) through various methods. These include but are not limited to capstone projects, student portfolios, or alignment with course assessment data. For more discussion on SLOs, see Standard I.B.2.

**Program Review**

The College regularly assesses programs for mission alignment, currency, and student achievement through its program review process. The College uses the Annual Report of Program Data (ARPD) to analyze the demand, efficiency,
effectiveness, and outcomes of each academic program, educational unit, and support area. The College uses the results to plan improvements and prioritize resource requests. For more discussion on program review, see Standard I.B.5.

Analysis and Evaluation

Acknowledging its mission, the College offers a variety of degrees and certificates in modalities responsive to students’ needs, which result in attainment of SLOs and achievement at the course and program levels and academic and career success.

Evidence

Assoc Degrees, CAs, COs Awarded
College Catalog 2017-2018
OCEWD Workforce Development Webpage
Online Degrees and Certificate Programs Webpage
Distance Learning Programs Offered at UH Webpage
Fact Sheets 2013-2017, Sheet 3
Job Prep Services Webpage
DE Student Data 2011-2015

II.A.2.
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty ensure that the quality of courses, regardless of delivery mode, adheres to the College’s Policy on Curriculum Review and Revision (L5.201). Faculty also follow the process approved by the Faculty Senate Curriculum Committee for course and program proposal, review, and modification (Curr Cmte, Curr Cmte Approval Process). This process is conducted via Kuali Student Curriculum Management (KSCM), which is an online curriculum management system that houses all approved course and program outlines.
In KSCM, course outline requirements include learning outcomes and a discussion of how course content is appropriate, relevant, and covered in sufficient depth as well as how it reflects current theory and practice in the content area (KSCM). All CLOs must connect to PLOs, the College mission, and course objectives.

The College’s Policy on Curriculum Review and Revision and Policy on Annual Program Review require faculty to regularly review all curriculum (L5.201, L5.202). The ARPD is a systematic review process of evaluation that is completed by each academic program and educational unit. The program review process includes the assessment of CLOs and PLOs as well as an analysis of demand, efficiency, effectiveness, and course and program completion data. The program review process drives program improvements and institutional planning. For a detailed discussion on the program review process, see Standard I.B.5.

**Systematic Evaluation**

In order for a course or program to be created, modified, or deleted, it must be approved by the division faculty, division chair, Curriculum Committee, Faculty Senate, instructional dean, and the vice chancellor for academic affairs. The Curriculum Committee, a standing committee of Faculty Senate, serves as a voice for the faculty on all matters relating to curriculum. This committee also supports and assists faculty members in the review or development of existing or new approaches to instruction and cross-discipline articulation.

There are six steps in the College’s curriculum approval process.

**Step 1:** Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with discipline faculty and advisory boards. Once a curriculum change is identified, the faculty proposer enters the new or modified curriculum proposal into KSCM.

**Step 2:** The proposal is reviewed and approved by all faculty within the division. Once approved, the division chair submits the proposal for review by the Curriculum Committee.

**Step 3:** The Curriculum Committee assigns the proposal to a subcommittee for a thorough review. If needed, suggested changes are made to the proposer to consider and update as necessary. Once the proposal is updated, it is voted on by the full Curriculum Committee membership.
Step 4: Once the Curriculum Committee approves a proposal, it is reviewed by Faculty Senate. At this time, additional changes may be requested or the proposal is approved.

Step 5: Proposals approved by Faculty Senate are forwarded to the appropriate instructional dean for review and approval.

Step 6: The final review and approval is performed by the vice chancellor for academic affairs. When the final approval is received, the new or revised curriculum change is published in the next catalog.

At any step in the process, the proposal can be denied and returned to the proposer for further updates and changes.

Courses that are delivered in a DE format follow the same curriculum review and revision procedure as courses delivered face-to-face, and in most cases, courses are delivered in both delivery modes. All faculty members interested in teaching in a DE format are encouraged to attend training for Laulima, the UH secure course management system. Additional training classes are offered through the Educational Media Center on effective online instructional design and online facilitation. See Standard III.A.14 for more detailed information on professional development opportunities for faculty teaching through DE. Leeward CC - Wai’anae Moku offers courses that are approved by the process noted above.

In addition to traditional credit programs, the College offers non-credit courses and programs in the Office of Continuing Education and Workforce Development (OCEWD), the Office of International Programs, and the English Language Institute.

OCEWD is part of Leeward Community College's educational mission to enhance quality of life and strengthen economic stability and growth by providing lifelong development and personal enrichment. OCEWD provides a variety of continuing education programs, public service, consulting services, and cultural programs. Programs support human resource and economic development, job training, and classes for small and large businesses and aspiring entrepreneurs. These courses and programs are evaluated regularly in order to ensure they are meeting the needs of the community.

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. Courses to be offered are developed through the Office of International Programs and are selected through faculty involvement and interest in working to develop an abroad experience for students. The host institution abroad is selected for location and ability to provide course delivery consistent with the College’s CLOs for the selected course as the first criteria. The division offering the course assesses the actual course content and CLOs in the program review process. The other components of the program, such as services, location, and housing, are evaluated through site visits by faculty and through student evaluations conducted at the end of the program.

The English Language Institute (ELI) provides academic preparation in English for international students. ELI courses are offered through the Language Arts Division. Although they are non-credit, the courses were developed by faculty, approved through the Curriculum Committee process for new course approval, and are regularly assessed.

**Analysis and Evaluation**

The College’s faculty continually work to impact student success by enhancing the rigor and relevance of courses, programs, and services through evaluation and assessment.

**Evidence**

L5.201 Policy on Curriculum Review and Revision
Curriculum Committee Homepage
Course Outline and Program Proposal Approval Process Webpage
KSCM Login Page, Section 4.1, Course Content
L5.202 Policy on Annual Program Review

**II.A.3.**
*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*
Evidence of Meeting the Standard

Learning Outcomes
The College established its Policy on Assessment, which requires regular and systematic assessment of outcomes for all areas of the College, including the establishment of appropriate SLOs and other outcome measures, the administration of assessment tools, the analysis of results, and the use of such results to inform and improve instructional practices and institutional effectiveness (L5.210).

The College's Policy on Curriculum Review and Revision requires each division to ensure that all disciplines review and assess their courses at least once in a five-year cycle (L5.201). This review must include an assessment of CLOs. If a course requires modification, it is revised and submitted for discussion and approval using the process outlined above.

As of March 31, 2017, the overall percentage of courses assessed is 87 percent, which exceeds the College's goal of 80 percent. The following table contains the percentage of courses that have been assessed for the seven instructional divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses</th>
<th>Number of Courses Assessed</th>
<th>Percentage of Courses Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>79</td>
<td>74</td>
<td>93.7%</td>
</tr>
<tr>
<td>Business</td>
<td>50</td>
<td>37</td>
<td>74.0%</td>
</tr>
<tr>
<td>Counseling</td>
<td>5</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>68</td>
<td>58</td>
<td>85.3%</td>
</tr>
<tr>
<td>Mathematics and Natural Sciences</td>
<td>120</td>
<td>115</td>
<td>95.8%</td>
</tr>
<tr>
<td>Professional Arts and Technology</td>
<td>61</td>
<td>47</td>
<td>77.0%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>60</td>
<td>55</td>
<td>91.7%</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>386</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

The College conducts program reviews annually via the ARPD, which analyzes student attainment of PLOs as well as other factors such as demand, efficiency,
effectiveness, and degree and/or certificate completion. For a detailed discussion of the ARPD process and assessment of PLOs, see Standard I.B.5 and I.B.2.

Every four years, each academic program, educational unit, and support area is required to complete a Comprehensive Review and Evaluation (CRE). During the year that a CRE is required, an ARPD is not required since elements of the ARPD are included in the CRE. For more information about the CRE, see Standard I.B.4.

Assessment of the AA in Liberal Arts Degree
In 2016, the College completed a CRE for the AA in Liberal Arts degree, which assessed the general education learning outcomes (GELOs) (AA Liberal Arts CRE). The AA degree program review coordinator, with assistance from the AA Degree Program Review Task Force, submitted a report that provided information about the task force's assessment of three GELOs (AA Liberal Arts Report).

Results of the AA degree assessment are indicated in the graph below, which shows the percentage of students meeting or exceeding proficiency in each of the three GELOs.

![Graph showing percentage of students meeting or exceeding proficiency in three GELOs.]

These results indicate that there is an overall need for improvement. Specific areas that need improvement are developing a perspective on an issue or problem, developing and gathering appropriate content and credible sources, and analyzing and evaluating an issue or problem.
To ensure on-going assessment of the GELOs of the AA in Liberal Arts degree, the AA Degree Program Review Task Force presented the following recommendations to Faculty Senate:

- Convene writing-intensive instructors who participated in the study to review the results, discuss different strategies to make improvements, select and implement a strategy, and re-assess student learning in written communication and critical thinking to see if results improved.
- Identify courses in the AA degree program that address aspects of culture and cultural diversity and where students practice and develop this outcome. Locate better assignments or student work to measure cultural diversity because the sample size to measure cultural diversity was lower than expected.

In fall 2017, the AA degree program review coordinator will lead a task force to revise and/or assessment strategies on the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences (ODAS Remarks F17).

**Course Syllabi**
According to the Policy on Curriculum Review and Revision, all course syllabi, regardless of delivery mode, must include standardized and approved elements such as course title, description, learning outcomes, instructor contact information, course number, location, times, and relevant policies (L5.201).

Discipline and program coordinators and division chairs review syllabi for compliance with course outline requirements. All instructors are expected to include approved SLOs and provide syllabi to all students in their courses. Additionally, the vice chancellor for academic affairs reminds faculty at the beginning of each semester of the required syllabi content and the need to disseminate syllabi to students (Email on Syllabi, Syllabi Statements).

**Analysis and Evaluation**

The College effectively communicates SLOs via course outlines and syllabi and engages in continual discussion and assessment to determine achievement of learning objectives at the course and program levels.
Evidence

L5.210 Policy on Assessment
L5.201 Policy on Curriculum Review and Revision
AA Liberal Arts CRE 2014-2016
AA Liberal Arts Degree Report
ODAS Convocation Remarks Fall 2017 Webpage
VCAA Email on Syllabi
Course Syllabi Statements

II.A.4.
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum and distinguishes that curriculum from college-level curriculum. Pre-collegiate courses include foundational courses in math and English and are numbered below 100. College-level credit courses are numbered from 100-299. The College Catalog provides a complete listing of courses, programs, and certificates currently offered as well as programs of study and course descriptions. The catalog includes both college-level as well as pre-collegiate courses (Catalog).

Acceleration Initiative

As part of the Acceleration Initiative, the College has accelerated learning tracks in math and English. These tracks are designed to move students into college-level courses by enrolling them in pre-collegiate and college-level courses concurrently. The College Catalog provides descriptions of the available tracks (Catalog, pp. 130-131). These efforts are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence.

The University of Hawai'i Community Colleges (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 Strategic Plan 2015-2021 (Strategic Directions, UHCCP # 5.213, Strategic Plan). For more discussion on this system initiative, see Standard I.B.6.
Math and English faculty from each of the seven UHCC campuses participated in discussions in summer 2015 (Executive Summary). These discussions resulted in agreements for course content and course numbering. In addition, the system formed an ad hoc committee for grading options to determine the appropriate grading options for co-requisite courses for math and English (Memo on Grading Options). Math and English disciplines implemented these system agreements by offering an appropriate number of course sections to meet the anticipated student demand. Additionally, developmental math and English faculty regularly collaborate to discuss curricula and frequently provide and participate in professional development to ensure responsiveness to student needs.

**Math Tracks**
The College has streamlined its developmental math sequence to align with the UHCC Time to Degree: Co-Requisite policy. The following chart illustrates the sequence of developmental math courses that lead to technical or transfer-level courses that fulfill program or core requirements.
The developmental math program is evaluated each year through the ARPD. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program’s efficiency is “healthy” while the effectiveness is “unhealthy” (Dev Math ARPD). Although the program did not meet all the UHCC system benchmarks, persistence and success rates from one level below college level to college level showed an increase from the previous year. With the shortened course sequence and math pathways, which were fully implemented in fall 2016, the developmental math program expects a more significant increase in persistence and success rates.
In addition, since 2012 all CLOs for each developmental math course have been assessed. The grading policy for each developmental math course requires that a student demonstrate proficiency in all CLOs in order to earn credit for the course. The overall results show that developmental math students have demonstrated acceptable levels of mastery of each CLO.

**English Tracks**
Accelerated developmental English (ENG) courses at the College give students the opportunity to learn and gain integrated reading and writing skills necessary for college-level ENG 100 in one year or less.

The accelerated course options include the following:

1. ENG 24, Reading, Reasoning, and Writing. After passing ENG 24 with a C or higher, students can advance to ENG 100.
2. ENG 22 and ENG 100 paired. The Accelerated Learning Program (ALP) pairs two writing courses, ENG 22 and ENG 100. The first class hour is ENG 100, college-level composition. The second hour, ENG 22, provides selected students with support for the writing skills needed to successfully pass ENG 100. Each semester, ALP instructors engage in assessment of specific CLOs to assess ENG 22 ALP courses. ALP students’ pre- and post-writings are assessed and changes to curriculum are discussed.
3. During the last two summers, ALP instructors designed and executed two in-house workshops to address curricular and non-cognitive issues. Monthly meetings support collaboration and decision-making about ENG 22 ALP.
4. Five ALP instructors attended the Conference on Acceleration in Developmental Education in July 2017 as part of their ongoing training.

As the tables below demonstrate, pre-collegiate level ENG courses are aligned with college-level curriculum in agreed upon CLOs.

<table>
<thead>
<tr>
<th>ENG 24/24C</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and apply text(s) to logically support an argument.</td>
<td></td>
</tr>
<tr>
<td>Write a structured academic essay.</td>
<td></td>
</tr>
<tr>
<td>Evaluate sources and integrate appropriate source material into own argument.</td>
<td></td>
</tr>
<tr>
<td><strong>ENG 22 ALP</strong></td>
<td><strong>CLOs</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>CLOs</strong></td>
<td>(CLOs will be updated in fall 2017.)</td>
</tr>
<tr>
<td>Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.</td>
<td></td>
</tr>
<tr>
<td>Write compositions that have a main point and supporting ideas developed with specific and logically organized details.</td>
<td></td>
</tr>
<tr>
<td>Incorporate appropriate source material.</td>
<td></td>
</tr>
<tr>
<td>Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective use of study skills and college success strategies such as active reading, note taking, time management, and utilization of college resources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENG 100</strong></th>
<th><strong>CLOs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLOs</strong></td>
<td></td>
</tr>
<tr>
<td>Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.</td>
<td></td>
</tr>
<tr>
<td>Write compositions, including an in-class essay on an assigned topic, that are appropriate to a particular audience and purpose. Texts will have a main point and supporting ideas developed with specific and logically organized details.</td>
<td></td>
</tr>
</tbody>
</table>
Compose complex and well-reasoned texts that incorporate source material appropriately.

Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.

Demonstrate effective use of study skills and college success strategies.

The following chart illustrates the sequence of developmental ENG courses.

Results of Acceleration Initiative
As stated earlier, the goal of the Strategic Plan 2015-2021 and UHCC Strategic Directions 2015-2021 is to increase college-level math and English completion rates. Results of the fall 2016 cohort are very positive. The four tables below show a comparison between the fall 2013 cohort and the fall 2016 cohort who placed either one level below or more than one level below college level and completed college-level math and English (Placement Data).

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.
The English Language Institute (ELI) offers English language training for international students who need academic English preparation for college-level coursework and study (ELI). The Language Arts Division offers ELI courses, and ELI faculty conduct course assessment and report results through the ARPD process. ELI faculty conduct a student survey for each student exiting the ELI and use the data to analyze and improve services. Faculty also analyze the persistence and completion rates of ELI students as well as the success rate of students exiting the ELI program and entering the degree program until their graduation and/or transfer.
Support Services for Students in Pre-Collegiate Courses
The College provides a variety of support services for students in pre-collegiate courses. Student support services include dedicated developmental education counselors for math and English. The Writing Center provides in-person, online, and phone access to writing consultants about writing assignments, reading skills, and other college success skills. The Math Lab provides in-person tutoring in both pre-collegiate and college-level math courses. In-person instructor tutoring is available in developmental math courses and college math track courses using the emporium model. A dedicated computer classroom is available for developmental English courses. Additionally, the ELI program and the English as a Second Language (ESL) program provides support for students who are non-native English speakers.

Analysis and Evaluation
Committed to open access and student success, the College recognizes the diverse needs of its student population by offering developmental education curricula that promotes acceleration to and preparation for college-level courses.

Evidence

College Catalog 2017-2018, Developmental Education, pp. 130-131
UHCC Strategic Directions 2015-2021
UHCCP # 5.213 Time to Degree: Co-Requisite
Strategic Plan 2015-2021
Math Acceleration Executive Summary
Memo on SSC Grading Options
Developmental Math ARPD 2016
New Methods for Placement Fall 2016 Data
English Language Institute Webpage

II.A.5.
The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
ER 12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard

The College's Policy on Curriculum Review and Revision requires that every course is reviewed at least once every five years. The policy requires each discipline to review its own courses “ensuring accuracy of core outlines and their academic rigor, integrity and currency; and continued articulation of courses in the UHCC system, should that be the case” (L5.201). Faculty in the appropriate discipline undertake this review, at which time they are required to address specific questions on breadth, depth, rigor, and sequencing. These questions appear in KSCM in field 1 (addressing breadth and depth), field 3 (addressing rigor), and field 4 (addressing sequencing) (Breadth & Depth, Rigor, Sequencing).

To ensure that courses are sequenced appropriately, guidelines require in the absence of prerequisites that the proposer provide evidence that the skills learned earlier in the course are reinforced and enhanced by later activities (Sequencing).

For program curriculum, to ensure that courses are completed in a timely manner as part of a program, the curriculum review process asks the proposer of a program to respond to field 3.3, which requires a listing of all courses and credits within the program (Program Curriculum Plan).

To ensure that a program demonstrates a synthesis of learning, the proposer answers program field 2.1, which lists the SLOs of the program being modified or proposed (PLOs).

A DE course follows the same curriculum review procedures as a face-to-face course but requires additional evidence to demonstrate that the course maintains rigor and breadth, pedagogical development, and technology integration through
electronic delivery. The proposer must state the methods used to ensure timely and effective interaction between faculty and student(s) and student to student. The proposer also must state the technological skills students will need, the academic support and technology training the instructor will need, and the means upon which technology will be integrated and used in the course (DE Field 1, DE Field 2, DE Field 3).

After the proposer has provided supporting evidence that the course or program demonstrates breadth, depth, rigor, sequencing, time to completion, and learning outcomes, the Curriculum Committee reviews the course or program at its monthly meeting. During this meeting, members discuss the evidence provided by the proposer to evaluate whether the course or program represents high-quality and appropriate instruction as determined by the curriculum review guidelines. If the Curriculum Committee requires revisions, it sends the proposal back to the proposer who makes the modifications necessary for approval. The Curriculum Committee sends approved proposals to Faculty Senate, who reviews and discusses the proposals for further approval.

All degrees require a minimum of 60 semester credits. Degree programs and program requirements are published in the College Catalog (Catalog, pp. 20-21).

**Analysis and Evaluation**

In keeping with established standards for post-secondary institutions, the College offers pertinent and challenging degrees and programs that allow students to accomplish their academic goals.

**Evidence**

- L5.201 Policy on Curriculum Review and Revision
- **Breadth and Depth**, KSCM Course Proposal Guide
- **Rigor**, KSCM Course Proposal Guide
- **Sequencing**, KSCM Course Proposal Guide
- **Program Curriculum Plan**, KSCM Course Proposal Guide
- **PLOs**, KSCM Course Proposal Guide
- **DE Field 1 Breadth and Depth**, KSCM Course Proposal Guide
- **DE Field 2 Pedagogical Development**, KSCM Course Proposal Guide
- **DE Field 3 Technology Integration**, KSCM Course Proposal Guide
- College Catalog 2017-2018, About Degrees & Certificates, pp. 20-21
II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

ER 9. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Evidence of Meeting the Standard

Course Scheduling

As an open access community college, the College regularly accepts students who require developmental education. Therefore, students may take longer than the prescribed two years to complete a certificate, degree, or academic goal. To address this issue, developmental education efforts in math and English have moved into self-paced acceleration, which is discussed in more detail in Standard II.A.4.

The College schedules classes to meet the needs of the diverse student population. Classes are held during the day, evening, weekends, and through DE. Classes begin as early as 7:30 a.m. and end by 8:45 p.m.

The College Catalog includes program maps, or suggested courses by semester, for a student to take and earn a certificate and/or degree in a timely manner (Catalog). In addition, the UH System uses the STAR Academic Journey, a web-based tool that provides students with information about courses that they have completed and identifies courses that still need to be completed for a certificate or degree. Students can see their progress towards degree completion.

In 2016, the UH System designed and implemented STAR GPS, an online registration system, to show students which courses should be taken next to assist with their program completion (STAR GPS). STAR GPS is a web-based tool that supports students in reaching their academic goals by tracking degree requirements, describing different pathways and majors, and charting progress toward graduation. For detailed discussion on STAR GPS, see Standard II.C.6.
Analysis and Evaluation

The College’s course scheduling process recognizes students’ academic and career objectives by identifying and responding to demands, thereby encouraging certificate and degree completion in a timely manner.

Evidence

College Catalog 2017-2018, Program Requirements, pp.31-104
STAR GPS Webpage

II.A.7.
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Students Assessed Below College-Level Math and English
The College currently has more than 50 percent of currently enrolled students testing below college-level for math and/or English. To address the level of student underpreparedness, the College has worked for several years to develop accelerated programs. These programs were scaled up in 2016-2017 as part of the Acceleration Initiative, which is discussed in detail in Standard II.A.4.

Delivery Modes
The College utilizes a wide range of delivery modes in order to meet the needs of its diverse students that include face-to-face, hybrid, and DE modes. At the Pearl City campus, face-to-face courses account for 70 percent of all course offerings in a semester. The College has also emphasized the development of DE courses and programs with 21 percent of course sections offered in this mode. The College also maintains the Wai’anae Moku center, which offers 6 percent of all of the College’s courses to meet the needs of this specific student population.

Faculty consider student demand, course fill rates, and other program and course review data to determine which modes are most effective for students and most appropriate for the program.

The College evaluates the effectiveness of all instructional delivery methods through the annual program review process. For example, data is disaggregated by course modality and analyzed to identify trends that could affect a program’s enrollment, effectiveness, and efficiency.
The table below represents the AA in Teaching (AAT) program’s ARPD for DE classes (Teacher Educ ARPD):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of DE Classes Taught</td>
<td>35</td>
<td>67</td>
<td>96</td>
</tr>
<tr>
<td>Enrollment in DE Classes</td>
<td>637</td>
<td>817</td>
<td>1,182</td>
</tr>
<tr>
<td>Fill Rate</td>
<td>88%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>Successful Completion</td>
<td>70%</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>46</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>Persistence (Fall to Spring)</td>
<td>73%</td>
<td>69%</td>
<td>No fall courses</td>
</tr>
</tbody>
</table>

Results from the analysis of the AAT program’s DE classes show positive trends. Student enrollment and the number of classes taught are growing, and more students are successfully completing courses.

**Teaching Methodologies**
Faculty have access to a variety of programs, tools, and committees dedicated to helping them adapt their teaching methodology to address different learning styles.

For those teaching online or hybrid courses, the DE Committee developed best practices for assessment, interaction and collaboration, course design, and learner support services (DE Guidelines) and implemented the DE Liaison program to help faculty connect with campus resources and other colleagues who regularly teach online (DE Liaison Form). In addition, the iTeach website provides professional development and learning resources to facilitate quality online learning (iTeach).

The Innovation Center for Teaching and Learning (ICTL) focuses on providing quality workshops for instructional faculty for curriculum development, curriculum improvement, and access to new tools and resources (ICTL).

**Student Support**
The College provides a variety of student support for all modality types. The Educational Media Center (EMC) provides resources for both students and instructors for in-class technology and DE (EMC, iTeach, Learning with Tech).
For example, the EMC manages a website called iLearn that is dedicated to DE (iLearn). The Pasefika Passion Pipeline aims to introduce Pacific Islander students to higher education and to support their success within the UH System (Pasefika Passion Pipeline). The Access to Education (ATE) program works with students who were formerly incarcerated and/or in recovery from substance abuse. When recruitment was first underway for the ATE program, it became clear that many prospective students had not obtained a high school diploma, making them ineligible for financial aid and scholarships, so the ATE program assists the prospective students navigate these issues (ATE).

**Analysis and Evaluation**

The College’s instructors and academic support staff collaborate to determine, respond, and adapt to students’ varied needs, which demonstrates dedication to fostering a positive learning experience.

**Evidence**

Teacher Education ARPD 2016  
DE Guidelines Webpage  
Request for Personal DE Liaison Form Webpage  
iTeach Homepage  
ICTL Homepage  
Educational Media Center Homepage  
Learning with Technology for Teaching Homepage  
iLearn Homepage  
Pasefika Passion Pipeline Webpage  
ATE Presentation
II.A.8.  
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College does not have department-wide course or program examinations.

The Prior Learning Assessment (PLA) program presents students opportunities to demonstrate competency and earn credits through various options such as exams and portfolios (PLA Manual; Catalog, pp. 135-136).

Analysis and Evaluation

The College yields accurate measurements of student learning through implementation of consistent testing and other evaluation procedures.

Evidence

Prior Learning Assessment Program Manual
College Catalog 2017-2018, Prior Learning Assessment (PLA) Program, pp. 135-136

II.A.9.  
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

ER 10. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)
Evidence of Meeting the Standard

The College awards course credit based on student attainment of SLOs. Learning outcomes are aligned with CLOs, PLOs, and ILOs.

The College awards degrees and certificates based on student attainment of PLOs. Each instructor is responsible for assessing students’ success in meeting the SLOs in the approved course outline. Evaluation methods such as exams, papers, and group work are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of SLOs is embedded in each course. The Curriculum Committee approves the PLOs as part of its curriculum review process. All course syllabi in KSCM contain SLOs.

The UHCC Program Credentials policy sets graduation requirements for associate degrees and certificates (UHCCP # 5.203). These requirements include the completion of 60 baccalaureate-level semester credits, the evaluation of the student's work, and the fulfillment of stated outcomes with a cumulative 2.0 GPA or higher for all courses needed to meet the degree requirements.

The College ensures that academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and which is accepted by the ACCJC. Course outlines, corresponding syllabi, and class schedules provide evidence that an appropriate amount of work is assigned in order to conform to the Carnegie Unit. In addition, the College adheres to federal and state guidelines that define a course credit hour. The UHCC Credit Hour policy guides the awarding of course credits, degrees, and certificates. The policy defines a credit hour as 50 minutes to one hour of class or faculty instruction and a minimum of two hours of work per week outside of class over approximately 15 weeks. Alternately, a credit hour can be earned through an equivalent amount of work for other activities such as DE instruction, laboratory work, studio work, and internships (UHCCP # 5.228).

Analysis and Evaluation

In accordance with federal guidelines and post-secondary expectations, Leeward students successfully earn credits and complete certificate and degree programs by fulfilling pertinent learning outcomes.

Evidence

UHCCP # 5.203 Program Credentials: Degrees and Certificates
UHCCP # 5.228 Credit Hour
II.A.10.
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

ER 10. Academic Credit
The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions (Course Transfer Database).

Students receive notice of credit transfer policies from the Admissions and Records office, counselors, the College website, and through transfer workshops held throughout the semester.

The College Catalog provides clear information for credit transfer (Catalog, pp. 135-136). Options for prior learning assessment include 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. Students can request a transcript review via the College website (Transcript Request). The transfer information section in the catalog provides information for students who are planning to transfer to a UH four-year institution or an institution outside the UH System.

Articulation Agreements
The UH Student Transfer and Inter-Campus Articulation executive policy states that students who have earned an articulated AA degree from a UHCC shall be accepted as having filled the general education core requirements at all other UH campuses (EP 5.209).
The College has multiple articulation course and program agreements across the UH System (Articulation Agreements). For example, students who complete the AA degree with an Academic Subject Certificate in Plant Bioscience Technology at the College may transfer as classified students to the Bachelor of Science in Tropical Plant and Soil Science at UH Mānoa (Plant Biosci Tech Agreement). Similarly, students who complete the AAT degree at the College are eligible to apply to baccalaureate Teacher Education programs at UH Mānoa, UH West O’ahu, and Chaminade University (Teacher Educ Agreements).

Note: The College needs to demonstrate that the transfer of coursework policies and procedures are regularly reviewed.

**Analysis and Evaluation**

The College clearly communicates its established policies and procedures regarding transfer of credits, ensuring that evaluations of coursework involve comparison of learning outcomes, and creates articulation agreements with other institutions in order to increase the efficiency of transfer credit assessment.

**Evidence**

UH System Course Transfer Database Homepage  
*College Catalog 2017-2018*, Prior Learning Assessment (PLA) Program, pp. 135-136  
Transcript Request Webpage  
EP 5.209 UH System Student Transfer and Inter-Campus Articulation  
Articulation Agreements within UH System Webpage  
Plant Bioscience Technology Articulation Agreement  
Teacher Education Articulation Agreements Webpage

**II.A.11.**  
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Evidence of Meeting the Standard**

All students at the College must meet the minimum general education credit requirements in order to be awarded an AA, AAT, associate in science (AS), associate in science in natural science (ASNS), or associate in applied science
(AAS) degree. This ensures that all students are exposed to the GELOs that include critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication (Catalog, pp. 22-23).

The course assessment process ensures that each course in the general education curriculum addresses at least one of the GELOs. In addition, courses are mapped to the PLOs and GELOs in Tk20. The College has focused mapping efforts on CTE programs and those courses that are most commonly taken for the AA in Liberal Arts program. For an in-depth discussion of how the College assesses its GELOs through the AA degree, see Standard II.A.3.

Faculty establish CLOs for each course included in the general education core and measure them on a regular basis. CLOs demonstrate how the course meets competencies described in the GELOs. CLOs for courses are also listed in the core outline for the course, which is located in KSCM. New courses as well as those that have already been designated as fulfilling a Foundation or Diversification requirement must demonstrate how they meet the hallmarks established for their respective designations. In addition, foundations and diversification courses are subject to review by the their respective review board.

The College engages in a systematic evaluation of CLOs established for every course in the curriculum. This process ensures that a high quality education is being provided to students and that students are learning. Assessment of CLOs requires that the data gathered be evaluated and used as a basis for change when indicated. Course and program assessments are integrated into the ARPD documents that are submitted by each instructional division and support area annually. These are instrumental in making campus wide decisions pertaining to resource allocation as well as ensuring a high quality of education and to enable students to be productive individuals and lifelong learners.

**Analysis and Evaluation**

Driven by relevant course learning outcomes and regular assessment, the College’s programs ensure that students are equipped with the skills needed to succeed in academic and professional environments.

**Evidence**

*College Catalog 2017-2018*, General Education Outcomes, pp. 22-23
II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

ER 12. General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard
All degree programs require a component of general education. The College’s philosophy for general education requirements is found in the College Catalog 2017-2018. It states:

General education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply the knowledge, skills, and talents to make judicious decisions and analyze and solve human problems within a multicultural community. General education is the part of education which encompasses the common knowledge, skills and attitudes needed by each individual to be effective as a person, a family member, a worker and a citizen. General education is integrated with, but different in emphasis and approach from special training for a job or a profession. Further, general education for the career technical associate degree student should not be confused with
liberal education for a baccalaureate student. General education should allow a student to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility. Because of the belief that knowledge leads to actions, students should be actively engaged in learning. Is holistic point of view provides the student a foundation of lifelong learning in a changing world. (Catalog, p. 22)

The GELOs include critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication. Each of these outcomes has between six and ten academic skill standards (Catalog, pp. 22-23).

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Make critical judgments and apply critical reasoning to address challenges and solve problems</td>
</tr>
<tr>
<td>Technology and Information Literacy</td>
</tr>
<tr>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Use writing to discover, develop, and communicate ideas appropriately</td>
</tr>
<tr>
<td>Arts, Humanities, and Sciences</td>
</tr>
<tr>
<td>Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</td>
</tr>
<tr>
<td>Cultural Diversity and Civics</td>
</tr>
<tr>
<td>Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</td>
</tr>
</tbody>
</table>

The structure of the AA degree is explained in the Course Catalog on pages 24-26. AA graduates must have 12 credits in Foundations, 19 credits in Diversification, and five Focus courses. The qualifying general education courses are listed in the College Catalog (Catalog, pp. 27-29).
General education core requirements (31 credits) are divided into two categories: foundations and diversification. Foundations courses are intended to give students the skills and perspectives that are fundamental to undertaking higher education. Foundations courses include written communication, symbolic reasoning, and global and multicultural perspectives. The diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. The diversification categories include arts, humanities and literature; social sciences; and natural sciences.

In order to graduate, students also must fulfill focus requirements which identify important additional skills and discourses necessary for living and working in diverse communities. Students must complete five focus requirements courses. These include two classes designated as writing intensive and one class in each of the following focus requirements: Hawaiian, Asian, and Pacific Issues; Contemporary Ethical Issues; and Oral Communication.

General education courses in the following disciplines support the ILO that addresses “values, citizenship, and community” and can be used to satisfy general education outcomes:

- Philosophy, Political Science, and Education (ethical principles)
- Psychology, Sociology Communication, and Speech (civility and interpersonal skills)
- Anthropology, Asian Studies, Drama, East Asian Language and Literature, Hawaiian Studies, and Humanities (cultural diversity)
- Arts, Music, Dance, Drama, Literature, and History (historical and aesthetic sensitivity)
- American Studies, Political Science, Interdisciplinary Sciences, and Women’s Studies (civic, political, and social responsibilities)

Through the course and program assessment process, the CLOs are aligned with the ILOs, which include values, citizenship, and community. This in turn assesses whether students are becoming ethical and global citizens.

Through relationships with partner entities abroad, the Office of International Programs brings short-term groups of students to the College, which provides direct interaction opportunities for Leeward students with their counterparts from another country and culture. These short-term programs are designed to include maximum interaction for students from both institutions and learning experiences.
about each other’s cultures. Through partnerships with host institutions for study abroad programs in such countries as Canada, China, Japan, Korea, the Philippines, and Taiwan, the College offers students the opportunity to live and study in another culture. As students gain experiences along the continuum of global competency, from coursework at home to study abroad, they become increasingly more successful with intercultural interactions and more culturally sensitive (Intl Programs Mission).

The AAT degree is comprised of 25 credits of general education core requirements and 15 credits of graduation requirements. The remaining 22 credits of the AAT degree focus upon core and elective education course requirements. Detailed information pertaining to the AAT degree can be found in the Course Catalog on pages 64-65.

All AS and AAS degrees require a component of general education. Each program determines program requirements that include at least 12 credits of general education requirements that typically include 3 credits of arts/literature/humanities, 3 credits of natural science, 3 credits of social science, and 3 credits of oral communication. Courses that meet general education requirements for these degrees and specific degree requirements for CTE programs are listed in the Course Catalog.

The ASNS degree is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa.

In order to ensure rigor in the general education requirements, the College maintain six faculty-led curriculum boards to review and analyze applications for courses to receive the appropriate designation. For more information on these general education boards, see the General Education Committee webpage (Gen Educ Board). Each board reviews and approves courses in its respective areas according to specified hallmarks and based upon course learning outcomes and competencies.

The College offers a wide range of general education courses through DE. The use of DE as a delivery mode is discussed in the Course Catalog.
Analysis and Evaluation

The College requires a component of general education in all of its degree programs. Faculty expertise on the diversification boards, foundations board, and focus boards helps determine appropriate courses for the general education curriculum and ensures the various courses expose students to the general education outcomes.

Evidence

*College Catalog 2017-2018*, General Education, p. 22
*College Catalog 2017-2018*, General Education Outcomes, pp. 22-23
*College Catalog 2017-2018*, AA Degree General Education Course Listing, pp. 27-29
Office of International Programs Mission Webpage
General Education Board Webpage

II.A.13.
*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study."

Evidence of Meeting the Standard

The College’s programs all require focused study in at least one area of inquiry or in an established interdisciplinary core. Of the 15 associate degrees offered, four are identified as transfer programs and include the AA in Liberal Arts, the AA in Teaching, the AA in Hawaiian Studies, and the AS in Natural Science. Each of these degree requirements include three major parts: general education courses, electives in a chosen field, and graduation requirements.

Graduation requirements for the AA in Liberal Arts includes one course in Contemporary Ethical Issues, one course in Hawaiian, Asian, and Pacific Issues, one course in oral communication, and two writing intensive courses (*Catalog*, pp. 24-26).

The AAT requires 25 credits of general education, 13 credits of education core courses, 9 credits of electives and 15 credits of graduation requirements (*Catalog*, pp. 64-65).
The AA in Hawaiian Studies requires also includes graduation requirements: one course in Contemporary Ethical Issues; one course in Hawaiian, Asian, and Pacific Issues; one course in oral communication; and two writing intensive courses (Catalog, pp. 68-69).

The AS in Natural Science is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. One course in Hawaiian, Asian, and Pacific Issues is a graduation requirement. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa.

The remaining 11 CTE associate degree programs all include a specialized course of study depending on the career track alignment.

**Analysis and Evaluation**

Within the College’s degree programs, students concentrate on a field of study or discipline grounded in relevant learning objectives, principles, and applications.

**Evidence**

*College Catalog 2017-2018*, Associate in Arts Degree Requirements, pp. 24-26
*College Catalog 2017-2018*, Education, pp. 64-65
*College Catalog 2017-2018*, Hawaiian Studies, pp. 68-69

**II.A.14.**
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

**Evidence of Meeting the Standard**

The College offers credit-based vocational and occupational certificates and degrees in 12 program areas. OCEWD offers non-credit certificates in seven industry categories. These credit and non-credit degrees and certificates are taught by faculty who are experts in their fields and who prepare students for today’s competitive job market.
<table>
<thead>
<tr>
<th>Credit</th>
<th>Non-Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accounting</td>
<td>1. Business and Professional Studies</td>
</tr>
<tr>
<td>2. Automotive</td>
<td>2. Computers and Technology</td>
</tr>
<tr>
<td>5. Digital Media</td>
<td>5. Healthcare Technology</td>
</tr>
<tr>
<td>6. Health Information Technology</td>
<td>6. Industrial Technology</td>
</tr>
<tr>
<td>7. Information &amp; Computer Sciences</td>
<td>7. Transportation</td>
</tr>
<tr>
<td>8. Integrated Industrial Technology</td>
<td></td>
</tr>
<tr>
<td>9. Management</td>
<td></td>
</tr>
<tr>
<td>10. Plant Biology and Tropical Agriculture</td>
<td></td>
</tr>
<tr>
<td>11. Television Production</td>
<td></td>
</tr>
<tr>
<td>12. Substance Abuse Counseling</td>
<td></td>
</tr>
</tbody>
</table>

All 12 credit programs offer cooperative education, externship, internship, or practicum courses that integrate academic preparation and career interests with work experience.

The CTE credit programs schedule between one to two advisory committee meetings per year to develop SLOs, assess technical and professional competencies, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, provide current labor market demand, and discuss emerging industry needs. Minutes of advisory committee meetings are available within each program.

For non-credit programs offered through OCEWD, one to four advisory committee meetings are scheduled each year to assess technical and professional competencies, provide current labor market demand, and discuss emerging industry needs.

The College website and catalog list the four programs that hold external accreditation:

- The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.
- The Culinary Arts program is accredited by the American Culinary Federation Foundation Accrediting Commission.
● The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management.
● The Teacher Education: Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation. (About Leeward).

OCEWD offers non-credit certificates within five program areas. The OCEWD website outlines its mission and student learning outcomes SLOs by course (OCEWD, Mission, SLOs). OCEWD’s ARPD describes its assessment of SLOs and alignment with Strategic Plan 2015-2021 (OCEWD ARPD).

Analysis and Evaluation

The College’s CTE programs equip students with the skills necessary to satisfy specialized and occupational requirements, which then permit them to acquire the appropriate credentials.

Evidence

OCEWD Homepage
OCEWD Mission Webpage
OCWED SLOs Webpage
OCEWD ARPD 2016

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

In compliance with the UHCC Review of Established Programs policy, if a program is under special review, the chancellor may at any time approve a “stop-out” admission to new students (UHCCP # 5.202). The affected program would be labeled as such in all College publications. Students already admitted to a program at the time of the “stop-out” shall be permitted to complete their studies.
Analysis and Evaluation

In the event of programmatic change or dissolution, the College follows established procedures to ensure that students receive the necessary information and support to reach completion.

Evidence

UHCCP # 5.202 Review of Established Programs

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Annual Report of Program Data
The UHCC Review of Established Programs policy requires instructional programs to complete an ARPD (UHCCP # 5.202). The report is an assessment of a program’s demand, efficiency, effectiveness, DE, degree and certificate completion, transfers, and other relevant factors. Completed reports are available on the UHCC website (UHCC ARPD). The ARPD is the third step in the overall assessment and planning cycle. The diagram below indicates placement of the annual program review in the overall assessment and planning cycle. For more information about the ARPD, see Standard I.B.5.
The ARPD report requires an analysis of the previous year’s performance and the current year’s data in terms of demand, efficiency, and effectiveness. As a result of this analysis, program coordinators create an action plan for the coming year and determine resource implications based on the action plan (ARPD Template).

The ARPD report directly informs program resource requests and helps unit heads and administrators to prioritize requests as part of the College’s Integrated Planning and Budgeting process.

Comprehensive Review and Evaluation
Once every four years, every program is required to complete a CRE that includes the ARPD data from the previous three years (CRE Instruc & Template). For more information about the CRE, see Standard I.B.9.

The College uses data and analyses accumulated in the ARPDs and CREs to implement necessary improvements. For example, the Wai‘anae Moku center’s ARPD identified plans to improve pass rates by requesting funding for additional student tutors and peer mentors (Wai‘anae ARPD). This request was ranked second on the institutional prioritization list in 2016-2017, which resulted in the College allocating appropriate resources to fulfill those plans (Inst Priorities).
Non-Credit Programs
For OCEWD’s workforce development programs, college advisory committees meet once or twice a year and assist in the development of SLOs at the program level.

Analysis and Evaluation
The College engages in regular evaluation and improvement of its instructional programs in an effort to enhance SLOs and achievement within programs and courses.

Evidence

UHCCP # 5.202 Review of Established Programs
UHCC ARPD Homepage
ARPD Template
CRE Instructions and Template
Waiʻanae ARPD 2016
Institutional Priorities 2016-2017
II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

ER 17. Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever, and wherever they are offered. (Standard II.B.1 and II.B.4)

Evidence of Meeting the Standard

Library and Learning Support Services
The College provides many learning support services within the Academic Services unit, including the Library, Learning Resource Center (LRC), DE, and the Help Desk. The Math Lab, which is part of the Mathematics and Natural Sciences Division, also supports student learning.

Since 2012, a renovated Library and Learning Commons at the Pearl City campus provide a user-friendly hub for students, faculty, and staff to access a myriad of services. The Learning Commons includes the Library’s Kapunawai (Hawaii Pacific Resource Room) and Circulation Desk, the LRC, and the Writing Center, which all surround an open computer lab and group study areas.

The Library and learning support programs provide students and appropriate personnel with adequate access to learning support services at multiple locations and through multiple means of delivery as indicated in the table below.
<table>
<thead>
<tr>
<th>Academic Services and Support</th>
<th>Services Available at the Pearl City Campus</th>
<th>Services Available at the Wai‘anae Moku Center</th>
<th>Services Available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>LRC (tutoring services including the Writing Center)</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Kāko‘o ‘Ike Program (disability services)</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Math Lab</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Help Desk</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Test Center</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**Library**
The Library is open Monday through Thursday from 7:30 a.m. to 8:00 p.m. and Friday from 7:30 a.m. to 4:30 p.m., which is an increase of seven hours per week or 13.7 percent since 2012. During the summer session, the Library is open Monday through Friday from 7:30 a.m. to 4:30 p.m., an increase of two hours per week or 4.7 percent since 2012. During the two weeks before finals, the Library has extended hours.

All students, including DE students, can remotely access the Library’s collection through the Library website, which includes the Hawai‘i Voyager online catalog, 141 electronic periodical databases, online guides, electronic books, and selected relevant websites (Library, Voyager, A-Z DBs, Guides to DBs, Find e-Books). Students, faculty, and staff can use the Library’s reference service both face-to-face and remotely via email, phone, and online chat (Contact Us). For a detailed profile of the Library and learning support services’ holdings and resources, see Standard II.B.2.
The Library strives to educate students, faculty, and staff about a variety of social issues both past and present as a way to promote critical thinking, foster social responsibility, and encourage global citizenship. Examples of these efforts include the following:

- Since 2014, the Library has partnered with the Educational Media Center to identify Open Educational Resources (OER) for faculty to review and to deliver training to faculty transitioning to open, no-cost, or affordable textbooks and other learning materials (OER Progress, OER Learning). In spring 2017, 279 classes had a “Textbook Cost: $0” designation (23 percent of all classes offered), which benefited 5,121 students. The institutionalization of OER is part of system and campus initiatives to reduce or eliminate the cost of textbooks for students (Strategic Directions, Strategic Plan).

- Established in 2015, Kapunawai is a dedicated Hawaiian place of learning in the Library. Kapunawai provides access to prominent Hawai‘i-Pacific resources within a multi-functional space that promotes Hawaiian perspectives in all areas of study.

- Since 2015, a Title III grant has funded a Hawaiian-Pacific resource librarian position, which allows the Library to provide dedicated on-site support and services to the Hālau ‘Ike O Pu‘uloa and the Wai‘anae Moku center.

Information Literacy

The Library faculty and staff work together with instructional faculty to develop and maintain appropriate and relevant face-to-face and online resources for students, faculty, staff, and the community. Print and online collections, course reserves, OER, computers, printers, and study areas are available at the Pearl City and Wai‘anae Moku locations.

In the 2015-2016 academic year, librarians scheduled 301 classroom sessions reaching 4,868 students on both campuses (Annual Stats). Session topics included introduction to library resources, information literacy concepts, database search techniques, and the research process. Librarians integrated active learning techniques such as group activities, flipped classrooms, and peer-to-peer learning. According to students surveyed in spring 2017, 83.7 percent strongly agreed or agreed with the statement, “The library’s instruction sessions have increased my ability to do research and use library resources,” and 86.8 percent strongly agreed or agreed with the statement, “The Library staff guide me to the resources I can use” (User Survey Spr17).
DE students have access to print materials by going to a UH System library location or submitting requests for books to be routed to the Wai’anae Moku center. Continuous access to online resources is vital to meet the needs of DE and Wai’anae Moku students who are not physically located on the Pearl City campus and students who are not on campus during the Library’s operational hours.

The Library has updated but not expanded its collection of print materials. The total book volume count declined by 2.3 percent between 2012 and 2016 while print periodical titles declined by 33.5 percent. During the same period, electronic book titles increased by 37.7 percent and electronic journal titles increased by 120 percent. In 2015, 75 percent of the Library’s total resource expenditures supported online resources, and in 2017 the Library had nearly 70 database subscriptions (Annual Stats, New Resources, Acquist and Use).

In 2016, the Library updated its mission, SLOs, and SAOs, which are published on its website (Mission and Outcomes). Each year, the Library conducts an annual user survey and posts the results on its website. In 2017, the Library distributed the survey electronically for the second year in a row. Out of 145 responses collected, 129 were from students. Overall, 96.2 percent of the respondents strongly agreed or agreed with the statement, “I am generally satisfied with the services, resources, and support provided by the Library.” Respondents indicated that their top five uses of the Library were studying, using computers and iPads, photocopying and printing, borrowing books, and using groups study rooms.

The Library launched a brand-new website in August 2016, the culmination of 22 months of development and testing (Website Analysis). The new website better meets the needs of Leeward’s students and creates a more user-friendly site. According to the 2017 Annual Library User Survey, 93 percent of students strongly agreed or agreed with the statement, “The Library website is helpful.”

**Learning Resource Center**
The LRC is inclusive of the LRC Content Tutoring Center, Writing Center, and Kāko’o ‘Ike (KI) office.

**LRC Content Tutoring Center**
The LRC Content Tutoring Center provides learning support including tutoring and workshops to promote mastery of academic subjects and improve learning skills (LRC, Courses Tutored, Acct Workshops, Study Videos). Specific services
include one-to-one tutoring, group sessions, drop-in tutoring, in-class tutoring, and online tutoring.

Writing Center
The Writing Center provides learning support to develop writing, reading, and college skills (Writing Center, Focused Workshops, SC Workshops). Tutors assist with class assignments, scholarship essays, and other college success skills. Specific services include in-person tutoring, online tutoring, drop-in tutoring, in-class tutoring, in-class workshops, and campus workshops.

As previously mentioned, the LRC and Writing Center offer online and phone tutoring (LRC Tutoring, WC Tutoring). Online tutoring is generally conducted over Skype. These services have been well utilized, as students can ask tutors for just-in-time help without making an appointment or visiting another location.

Tutoring services are also available at the Wai‘anae Moku center.

In addition, students can access free online tutoring through Brainfuse (Brainfuse, Student Guide). Brainfuse offers tutorial services in such subjects as English, English as a Second Language, basic math to Calculus II, statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, general chemistry, organic chemistry, nursing, and physics. Brainfuse is available to all students via a link from their myUH portal.

Kāko‘o ‘Ike Program
The KI program, a subunit of the LRC, provides a range of support functions for students with documented learning, physical, or psychiatric disabilities (KI Svcs). KI’s support services enable students with disabilities to maximize their independence. KI consulting services are available on the Pearl City campus Monday through Thursday from 8:30 a.m. to 4:30 p.m. and Friday from 8:30 a.m. to 3:00 p.m. and at the Wai‘anae Moku center on a regular basis or upon request.

Math Lab
The Math Lab provides various services including walk-in tutoring on textbook or computer software programs, worksheets to supplement instruction for math and quantitative methods courses, and group and individual study areas (Math Lab, Math Lab Tutoring). Tutors can assist students in multiple math softwares such as ALEKS, MyMathLab, and MyStatLab. The Math Lab website has a section for students to prepare for math placement testing (Test Review).
Help Desk and Test Center
The Help Desk supports students, faculty, and staff experiencing computer or network-related problems (Help Desk). Help Desk staff are available to assist via phone and email Monday through Friday from 8:00 a.m. to 4:00 p.m. The UH Information Technology Services Help Desk provides phone and email support Sunday through Saturday from 7:00 a.m. to 11:00 p.m. and during holidays (ITS Help Desk).

The Test Center provides students with Accuplacer placement testing and proctoring services. These services include online and written tests for DE courses and make-up exams for campus courses (Test Center). The Test Center hours of operation are Monday and Tuesday from 8:00 a.m. to 7:00 p.m., Wednesday and Thursday from 8:00 a.m. to 6:00 p.m., and Friday from 8:00 a.m. to 4:30 p.m. DE students may also use any of the other UHCC test centers (UHCC Test Centers).

Distance Education
The DE unit coordinates and supports DE programs by providing an orientation for DE students as well as online support through the iLearn website (DE Orientation, iLearn). This website includes links to DE resources and learning guides. The DE unit also has two websites to provide professional development and support for instructors to teach online courses and use technology to teach: iTeach and Learning with Technology for Teaching (iTeach, Learning with Tech). Housed in the EMC, the DE coordinator is a full-time faculty position to support DE courses and programs.

Leeward CC - Waiʻanae Moku
Leeward CC - Waiʻanae Moku is an education center located on the Waiʻanae coast of Oʻahu. Academic Services units provide a variety of services to the Waiʻanae Moku center (Waiʻanae Moku Svcs). The Library provides face-to-face and online resources and services including regular librarian hours and delivery of library books from the Pearl City campus and UH library system. The Waiʻanae Moku center also provide students with one-to-one or group tutorial assistance, handouts on various topics, weekly face-to-face services for students with disabilities, placement and test proctoring, a math lab, and learning skills workshops.

Analysis and Evaluation
The Library and learning support services offer easily accessible services at the Pearl City and Waiʻanae Moku sites as well as computer access and study areas. The Library and instructional faculty work together to provide comparable on-site
and online resources for students to foster their success. All students, including DE students, have remote access to the Library’s online catalog, periodical databases, resource guides, course reserves, and OER. The Library assesses and evaluates the learning needs of students annually and uses the results to make improvements.

The College also provides students with other learning support services that are available at both locations. The LRC provides content tutoring for many courses, focused workshops and tutoring sessions in writing, and online just-in-time tutoring for students. The Math Lab provides tutoring in all math and quantitative methods courses as well as online math placement testing reviews.

**Evidence**

Library Homepage  
Hawai‘i Voyager Homepage  
A-Z Databases Homepage  
Guides to Databases Homepage  
Find e-Books Homepage  
Library Contact Us Webpage  
Leeward CC OER Progress Webpage  
OER Professional Learning Webpage  
**UHCC Strategic Directions 2015-2021**  
**Strategic Plan 2015-2021**  
Library Annual Statistics Webpage  
Library User Survey Spring 2017  
Library New Resources Webpage  
Library Acquisitions and Use Webpage  
Library Mission and Outcomes Webpage  
Analysis of Library Website Report, pp. 15-20  
LRC Homepage  
LRC Courses Tutored Webpage  
Online Accounting Workshops Webpage  
Videos for Smart Study Webpage  
Writing Center Homepage  
Focused Workshops Webpage  
Success Connection Workshops Webpage  
LRC Online Tutoring Webpage  
Writing Center Tutoring Sessions Webpage  
Brainfuse Webpage  
Brainfuse User Guide for Students  
Kako‘o ‘Ike Program Services Webpage
II.B.2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

**Evidence of Meeting the Standard**

**Library**
The Library supports and promotes teaching and learning related to the mission and curriculum of the College by providing a variety of accessible resources, services, and facilities that promote the effective use of scholarly information ([Library Info](#)). The Library accomplishes this by continually developing its collections, applying technology to enhance access, and implementing information literacy instruction with the input of faculty. Each of the librarians is assigned to specific instructional divisions and is responsible for engaging in ongoing discussions with the faculty from that division about needed resources.

The Library’s scholarly materials include books, periodicals, online resources, and audiovisual media as part of six collections with general and special access guidelines. Access to the Library’s online resources is available through the Library website ([Library](#)). In February 2017, the Library held 74,442 print books, periodicals, microform pieces, and audiovisual items. Through a combination of consortial agreements and individual purchases, the Library provides access to the following digital resources:
<table>
<thead>
<tr>
<th>Type</th>
<th>Subscriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Databases</td>
<td>53</td>
</tr>
<tr>
<td>Streaming videos</td>
<td>30,537</td>
</tr>
<tr>
<td>E-Journals</td>
<td>29,766</td>
</tr>
<tr>
<td>E-Book titles</td>
<td>147,053</td>
</tr>
</tbody>
</table>

In addition, the Library provides students with 65 desktop computers and 30 wireless laptops with a networked suite of office software as well as two scanners and three printers connected to the Library print system (General Equip Info). Students are able to study in two rooms with table seating for groups up to six.

**Learning Resource Center**

The LRC works with faculty to determine when tutoring resources are needed for particular courses and programs of study.

The LRC Content Tutoring provides students with four desktop computers that are connected to the Learning Commons print system. The LRC provides handouts, reading skills materials, CD-ROMS, and other instructional materials provided by instructors (LRC). The LRC also provides a comfortable study area and a small group study room that fits three to seven people. To support DE as well as on-campus students, the LRC website provides access to online resources and the online scheduling software TutorTrac, which allows students to schedule tutoring appointments (TutorTrac, Tutoring Video).

The Writing Center provides a comfortable study area and six desktop computers that are connected to the Learning Commons print system. One of the desktop computers is equipped with the adaptive software Dragon Naturally Speaking and Kurzweil 300 and is attached to a scanner. The Writing Center provides writing, reading, and success skills handouts and online resources. Writing consultants work with faculty to provide support in the Writing Center as well as in instructional classes. To support DE and on-campus students, the Writing Center website provides access to online resources and TutorTrac (Writing Center).

The KI office has four low-distraction assistive technology computer workstations for students that are equipped with computers and scanners that offer adaptive software including Dragon Naturally Speaking, Kurzweil 300, JAWS, Zoomtext, and CCTV. The office provides a large number of informational handouts about success skills for college students, teaching strategies for faculty, and disabilities
information for the public. KI staff are available to consult with faculty when they have questions about appropriate accommodations for students with disabilities.

**Math Lab**
The Math Lab, under the Mathematics and Natural Sciences Division, is a resource for students enrolled in math courses. Math faculty work directly with the Math Lab to ensure students are provided the support needed to be successful in math classes. The lab provides internet access to computer-based programs used in all math courses. The lab has 29 computers and nine laptops for students to use while doing course work and receiving assistance from tutors (Math Lab Info). The lab also has study areas where students can work individually or in groups. Students can also borrow graphing and scientific calculators and current and previous editions of math textbooks. To help students with their studying, the Math Lab provides formula sheets ranging from algebra to calculus.

**Distance Education**
The iLearn website gives DE students information on hardware and software requirements, provides successful online learning strategies, and supplies a list of DE resources (iLearn). The website has a readiness quiz for prospective students. It also has links to the Library, counseling, tutoring, and student success resources. The Request Assistance link in the University’s Laulima course management system addresses information technology needs.

DE information can be found online through the DE website. This website provides information on degrees and certificates offered online, types of DE courses offered, a list of DE courses, and learner support services for DE students (DE).

**Help Desk and Test Center**
The Information Technology Group manages and maintains the Help Desk and Test Center. The Help Desk is located next to the Test Center and is staffed by student employees (Help Desk). The Test Center has 44 computers available for students to take placement tests and proctored online and written exams (Test Center).

**Leeward CC - Wai‘anae Moku**
In fall 2017, Leeward CC - Wai‘anae Moku moved to its new location in Ma’ili. The Wai‘anae Moku Education Center provides students with equipment and materials to enhance their learning experience. The Study and Testing Center includes student workspace and a computer testing room with 15 desktop computers. The center has 25 laptops available for students to borrow as well as
handouts on various topics such as handling test anxiety, taking notes, and learning study techniques (Wai'anae Moku Svcs). The computer lab classroom has 30 desktop computers for student use.

The Math Lab is a large classroom that consists of movable tables that are configured to provide maximum student workspace. It currently provides 25 desktop computers and 25 laptop computers for students to use the ALEKS software and Mathematica. The lab also provides graphing software and scientific calculators.

**Analysis and Evaluation**

Instructional and support services staff collaborate to identify equipment and resources that best address students’ needs based on the College mission and clearly identified guidelines informing selection, acquisition, and maintenance.

**Evidence**

[Library Materials Information](#)
Library Homepage
[General Library Equipment Information](#)
LRC Homepage
TutorTrac Login Page
"How to Make and LRC Tutoring Appointment" Video
Writing Center Homepage
[Math Lab Materials Information](#)
iLearn Homepage
[Distance Education Webpage](#)
Help Desk Homepage
[Test Center Homepage](#)
Leeward Wai’anae Moku Services Webpage
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Academic Services units evaluate the Library and learning support services to ensure that they are meeting the needs of students, faculty, and staff. Each unit uses a variety of methods to assess its SLOs and evaluate program effectiveness by completing the Annual Review of Program Data (ARPD). The Library and all learning support services annually submit a program review to the UHCC system. This program review is part of the ARPD, which is a UHCC-generated template to report on basic demand, efficiency, and effectiveness data.

Library

The Library regularly evaluates its services through multiple mechanisms to ensure that it adequately supports student learning needs and contributes to the attainment of SLOs. The Library conducts an ARPD to assess its performance, which includes assessment of SLOs (Library ARPD). The Library uses the Information Literacy Exam to assess students in ENG 100 and ENG 24. Results show that 2,006 students completed the exam for ENG 100. The average score was 81.6 percent and the pass rate was 93.4 percent. The average score increased by 1.4 percent and the pass rate increased by 1.6 percent from the previous year. The Library revised the information literacy tutorials in 2013. Since then, the Association for College and Research Libraries Framework for Information Literacy released new standards for information literacy instruction in higher education, so a revision of the existing tutorials is necessary to align the information literacy program with new standards.

The Library conducts and posts its annual survey of Leeward students, faculty, and staff and uses the results to improve services and resources, including print and online collections, furniture, laptops/computers, chat reference, databases, headsets, and flash drives (User Survey Spr17, "Better Library"). For example, excess noise was an ongoing concern for Library staff, and survey comments revealed that noise was a concern for students too. In response, the Library took a proactive approach by designating quiet and silent study spaces. Additionally, the Library requested and received $20,000 in additional funds for electronic
resources that enabled the Library to acquire and/or subscribe to more resources and content.

The Library regularly maintains usage statistics including gate counts, circulation, database usage, library instruction sessions, reference requests, and circulation requests (Annual Stats, Gate Count Data, Circ Stats, DB/E-Res Data, Instruc Session Stats, Ref Req Stats, Circ Req Stats). The Library keeps data on the Information Literacy Exam for ENG 100 classes to help English faculty assess the CLO for study skills.

**Learning Resource Center**

The LRC regularly evaluates its services through multiple mechanisms to ensure it adequately supports student needs and contributes to the attainment of SLOs. The LRC conducts an ARPD to assess its performance ([LRC ARPD](#)). According to the LRC 2016 ARPD, although the number of students served has shown little increase, the number of tutoring sessions increased by 12 percent, indicating an increase in repeat sessions. Demand for Writing Center services remained steady in both breadth and depth, and writing consultants worked with students taking courses from every division on campus.

The LRC maintains statistics on its tutoring sessions and workshops and uses student surveys for additional feedback ([LRC ARPD](#)). With continued high enrollment, expanded/diversified services, and the attractive setting of the Learning Commons, demand for both LRC and Writing Center services remained strong. Student responses to the CCSSE survey indicate a growing demand for tutoring and increased perception of its value (items 13.1, 13.2, 13.3). Additionally, tutors give students a feedback form at the end of every tutoring session ([Tutoring ARPD](#)).

The LRC assesses two SLOs for tutoring, comparing pass rates and persistence rates for students who have used tutoring services to other students in the same course who have not used tutoring ([LRC ARPD](#)). As shown in the ARPD, this SLO has been met consistently. The other SLO that focuses on how tutoring contributes to student learning is new and will be included in the next ARPD.

After each tutoring session, students complete a feedback form that includes questions addressing this SLO. In 2015-2016, the LRC collected 1,165 student feedback forms for individual tutoring services. In all cases, the average score per question was 4.9 or 5.0, with 5 as “strongly agree” for all statements, including “The tutor improved my understanding of the subject,” and “Today’s session was a positive and helpful experience.” Student feedback from individual sessions and group in-class workshops demonstrates high levels of engagement.
and satisfaction as students interacted with writing consultants. Students in individual sessions strongly agreed that working with the writing consultant helped them to improve their writing and/or their understanding of the work discussed. They also strongly agreed that working with the writing consultant helped them plan how to work independently on their essays. As a result of the positive feedback from students, the LRC and Writing Center will continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs.

Kākoʻo ʻIke Program
The KI program regularly evaluates its services through student and faculty surveys, including data collection on student visits to the KI office, percentage of filled accommodation requests, and satisfaction surveys. The KI program conducts an ARPD to assess its performance and SLOs (KI Program CRE). The ARPD includes an analysis and plans for future directions for the program.

The KI program assesses its program efficiency using several indicators. KI faculty and staff track the rates at which requests for note takers, alternative texts, and sign language interpreters are filled. They record student visits to the KI office to determine which services are used. The program also assesses its effectiveness through a survey of students enrolled in the program, which evaluates students’ satisfaction with services provided and their overall experience with the program.

The efficiency and effectiveness of the KI program have remained consistent. There was, however, a decline in student satisfaction from 92 to 85 percent. There had been only one faculty member in the office, so students may have had longer waits to receive some services. After the hiring of a second KI faculty member in spring 2017, it seems likely that these satisfaction measures will improve. In addition, a survey of faculty will be developed to provide specific data on faculty perception of the program’s effectiveness in providing information and support.

Math Lab
The Math Lab regularly evaluates its services through student surveys to ensure that it is meeting its mission to develop students’ proficiency in math (Math Tutor Survey). The lab also gathers statistics on tutoring sessions, computer use, and textbook and calculator loans (Math Lab Data). Since the Math Lab is under the Mathematics and Natural Sciences Division, it does not have SLOs or completes an ARPD. However, the math lab manager provides the developmental math coordinator with tutoring contact data to be included in the developmental math ARPD’s action plan and resource implications (Dev Math ARPD).
Although the results of the math lab’s evaluation surveys are positive, the number of students being tutored have been declining each year. To address this issue, the math lab manager visits math classes in the beginning of the semester to inform students of the availability of the Math Lab and resources provided. This person also continuously promotes the lab by reminding instructors to encourage students to visit the lab if they need assistance or a convenient place to study.

**Distance Education**

The College regularly surveys DE students about their satisfaction with DE courses and support services. Based on results from spring 2011 to fall 2015, 95 percent of those surveyed said that they would take another DE course ([DE Satisfaction Survey](#)). Questions in this student survey were aligned with the best practices outlined in the DE guidelines for online faculty that focus on assessment, interaction and collaboration, course design, and learner support services ("[DE Guidelines Aligned](#)").

The EMC conducts an ARPD to assess its performance and SLOs ([EMC ARPD](#)). Eighty percent of DE workshop participants agreed that they are satisfied with the services. To increase the number of workshops already in place, the DE unit is developing new online professional development such as effective strategies for small group online activities, an online facilitation challenge, and social media tools for online instruction.

**Help Desk and Test Center**

The Test Center conducts an ARPD to assess its performance and SLOs ([Test Center ARPD](#)). The center regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. The results of the SLO to provide high-quality testing services to students and members of the community indicate that 90 percent of respondents found that the center’s services are highly satisfactory. Additionally, 94 percent found that the center’s hours meet students’ needs.

Although the Help Desk does not assess SLOs, the Help Desk surveys both students and faculty. Help Desk satisfaction surveys indicate that users are satisfied with the services provided. Out of 414 surveys collected in fall 2016 and spring 2017, 98 percent of respondents indicated satisfaction with the services received from the Help Desk ([Help Desk Survey](#)).
Leeward CC - Wai‘anae Moku

Leeward CC - Wai‘anae Moku regularly evaluates its student services through student surveys and student and faculty comments. The education center completes an ARPD to assess its performance and SLOs and develops plans for improvement (Wai‘anae ARPD).

In addition, all Academic Services units have completed and are assessing the SLOs and SAOs listed below:

<table>
<thead>
<tr>
<th>Academic Services Unit</th>
<th>SLOs and SAOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td><strong>SLOs</strong></td>
</tr>
<tr>
<td></td>
<td>● The student will evaluate information and its sources critically.</td>
</tr>
<tr>
<td></td>
<td>● Students will use appropriate information ethically to complete course assignments.</td>
</tr>
<tr>
<td></td>
<td><strong>SAOs</strong></td>
</tr>
<tr>
<td></td>
<td>● Access - The Library organizes information for effective discovery and access by all users.</td>
</tr>
<tr>
<td></td>
<td>● Collections - The Library provides current and quality collections supporting the teaching and learning needs of the campus.</td>
</tr>
<tr>
<td></td>
<td>● Information Literacy - The Library teaches students to effectively find, evaluate, and use information in an ethical manner.</td>
</tr>
<tr>
<td></td>
<td>● Environment - The Library provides a safe and secure physical environment for students that is conducive to study and research.</td>
</tr>
<tr>
<td></td>
<td>● Partnerships - The Library collaborates with campus and community members by organizing activities and events that provide enriching experiences for students.</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td><strong>SLOs</strong></td>
</tr>
<tr>
<td></td>
<td>● Students who use tutoring services will succeed in the course.</td>
</tr>
<tr>
<td></td>
<td>● Working with LRC and Writing Center tutors contributes to students’ understanding of and engagement with the course material discussed.</td>
</tr>
</tbody>
</table>
Kāko'o 'Ike Program  SLOs

- Provide classroom accommodations so that SWDs can access their course materials and demonstrate what they know.
- Provide information and support to faculty regarding classroom accommodations (rationale, strategies and procedures).

Distance Education  SLO:

- Instructors receiving services from the Distance Education unit will create and reflect on effective strategies to enhance online learning.

Help Desk  SLO

- Provides high quality customer support service to ensure a successful student learning environment.

Test Center  SLO

- Provides exceptional customer service with friendly, helpful staff in a clean, quiet, comfortable, and distraction-free atmosphere conducive to testing.

**Assessment of Learning Support Services**

Every two years, the College uses the CCSSE to assess learning support services. Among the CCSSE indicators, many students identified that the College provides support to help them succeed and that they use campus computers for their academic work. In addition, students indicated that they are somewhat satisfied with the services that the College provides (CCSSE Data ’16, item 13.2).

**Analysis and Evaluation**

The College uses a variety of assessment tools to evaluate the Library and learning support services. The Library and learning support services regularly conduct evaluations and address usage, access, SLOs, student satisfaction, and the correlation between services and their impact on learning. The Library and learning support services include the results of these evaluations in the ARPD, which includes an action plan and resource implications for improvement. The ARPD is a main component of the Integrated Planning and Budgeting process and ensures the alignment with its mission and strategic plan.
Evidence

Library ARPD 2015-2016
Library User Survey Spring 2017
"Creating a Better Library" Blog Post
Library Annual Statistics Webpage
Gate Counts Data 2016-2017
Annual Circulation Statistics 2016-2017
Database/E-Resources Usage Data 2016-2017
Library Instruction Session Statistics 2015-2016
Reference Request Statistics 2016-2017
Circulation Request Statistics 2016-2017
LRC ARPD 2016
Tutoring ARPD 2016
KI Program 2014-2016 CRE
Math Lab Tutor Survey 2014-2017
Math Lab Data Summary 2014-2017
Remedial/Developmental Math ARPD 2016
DE Student Satisfaction Survey 2011-2015
"DE Guidelines Aligned with Student Survey" Blog Post
EMC ARPD 2016
Test Center 2016 ARPD
Help Desk Survey Results 2017
Waiʻanae ARPD 2016
CCSSE Data 2016
II.B.4.  
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.  
(ER 17)

ER 17. Information and Learning Support Services  
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever, and wherever they are offered. (Standard II.B.1 and II.B.4)

Evidence of Meeting the Standard

Library  
The Library is part of the UH Library Council. This group is formally recognized with bylaws adopted in 2003 and is comprised of head librarians from the ten UH campuses (Council Bylaws). It is responsible for the purchase and implementation of a system wide shared library integrated management system, the Hawai‘i Voyager (Voyager). This intrasystem loan program allows students, faculty, and staff to borrow library items from the ten UH campuses at no cost.

The Library is part of the Hawai‘i Library Consortium that includes members from academic, public, private, and special libraries in Hawai‘i (HLC). Through this consortium, the Library purchases full-text, web-based periodical databases suitable for academic libraries.

The Library has other contracts for services and resources including a variety of full-text, web-based, non-consortial periodical databases that are individual to the College; the Pharos library printing system; and 3M security gates.

Learning Resource Center  
The LRC, including the Writing Center, contracts with TutorTrac, a database program used for logging services and recording tutoring appointments.
The KI program contracts with Isle Interpret or Hawai‘i Interpreting Service for American Sign Language services depending on which service has the lower cost. The KI program also contracts with Access Text Network and various publishers for alternative text needs.

**UHCC System Contracts**

The College, as part of the UHCC system, contracts with Brainfuse, an online tutorial system. This contract expires in August 2018, so the system has convened a multi-campus committee to review options for continuation or replacement of this service.

The College also contracts with Accuplacer, a placement assessment that measures academic skills in order to place students accurately into math or English classes.

**Analysis and Evaluation**

The Library and learning support services certifies, purchases, and maintains contractual agreements with other institutions to support student success.

**Evidence**

- UH Library Council ByLaws
- Hawai‘i Voyager Homepage
- Hawai‘i Library Consortium Webpage
II.C. Student Support Services

II.C.1.
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

ER 15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

The College recognizes the importance of providing a broad range of support services to ensure students can meet their educational goals. Student Services units include Admissions and Records, Counseling, Financial Aid, Job Prep Services, Recruitment, Student Health Center, Student Life, and Mental Health Services. The Office of the Dean of Student Services is responsible for all these services. The College provides comprehensive student support services at its Pearl City campus, the Wai‘anae Moku center, and OCEWD.

The College provides student support services to DE students through a variety of methods including Skype, Google Hangouts, email, and support through the iLearn website (Scheduling Appts, iLearn). Webcams and headsets are available for counselors when providing online student appointments. Several counselors are trained to use Skype and Google Hangouts to support and facilitate online counseling sessions during the day and evening. In fall 2017, the Counseling unit plans to train all counselors in alternative delivery methods for counseling sessions. These efforts provide DE students with open and diverse access to student support services.

Evaluation of Student Services

Student Services units engage in several means of evaluation. The primary tool for evaluation is the ARPD, which is part of the Integrated Planning and Budgeting process. The ARPD has common metrics to evaluate demand, effectiveness, and efficiency, which are used to complete a narrative analysis of the support unit, develop an action plan, and indicate resources. For more information about the ARPD, see Standard I.B.5.
In the years that Student Services units complete a CRE, they do not complete an ARPD because elements of the ARPD are included in the CRE. The College requires each support unit to complete a CRE at least once every four years. For more information about the CRE, see Standard I.B.9.

Results of the Student Services CRE for 2014-2016 show that the College is supporting students’ needs through a wide range of services (Stud Svcs CRE). Demand, efficiency, and effectiveness indicators have either increased or remained constant. Student Services units have used the CRE to identify improvements for designated areas, and the College has included plans for implementation in its resource allocations.

In an ongoing effort to address the needs of students, the College participates in CCSSE. Among CCSSE indicators, student frequency, satisfaction, and importance scores all appear to be remaining fairly constant over a three-year period (CCSSE Data '16). Data also indicate that students view academic advising, career counseling, and financial aid advising as among the most important services that the College provides.

Leeward CC - Waiʻanae Moku
Leeward CC - Waiʻanae Moku regularly evaluates its student services through student surveys and student and faculty comments. The education center completes an ARPD to assess its performance and SLOs and develops plans for improvement (Waiʻanae ARPD).

OCEWD
OCEWD evaluates its services annually and reports on the results in the OCEWD ARPD. The ARPD also describes its assessment of SLOs and alignment with Strategic Plan 2015-2021.

Analysis and Evaluation

The College has developed assessment processes to determine that student support services at various sites and delivered via different modalities meet students’ needs in keeping with the College’s commitment to open access and diversity as stated in its mission.

The College has evaluation processes in place to measure the quality of its student support services. Evaluation occurs at regular intervals. The College established protocols to verify that these services are comparable and support student learning regardless of location or means of delivery. Student services programs are aligned with the mission.
Evidence

Scheduling a Counseling Appointment Webpage
iLearn Homepage
Student Services 2014-2016 CRE
CCSSE Data 2016
Wai’anae ARPD
OCEWD ARPD

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Assessment of Student Services
The units in Student Services engage in assessment and program evaluation with the campus through the ARPD. Each unit has identified SLOs for student support areas. Student Services units annually conduct assessment of SLOs and administrative outcomes and report the results in the ARPD. Additionally, these units report administrative outcomes to the UHCC system, which requires a program review as part of the ARPD.

All units have completed and are assessing the SLOs listed below:

<table>
<thead>
<tr>
<th>Student Services Units</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>● Students will be accepted to the College (application will be processed) as soon as possible after application is submitted.</td>
</tr>
<tr>
<td></td>
<td>● Students will be able to have official transcript(s) sent to recipient of their choosing within 1-3 or 3-5 business days (rush versus regular request).</td>
</tr>
<tr>
<td></td>
<td>● Students will be able to have their official transcript(s) or Prior-Learning Assessment documents reviewed and applicable transfer credits accepted as soon as possible after receipt of the student’s official transcript(s) and</td>
</tr>
</tbody>
</table>
the student has registered and paid for at least one academic term at the College.
- Students using Veterans Administration (VA) benefits will have their courses certified as soon as possible once all necessary documentation has been submitted and reviewed.

<table>
<thead>
<tr>
<th>Counseling</th>
<th>As a result of Counseling and Advising services, activities, and interventions, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Academic and Career Planning</strong></td>
</tr>
<tr>
<td></td>
<td>- Identify career and degree options.</td>
</tr>
<tr>
<td></td>
<td>- Develop an academic plan that relates to his/her career goal.</td>
</tr>
<tr>
<td></td>
<td><strong>College and Community Resources</strong></td>
</tr>
<tr>
<td></td>
<td>- Locate resources &amp; college information that will be able to facilitate his/her success.</td>
</tr>
<tr>
<td></td>
<td><strong>Self-Awareness</strong></td>
</tr>
<tr>
<td></td>
<td>- Communicate the reason(s) why he/she came in to see a counselor.</td>
</tr>
<tr>
<td></td>
<td>- Identify obstacles which impact his/her success.</td>
</tr>
<tr>
<td></td>
<td>- Create a reasonable action plan to address his/her concern(s).</td>
</tr>
</tbody>
</table>

| Financial Aid Office (FAO) | - The FAO office provides on-campus financial aid outreach to present Leeward students so that students are aware of financial aid resources. |
|                           | - The FAO office provides general financial aid outreach so that students are aware of financial resources. |
|                           | - The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Pell Grants and Federal Loans. |

| Student Health Center | - The Health Center provides health clearances so that students can enroll at Leeward Community College. |
|                       | - The Health Center provides low cost immunization so that students can prevent acquiring communicable disease. |
|                       | - The Health Center provides awareness of healthy lifestyles so that students can succeed in |
The Health Center provides information about health insurance so that students can attend school without health related stressors.

| Job Prep Services | Students will be prepared for employment.  
|                   | Students will use the available resources to start their job search in order to secure employment.  
|                   | Students will use HINET program as a resource for employment and training. |

The Recruitment office provides information about college so that prospective students can identify the benefits of college.

- The Recruitment office provides application assistance so that prospective students can apply to Leeward CC.
- The Recruitment office provides opportunities to be familiar with Leeward CC so that prospective students can identify programs and resources.
- The Recruitment office provides information about enrolling at Leeward CC so that prospective students can enroll and register for college.

The Student Life office provides leadership training and opportunities so that the students can demonstrate their soft skills.

- The Student Life office provides educational and social events so that the general student body can actively engage in the campus community.
- The Student Life office provides leadership training so that students can demonstrate personal growth.
- The Student Life office provides a college transition program so that students can develop familiarity with the college campus.

Student Services units use SLOs to determine the metrics to be evaluated. Financial Aid, Job Prep Services, Recruitment, Student Health Center, and Student Life units have students, prospective students, or clients complete a survey after each workshop, appointment, or service to determine satisfaction.
with services received (Financial Aid CRE, JPS CRE, Recruit CRE, Health Ctr CRE, Stud Life CRE). The Counseling unit uses Starfish student tracking reports and aggregate counseling evaluations, which are completed online by students, in order to determine trends, workflow, and effectiveness of services. This data is reviewed to determine if and where improvements to service delivery need to take place (Counseling CRE). In other units, unit heads or staff are responsible for collecting survey data.

**Improvements of Student Services**

As a result of the CRE, Student Services units have made improvements. To increase efficiency, the Admissions and Records unit has been focusing on residency determination and decreasing the number of applications that are mailed back to applicants for additional information. These efforts have led to decreased processing times. However, staffing is the most significant factor in terms of processing times (A&R CRE).

In the Counseling unit, counselors use a new counselor model, which is explained in Standard II.C.5. With advances in the STAR GPS registration system, counselors can now focus more on purposeful interactions with students to ensure graduation, transfer, and the attainment of career goals (Counseling CRE).

The Job Prep Services unit has annual staff retreats in the summer to discuss upcoming activities, SLOs, SAOs, and outcome measures. Although Job Prep Services has had staffing issues over the past few years, it continues to promote employment services to students and work with employers in the community. In addition, Job Prep Services plans to build student awareness of various employment and training resources including HINET, Job Center Online, Student Employment and Cooperative Education, and Career Coach (JPS CRE).

The Student Life unit implemented a structured leadership training series in summer 2014 for all its programs. In 2017, student leaders in the Love Pono program also participated. The purpose of the series is to prepare students for leadership roles. Faculty and staff from various UHCC campuses also participate (Retreat Evals ’15, Retreat Evals ’16).

**Analysis and Evaluation**

Student Services units consistently work to improve, refine, and enhance their ability to offer quality services by engaging in assessment.
Evidence

Financial Aid 2014-2016 CRE
Job Prep Services 2014-2016 CRE
Recruitment 2014-2016 CRE
Student Health Center 2014-2016 CRE
Student Life 2014-2016 CRE
Counseling 2014-2016 CRE
Admissions and Records 2014-2016 CRE
Student Life Retreat Evaluations 2015
Student Life Retreat Evaluations 2016

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

ER 15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

The College has a commitment to an open door policy and accepts students with diverse academic backgrounds and a variety of support needs. The College provides appropriate, comprehensible, and reliable services to students and evaluates these services regularly.

Admissions and Records

The Admissions and Records unit processes all applications and accepts students to the College (excluding international applications), maintains all student academic records for the College, certifies all students receiving Veterans Affairs benefits, evaluates all transfer credit requests, provides official transcripts and enrollment verifications for students both past and present, and confers all degrees and certificates awarded by the College. The Registrar’s office plays an integral role in initiatives such as automatic noting of credentials, reverse graduation, dual enrollment, and Early College programs.

Counseling

The Counseling unit provides initial and ongoing academic advising and personal counseling for all students, prospective students, and graduates (Counseling).
Counselors have a caseload of students for whom they assume professional responsibility, including intrusive counseling as needed. Half of the counselors are program counselors who work with specific program areas. General counselors work primarily with liberal arts and undecided majors. To ensure consistency in providing appropriate and comprehensive services, the Counseling unit meets weekly to discuss and receive training on program and curricular changes, policy updates, counseling methods, and technology support systems. In addition, sub-committees develop and implement goals and initiatives set by the unit at the start of each academic year. For more information about the Counseling unit, see Standard II.C.5.

Recruitment
The Recruitment unit provides outreach to area high schools and community organizations and works closely with the Office of Creative Services to promote an awareness of the College and its programs and services. The Recruitment unit coordinates outreach activities, participates in college fairs, and organizes campus tours and special events to help attract prospective students. The college recruiter coordinates a group of peer mentors who provide one-to-one assistance to students from area high schools and who give classroom presentations at a teacher's request on topics related to college aspiration, financial literacy, and college success. In addition, the college recruiter works closely with other members of Student Services to implement Early College programs.

Financial Aid
The Financial Aid unit is committed to providing access to higher education by assisting students and families to seek, obtain, and manage financial aid resources necessary to pursue their higher educational goals (Financial Aid).

Job Prep Services
The Job Prep Services (JPS) unit supports students in seeking part-time or full-time employment (JPS). The unit helps students understand the job search process, organize their employment documents, prepare for job interviews, and create employment strategies. JPS staff work with students to prepare résumés and cover letters specifically aligned to their skills and interests. JPS holds a job fair every semester to connect students with employers. As employment experts, JPS staff share their workforce knowledge with students and offer employment preparation workshops for faculty and staff. In spring 2017, JPS added the HINET program that supports eligible Leeward students in workforce training programs to receive food stamps and reimbursement for books and transportation. JPS participates in most campus activities to promote its services.
Student Health Center
The mission of the Student Health Center (SHC) unit is to achieve and maintain a healthy student body and college community. SHC is an extension of the University Health Services at the Mānoa campus, which provides Leeward students, faculty, and staff with health care services that include but are not limited to health education, disease prevention, family planning, and treatment for acute episodic illness (Stud Health Ctr). SHC works with Admissions and Records to ensure that the College meets mandated health requirements for entrance to a post-secondary school.

Student Life
The Student Life unit provides leadership and co-curricular learning opportunities outside of the academic classroom (Stud Life). Some of these opportunities include shared governance positions, intramural sports, student employment, student organizations, and a variety of enriching events. Campus involvement enables students to gain life skills, increase civic responsibility, and enhance personal and professional development. Leadership development is an essential part of higher education because it can inspire students to reach larger goals, broaden their knowledge, and challenge them to cultivate skills that will benefit them once they move into advanced levels of education and chosen profession.

Service Locations
The College has two locations, both of which offer comparable student support services via online, in-person, phone, and evening appointments.

The table below shows the services provided at multiple locations and through multiple delivery modes.

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Services available at Pearl City</th>
<th>Services available at the Wai'anae Moku</th>
<th>Services available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>X</td>
<td>Drop off service</td>
<td>X</td>
</tr>
<tr>
<td>Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>X</td>
<td>Drop off service</td>
<td>X</td>
</tr>
<tr>
<td>Job Prep Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recruitment</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Student Health Center | X |
---|---|
Student Life | X | Student Government representative, Ka Mana’o, bulletin boards, SAB events | X |
Mental Health Services | X | X |

**Application Process**

To increase students’ understanding of admission requirements, application, and financial aid processes, the College website includes easily accessible ways to apply, whether the student is a first-time student or an international student ([How to Apply](#)). The website includes an online application, academic deadlines, admission requirements, registration information, and financial aid information.

Student Services uses a number of methods for providing intrusive support to students. Some examples include a mandatory New Student Orientation and initial advising for all students new to the College, fundamental instruction in the use of STAR as a degree planning tool for students, intrusive counseling for students who demonstrated a need for additional support, and alternative delivery methods to address students who are not readily available for in-person advising and counseling.

**Early College**

Since 2015, the College has partnered with eight high schools on the west coast of O’ahu to run Early College programs and has dedicated three counselors to serve as liaisons ([Early College](#)). Through Early College, high school students are able to have dual credit whereby credits earned count toward high school and college requirements. At one partner school, numerous students have completed their associate in arts degree at the same time that they graduated from high school. 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.
Assessment Results for Student Services
Resource implications in 2014-2016 identified the Early College programs and the Business Division’s program counselor as areas that need more support (Stud Svcs CRE, Stud Svcs Resource Request). Early College programs are expanding each year, so greater coordination is needed. The Business Division’s program counselor has one of the highest caseloads, and additional support will be needed to handle the newly created Health Information Technology program. As a result, the Student Services CRE and the Business Division’s ARPD included these resource requests, and in 2016-2017 the College prioritized that funds will be allocated (Inst Priorities).

Analysis and Evaluation

The College has instituted processes to guarantee students equal access to quality resources at various sites and via different modalities.

Evidence

Counseling Webpage
Financial Aid Webpage
Job Prep Services Webpage
Student Health Center Homepage
Student Life Homepage
How to Apply to Leeward CC Webpage
Early College Programs Webpage
Student Services CRE 2014-2016
Student Services Resource Request 2016-2017
Institutional Priorities 2016-2017

II.C.4.
Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Student Life unit, through the advisement of the Student Life coordinator, facilitates co-curricular experiences through intramural sports, Student Government, the Student Activities Board, campus clubs, and the Budget and
Finance Committee. The unit coordinator also manages the Board of Student Communications (BOSC). Student Life staff manage the student lounge, senate chambers, and campus bulletin boards.

In terms of financial responsibilities, Student Government, the Student Activities Board, and the Budget and Finance Committee approve all fiscal purchases using student activity fees. BOSC approves all fiscal purchases with BOSC fees.

**Intramural Sports Program**

Although the UHCC system does not have official athletics programs or teams, Leeward students are active in a number of intramural sports offered year round. In fall 2011, the Student Life unit inaugurated the intramural sports program IM LeeSports ([IM LeeSports](#), [Advisor Info](#)). The mission of IM LeeSports is to provide students with opportunities to grow, learn, and develop respect for others through a positive experience in organized sports. The activity itself is friendly yet competitive, but the underlying goal is to foster an inclusive community of students who find commonality through their love for sports. In order to provide adequate funding for the IM LeeSports program, the College increased student activity fees.

Survey results for IM LeeSports show that 70 percent of the participants enjoyed playing against other colleges, 62 percent enjoyed meeting new students, 41 percent enjoyed being in school because of intramural sports, 82 percent were encouraged to maintain a 2.0 GPA because of the program’s GPA requirement, and 83 percent indicated that they would participate again ([IM Survey ’15-‘16](#), [IM Survey ’16-‘17](#)).

The IM LeeSports program was recognized with an honorable mention for the WO Community Building Award in spring 2016 ([Wo Award Letter](#)).

**Student Government**

Student Government is the governing body and administration of the Associated Students of the University of Hawai‘i - Leeward CC (ASUH - Leeward CC) ([Stud Gov’t](#), [ASUH Constitution](#)). This body is managed by an executive board comprised of a president, vice president, secretary, and treasurer. The executive board oversees five senators who are elected by the ASUH - Leeward CC and one Wai‘anae Moku senator who is elected by students enrolled in at least one credit at the Wai‘anae Moku center. Its major responsibilities include managing student activity fees and establishing policies and programs for students.

Student Government advocates for students. It partnered with local food truck vendors to address limited food options on campus, collaborated with the
Information Technology Group to increase Wi-Fi usage for outdoor areas, collaborated with administration to implement designated smoking areas and recycling bins, and partnered with faculty to produce a speaker series on various professions. Student Government also educates students about social injustice and local, national, and global issues.

**Student Activities Board**
The Student Activities Board strives to promote student ideas and engagement (SAB). The purpose of the board is to provide fun, educational, and diverse programs and events for the student body. Events include video game tournaments, poetry slams, live entertainment, and cultural events. The board is a separate entity of Student Government that operates with its own charter and bylaws recognized by the Board of Regents (SAB Charter). Survey results indicate that students appreciate and enjoy events sponsored by the Student Activities Board (Events Survey ’13-’14, Food Truck Survey ’13, College Bash Survey ’14, College Bash Survey ’15).

**Registered Independent Student Organizations (Clubs)**
Registered independent student organizations (RISOs), commonly called “clubs,” are consistent with the College mission in their commitment to nurture and inspire students by providing co-curricular activities that enable students to gain life skills, increase civic responsibility, and develop leadership skills that enrich their personal and professional development. Participating in programs and activities outside the classroom is an integral part of the collegiate learning experience. The Student Life coordinator created the RISO Handbook as a resource guide to assist in developing and registering official student organizations (RISO Handbook).

**Budget and Finance Committee**
The Budget and Finance Committee is a committee of the ASUH - Leeward CC (B&F Cmte). This committee focuses on properly allocating funding to RISOs and campus entities that co-sponsor educational and social events and programs outside the classroom (B&F Cmte Operating Rules). The College established this committee to appropriately allocate student activity fees through an equitable, organized process.

**Analysis and Evaluation**
The Student Life unit, which acknowledges open access and diversity, offers enriching social and learning opportunities to enhance students’ college experience.
Evidence

IM LeeSports Webpage
IM LeeSports Advisor Information
IM LeeSports Survey 2015-2016
IM LeeSports Survey 2016-2017
Wo Award Letter
Student Government Homepage
ASUH Constitution and Operating Rules
Budget and Finance Committee Webpage
Budget and Finance Committee Operating Rules
Student Activities Board Webpage
Student Activities Board Charter
SAB Events Survey 2013-2014
What the Truck Survey 2013
College Bash Survey 2014
College Bash Survey 2015
RISO Handbook

II.C.5.
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling and Academic Advising
Counseling and advising play a vital role in students' college careers. Services offered to students include individual and group appointments, drop-in counseling, college success courses and workshops, university transfer information sessions, informative and just-in-time messaging, and a counseling email for general advising inquiries.

The College hires counselors/academic advisors who meet the minimum education and experience requirements. In addition, counselors/academic advisors attend an annual UH System conference for regular training and updates, and they pursue various professional development opportunities.
throughout the year. Senior counselors are paired with junior counselors to allow for further training of newer counselors.

Every year, the Counseling unit has a professional development retreat to go over goals and counseling standards and to reflect on strengths and areas of improvement. In March 2016, the Counseling unit developed a new counseling model to implement a uniform standard that each counselor would follow when working with students and shifted to a case management model (New Counseling Model).

To be responsive to the needs of students and their identified academic goals, the Counseling unit has program counselors in the areas of teaching, auto mechanics, digital media, culinary, television production, business, plant bioscience, and STEM. In addition, the College has identified special populations of students who may need extra support. These populations include Native Hawaiians, veterans, those who place into developmental math and English, and the Early College population who begin taking college courses while they are high school students. Counselors refer students to JPS for employment assistance, including career assessment through Career Coach (Career Coach). Counselors also refer students to JPS for assistance with the HINET program to qualify for food stamps and other reimbursements. Counselors teaching student success courses (IS100) use JPS as a resource for developmental employment/career information.

In the Counseling unit, all counselors are responsible for collecting survey data. Counselors request student evaluations after the completion of an appointment. Every six months, counselors receive their evaluation results and an aggregate review is shared among all counselors who determine if the results of the evaluations necessitate any changes.

In fall 2017, the Counseling unit will begin sending counselor evaluations to students through email via MyLeeward following their appointment. The unit believes that this new practice will increase the number of completed evaluations on each counselor, providing better feedback on counseling services.

Currently, the Counseling unit has identified five initiatives that are linked to its newly defined counseling process. These initiatives are Assessment, Unsatisfactory Academic Progress (UAP), Assigned Counselor, Student Success Courses, and Career Counseling. Each initiative is directly linked to a student’s experiences and is intended to enhance student development and success in that student’s educational journey. The Counseling unit determines or modifies initiatives at the start of each academic year.
Each year, the STAR rules builders team updates STAR, an advising and academic planning software, to reflect on the approved curricular changes prior to fall registration in April. In addition, the College Catalog is updated each academic year with new curricular changes and is available through the College website. Counselors receive a print copy and can also access the latest course and program updates on the Counseling Handbook website (Counseling Handbook).

The chair of the Counseling unit assigns one of the general counselors to serve part time as an academic advising coordinator. This counselor is responsible for summarizing and communicating program and course modifications to the whole unit and maintaining documentation of approvals for curricular changes. The unit provides trainings for counselors during weekly counselor meetings or in one-on-one sessions.

**Analysis and Evaluation**

The College recognizes the essential role counselors and academic advisors play in students’ persistence and success; thus, the College regularly communicates critical program information to students, provides professional development to faculty and staff, and evaluates the quality of its services.

**Evidence**

New Counseling Model
Career Coach Homepage
Counseling Handbook Homepage
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

ER 16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Evidence of Meeting the Standard

Admissions Policies

The College is an open access institution that has adopted and adheres to the UH Admissions regents policy (RP 5.211). The College Catalog publishes information on admissions for U.S. citizens and international students (Catalog, pp. 106-108). The College website provides prospective students with additional information, including qualifications for admission and online forms for admissions and enrollment (How to Apply, A&R Forms).

New Student Orientation

To streamline the registration process, students are filtered through the MyLeeward portal as exempted from the Mandatory New Student Orientation (NSO) and initial advising appointment if they obtained a degree or certificate within the UH System, attended a UH campus in the past three years with good academic standing, or attended NSO Live the previous semester.

Students who attended a UH campus in the past three years with a GPA under 2.0 are filtered through MyLeeward as exempted from NSO Live but must attend an advising appointment. Students who obtained a degree from a non UH System campus may email the NSO team their transcript or diploma for a manual exemption. Students who have a zipcode off island are filtered through MyLeeward as DE and are automatically sent the NSO Online version. Students who will attend at the Wai`anae Moku center have the option to attend the Welcome to Wai`anae NSO at the Wai`anae Moku center.

NSO Live includes a campus tour, training on Laulima, review of software and instruction on how to select courses for timely degree completion, opportunities to meet with campus resources, and opportunities to meet students and faculty who will aid them in pursuing their academic goals (NSO Handouts, NSO Resources).
Degree Pathways
The College fully implemented the Student Success Pathway framework, which is designed as a clear and structured pathway from point of interest through graduation to transfer and career (VPCC Visit Spr17).

The UH System has been proactive about enhancing its STAR program to include STAR GPS, a registration system within STAR that maps an academic pathway for students based on their identified majors (STAR GPS). This program is regularly used by counselor/academic advisors and students to ensure students understand all requirements for their degree. 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.

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 are 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 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.

The development of cohort models to promote student success is another way that the College offers clear academic pathways that provide extensive support for students. The College currently offers three different types of cohort programs for students: the On Track program, the Lanakila program, and the Going to Finish On-Time program (On Track, G2FO).

Analysis and Evaluation

The College’s open access philosophy extends to its admissions policies, which clearly outline program requirements, and its advising practices, which effectively guide students toward achieving educational and career goals.

Evidence

RP 5.211 Admissions
College Catalog 2017-2018, Admissions Information, pp. 106-108
How to Apply to Leeward CC Webpage
Admissions and Records Forms Webpage
NSO Handouts Webpage
NSO Resource Center Homepage
VPCC Campus Visit Spring 2017
STAR GPS Webpage
On Track Program Webpage
Going to Finish On-Time (G2FO) Program Webpage

II.C.7.
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Placement Practices
The College admits any applicant who is a high school graduate, received a GED, or is at least 18 years old. Once a student is admitted, the College uses multiple measures for placement of all students regardless of intended course enrollment, including those in DE courses.

The College has made some important student-centered changes to its admissions and placement practices (Placement Testing). One change includes
allowing students to defer their enrollment if they can not attend the original semester they applied for.

A second change concerns the placement measures. As of November 2016, ACT no longer offered the COMPASS placement test, which is how the College placed students into math and English courses. The UHCC system chose to replace COMPASS with Accuplacer as a placement test tool. However, research has shown that a single high-stakes exam is not an accurate predictor for college readiness, so the UHCC system is moving away from the practice of a high-stakes placement exam to a system of multiple measures. The Cognitive Assessment Committee, along with the math and English committees with representation from the UHCC campuses, explored available options and developed recommendations to the system Student Success Council. These recommendations were implemented in fall 2016. As a result, students who graduated from high school within the last two years can use any of the multiple placement measures below:

- cumulative high school GPA
- 12th grade English grade
- 12th grade Intro to College Math grade
- 12th grade Algebra 3, Trigonometry, or Precalculus grade
- Algebra II grade
- Algebra I grade
- ACT Writing/Math score
- SAT Writing/Math score
- HiSET Language Arts/Math score
- GED Language Arts/Math score

Analysis and Evaluation

To maintain the consistency and validity of admissions and placement processes, the College regularly assesses its tools and procedures.

Evidence

Placement Testing Webpage

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
Evidence of Meeting the Standard

The Admissions and Records office maintains student records that are permanent, accurate, and complete. All academic records are confidential and are carefully secured against fire or theft. The records are retained according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Access to the Admissions and Records office is limited to authorized personnel only, and files are maintained in locked, fire-resistant cabinets when the files are not in use by office staff. Older records are removed from the active files and secured in a separate area. AACRAO compliance is the responsibility of the registrar and the dean of student services. The College Catalog clearly states the policies and procedures regarding the release of student information in the Family Educational Rights and Privacy of Students section (Catalog, pp. 210-211). In all activities that involve private information, every effort is made to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Forms to request transcripts are available at the Admissions and Records office and online. The Admissions and Records office does not release official information without a written signature from the student authorizing release. A student may access an unofficial transcript online using his or her UH username and password. An unofficial transcript may be used for advising purposes and for transfers within the UH System.

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

The Admissions and Records office has created a practice manual for all of its employees to codify routines and procedures. While this document is intended primarily as an instrument for assuring consistency and quality in actions related to the application processing and residency determination, the standardization also enhances the objectivity of all decision-making related to the acceptance process. These processes and procedures are uniform regardless of the ultimate location of courses registered for by an admitted student, whether in traditional classrooms or through DE.
Analysis and Evaluation

In compliance with state and federal laws, the College has established a process that ensures the security and confidentiality of student records in all forms and disseminates its policies regarding the release of student records.

Evidence

*College Catalog 2017-2018*, Family Educational Rights and Privacy of Students, pp. 210-211

FERPA Webpage
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Leeward CC assures that all employees are qualified to fulfill their responsibilities through a systematic and robust hiring process. All positions at the College are designed to be aligned with the College mission, and job descriptions ensure positions support the principles of the mission, which include community, diversity and respect, integrity, and open access. The College recognizes a variety of personnel positions. University of Hawai‘i (UH) Board of Regents (BOR) appointees who are subject to classification and qualification rules include executive and managerial personnel; faculty; and administrative, professional and technical (APT) (RP 9.201, EP 9.212, EP 5.221, AP 9.540). Support staff including grounds and maintenance and clerical staff are State of Hawai‘i civil service employees subject to civil service classification and qualification rules (A9.300). All employees except executive and managerial are subject to collective bargaining agreements.

For executive and managerial positions, the UH System’s Executive/Managerial Classification and Compensation executive policy determines the minimum qualifications for executive and managerial jobs. Supervisors of executive and managerial positions supplement the minimum qualifications as needed (EP
The policy outlines the process for creating a specific position description that can involve creating a new description or amending an existing one. The policy also includes a sample executive and managerial position description (EP 9.212 Attach C). Position descriptions include a list of the position’s duties and responsibilities as well as the qualifications necessary to perform the duties at a high level. The supervisor is responsible for creating a position description that accurately describes the needs of the College.

For faculty positions, the BOR defines personnel criteria, and the University of Hawai‘i Community Colleges (UHCC) system provides a faculty classification plan in consultation with the collective bargaining unit, the University of Hawai‘i Professional Assembly (UHPA) (RP 9.201, EP 5.221 Attach 3). The plan defines primary and other responsibilities as well as classification ranks.

For APT positions, the BOR defines the personnel criteria, and the UH System Office of Human Resources (OHR) provides a classification and compensation plan based on four bands or levels of work complexity (A9.210). Within each band, OHR establishes career group designations, position classifications within each group, and possible duties and responsibilities for each group. Supervisors of APT positions supplement the minimum qualifications as needed.

For civil service positions, the UH System provides a classification and compensation plan (A9.300). The plan provides a systematic means to describe civil service positions. The State Department of Human Resources Development sets the minimum qualifications for these positions.

The hiring process begins with the formation of a hiring committee, which serves as the prime recommending group throughout the hiring process. This committee consists of at least one subject matter expert. The division chair or unit head chooses a chair for the committee, and the Equal Employment Opportunity and Affirmative Action (EEO/AA) coordinator in the College’s Human Resources office (HRO) determines whether the committee meets diversity requirements.

Employees who serve on a hiring committee are required to attend mandatory training to learn about the hiring process and about their responsibilities as a screening committee member (Convoc Handout F17).

The UH System and the UHCC system policies set minimum qualifications for each position, but it is the charge of the supervisor to write the job description to include duties, responsibilities, and appropriate desirable qualifications to ensure that the description is written by someone familiar with the position and the
College mission. The UH administrative procedures for the recruitment and selection of faculty and APT include a suggested checklist for the recruiting and hiring process, instructions for internal posting of job opening announcements, APT selection procedures, a sample APT screening evaluation sheet, and/or faculty selection procedures (AP 9.540 Attach 1, AP 9.540 Attach 2, AP 9.540 Attach 3A, AP 9.540 Attach 3C, AP 9.540 Attach 4).

Once the job ad is approved by the HRO, the College posts the ads on the Work at UH website for executive and managerial, faculty, and APT positions (Work at UH). The College also posts designated executive and managerial positions in The Chronicle for Higher Education. Civil service positions are posted on the Civil Service Hawai‘i State Government Jobs website (Civil Service Jobs).

The hiring committee writes interview questions that help determine the best possible candidate for the position with a goal of obtaining information about the candidate’s experience level, competency in the field, and ability to perform the job duties as described. During an interview, the hiring committee may ask applicants to perform job-related skills such as a providing a teaching demonstration or solving a job-related problem. The hiring committee scores each applicant on a numeric scale and recommends the top scoring applicants for hire to an administrator, usually the appropriate dean or vice chancellor. The process in place is designed such that the best candidate is chosen from the pool of applicants by a group of people who are familiar with the job position.

Along the way, the HRO collects documentation to ensure that applicants provide official documentation supporting their experience level and that the hiring committee has correctly and uniformly followed the hiring process. The College checks the equivalency of degrees by referring to the National Association of Credential Evaluation Services (NACES) website (NACES).

In fall 2017, the College is piloting a new online applicant tracking system called NEOGOV that will replace the Work at UH website. Applicants for all executive and managerial, faculty, APT, and lecturer positions will use this system. The entire recruitment process from application to hiring of the selectee will be online, thereby reducing the time taken to fill positions (Convoc Handout F17).

Regarding distance education (DE), the College does not include in job announcements specific criteria and qualifications for hiring faculty and staff involved in offering DE. Instructional divisions select existing faculty to teach through DE, and they must satisfy the same qualifications that exist for their traditional classroom counterparts. During the recruitment process, instructional divisions may but are not required to identify qualifications for teaching DE.
courses. When instructional divisions identify DE qualifications, they are included as desirable qualifications. For example, a job advertisement may include the following statement: “May include instructional assignments involving DE.” In addition, the College does not require specific personnel with DE experience to be involved in the recruitment of new personnel.

Analysis and Evaluation

In order to maintain the quality of its programs and services, the College hires qualified personnel (administrators, faculty, and staff) by clearly and publicly posting the criteria required for each position; furthermore, the criteria are such that they address the College’s needs and are tied to the institutional mission and goals.

Evidence

RP 9.201 Personnel Status
EP 9.212 Executive/Managerial Classification and Compensation
EP 5.221 Classification of Faculty
AP 9.540 Recruitment and Selection of Faculty and APT Personnel
A9.300 Position Descriptions for Civil Service Personnel
Convocation Handout Fall 2017
EP 9.212 Attachment C Sample Executive/Managerial Position Description
Executive Vice President for Academic Affairs
EP 5.221 Attachment 3 Classification of Faculty Community Colleges
A9.210 Classification and Compensation Plan for APT Personnel
AP 9.540 Attachment 1 Suggested Checklist for Recruiting/Hiring Process
AP 9.540 Attachment 2 Instructions for Internal Posting of Job Opening
Announcements
AP 9.540 Attachment 3A APT Selection Procedures
AP 9.540 Attachment 3C Sample APT Screening Evaluation Sheet
AP 9.540 Attachment 4 Faculty Selection Procedures
Work at UH Homepage
Civil Service Hawai‘i State Government Jobs Homepage
NACES Homepage
III.A.2. 
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

ER 14. Faculty
The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Evidence of Meeting the Standard

Leeward faculty are an integral part of hiring new faculty members, and they work to ensure that new faculty have appropriate knowledge and skills to assist the College in fulfilling its mission. The UHCC system also ensures consistency in generic job descriptions and criteria for tenure and promotion. Academic qualifications for lecturers (adjunct) are identical to those for regular faculty. The College uses these system policies in hiring, retention, and promotion decisions (EP 5.221, EP 5.211 Attach 3).

The UHCC system sets the minimum qualifications (MQs) for each faculty position (MQs). MQs include the appropriate degree, or comparable work experience if applicable, that the applicant must have in order to qualify for the position and contribute to the mission of the College. Applicants submit transcripts or copies of transcripts with their applications to allow the HRO to verify that the applicant meets the minimum faculty qualifications. If an applicant submits a copy of a transcript, that person must submit an official transcript upon hire.

A hiring committee is responsible for writing the desirable qualifications (DQs) for a job description. These qualifications include a desirable level of teaching and/or professional experience and a knowledge of the subject matter specific to the position. Faculty positions that involve teaching also include DQs that address subject-matter knowledge, experience with a diverse set of teaching
methodologies, especially online teaching, experience with curriculum oversight, and assessment of student learning outcomes. For example, the job description for the instructor in English as a Second Language (ESL) and the English Language Institute (ELI) includes twelve DQs (ESL/ELI Instruc Job).

Upon receipt of a recommendation from a hiring committee, a dean may conduct a personal interview with the finalist(s) to verify qualifications. The College conducts checks with current and former employers to confirm periods of employment, official titles, duties and responsibilities, work habits and attitudes, and/or reasons for termination.

Throughout the process, the hiring committee acts as the subject matter expert and is responsible for determining whether a candidate is suitably qualified and has sufficient experience and skills to meet the needs of the program.

**Analysis and Evaluation**

At the College, faculty work prominently in the process of hiring new faculty members and serve as experts to determine the suitability of applicants. Faculty job descriptions include curriculum development, review, and assessment. These job descriptions ensure that people hired have the required knowledge and skills to perform the job.

**Evidence**

- EP 5.221 Classification of Faculty
- EP 5.221 Attachment 3 Classification of Faculty Community Colleges
- UHCC Minimum Qualifications for Faculty Positions
- ESL/ELI Instructor Job Recruitment

**III.A.3.**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

**Evidence of Meeting the Standard**

When the College hires administrators and other employees responsible for educational programs and services, a hiring committee is responsible for screening and vetting applicants to determine which candidate will best fit the needs of the College. The hiring committee is a diverse group that includes representation from all campus personnel (faculty, APT, and civil service).
The UH System's Executive/Managerial Classification and Compensation executive policy determines the minimum qualifications for executive and managerial jobs (EP 9.212). The policy also outlines the process for creating a specific position description that can involve creating a new description or amending an existing one. Within the UHCC system, executive and managerial classification includes positions such as vice president, associate vice president, chancellor, vice chancellor, dean, assistant dean, director, academic affairs program officer, institutional research and analysis program officer, and assistant to senior executive. These positions have system wide, campus wide, or major program responsibilities that are critical to fulfilling the strategic mission of the University. Position descriptions include a list of the position's duties and responsibilities as well as the academic qualifications necessary to perform the duties at a high level (EP 9.212 Attach C). The supervisor is responsible for creating a position description that accurately describes the needs of the College.

As with the hiring of faculty, the hiring committee conducts the initial interview of selected candidates. However, applicants for executive and managerial positions can often undergo multiple interviews by specific groups such as faculty, administrators, students, and specialty groups from other campuses.

**Analysis and Evaluation**

In order to maintain the effectiveness and quality of the academic programs at the College, administrators and employees responsible for academic programs and services have the necessary qualifications to perform their tasks.

**Evidence**

EP 9.212 Executive/Managerial Classification and Compensation
EP 9.212 Attachment C Sample Executive/Managerial Position Description
Executive Vice President for Academic Affairs

III.A.4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

**Evidence of Meeting the Standard**
The College complies with UH System policies and practices that are consistent with this standard and verifies qualifications of applicants through official transcripts and employment verification checks. In compliance with the "Minimum Qualifications for Faculty Positions," a transcript must come from a regionally accredited post-secondary institution (MQs). The HRO screens each transcript to determine whether it comes from an accredited institution. If a transcript comes from a non-accredited institution, the application is rejected. The College checks the equivalency of degrees by referring to the National Association of Credential Evaluation Services (NACES) website (NACES).

Analysis and Evaluation

All degrees held by employees at the College are from US-accredited institutions or from a non-US institution that has been established as being equivalent to a US-accredited institution.

Evidence

UHCC Minimum Qualifications for Faculty Positions
NACES Homepage

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Evaluation policies and processes are established by the UH System and/or UHCC system for each classification of employee at the College: executive and managerial, faculty, lecturer (adjunct), APT (professional staff), and civil service. The evaluation processes and frequency vary for each classification. These policies are available to all personnel for viewing and include the evaluation criteria for each personnel group (RP 9.213).

The UHPA collective bargaining board determines the criteria to evaluate faculty members. The UHCC system requires an evaluation every two years of tenure-
track faculty who are serving probation (CR Guidelines). A different set of criteria guides the evaluation of faculty applying for tenure and/or promotion (T&P Guidelines). Regardless of the application, the College evaluates applicants based on the following criteria: a self-assessment of their ability to perform primary duties, their effectiveness in teaching or their support of student learning, and their contributions to the College and the community. The applicant prepares a dossier application that is based on evidence and includes supporting documentation. A process is in place to evaluate each submitted dossier, which includes evaluation by a division personnel committee; the division chair; a tenure and promotion review committee, if applicable; and an administrator. All feedback and comments made at each level are documented and returned to the applicant in a timely manner. The primary objective of the process is to serve as a measure of effectiveness and to provide recommendations for improvement. If the process determines that the faculty member is not showing professional growth, the applicant is either terminated in the case of a contract renewal or a tenure application or, in the case of promotion, the applicant is denied promotion.

At the start of each fall semester, the College provides workshops for faculty about the contract renewal and tenure and/or promotion processes. Presenters include the chancellor, the vice chancellor for academic affairs, the UHCC human resources director, and a UHPA representative. Newly hired faculty and those applying for tenure and/or promotion are encouraged to attend (CW & T&P Workshops).

Tenured faculty members must be evaluated every five years. Evaluation is done either through the promotion or, for those who do not submit an application for promotion, through the Faculty Five-Year Review. The criteria for this review are similar to that of the tenure and promotion process and are outlined in the UHCC Faculty Five-Year Review policy (UHCCP # 9.203). One difference from the tenure and promotion process is that in the Faculty Five-Year Review process, only the division chair reviews the application. In the event that the division chair is of a lower rank than the applicant or the division chair is also submitting a dossier for review, the division personnel committee performs the evaluation. As a part of the review, the division chair (or equivalent) shares any recommendations to be made with the faculty member. If it is decided that there is need of significant improvement, the division chair (or equivalent) and the faculty member develop a professional improvement plan together.

Lecturers are evaluated according to the UHCC Lecturer Evaluation policy, and a dossier must be submitted in order for the lecturer to be eligible to continue teaching classes (UHCCP # 9.104). The criteria for evaluation are focused primarily on teaching effectiveness with the primary goal of continued
improvement over time. The frequency of evaluation is determined by the rank of the lecturer: Step A lecturers are evaluated annually, Step B lecturers are evaluated every two years, and Step C lecturers are evaluated every four years. The division chair evaluates the applications and provides feedback on the applicant’s strengths and weaknesses as well as any potential recommendations.

Faculty who teach DE courses include a discussion on issues related to online teaching in their lecturer review, contract renewal, tenure and/or promotion application, and five-year review.

The College annually evaluates executive and managerial positions using criteria set by the UH System’s Executive and Managerial Personnel Policies regents policy and the UHCC Executive Employees Performance Evaluation policy (RP 9.212, UHCCP # 9.202). These include the evaluation of a number of performance categories as well as a review of the position description. As a part of the evaluation, the UH System distributes a “360 Assessment” survey to personnel who support or work with the executive or managerial employee. The employee’s supervisor discusses the anonymous results with the employee for his or her review and evaluation. The employee also prepares a discussion of specific goals to achieve for the upcoming year.

The UH Performance Evaluation of APT Personnel administrative procedures outline the annual performance evaluation of APT (A9.170). The immediate supervisor performs a review of the employee’s performance and documents the results electronically (APT Eval Form). The supervisor and employee discuss the review and any improvements and goals for the employee for the upcoming year.

The State of Hawai‘i’s Performance Appraisal System (PAS) outlines the civil service employee evaluation (PAS Info, PAS Manual). Supervisors meet with the employees to discuss goals and evaluate them on their ability to perform assigned duties.

For APT and civil service employees who are not performing up to standard, the College offers counseling and professional development opportunities to encourage opportunities to grow and improve.

**Analysis and Evaluation**

Regular and systematic evaluations that have clearly established guidelines allow the College to evaluate the effectiveness of all personnel. Actions taken as a result of the evaluations are formal, timely, and documented.
Evidence

RP 9.213 Evaluation of Board of Regents' Appointees
UHCC Guidelines for Contract Renewal
UHCC Guidelines for Tenure and Promotion
Contract Renewal & Tenure & Promotion Workshops
UHCCP # 9.203 Faculty Five-Year Review
UHCCP # 9.104 Lecturer Evaluation
RP 9.212 Executive and Managerial Personnel Policies
UHCCP # 9.202 Executive Employees Performance Evaluation
A9.170 Performance Evaluation of APT Personnel
APT Performance Evaluation Form
State of Hawai’i Performance Appraisal System Information Webpage
Performance Appraisal System Manual

III.A.6.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The College recognizes the importance of the assessment of student learning outcomes (SLOs) and the use of the assessments as driving forces to improve teaching and learning. As such, the College adheres to its Policy on Assessment to promote an environment that is dedicated to the practice of assessment and to ensure that the assessments performed are used in decision-making and resource allocation processes. The policy also stresses that assessment is a continual process and delineates responsibilities for those involved in assessment (L5.210).

UHCC faculty classification plans and evaluation processes for contract renewal, tenure and/or promotion, and post-tenure review include the use of SLO assessment results as a job responsibility and evaluation criteria (CR Guidelines, T&P Guidelines, UHCCP # 9.203, UHCCP # 9.104). A lecturer evaluation also includes this criteria. As an example, the criteria for tenure include a self-analysis of the degree of attainment of SLOs in the classes taught and the possible impact and contributions that the faculty member has made toward achieving his or her professional objectives and meeting students' needs (T&P Guidelines, p. T4). The criteria indicate that the faculty member is not solely responsible for the attainment of SLOs by all students.
The role for administrators, specifically vice chancellors and deans, is to ensure that the assessment process is ongoing for all courses and programs. In addition, the executive and managerial evaluation criteria state that as part of the evaluation, administrators are to discuss the specific metrics outlined by the strategic goals of the College (RP 9.212).

The College's Policy on Assessment also states that staff members are required to participate in the support of SLO assessments if it is in the scope of their job responsibilities. The College encourages participation from those who do not have assessment as an explicit part of their job description.

**Analysis and Evaluation**

With the goal of improving teaching and learning, the evaluation of all personnel that are directly responsible for student learning includes the consideration of how the results of SLO assessment are used.

**Evidence**

L5.210 Policy on Assessment  
UHCC Guidelines for Contract Renewal, 1.a.  
UHCC Guidelines for Tenure and Promotion, I.C., II.C  
UHCCP # 9.203 Faculty Five-Year Review, III  
UHCCP # 9.104 Lecturer Evaluation, E.2.a  
RP 9.212 Executive and Managerial Personnel Policies, III.E.2

**III.A.7.**  
The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

**ER 14. Faculty**  
The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)
Evidence of Meeting the Standard

While no formal policy governs the ration of full-time to part-time/adjunct faculty, the ratio is monitored by UHCC system and the UHCC campuses to assure compliance with the standard.

At the College, each academic division, academic program, and support unit completes an Annual Report of Program Data (ARPD) each year. As part of the report, there is an assessment of the “health” of the program, division, or unit via quantitative indicators, which include a measure of the efficiency of the number of faculty in that area. In the event that the ARPD determines that a program, division, or unit is in need of a faculty position, a vacant position can be reallocated from another area (OEP FY2016, p. 8).

Each academic year, a roster of faculty, including their degrees, is published in the College Catalog (Catalog, pp. 222-230). Each semester, a current schedule of classes that identify faculty responsible for each class is published on the College website (Class Availability).

Analysis and Evaluation

In order to maintain the quality of educational programs and services, the College maintains a sufficient number of qualified faculty, both full and part time, such that the programs and services meet the goals of the College mission.

Evidence

Operational Expenditure Plan Fiscal Year 2016
College Catalog 2017-2018, Instructional Faculty and Staff, pp. 222-230
Leeward CC Class Availability Homepage

III.A.8.
An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
Evidence of Meeting the Standard

The College is responsible for the orientation, oversight, evaluation, and professional development of lecturers (adjunct). Lecturers teaching half-time are members of the faculty collective bargaining unit UHPA and are covered by the collective bargaining agreement. UHCC policies govern the step advancement and evaluation of lecturers (UHCCP # 9.104).

At the College, lecturers are integrated into the campus culture. They are invited to all faculty events, including most of the professional development programs coordinated by the Innovation Center for Teaching and Learning (ICTL) (ICTL). Lecturers are invited to serve on committees and participate in campus events. They can also apply for a professional development award (Prof Dev Award Prog). Additionally, each year one lecturer is recognized through the Outstanding Lecturer Award and is presented this award at the Spring Awards ceremony (Awards & Recognition, Fac & Staff Recognized).

The College has a Lecturers’ Group, a committee that meets to discuss matters that are important to lecturers (Lecturers’ Group). Through these meetings, this group has helped develop lecturer-specific programs such as the New Lecturer Workshop and the Lecturer Mentoring program (Workshop Schedule, Workshop Eval, Lecturer Mentoring). The Lecturer Mentoring program provides lecturers with short-term, one-on-one assistance from selected Power Mentors to improve student learning and/or effectiveness on the job. Both of these programs are similar to programs that exist on campus but contain subject matter that pertains specifically to lecturers and are lecturer driven. This group was also the driving force to ensure that lecturers receive service awards. In addition, the Lecturers’ Group may recommend one representative to the Faculty Senate (FS Charter and Bylaws).

Analysis and Evaluation

The College integrates part-time and adjunct faculty into institutional life through the implementation of policies and practices that provide orientations and evaluation of these faculty, as well as opportunities for mentoring and professional development.
Evidence

UHCCP # 9.104 Lecturer Evaluation
Innovation Center for Teaching and Learning (ICTL) Webpage
ICTL Professional Development Award Program Webpage
Employee Awards and Recognition Programs Webpage Intranet
Faculty and Staff Recognized Webpage
Lecturers’ Group Webpage
New Lecturer Workshop 1-14-17
New Lecturer Workshop Evaluation Summary
Lecturer Mentoring Program Webpage Intranet
Faculty Senate Charter and Bylaws, Article IV, Section 2
III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

ER 8. Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

All UHCC positions are controlled through legislative appropriation. By policy, the UHCC system reallocates positions that have gone unfilled by the College. While no formal staffing ratios are established, the staffing levels for various classifications of employees are reviewed and compared across campuses.

The College may also reallocate positions within its authorized number of position counts. Each division and academic support unit perform an ARPD in which there is a discussion about staffing levels. If an ARPD demonstrates that a division or academic support unit need more staff, the state legislature can award a new position, but this is determined by the ability of the state to fund these positions.

A more common practice to achieve appropriate staffing levels is the temporary hiring of staff during a time of need. This can be done by determining if a new position is required to help support proper operation through the ARPD process and by determining if funding exists for a specified period. Prior to the conclusion of the employment period, the College performs a review of the position’s need and the budget to determine if the position is to be terminated or extended until the next review period.

By hiring staff that meets the UHCC minimum qualifications, the College ensures that the new hires are capable of performing the duties of the position. Official College organizational charts and functional statements determine the organizational structure of the College (Organizational Charts). The UH Organizational and Functional Changes administrative procedures govern any amendments to these charts and statements (A3.101).

Additionally, a vacant position can be reallocated from another area to meet staffing needs (see Standard III.A.10).
Analysis and Evaluation

In order to effectively support the educational, technological, physical and administrative operations, the College maintains a sufficient number of qualified staff.

Evidence

UHCC Organizational Charts 2017
A3.101 UH Organizational and Functional Changes

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

ER 8. Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

All UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by the College (UHCCP # 9.495). The College may also reallocate positions within its authorized number of position counts. While no formal administrative staffing ratios are established, the staffing levels for executive and managerial employees are reviewed and compared across the colleges.

The College's Organizational Chart is the UHCC-approved organization of all administrative and faculty positions (Organizational Charts). As stated in the UH Organizational and Functional Changes administrative procedures, the chancellor annually reviews the organizational chart (A3.101). In the event that changes are necessary, the College can propose a reorganization of existing positions in accordance with the administrative procedures to meet the changing needs of the campus.

Administrators at the College include the chancellor, two vice chancellors, four deans, and one director (Admin, Catalog, p. 221). The rigorous hiring process helps ensure that administrators are well qualified to be able to perform their
duties. Additionally, the College annually evaluates executive and managerial positions to ensure that administrators are performing their duties at a sufficient level.

**Analysis and Evaluation**

The College hires and maintains a sufficient number of qualified administrators to maintain continuity and to provide effective administrative leadership in support of its mission and goals.

**Evidence**

UHCCP # 9.495 Long-Term Vacancy Policy  
UHCC Organizational Charts 2014  
A3.101 UH Organizational and Functional Changes  
Administration Webpage  
*College Catalog 2017-2018*, Leeward CC Administration, p. 221

**III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

**Evidence of Meeting the Standard**

Personnel policies are established and published at multiple levels, including Board of Regents policies, UH executive policies, UHCC policies, and College policies. All of the policies are available for all personnel to view at any time on the UH Systemwide Policies and Procedures information System (PPIS), the UHCC System Policies webpage, and the College’s Policies webpage, respectively (PPIS, UH Policies, Policies). Additionally, collective bargaining agreements govern personnel actions for the covered employees. The system reviews all its policies every three years in order to maintain currency and relevancy (EP 2.201, AP 2.201).

The College’s human resources manager serves as the EEO/AA coordinator to ensure that the College consistently administers personnel policies. The EEO/AA position is responsible for equitable and consistent compliance with existing personnel policies and procedures. In addition, the HRO maintains records and makes decisions based on historical practices, and if necessary, from consultations with the UHCC office. All new hires receive a briefing of the major
personnel policies on campus through the New Hire Orientation (Online Orientation). Since 2016, the UH System requires all employees to complete training on Title IX policies and practices. The system designated all employees as “responsible employees” with a duty to report sexual harassment and other misconduct to the proper authorities (Title IX). Campus wide workshops, seminars, and email announcements communicate any major changes to personnel policies.

**Analysis and Evaluation**

The College follows an established set of published personnel policies and procedures that are fair, equitable, and consistently administered.

**Evidence**

UH Systemwide Policies and Procedures information System (PPIS) Homepage
UH System Policies Webpage
Policies Webpage
EP 2.201 Systemwide Policies and Procedures, III.C
AP 2.201 New or Amended Policies and Procedures, III.B.2.a.(1)
New Hire Online Orientation
Title IX Webpage

**III.A.12.**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

**Evidence of Meeting the Standard**

The College is an institution of equal employment opportunity and affirmative action and is committed to an environment of non-discrimination for all employees and students.

The UH System establishes, publishes, and adheres to nondiscrimination and affirmative action policies and practices that support its diverse personnel (E1.202, RP 1.205, A9.890, A9.895). The College’s Policy on Nondiscrimination and Affirmative Action reaffirms that commitment (L1.202). The University adheres to procedures for the recruitment and selection of faculty and APT personnel, which ensures compliance with University hiring policies, affirmative
action and equal employment opportunity guidelines, and respective collective bargaining agreements (A9.540).

Formal EEO/AA action analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes. Each UHCC campus has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measurement of affirmative action efforts, and remedial action when necessary.

As part of the affirmative action program, the director of EEO/AA at the Office of the Vice President for Community Colleges develops affirmative action plans (AAP) on an annual basis for the seven UHCC campuses for minorities and women in accordance with federal contractor requirements. In addition, the director of EEO/AA develops separately affirmative action plans for protected veterans and individuals with disabilities (Part II) prepared in accordance with federal contractor requirements.

The director of EEO/AA works closely with assigned EEO/AA coordinators at each UHCC campus to monitor and oversee the employment practice, including recruiting and hiring decisions; ensure compliance with the laws and policies and with the AAP, including reviewing job announcements, reviewing for underrepresentation, and monitoring recruitment; ensure equitable treatment of applicants and diverse screening committees; brief search committee members on recruiting practices including nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews; and receive, investigate and resolve complaints.

Regular training sessions are held at the College to educate employees on current and new practices concerning equity and diversity. Training starts with the New Hire Orientation (online and in-person options are available), which includes information for new employees about nondiscrimination policies and practices (New Hire Online Orientation). New employees are given the Faculty and Staff FYI Guidebook (Guidebook). Additionally, the UH System holds workshops and training seminars throughout the year for employees on sexual harassment, hostile environment, disabilities, EEO/AA and diversity, and recruitment, selection, and hiring (EEO/AA).

The College complies with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. In 2016, the State of Hawai‘i mandated that all UH employees were designated as “responsible employees” with a duty to report sexual harassment and other misconduct to the proper
authorities and that all UH employees were required to complete an online training program on Title IX, the Violence Against Women Act, and relevant UH policies (Title IX). As of fall 2016, the College had 80 percent participation in this mandatory training, the highest rate of the ten campuses in the UH System (Chancellor Email on Title IX).

The College has three designated Title IX coordinators: a Title IX coordinator for the overall campus, a deputy Title IX coordinator assigned to employees, and a deputy Title IX coordinator assigned for students. The names of all coordinators are published on the College website along with Title IX resources for UH employees and students (Title IX).

The College is committed to building an inclusive community that supports and advocates for all students. In 2016, the College created two all-gender restrooms for employees and students on the Pearl City campus and one all-gender restroom at the Waiʻanae Moku center. The College has two representatives who participate on the systemwide advisory commission that raises awareness about issues relating to the status of LGBTQ+ equality and who regularly conduct Safe Zone workshops (LGBTQ+, LGBTQ+ Commission, Email on Workshop). In compliance with the UH Preferred Name executive policy, students may change their student identification card to reflect a first name that is concurrent with their gender identity (EP 7.302, Student Data Form).

The College provides programs specifically designed to assist women, minorities, veterans, and disabled groups including Bridge to Hope, the Children’s Center, the Veterans Resource Center, and the Kākoʻo ʻIke program (Bridge to Hope, Children’s Center, Military Resources, KI Program). The College has a representative who participates on the systemwide advisory commission on the status of women (CSW).

In order to maintain a diverse employee group, the College asks new hires to fill out a confidential survey that collects data based on a number of categories. Annual review of the data helps the College to ensure that there is an appropriate distribution of diversity. In the event that there is a shortage in the field (females in administration, for example), the HRO keeps a hiring period open long enough to draw a sufficient number of applicants and/or posts job advertisements in specific publications to solicit a diverse applicant pool. Proper hiring practices, however, determine that the best candidate is chosen.
Analysis and Evaluation

The College creates and maintains programs and services that support its diverse personnel and regularly assesses the employment record with respect to equity and diversity.

Evidence

E1.202 University Statement of Nondiscrimination and Affirmative Action
RP 1.205 Policy on Nondiscrimination and Affirmative Action
A9.890 Equal Employment Opportunity /Affirmative Action
A9.895 EEO/AA Glossary
L1.202 Policy on Nondiscrimination and Affirmative Action
A9.540 Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel
New Hire Orientation Webpage
Faculty and Staff FYI Guidebook 2012
UH EEO/AA Office Webpage
Title IX Webpage
Chancellor Email on Title IX 9-1-16
LGBTQ+ Webpage
Email on Safe Zone Workshop 8-16-17
UH Commission on LGBTQ+ Equality Webpage
EP 7.302 Preferred Name
Student Data Change Form (p. 2, 2d)
Bridge to Hope Webpage
Children’s Center Webpage
For Our Military Webpage
Kākoʻo ʻIke Program Webpage
UH Commission on the Status of Women Webpage

III.A.13.
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Formal ethics policies and procedures are established by the UH System for various employee classifications (HAR 20-2, RP 12.201, EP12.211, EP 12.214, A5.504, A8.025). The UHCC system has a published policy statement of professional ethics for faculty (UHCCP # 5.211). The policy establishes that faculty must
maintain academic integrity given their role as educators and scholars. The College provides a copy of the policy to all new faculty members.

All employees are subject to State of Hawai‘i ethics rules and regulations. The College adheres to the Hawai‘i Revised Statutes’ Standards of Conduct (HRS Ch 84). This document is a code of ethics that covers the expected conduct of all employees of the State of Hawai‘i as well as possible outcomes of the violation of this code.

Every year, all employees at the College read and sign a required disclosure form from the State of Hawai‘i Ethics Commission (Ethics Commission). Every election year, UH and the State of Hawai‘i Ethics Commission distribute reminders regarding political campaigns and guidelines that govern employees seeking political office.

In the event of a violation, the appropriate bargaining units determine punitive actions. Records of punitive actions are kept in personnel files, but confidential information is kept in a separate file.

**Analysis and Evaluation**

The College follows a written code of professional ethics for all personnel that includes consequences for violation.

**Evidence**

- HRS Ch 84 Standards of Conduct
- RP 12.201 Ethical Standards of Conduct
- EP12.211 Policy for Responding to Allegations of Research and Scholarly Misconduct
- EP 12.214 Conflicts of Interest and Commitment
- A5.504 Procedures for Disclosing and Addressing Conflicts of Interest and Commitment
- A8.025 Fiscal Responsibilities within the University
- HAR 20-2 Statement of Rights and Responsibilities of UH Community
- UHCCP # 5.211 Statement on Professional Ethics
- Hawai‘i State Ethics Commission Homepage
III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College is committed to robust professional development programs that provide opportunities for all personnel. The UH System supports faculty and staff professional development by offering tuition waivers for up to six credits each semester (Tuition Waivers). The College offers sabbatical opportunities each year for qualified faculty with appropriate sabbatical proposals.

Much of the ongoing professional development offerings on campus come from two units, the ICTL and the Educational Media Center (EMC). Both of these units have full-time, tenure-track faculty coordinating efforts to provide a diversified offering of workshops and programs, and both units receive resources from the College to fund these efforts.

Innovation Center for Teaching and Learning
The ICTL provides a wide variety of professional development programs for faculty, lecturers, and staff under the guidance of a full-time staff development coordinator and the ICTL Advisory Committee. ICTL offers general programs for faculty, lecturers, and staff; teaching and learning programs for faculty and lecturers; group programs for staff; and funding programs for faculty, lecturers, and staff (ICTL).
### ICTL Programs

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<thead>
<tr>
<th>General Programs</th>
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<tbody>
<tr>
<td>● New Hire Orientation (campus and online)</td>
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<td>● Service 102</td>
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<td>● Supervisory Skills workshop</td>
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<td>● Convocation</td>
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<td>● Leadership Development</td>
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<td>● Safety and Legal Liability workshops</td>
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<tr>
<th>Teaching and Learning Programs</th>
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<tbody>
<tr>
<td>● Hawai‘i National Great Teacher Seminar</td>
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<td>● Mid Semester Assessment</td>
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<td>● Teaching Squares</td>
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<td>● Power Mentor Program</td>
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<tr>
<td>● Teaching Guidelines and Issues for Faculty (TGIF)</td>
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<td>● Teaching Excellence Program (TEP)</td>
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<tr>
<td>● New Lecturer Training</td>
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<td>● Lecturer Mentor Program</td>
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<th>Staff Group Programs</th>
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<tr>
<td>● Operations and Maintenance Summer Seminar</td>
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<td>● Administrative Support Group Summer Institute</td>
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<td>● Learning and Mentoring Program (LAMP)</td>
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<tr>
<th>Funding Programs</th>
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<tbody>
<tr>
<td>● Travel Grant Program</td>
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<tr>
<td>● Professional Development Award</td>
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<td>● Staff Development Fund</td>
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Every three years, the ICTL uses a variety of methods to assess professional development needs including online surveys for faculty, lecturers, clerical, and APT staff; interviews with follow-up surveys for administrators; and focus groups for the Operations and Maintenance staff. In addition, specific individuals or groups can approach the ICTL to help identify professional development needs. For example, the Lecturers’ Group was interested in having a mentoring program tailored for lecturers, so the Lecturer Mentoring program was launched in February 2017.

The ICTL evaluates its programs through a standardized survey, which uses a standard Likert scale to determine the effectiveness of the program. Additionally, surveys for selected professional development programs collect ideas or insights from participants that can be used to improve student learning and assess the effectiveness of new ideas. The surveys also provide opportunities for qualitative feedback. Taken together, the ICTL uses these surveys to improve the programs offered (Summary Report ‘16). For example, in response to comments that some new personnel had difficulty attending the new hire orientation, which are
typically held the week before the semester begins, the ICTL created an online orientation for new hires in September 2015 (New Hire Online Orientation).

The ICTL also provides funding to support professional development. Faculty and staff may apply for funds from three sources. The Travel Grant program with an annual budget of $36,000 funds travel for employees for College initiatives. Professional Development Awards help fund on-island conference and workshop registration fees. The Staff Development Fund provides small grants of up to $150 to support professional development programs and activities. The ICTL bases funding decisions on whether the proposal helps serve the overall College mission of improving teaching and learning (ICTL ARPD).

Educational Media Center
The EMC offers professional development opportunities related to using technology in the classroom. These programs include the Pacific Region Learning Summit, a five-day program that helps faculty learn how to integrate technology in their classrooms; the Smart Classroom Orientation, a demonstration of proper operational procedures; iTeach @ Leeward, a comprehensive workshop and support program for DE faculty; and Technology One-on-One, a program where faculty and staff can meet one-on-one with a technology consultant to incorporate technology into their project or activity (EMC). These programs fulfill the EMC’s support area outcomes, which are aligned with the College mission.

To determine the specific needs of the College, the EMC regularly surveys faculty and staff. Additionally, in order to maintain currency with changing technologies, the EMC group looks at trends in higher education and tailors the new technologies to the needs of the College.

The EMC primarily uses surveys to measure the effectiveness of programs and workshops (EMC ARPD); a number of surveys exist to measure both short-term and long-term effectiveness. For example, standardized exit surveys conclude each workshop, determining its effectiveness. The EMC uses the final program surveys to measure the overall effectiveness of workshop series. The EMC also uses longitudinal surveys to measure the outcomes of the programs and workshops on teaching and learning and how participants applied their learning to their teaching.

Throughout the whole process, the EMC uses a formative evaluation process in order to maintain continued improvement of their workshops and programs. They use the results to adapt and modify offerings based on their effectiveness. For example, the EMC first offered the Teaching Online Challenge in person and
focused the content on pedagogical theory. Participant feedback made it clear that many participants had never taught online before and were not aware of the challenges involved in teaching online. As a result, the program is now completely online and focuses more on application and implementation.

**Campus Perception**
According to the 2016 Leeward CC Employee Satisfaction Survey, 83 percent of the faculty and staff who responded strongly agreed or agreed with the statement that the College provides professional development activities that help them do their work efficiently and effectively.

9. The College provides professional development activities that help me do my work efficiently and effectively, e.g., training, conferences, workshops, mentoring, etc.

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
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<tr>
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<td>7%</td>
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*(Satisfaction Report ’16)*

At the spring 2017 convocation, the Leadership Excellence program cohort presented the following data trend based on employee satisfaction surveys administered in 2011, 2014, and 2016:

*(Satisfaction Presentation ’16)*
Analysis and Evaluation

The College has a robust professional development program that meets the needs of continually evolving pedagogy and technology. The College regularly evaluates these programs to maintain or increase their quality and effectiveness.

Evidence

UH Employee Registration and Tuition Waivers Webpage
Convocation Handout Fall 2017
Innovation Center for Teaching and Learning Webpage
ICTL Summary Report 2016
New Hire Online Orientation
ICTL ARPD 2017
Educational Media Center Webpage
EMC ARPD 2016
Employee Satisfaction Report 2016
Employee Satisfaction Presentation 2016

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Records retention policies, including security and confidentiality, are established by the UH System in accord with law and collective bargaining agreements (A9.025 A9.075). The College maintain records under its control in accord with these policies. The HRO stores and maintains personnel records in the HRO, a secure environment (EP 2.214). The HRO doors require a special key that tracks usage including the date and time of entry. All computers are securely locked with cables, and the rooms have 24-hour video surveillance. The UH System Office of Human Resources stores official personnel files for executive and managerial and Civil Service employees; however, the HRO keeps a shadow file in the HRO during the employee's tenure at the College. In compliance with the Hawai‘i Revised Statutes, Chapter 92F, Uniform Information Practices Act, all employees are able to see their own personal files upon request (HRS Ch 92F §92F-21).
Analysis and Evaluation

While the records are kept secure and confidential at the College, each employee has access to view his or her records.

Evidence

A9.025 Fair Information Practice (Confidentiality of Personal Records)
A9.075 Personnel Records - BOR Appointees
EP 2.214 Security and Protection of Sensitive Information
HRS Ch 92F §92F-21 Individual's Access to Own Private Record
III.B. Physical Resources

III.B.1. 
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College has a main campus and an education center. The Pearl City campus is located on Ala 'Ike in Pearl City. This main campus is comprised of 18 primary buildings and several clusters of portables located on 49 acres of land. The education center, originally referred to as the Wai'anae-Nanakuli Education Center, has been located in various leased locations in Wai’anae but moved to a permanent location on Kula'aupuni Street in Ma'ili in fall 2017, at which time it was renamed the Leeward CC - Wai’anae Moku Education Center to reflect the geographic area the site serves.

The previous Wai’anae site leased 8,269 gross square feet (GSF) on the first and second floors of a two-story commercial building. The new location, Wai’anae Moku, located 1.7 miles from the previous site, is a 38,600-GSF building that is being renovated in multiple phases according to funding availability. Currently, the Wai’anae Moku center operates in the Phase I space of 11,000 GSF. Students are able to utilize the five new classrooms, a math lab, a computer/English lab, a testing center, and faculty/student lounges. The Wai’anae Moku center also includes program support spaces such as offices and meeting rooms for administrators, faculty, counselors, lecturers, and security personnel (need LRDP 2016).

The College constructs and maintains the physical resources at both the Pearl City and the Wai’anae Moku locations to assure access, safety, security, and a healthful learning and working environment. The vice chancellor of administrative services (VCAS) and the auxiliary and facilities service officer oversee campus compliance of all federal and state laws, statutes, and regulations.

Campus Maintenance Structure

The College implements a three-pronged approach to ensure that facilities provide a safe, sufficient, and effective learning and working environment.

- The first prong is the Operations and Maintenance (O&M) unit, which is divided into three sub-units: maintenance, grounds, and janitorial. The
maintenance staff maintains the physical facilities, air conditioning, electrical, and plumbing systems. The grounds staff maintains assigned landscaped areas, removes trash and materials from designated outdoor areas, assists with planting needs, and assists with event preparation, setup, and takedown. The janitorial staff is responsible for indoor and lānai general cleaning, removal of trash and materials, support of campus recycling efforts, changing lights, coordinating movement requests, and assisting with event preparation, setup, and takedown. A computerized maintenance system, eFacilities AiM, tracks all submitted service requests (eFacilities AiM).

- The second prong is ongoing monitoring and assessment of daily operations. The assistant auxiliary facilities service officer conducts a personal check of campus buildings and grounds.

- The third prong consists of reports from the College’s entities. An important source is the campus security officers, who are continuously on duty. Security officers monitor and report physical resource safety concerns and maintenance issues. They regularly contact O&M regarding safety concerns and necessary repairs. Another campus group that provides reports on campus facilities is the Academic and Institutional Support (AIS) Committee, a standing committee of Faculty Senate that seeks to improve the academic and institutional support services to faculty, staff, and students (AIS Cmte). During the 2016-2017 academic year, this committee brought forth concerns that included sidewalk and parking safety and designated smoking areas (AIS Report ’16-'17).

Security
The main campus at Pearl City offers comprehensive security services. The Campus Security office is located in the center of campus in the Language Arts Building, Room 238. On duty Campus Security personnel are available at (808) 455-0611 or by campus telephone extension 611 or through any of the emergency call boxes. The Security Services webpage includes a link to a map with the emergency call box locations (Security).

At the Wai‘anae Moku center, security services are on duty during the facility’s most frequently used operational hours. In addition, during business hours, center members can report emergencies to designated on-site officials and Campus Security Authorities. The Pearl City campus would also provide assistance with a coordinated emergency response should a need arise.
Smoking Restrictions
The College enforces the state legislature’s law prohibiting smoking in enclosed and partially enclosed areas (Act 122). The College informs students that smoking is limited to “designated smoking areas” on campus (Smoking Policy). The VCAS’s office and the Student Life office worked together to select these areas and create clear signage.

Analysis and Evaluation
The College provides safe and sufficient physical resources at all locations while providing an accessible, secure, and healthy learning and working environment. Courses, programs, and services are available at two locations.

Evidence
LRDP 2016
eFacilities AiM Homepage
AIS Committee Webpage
AIS 2016-2017 Report
Security Webpage
Act 122 Relating to Health
Smoking Policy and DSAS Webpage

III.B.2.
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
The VCAS oversees physical resources at both locations. The BOR has two policies on facilities and planning: RP 10.201 Interests in Real Property and RP 10.202 Planning and Management of Real Property (RP 10.201, RP 10.202).

Plans for Repairs/Renovation and Construction of New Facilities
The College uses several mechanisms to ensure that decisions regarding the planning, budgeting, and requests for future campus facilities and space needs are made in an objective and transparent manner. The ARPD process, initiated at the individual unit or division level, is used to capture relevant facility and space data. Facility maintenance is integrated into the ARPD process, which
informs institutional planning and budgeting. All departments, divisions, and units participate in the ARPD process.

The College uses its Strategic Plan and Long Range Development Plan (LRDP) as guides when making decisions (LRPD). Each UHCC campus has an LRDP that serves as a blueprint for future development and drives all future projects. The College completed its most recent LRDP in December 2016. See Standard III.B.4 for a detailed discussion of the LRDP.

Similar planning processes are in place for capital improvement program projects and repair and maintenance projects. The Community College System Office of Facilities and Environmental Health (FEH) manages projects that are deemed larger and typically require professional design consultants. The FEH, when appropriate, assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. The FEH prioritizes projects within the total framework of needs for the UH System and UHCC system.

The UHCC system is committed to providing a safe working and learning environment. To ensure safe and sufficient physical resources, the different levels of the UH System shares facilities planning and management.

The VCAS reports to the campus on approved and funded facility projects through the Auxiliary Services unit’s current project listing, updates to Campus Council, convocation presentations, and construction advisory notices.

Between 2012 and 2017, over 50 active renovation and modernization projects resulted from the College’s Integrated Planning and Budgeting process. These examples illustrate the processes to address the most critical facilities-related needs of the campus:

- Theater renovation
- Leeward CC - Wai‘anae Moku move to a new location
- Title III Renovation Grant
- “Model Classrooms"
- OCEWD move to new portables and new location

A key element to facilities planning is connecting the new physical resource to the College mission (for a detailed discussion of the College mission, see Standard I.A.1). The LRDP is integrated into the campus planning process by ensuring effective use of the campus’ physical resources. Using the ARPD, the Integrated Planning and Budgeting process includes assessment, planning, and budgeting, while aligning to the strategic plan and LRDP. In the ARPD, division
and support areas identify and justify equipment and facility needs, supporting them with data evidence and alignment to campus goals and the strategic plan. Each division and support area ranks their needs based on agreed upon priorities. This process assures effective utilization of resources to support programs and services while achieving the College mission.

Hālau 'Ike O Pu'uloa Renovation
The Hālau 'Ike O Pu'uloa renovation is a clear example of a successful facility plan aligning to the College mission, particularly its special commitment to Native Hawaiians (Catalog, p. 7). In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space. 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 Shadehouse (ODAS Remarks Spr15). Fulfilling the mission statement and aligning with the LRDP, the Hālau illustrates the effective utilization of space and alignment with campus goals.

Leeward CC - Wai'anae Moku
The new Leeward CC - Wai'anae Moku Education Center provides another example of facility planning aligned with the institutional mission. The College identified development of a new location for the Wai'anae facility as a long-term goal in the 2012 self evaluation. Based on a recommendation from the evaluation team and the facility’s priority in the LRDP, the Hawai‘i 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 and an additional $2.5 million in UH revenue bonds 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 Wai'anae 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. The Wai'anae Moku center is the largest renovation project for Education Center.

Distance Education
The College does not have separate facilities and equipment for DE programs and services. Online teaching tools such as Laulima, Blackboard Collaborate, and Gmail are available to all instructors regardless of the mode of teaching. Individual divisions and units use money from their annual budgets to provide adequately equipped laptops for DE instructors. The needs of DE faculty from
different divisions vary based on the course content, so it is the responsibility of divisions and units to ensure that faculty have access to the necessary equipment to effectively teach their DE courses. Divisions and units factor the cost related to maintenance, replacement, and sustainability into their computer replacement cycles, and they make requests for additional support through the approved Integrated Planning and Budgeting process. The Help Desk services all faculty computers to ensure adequate performance.

**Campus Perception**

According to the 2016 Leeward CC Employee Satisfaction Survey, 87 percent of the faculty and staff who responded strongly agreed or agreed that they have the materials and equipment needed to do their work.

<table>
<thead>
<tr>
<th>10. I have the materials and equipment I need to do my work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
</tbody>
</table>

In the same survey, 87 percent of the faculty and staff who responded strongly agreed or agreed that the resources provided for their division, department, or unit are adequate.

<table>
<thead>
<tr>
<th>11. The resources provided for my division/department/unit are adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
</tbody>
</table>

*(Satisfaction Report '16)*
Analysis and Evaluation

The College’s physical resources are built, operated and maintained to ensure its educational goals are met efficiently while also providing students and faculty with the facilities necessary for success.

The College assures the quality of its physical resources through its Integrated Planning and Budgeting process. The ARPD process provides information about the quality of equipment and buildings and the opportunity to request upgrades or replacements of physical resources by evaluating its effectiveness and assesses the needs of its programs and services.

Evidence

RP 10.201 Interests in Real Property
RP 10.202 Planning and Management of Real Property
Long Range Development Plan Webpage
LRDP 2016
College Catalog 2017-2018, Mission Statement, p. 7
ODAS Convocation Remarks Spring 2015 Webpage
Employee Satisfaction Report 2016

III.B.3.
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College undergoes a continuous review of its facilities by building tenants and custodial staff that routinely assess the condition of facilities and report any needed repair or modification to the campus administration. The campus has a facilities manager in the O&M unit, who is the primary point of contact for campus facility needs. The Computerized Maintenance Management System (CMMS) is used for campus work requests. The CMMS enables the campus to identify problem sub-systems and their rate of recurrence. Additionally, the O&M unit utilizes an online maintenance request and management system for campus departments/units/programs to submit a work request.

For ongoing facilities planning, the College uses the Facilities Renewal Resource Model, Asset-Works, the Event Management System, room utilization reports,
and ARPDs. In addition, the College uses the annual Facilities Renewal Reinvestment Model, which records maintenance backlog and estimates annual funding required for ongoing capital reinvestment. The College monitors all facilities on a regular maintenance schedule, including planning for deferred maintenance, and established priorities for addressing both regular and deferred maintenance.

The VCAS tracks classroom usage, vacancy and fill rates, classroom equipment inventory, and campus facilities use. To identify trends, needs, and efficiency, the College compares its data to the data at the other UH System campuses. Current space utilization identifies current and projected needs by units/departments and programs. This data, along with feedback from campus groups, impact future decisions.

**Campus Integrated Planning and Budgeting Process**

This process begins with the mission statement that all units use as a guide for prioritizing activities and projects. As part of the ARPD, units include outcome assessment as an evaluation tool and identify any needed improvements in the ARPD and, if resources are required, include them in a planning list.

The Leeward CC - Wai‘anae Moku center opened in fall 2017. The previous facility did not have science labs. A combination of the ARPD, alignment with campus mission, and a Title III grant will enable the new facility to include a science lab on-site ([Wai‘anae ARPD](#)). This modernization will allow for multiple science courses at the Wai‘anae Moku center. Students will be able to fulfill science requirements for multiple certificate and degree programs such as the AA in Liberal Arts and the AA in Teaching. One of the special features of the Wai‘anae Moku science facility is the integration of place and culture-based sciences. The science lab is part of Phase 2 renovations (need LRPD 2016).

**Note:** The Administrative Services Resources Webpage needs to be updated.

Using systematic and regular inspection, assessment reports from the units/departments, and Administrative Services data gathering, the College is able to accommodate the changing needs of the campus and plan for the future. Administration is active in providing information and updates to the College regarding construction projects and other works that impact physical resources. Towards this end, the goal of the College community is the same: to create an improved learning and working environment for all to enjoy.
**Campus Perception**

According to the 2016 Leeward CC Employee Satisfaction Survey, the majority of faculty and staff who responded indicated that the cleanliness and maintenance of the buildings and grounds were more than adequate or adequate in the following areas:

<table>
<thead>
<tr>
<th>Cleanliness Is More Than Adequate or Adequate</th>
<th>Maintenance Is More Than Adequate or Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Office Space</td>
<td>81%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>63%</td>
</tr>
<tr>
<td>Academic Support (Library, labs, tutoring services, etc.)</td>
<td>83.5%</td>
</tr>
<tr>
<td>Facilities (air conditioning, lights, restrooms, etc.)</td>
<td>78.5%</td>
</tr>
<tr>
<td>Parking Lots &amp; Access Roads</td>
<td>52%</td>
</tr>
<tr>
<td>Landscaping (gardens, open areas, walkways, etc.)</td>
<td>82.5%</td>
</tr>
<tr>
<td>Campus Services (Cafeteria, Bookstore, Theater, etc.)</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

*(Satisfaction Report '16)*

At the spring 2017 convocation, the Leadership Excellence program cohort presented the following data trend based on employee satisfaction surveys administered in 2011, 2014, and 2016:
The overall adequacy of the cleanliness of the facilities has improved since 2011. The Administrative Services unit will be conducting a more detailed survey in fall 2017 to gather more data on areas to improve.

**Analysis and Evaluation**

The College uses a variety of planning and assessment tools on a regular basis to ensure that the physical resources of the institution are used effectively in support of its academic programs and support services. The primary mechanism for evaluating facilities and identifying needed improvements is through the ARPD process.

**Evidence**

- Facilities Renewal Resource Model
- Asset-Works
- Event Management System
- Facilities Renewal Reinvestment Model
  - Waiʻanae ARPD 2016
  - LRPD 2016
- Employee Satisfaction Report 2016
- Employee Satisfaction Presentation 2016
III.B.4. 

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The mechanisms in place to address long-range capital plans include the LRDP, BOR policies, and the Strategic Plan (LRDP 2016, EP 4.201, Strategic Plan). Together they drive all long-range capital plans.

The LRDP is a comprehensive capital improvement and land use plan for the main campus in Pearl City and its Wai’anae Moku Education Center. The LRDP identifies the physical development needed to achieve the College mission, strategic goals, and objectives by supporting and guiding future expansion and growth of the College. It includes a Phase I plan addressing facility needs and campus improvement plans to be implemented within a near-term (seven-year) horizon and an Ultimate Plan to guide orderly campus development over the long-term (20+ years). The College periodically updates its LRDP (every five to ten years), and the chancellor recommends it for approval by the UH administration.

The College completed and gained BOR approval for its current LRDP in October 2017. It not only establishes space requirements and allocations as shaped by the long-term goals, but also provides the framework by which the College can request funding for capital improvement projects.

As a central component of the LRDP, a near-term plan (Phase I) acknowledges capital improvement funding realities while responding to guiding principles, accomplishing design goals, and preparing the campus for the opening of the Leeward Transit Station. With a five- to seven-year planning horizon, Phase I reflects near-term, foreseeable improvements such as streetscape, main entry, courtyard improvements, new amphitheater, revitalized pedestrian mall linking the rail station with campus and interior and exterior improvements to existing facilities. The LRDP also includes site, utility, landscape and electrical improvements, as well as replacing the roof overhang (need LRDP 2016).

The UHCC Strategic Directions 2015-2021 also commits to developing a system of planned equipment replacement, similar to the building maintenance plan that accounts for the expected life of equipment, the cost of replacement, and a systemwide budget for capital equipment replacement (BOR Minutes 11-17-16). By approaching the replacement of equipment as a system, the influence on
campus budgets will be regulated so that large items do not impact the budget in unexpected ways. The clear identification of a replacement schedule will also provide a clearer picture of the amount of deferred equipment within the system.

Note: The College needs to identify elements that comprise the definition of “total cost of ownership” that the College uses when making decisions about facilities and equipment.

**Analysis and Evaluation**

The College conducts long-range planning for capital improvement of new facilities and equipment that take into account the total cost of ownership.

The College has established long-range capital plans that support the College mission and institutional goals. Intentionally aligning long-range plans and institutional goals benefit both the campus and students. Long-range planning supports goals and prepares for the future.

**Evidence**

LRPD 2016
EP 4.201 Integrated Long-Range Planning Framework
Strategic Plan 2015-2021
BOR Minutes 11-17-16
III.C. Technology Resources

III.C.1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.**

**Evidence of Meeting the Standard**

The Information and Technology Group (ITG) maintains and manages all Apple and PC computers, nine computer classroom labs, institutional servers, the Voice Over Internet Protocol (VOIP) telephone systems, web servers, networking services, networked printers, information technology security, the Student Test Center, and Help Desk operations (ITG).

The EMC maintains 74 Smart Classrooms throughout the campus, which are learning spaces with instructional technology that can be used to aid and enhance course instruction. The College developed Smart Classrooms over a period of time, which resulted in some small differences in equipment. At a minimum, each Smart Classroom is equipped with a lectern, dual-boot iMac (Mac and Windows OS), DVD, mixer/amplifier, speakers, projector, and screen. In addition to the minimum equipment, the newest Smart Classrooms are equipped with a touch panel control, SMART Board, HDMI connector for laptops and other devices, Airplay, room microphone, speakers, projector, screen, and moveable table and chairs. In addition to maintaining the Smart Classrooms, the EMC also operates technology equipment loans, professional development for learning with technology for teaching, teaching online, video production, and the Copy Center, which serve faculty, staff, and students (Smart Classroom, INTEC, Learning with Tech, iTeach, Video Prod, Copy Ctr). The EMC has a Classroom on Wheels with Chromebooks that are available for instructors to use in the classroom.

As part of a UHCC system initiative, the College offers online tutoring services through Brainfuse, which provides students with online tutoring services in math, writing, reading, anatomy and physiology, nursing, biology, chemistry, physics, organic chemistry, accounting, economics, finance, statistics, and Spanish (Brainfuse).

The Kāko‘o ‘Ike (KI) program provides support and services to students with documented disabilities. The KI program provides qualified students assistive
technology, access to Kurzweil 3000 (audible scanned text), Dragon Speak (Voice to text), and JAWS for visually impaired students (Ki Program).

The Library has many technology resources to support academic programs and teaching and learning. The Library provides over 65 desktop computers for students on the second and third floors of the library facility. These computers include both PC and Mac as well as designated computers with specialty software needed by digital media students. In addition to the desktop computers, the Library has 30 laptops that students can borrow for a four-hour interval and use anywhere on campus. Additionally, the Library has a Classroom on Wheels that contains 30 laptops available for students. The Library provides two study rooms for students for collaboration and meetings. Each of these rooms is equipped with an Apple TV and Polycom/video conference equipment (Help & Services).

The Library provides printer and scanning services for all students, staff, and faculty. Equipment includes two black-and-white printers, one color printer, one black-and-white printer/photocopier/scanner, and one black-and-white photocopier. Students can print from the Library’s computers/laptops or from their own devices. Any computer in the library facility can print on any of the networked printers. The Library has one high-speed scanning station and two other scanners on the second floor and one printer/photocopier/scanner on the third floor for students to use (Help & Services).

The Library provides access to 140 online databases for all faculty, staff, and students (Research Tools). Faculty, staff, and students can access the resources from anywhere with an Internet connection. The Library regularly works with academic programs to supply access to databases that support their content.

The Library administers an information literacy exam that is required for English 100 students and optional for English 24/English as a Second Language 22 students. Through the Information Literacy program, students also learn about how to access the many resources the Library offers such as the Hawai’i Voyager catalog and online databases (ENG 100 Info Lit, ENG 24 Info Lit).

**Technology Planning and Implementation**

**Annual Technology Plans**

To ensure that current technology is adequately supporting operations, programs, and services at the College, the campus utilizes the Technology Support account and Smart Classroom account. In the 2016-2017 academic year, the College allocated $327,000 to the Technology Support account,
$20,000 to the Smart Classroom account, and an additional $200,000 to the Academic Services units for technology requests. From the additional $200,000 budgeted for Academic Services, $130,000 is allocated to the Technology Support account, $50,000 to Smart Classroom upgrades, and $20,000 to the Library for electronic resources for students and faculty (OEP FY2017, p. 12). Overseen by ITG, the Technology Support account covers the maintenance, repairs, and upgrades for all computer classrooms, smart classrooms, faculty and staff computers, student computers, academic services, and technology infrastructure.

**Academic Divisions and Units**

In accordance with the approved Integrated Planning and Budgeting process, every division and unit completes an ARPD and generates planning lists, which details requested items. These items include technology resources needed by the division or unit. See Standard I.B.9 for a detailed discussion on the Integrated Planning and Budgeting process.

**Long-Term Technology Plans**

Long-term technology planning is conducted through the Information Technology (IT) Advisory Committee (formerly IT Standing Committee), which provides recommendations on future technology needs to meet the current and future needs of the campus, academic programs, support services, and students. The IT Advisory Committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. Faculty and staff who have specialized knowledge of information and technology are included in the IT Advisory Committee. This includes the ITG coordinator, the dean of academic services, digital media and information and computer science faculty, the Help Desk coordinator, and the EMC coordinator (IT Advisory Cmte).

Annually, the IT Advisory Committee reviews all of the planning lists that College units and divisions develop through the ARPD. During the review process, the committee identifies needs and examines future directions for IT. They present a memo to the chancellor with recommendations for IT needs and resource implications. The administrative team and Campus Council use these recommendations in the final prioritization of the institutional plan.

**Technology Evaluation and Needs Assessment**

In order to evaluate the effectiveness of its technology and identify needs of faculty, staff, and students, the College implements a variety of surveys on an annual basis. See Standard II.B.1 for a discussion on these survey results, which includes IT needs.
Faculty who teach in a Smart Classroom take the Smart Classroom survey to evaluate their satisfaction with the technology and the degree to which the technology supports their teaching. Faculty and students who have class in a computer classroom lab take the Computer Classroom Lab survey, which evaluates the faculty and students’ satisfaction with the technology components of the Computer Classroom Lab and how it helps or hinders their teaching or learning. The College uses the results of the Smart Classroom and Computer Classroom Lab surveys to identify technology needs of faculty and students and to gauge the effectiveness of the technology in improving student learning (Smart Classroom Report ‘16).

To help identify technology needs in Smart Classrooms, computer classrooms, and faculty computers, the Help Desk keeps a log of all trouble calls received and sends out a post-trouble call survey (Help Desk Results ‘17). This log and survey help the EMC and ITG identify technology need areas, which are discussed in unit meetings in order to make recommendations and requests to the ITG for funding from the Technology Support account.

**Distance Education Technology Assessment**
The College uses multiple methods for collecting data to assess and evaluate the technology needs for DE. Every semester a DE student survey is sent to all DE students to assess their DE learning experience, which includes an evaluation of the technology. Survey results are posted on the iTeach website (iTeach). Once an academic year, a DE faculty survey is sent to all faculty to identify their technology needs (DE Faculty Responses). In addition to these surveys, the EMC collects evaluation data from each technology training sessions. Results and feedback from these evaluations help evaluate current technology and identify technology need areas for DE. Data from these methods are analyzed by the DE coordinator and any technology recommendations are included in the EMC ARPD in accordance with the approved Integrated Planning and Budgeting process (EMC ARPD).

As part of the approved Integrated Planning and Budgeting process, the IT Advisory Committee reviews all technology requests on planning lists developed through the ARPD and makes recommendations to the chancellor.

**Privacy and Security**
For privacy and security, the College uses network security appliances and its security bundle subscriptions to protect devices that are connected to the College’s network. The Fortinet Fortiguard Security Bundle includes IPS and application control, antivirus, web filtering, endpoint-control, data leak prevention, DNS filter, and VPN. In addition to network security appliances and security
bundle subscription, the College also provides McAfee Virus Scan Enterprise 8.8 to all faculty, staff, and students.

As part of the UH System, UH Information and Technology Services (UH ITS) implements dual authentication for the University’s Web Login. This is an option for all faculty, staff, and students at the College. This project is designed to improve UH security by adding multi-factor authentication capabilities to UH’s Web Login. This involves implementing Duo Security, a third party cloud-based authentication system, with UH’s Web Login system. Duo Security has been widely adopted by higher education institutions and is an excellent way to strengthen security by reducing the risks associated with standard password-based systems.

**Analysis and Evaluation**

The College has a commitment to supporting technology infrastructure and services. Technology resources continue to expand the opportunities for teaching and learning on the campus, and the College has several units dedicated to the support and training of technology.

The ITG, EMC, Library, and KI program work together to ensure that technology services, facilities, and equipment adequately supports all functions of the College.

**Evidence**

ITG Homepage  
Smart Classroom Webpage  
INTEC Webpage  
Learning with Technology for Teaching Webpage  
iTeach Homepage  
Video Production Webpage  
Copy Center Webpage  
Academic Help Webpage  
Kā Ko‘o ‘Ike Program Homepage  
Library Help and Services Webpage  
Research Tools Webpage  
ENG 100 Information Literacy Tutorial Homepage  
ENG 24 Information Literacy Tutorial Homepage  
IT Advisory Committee Homepage  
Operational Expenditures Plan FY2017  
Smart Classroom Survey Report 2016
III.C.2.  
*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

**Evidence of Meeting the Standard**

**Network and Infrastructure**  
As detailed in Standard III.C.1, the ITG maintains a cluster of server equipment with UPS units to provide maximum reliability of the College's network. In order to maintain a reliable network, the ITG replaces network switches every five to eight years, battery backups every four or five years, and servers as needed *(Network Devices)*.

**Wireless Network Coverage**  
Wireless networking is available in 95 percent of all indoor areas including the Student Lounge, the Uluwehi Café, and the Learning Commons. All instructional spaces have wireless networking available. Outdoor coverage includes the courtyards, main concourse, and main parking lots. Wireless connectivity is available for students, faculty, and staff for campus and personal laptops and mobile devices.

**Computer Classrooms Labs**  
The College has nine computer classroom labs. All hardware in the computer classrooms is on a four-year replacement plan. Additionally, the College upgrades software when necessary, through funds set aside from the Technology Support account, to meet the needs of technology-intensive programs. The upgrade schedules vary according to specific needs of individual units, divisions, and academic programs *(CCL Replacement Cycle)*.

**Faculty and Staff Computers**  
The Technology Support account is used to provide regular updating of faculty and staff computers. Each year, a computer inventory is taken to determine which computers are of the highest priority to replace. The College allocates each division or unit a budgeted amount for replacement computers. This allocation is based on the number of full-time faculty or staff in a particular unit or division. The ITG coordinator meets with each division or unit head to finalize the replacement plan for the year. Division funds, grants, or other extramural funds,
which include computer purchases, supplement the computer replacement cycle. Whenever possible, the College recycles and redeploy computer desktops.

**Smart Classrooms**
The College has 74 Smart Classrooms with instructional technology that can be used to aid or enhance course instruction ([Smart Classroom](#)). See Standard III.C.1 for details on Smart Classrooms. The EMC manages the Smart Classroom using $20,000 annually from the Technology Support account to maintain these rooms. This funding is used to replace items such as projector bulbs and computer components. In 2016-2017, an additional $50,000 was allocated to upgrade the technology in Smart Classrooms and to renovate and upgrade five rooms.

**Program Needs and Technology Decisions**
In accordance with the Integrated Planning and Budgeting process, every division and unit at the College completes an ARPD and generates planning lists, which details requested items. These items include technology resources needed by the division or unit, an explanation of why they are needed, and the evidence to support those needs. Requests for technology items on a division or unit’s planning lists follow the procedure in the approved planning process. See Standard I.B.9 for a discussion on the Integrated Planning and Budgeting process.

**Technology Prioritization**
Technology prioritization takes place in three different areas. First, for items over $5,000, an academic division or unit will include technology prioritization on its planning list as part of its ARPD and the approved planning process. Each division chair or unit head prioritize purchases under $5,000 and paid for by the annual budget allocation. Secondly, the ITG prioritizes campus wide technology needs, such as servers, routers, Wi-Fi access points, and cabling. The Technology Support account is used to pay for campus wide technology priorities, upgrades, and maintenance. Lastly, the IT Advisory Committee evaluates all technology items on the ARPD’s planning lists submitted by each division and unit. This committee makes recommendations to the vice chancellor for academic affairs on the prioritization of particular technology items listed on these planning lists.

**Analysis and Evaluation**
The ITG and EMC analyze technology infrastructure through the annual review of program data to ensure it is adequate to support its mission, operations, programs, and services.

241
Evidence

Network Devices
CCL Replacement Cycle
Smart Classroom Webpage

III.C.3.
The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Technology Resource Allocation at Campus Locations
The College has two locations at which it operates: the main Pearl City campus and the Wai’anae Moku Education Center. The ITG and EMC manage and maintain all of the same services on both campuses. The process in which technology is prioritized and allocated, as detailed in Standard III.C.1 and III.C.2, applies to both the Pearl City and Wai’anae Moku locations.

Reliability and Disaster Recovery
The ITG performs a daily disc-to-disc backup of critical servers that are located in the server room and the discs are stored in a secured facility. The server administrator conducts annual recovery drills. To ensure the reliability of the College’s network, the ITG maintains a cluster of servers, housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units (UPS) installed in a separate secured room. As of spring 2017, the College has service contracts for 30 percent of servers for same-day replacement of server components in the event of hardware failure. Older servers do not have same-day replacement contracts. As older servers are replaced, the new servers will have same-day replacement contracts.

The ITG has developed a disaster recovery plan in the event damage occurs to the campus server room or if there is a major campus wide power outage. The College has rack-mounted UPS units and a gas powered generator. During a power outage, the UPS units can power essential critical servers for three or four hours. For longer power outages, the generator will be able to provide continuous power to the server room.
Analysis and Evaluation

The ITG assures reliable access, safety, and security to technological resources at the Pearl City and Wai'anae Moku locations.

Evidence

Evidence about reliability and disaster recovery
III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Educational Media Center
The EMC is the primary unit that inspires, facilitates, and supports teaching and learning using technology for faculty, staff, students, and administrators (EMC). The EMC has four full-time tenured educational technologist faculty members, with one also serving as the EMC coordinator and another also serving as the DE coordinator. Having four full-time faculty dedicated to educational technology professional development and support for faculty, staff, students, and administrators demonstrates the importance of technology in teaching and learning at the College.

The educational technologists closely follow national trends in technology and teaching and create workshops to enrich the faculty, staff, students, and administrators. The educational technologists at the College have an annual $5,000 budget to experiment with emerging technologies, which provide the means for the technologists to be informed of emerging technologies and their application in the classroom.

The EMC offers a set of regular workshops each semester to help faculty use UH-supported technologies to enhance productivity and professional practice. These workshops include training on Smart Classrooms, the Laulima Learning Management System (a UH learning management system based on SAKAI), syllabi, Gmail, and Google Docs. The EMC also offers other workshops and workshop series every year that focus on enhancing teaching and learning with technology in the classroom such as flipped classrooms and course design. Particularly for DE faculty, the EMC offers an online workshop series each semester on how to teach online, the art of teaching online, and how to create an online course (Learning with Tech, iTeach).

Additionally, the EMC offers the Technology One-on-One service to provide professional support to any faculty, staff, or administrator needing help in any area of technology and teaching (Tech One-on-One Request).

To support students with the effective use of technology, the EMC provides a collection of resources and tutorials known as iLearn. This website provides
students tools to evaluate their technology skills, an introduction to online learning, strategies for online success, tools for “getting tech ready,” a Laulima orientation, and other technology and DE resources (iLearn).

In addition to professional development workshops, INTEC (part of the EMC) supports the effective use of technology through the Technology Equipment Loan program (INTEC). This program provides faculty and staff with the proper technological equipment and the instruction on how to properly use it in the classroom.

Other services offered to faculty and staff are support with filming and creating videos for the classroom and the filming of cable courses (course instruction offered through cable television). All faculty and staff at the College may make use of these video production services (Video Prod).

After completing a professional development workshop or series of workshops, each participant completes a survey to evaluate the effectiveness of the workshop. For workshops, such as teaching online, which have multiple meetings over the course of a year, participants complete a formal evaluation and presentation of artifacts. Furthermore, the EMC has developed a badging system as a method to recognize professional development efforts and completion. These evaluations help the EMC ensure that the programs and workshops offered are appropriate and effective.

**Information Technology Group**

Although the primary role of the ITG is not related to professional development, the ITG has been hosting professional development workshops open to faculty, staff, and students such as “Protecting Your Identity Online” and “Tips to Maintain Your Computer and Mobile Devices” (Online Identity Workshop, IT Tips Workshop). The ITG created these workshops in response to issues and concerns of faculty, staff, and students. The ITG conducts these workshops as part of the Success Connection workshops offered by the Learning Resource Center.

**Analysis and Evaluation**

The EMC and ITG provide regular professional development and informational workshops to ensure the effective use of technology in their programs, services, and operations.
**Evidence**

EMC Homepage  
Learning with Technology for Teaching Webpage  
iTeach Homepage  
Technology One-on-One Request Form Webpage  
iLearn Homepage  
INTEC Homepage  
"Protecting Your Identity Online" Workshop  
"Tips to Maintain Your Computer and Mobile Devices" Workshop

**III.C.5.**  
*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

**Evidence of Meeting the Standard**

As part of the UH System, the College is governed by the UH Systemwide Policies and Procedures Information System (PPIS) ([PPIS](#)). The purpose of this system is to establish the basis for university wide policies and practices for the acceptable use and management of all UH information technology resources. PPIS defines and provides effective protection, equitable access, and administrative guidelines for the use of those resources. Lastly, PPIS supplements existing laws, regulations, general codes of conduct, agreements, and contracts that are currently in place.

The PPIS covers responsible use, confidentiality and security of electronic information, ownership and disclosure information, privacy of student information, commitment to access, special responsibilities of system and network administrators, and due process.

In addition to the PPIS, the University has established policies on UH username practices, security and protection of sensitive information, and system and campus wide electronic channels of communicating with students. The ITG website posts publicly-accessible links to these policies ([ITG Policies](#)).

The College has a Personal Equipment Use on Campus Network policy ([Personal Equipment Policy](#)) governing the use of personal technology on the College’s network. The policy is applicable to all faculty, staff, and students and sets forth policies for connecting personal equipment to the College network in order to protect technological resources.
The UH website publishes PPIS and all UH policies, and they are accessible to the public. The ITG website posts links to the PPIS, other UH policies, and the Personal Equipment Use on Campus Network policy, and they are publicly available.

**Analysis and Evaluation**

The College implements policies and recommendations on the use of technology in the teaching and learning process.

**Evidence**

- UH Systemwide Policies and Procedures Information System (PPIS) Homepage
- ITG Policies Webpage
- Personal Equipment Use on Campus Network Policy
III.D. Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

ER 18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Evidence of Meeting the Standard

The UHCC system is committed to support and sustain student learning programs and services and improve institutional effectiveness. Sufficient revenue streams are maintained to cover base operations as well as support initiatives that innovate and enhance programs and services. Institutional priorities are identified through goals and objectives established during the strategic planning process and funding sources are provided to help realize some of these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

The operating budget approved by the BOR for FY 2017 has a projected $41,147,280 in unrestricted revenue to fund an unrestricted expenditure budget of $41,925,418. Expenditures exceed revenues by $810,736 to cover planned one-time expenses. The one-time expenses were programmed in the previous fiscal year and carryover balances were earmarked for these requirements and subsequently carried forward into FY 2017. Reserve requirements exceed both minimum 5 percent and targeted 10 percent thresholds (Budget FY17).

General Funds and Tuition and Fees Special Fund

The UHCC campuses rely on State appropriated revenues (General Funds) to subsidize a significant portion of its operations in order to keep post-secondary education within reach of target populations. The vice president for community colleges and the UHCC chancellors determine the General Fund allocations to the individual UHCC campuses, normally maintaining established levels of current service funding. Current Service funding is equal to the prior year General Fund appropriation, plus any previously agreed upon collective
bargaining augmentations, minus based budget reductions, plus funds for new initiatives (program change requests). General Fund base budget reductions are normally driven by downturns in the State economy; however, there have been no significant budget reductions since FY 2011.

The General Funds received by the campuses combined with tuition generated from credit instruction comprise the general operating fund or “unrestricted operating budget” of the campuses. In 1995, the Legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the University to retain and expend revenues from tuition in order to “…maintain and improve the university’s programs and operations” (Act 161, SLH 1995). Prior to this action, tuition revenues were retained by the State and the University received General Fund appropriations for all of its general operating expenses. This change afforded the UHCC campuses the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation. In spite of consecutive tuition increases over the past 12 years, the UHCC campuses remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC campuses were identified as the most affordable two-year public higher education institutions in the nation (Affordability Study).

The funding of the general operating budget through a combination of General Funds and TFSF has a significant stabilizing effect on campus operations. General Fund allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of TFSF revenue. Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the General Fund base itself usually coincide with downturns in the State economy; however, these periods are often associated with increases in enrollment as students leave the workforce to further their education.

**Other Special and Revolving Funds**

Other special and revolving funds also finance certain aspects of campus operations; however, unlike General Funds and TFSF that support general operations, these funding sources are used to support specific program activities. The program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses.
Extramural Funds
Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. All extramural funds are administered through the University Office of Research Services.

Reserves
The UHCC system requires that each campus maintains adequate financial resources to ensure financial stability (UHCCP # 8.201). All UHCC campuses maintain sufficient cash reserves to address emergencies (5 percent minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10 percent targeted reserves) (Budget FY17).

Capital Improvements Program (CIP) Funds
The UHCC system supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary revenue source for University CIP projects comes from State issued general obligation bonds where debt service payments to retire the bonds are funded by the State. Individual campuses are not obligated to pay for these long-term obligations.

Board of Regents Oversight
The framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the University is managing its resources in a fiscally responsible manner.

The plan includes all appropriated funds including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the UHCC system level must be explained to the BOR at the close of each quarter (Budget FY17).

Budget Adjustments
All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These
budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website.

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed. For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections. Best practices regarding cash management are followed to ensure that cash flow requirements, long-term obligations and other unanticipated costs can be covered as they arise.

Resource Allocation Process and Priorities for Funding Improvements
Allocations are provided for priority initiatives to provide campuses with the means to implement institutional improvements that support strategically important initiatives. The Hawai‘i Graduation Initiative (HGI) is an example of a high priority initiative. The HGI aims to increase the number of educated citizens within the state. HGI’s strategies reflect the UHCC system’s commitment to support increased student participation and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the State.

Performance Funds
Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability and educational attainment. Through funding incentives, performance based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities and a results-oriented campus culture. The UHCC campuses currently earmarked approximately $6.5 million of its base budget for this purpose. Starting from FY 2016, the UH System began providing performance funding allocations that contributed an additional $2.0 million. Combined, performance-funding represents over 4 percent of the total general operating budget. Leeward has historically performed well and received most if not all of the possible performance funding allocations. (2016 Perform Funds)

Performance-funding allocations support the HGI by linking funding to the successful attainment of goals that promote the initiative. Performance measures related to increasing student participation and completion, particularly for students from underserved populations and regions, and expanding workforce development opportunities, are closely tied to HGI’s strategies.

UHCC Innovation Funds and Other Strategic Initiatives
Innovation and strategic initiative funding allocations are used to address critical needs identified through the strategic planning process and support the goals of the HGI. Some of the recent initiatives include subsidizing the cost of new
classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing aging equipment.

**Analysis and Evaluation**

The College has managed to maintain good cash flow and sufficient cash reserves as enrollment has slowly declined. General funds, special and revolving funds, and tuition and fee funds have been continued to provide adequate resources for the programs and services offered. The College manages its funds wisely and efficiently to ensure a quality education is provided to students at the lowest per student cost in the UHCC system.

**Evidence**

BOR Approved Leeward CC Budget FY17  
2016 College Affordability Study  
UHCCP # 8.201 Unrestricted Fund Reserve  
Fall 2016 Performance Funding Results

**III.D.2.**  
*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

**Evidence of Meeting the Standard**

The UHCC’s mission and strategic goals are the foundation for all planning, including financial planning. Strategic goals drive budget priorities in an effort to achieve the outcomes directed by the BOR. The College aligns its mission and goals to the UHCC system mission and goals.

The UHCC mission is articulated through the strategic planning process. The University identified guiding principles in the document *UH Strategic Directions, 2015-2021*. The *UH Strategic Directions*, approved by the BOR in January 2015, provides the framework, objectives, and priority targets for the University. The UHCC strategic plan and individual campus strategic plans are in alignment with the *UH Strategic Directions* ([UH Strat Direc](#), [UHCC Strat Direc](#), [Lee Strat Plan](#))
The College’s Integrated Planning and Budgeting process begins with the mission and strategic plan. All programs and services complete a program review using the mission and strategic plan goals as a guide. The campus leadership also meets in late summer to prepare and plan for the upcoming academic year. In August 2017, the leadership retreat focused on a single goal - keeping the students we have - to guide the Integrated Planning and Budgeting process for the year. For a more detailed description of the planning process, see Standard I.B.9.

The timing of the financial planning process at the college level is tied to the State budget and UH budget processes. The UH System president prepares a budget, which includes all elements of the University for submission to the BOR.

Upon approval by the BOR, the University’s budget is submitted to the Governor for review and incorporation into the executive budget request. The executive budget request for the State is then submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to the University, including any restrictions imposed on Legislative appropriations. The president determines distributions of general funds including a UHCC level distribution. The vice president for community colleges and the UHCC chancellors determine the general fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

Budget and financial reviews are conducted by the BOR. Board Policy 8.204 sets the University’s fiscal management, budget process, legislative budget proposal, and preparation processes (BP 8.204). Leading practices encourage boards to establish policies and practices to ensure that institutional priorities and budget expenditures are aligned and that resources are strategically invested in the University’s mission, vision, and plans.

The College disseminates information about the annual budget and long-term expenditures at convocation each semester. The vice chancellor of administrative services posts his convocation presentations each semester on the College intranet site (Budget Presentations, login required).
Analysis and Evaluation

The College has a well-established Integrated Planning and Budgeting process that begins with the mission and goals. The College aligns its mission and goals with the UH System and UHCC system Strategic Directions. Financial information is distributed to the campus on a regular basis at the fall and spring convocations.

Evidence

UH 2015-2021 Strategic Directions
UHCC 2015-2021 Strategic Directions
Leeward 2015-2021 Strategic Plan
BP 8.204 University Budget (Operating and Capital Improvements)
Budget Presentations

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The UHCC system has clearly defined guidelines and processes for financial planning and budget development. The Budget development process is outlined in the Budget Policy Paper and budget instructions. The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations and timeline. Operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions and utility cost projections are explained. Assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined in this document.

Budget development documents are posted on the UH website (UH Budget website). These documents include the following:

- Budget policy paper and budget instructions (Budget Policy Paper)
- Proposed budget request to the Board (Proposed Budget Request)
• Status of both operating and CIP budgets through the various stages of the budget development cycle (CIP Budgets)

UHCC system budget execution documents are distributed during monthly vice chancellor of administrative affairs meetings and/or posted on the UHCC Budget and Planning and Finance website (Budget and Planning and Finance). These documents include the following:

• General operating budget allocations (Allocations)
• Capital Improvement Plans (CIP Plans)
• Consolidated Financial Statements (Financial Stmts)

The College uses the Integrated Planning and Budgeting process described in Standard I.B.9 to gather input from all campus constituencies before finalizing the budget for the following fiscal year. This process ends with a list of Institutional Priorities that have been vetted through Faculty Senate and Campus Council. The vice chancellor of administrative services and the fiscal officer refer to the Institutional Priorities after completing an initial draft budget. The draft budget utilizes information from UH and UHCC system allocations, tuition and fee projections, and performance funding results offset by projected expenditures for salaries, benefits, fixed costs, and expected variable costs for the upcoming fiscal year. Once the budget has been drafted, any remaining available funds are reallocated based on the Institutional Priorities. An example is the Operational Expenditure Plan FY 2016 (OEP FY2016, p. 8). The College was able to fund the top three priorities (OEP FY2016, p. 17) from the Integrated Planning and Budgeting process.

**Analysis and Evaluation**

The UH and UHCC systems have clear processes and procedures for budget development and financial planning. These processes and procedures are followed by the College. Additionally the College utilizes its Integrated Planning and Budgeting process to ensure all campus constituencies have an opportunity to submit plans for future program development and request resources. The process is broad-based and driven by the mission and strategic plan.

**Evidence**

UH Budget Office Website  
Budget Policy Paper  
Proposed Budget Request  
CIP Budgets
III.D.4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Evidence of Meeting the Standard**

Institutional planning at the UHCC campuses reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals promulgated by strategic plans. The UHCC system has successfully maintained this delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs, new funding to meet strategic objectives and yet remain affordable when compared to other two-year institutions.

The College has a proven track record of using its resources wisely. In periods of dropping revenues, the College has made appropriate decisions to ensure programs and services can continue to operate to meet the needs of our students. Currently, the College has benefited from system funding initiatives and grant opportunities that provide support for programs and services that align with the mission and strategic plan. One example is the Title III grant, Part A and Part F, that have allowed the College to enhance services to Native Hawaiian students by expanding the Hālau ‘Ike O Pu‘uloa and renovating the Science labs.

The College provides information about the institutional planning process throughout the academic year. Information on upcoming campus improvements and financial impacts are shared at the fall and spring convocations by the vice chancellor of administrative services (Budget Presentations). Additionally, the vice chancellor for academic affairs shares information about the planning process during the year via email (Update, Instruction). The emails provide an update to the campus on status of the planning process and prioritizations from each of the areas including instruction, academic services, student services, and administrative services. Finally, the vice chancellor of administrative services
send the approved Operational Expenditure Plan to the campus in the fall semester (Email, OEP FY2016).

Analysis and Evaluation

The College completes its financial planning using realistic projections of expected resources and anticipated expenditures for the upcoming fiscal year. As potential partnerships and grant opportunities come available, the College assesses whether it is appropriate for the institution based on the mission and strategic plan. Constituents are involved in the planning process and receive accurate and updated information throughout the year.

Evidence

Budget Presentations
Email Update on Planning Process
Email on Instructional Priorities
Email on OEP from VCAS
Operational Expenditure Plan Fiscal Year 2016

III.D.5.
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Funding allocations are reviewed annually as part of the Integrated Planning and Budgeting process, which includes existing allocations and requests for new funding. Funding allocations and requests for new funding are directly tied to the mission and strategic plans of the College, the UH System, and the UHCC system. Funding allocations and requests for new funding are justified by various supporting data, including data for the assessment of an SLO or outcome measure. See Standard I.B.9 for more detailed information on the planning process.

On December 15, 2016, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 (Report). The opinion read “In our opinion, the consolidated financial
statements referred to above present fairly, in all material respects, the financial position of the University of Hawai‘i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.”

In the event of an audit exception or management advice item, the College would provide a prompt and timely response to ensure that corrective action is taken to prevent any future occurrence.

**Analysis and Evaluation**

The College has appropriate internal controls in place and disseminates financial information in a timely manner to support decision making. Financial management practices are regularly reviewed and updated to improve internal control systems.

**Evidence**

Audit Report 12/15/2016

III.D.6.  
*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Evidence of Meeting the Standard**

As stated in Standard III.D.5, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016, and found the financial statements presented fairly the financial position and cash flows of the University (Report).

The College provides budget allocations to support student learning based on the Integrated Planning and Budgeting process as detailed in Standard I.B.9. The program review process ensures alignment of resource requests with program needs and activities.
Analysis and Evaluation

The College has internal controls in place to insure accuracy and credibility in financial documents. Allocations are made based on the Integrated Planning and Budgeting process to align financial resources with student learning programs and services.

Evidence

Audit Report 12/15/2016

III.D.7. 
_Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately._

Evidence of Meeting the Standard

Audit Results
Audit findings identified by the system are discussed with affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Findings are also communicated to campus administrative staff and campus or system support units if they are affected or may be involved with corrective action.

Affected units and administrative or support unit staff discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, implementation of new systems; for example, Destiny, which is designed to improve compliance with regulations, increase or enhance financial or programmatic data available for monitoring and decision making, and improve internal control.

Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as ORS (A-133 audit corrective action plans). Corrective action plans identify the program, individuals responsible for implementing the corrective action taken to correct the audit finding. If applicable, the actions taken to prevent reoccurrence and the date corrective actions were taken. The College provides timely corrections to audit exceptions and management advice.

For audits by UH Internal Auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors if any.
The College has not received any audit findings or negative reviews during the last six years.

**Analysis and Evaluation**

Information about the budget, fiscal conditions, financial planning, and audit results is provided throughout the College. The information is sufficient in content and timing to support institutional and financial planning and financial management.

**Evidence**

**III.D.8.**
*The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

**Evidence of Meeting the Standard**

An independent auditing firm conducts a financial and compliance audit for the UH System on an annual basis. Part of the consolidated financial statements is the agreed upon “Report of Independent Auditors on Supplemental Information,” including the statement of net assets and the statement of revenue, expenses and changes in net assets for the UHCCs.

The College regularly evaluates and assesses its financial management processes through the program review process described in Standard I.B.5. Examples of data collected, reviewed, and assessed in the Administrative Services 2016 ARPD include the following:

- Average number of workdays required to issue UH purchase orders as compared to past years and the UHCC system average
- Average number of workdays required to submit purchase order payment documents to UH Disbursing Office
- Average number of workdays required to issue UH Departmental Checks
- Number of Business Office full-time equivalent staff (Civil Service and APT)

*(Admin Services 2016 ARPD)*

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UH and all ten campuses completed the administrative software system upgrade to Kuali Financial System (KFS) on July 1, 2012. The system provides a robust, efficient, and reliable financial information system that is considered more user-friendly while providing access to more timely data to support decision making. Many procedures that required hard copy paper authorizations are now completed within KFS electronically. Other improvements using electronic systems include authorization for travel and leave requests.

**Analysis and Evaluation**

The College has demonstrated that external audits coupled with the self-assessment and evaluation process contained within the framework of the Integrated Planning and Budgeting process ensures the integrity of the financial management system. In addition, comparable measures of performance with other UHCC campuses provide quantifiable data that is used to assess effectiveness and efficiencies and identify potential areas for continuous improvement. The College will continue to evaluate and assess the financial management processes based on feedback received in the planning process, surveys, and a review of comparable data from other campuses.

**Evidence**

Administrative Services 2016 ARPD

**III.D.9.**
*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

**Evidence of Meeting the Standard**

The UHCC system maintains sufficient reserves to maintain financial stability. All UHCC campuses meet both 5 percent minimum and 10 percent targeted reserve requirements (*UHCCP # 8.201*).

The State provides approximately one-quarter of General funds prior to the beginning of the fiscal year and provides the remaining full year allocation prior to the end of the first quarter. The College collects tuition prior to the beginning of fall and spring terms and it is expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollment and budgets are adjusted accordingly. Self-sustaining, non-state funds maintain sufficient
balances to accommodate working capital needs. Careful monitoring of revenues, expenditures and cash are conducted to prevent cash-flow problems.

The balance of unrestricted fiscal reserve of the College is $6,510,883 as of the BOR-approved budget for FY 2017 (Approved Budget FY17). Campus reserves are 14.8 percent of the prior year expenditures.

**Analysis and Evaluation**

The College has sufficient cash flow and reserves to meet the needs of its programs and services. Appropriate strategies are in place to meet financial emergencies and unforeseen occurrences.

**Evidence**

UHCCP # 8.201 Unrestricted Fund Reserve
BOR Approved Leeward CC Budget FY17

**III.D.10.**
*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

**Evidence of Meeting the Standard**

A variety of financial management tools and models are used to plan, project, monitor, and assess the financial condition of the College. The reports are used to monitor extramural funds, loan funds, and non-extramural funds. This includes the use of the following:

- Quarterly budget level summary reporting system
- Monthly budget status reports
- Monthly cash management reports
- Kuali Financial System (KFS)

Policies and procedures are in place to ensure financial management integrity at the College, regardless of the source of funds. These policies and procedures ensure that sufficient resources and fund availability (allocations, appropriations) exists, that proper expenditure authorizations are reviewed, and that the College is in compliance with all applicable statutes, rules, and regulations.
The College demonstrates compliance with Federal Title IV regulations and requirements in the following ways:

- Documentation to demonstrate compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits
- Adjustment of awards when unmet need changes or student withdraws
- Repayment of federal program for over award/adjustments
- Reporting of awards, adjustments, withdraws to federal agency
- Exit interviews for students with loans

As stated in Standard III.D.5, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 and found the financial statements presented fairly the financial position and cash flows of the University (Report).

The College has special fund accounts for campus units and activities that generate revenue, including the library, student activities, vending services, food services, and other programs that support the College. Audit and review of the College’s special funds is included as part of the UH annual financial and compliance audit.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation’s internal control system. The UH Foundation’s responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

The College has a Grants Coordinator position that assists faculty, program directors/coordinates, principal investigators, and administration in the efficient use of grant funds, timely delivery of reports, and other post-award activities. Additionally, the grants coordinator assists in pre-award submissions for new proposals.
Analysis and Evaluation

The College has demonstrated it practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations.

Evidence

Audit Report 12/15/2016

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College participates in short-term and long-term planning as noted in Standard I.B.9. and III.B.2. All financial plans incorporate payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The same information is used in short-term or annual budget and other fiscal planning efforts.

The UHCC campuses do not issue debt for Other Post-Employment Benefit (OPEB) which are funded by the State, insurance costs or repairs and maintenance projects which are funded by the State. The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs. See Standard III.D.14 for further discussion.

The College allocates resources for the payment of its liabilities and funds/reserves to address long-term obligations. No funds are directed to actuarially developed plans for OPEB obligations.

Analysis and Evaluation

The College plans for the payment of liabilities and future obligations to ensure its short-term and long-term financial solvency.
Evidence
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The employer’s share of OPEB obligations for general funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general funded positions are not part of the UH operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University. The University’s contributions are calculated as part of the State’s total contribution requirements and are reimbursed to the State’s General Fund as part of the fringe benefit rate on employees’ actual salaries. The University’s annual OPEB cost for non-general funded employees is calculated based on the annual required contribution (ARC) of the employer, an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employer's' OPEB obligations for non-general funded positions are fully recognized and accounted for in UHCC non-general fund financial plans.

Note: Describe how the institution fully funds its annual OPEB obligation (Annual required contribution (ARC)) and what level is the contribution being funded.

Analysis and Evaluation

The College is responsible for the OPEB for only a small number of non-general-funded positions. These allocations are made at the required level based on a calculation by the University.
Evidence

III.D.13.  
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College calculates the amount of locally incurred debt and allocates adequate resources for its repayment. The percentage of the budget used to repay locally incurred debt is 1.9 percent for FY 2015.

Analysis and Evaluation

The College allocates adequate resources to repay any locally incurred debt.

Evidence

III.D.14.  
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

As noted in Standard III.D.10, the College manages its financial resources with integrity including auxiliary activities, fund-raising efforts, and grants.

Short-term and Long-Term Debt

The College has long-term debt instruments (revenue bonds). Bond funds were used for the purchase and construction costs related to the Wai`anae Moku center. Funds are allocated for debt service annually as part of the budget planning and execution process. The percentage of the operating budget used for debt service is 0.5 percent.

The UHCC campuses also have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on most campuses including Leeward. Bond funds are used for purchase, and installation of new or
replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utilities cost for campuses. Debt service is paid centrally by the UHCC System Wide Support unit with annual reimbursement from campuses based on energy savings for each campus. The funds for this debt service reimbursement are allocated annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement is 1.4 percent at the College.

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the University, and the purpose of the funding source (UHCCP # 8.200, RP 10.201, EP 2.212).

**Auxiliary Activities**

Auxiliary Activities are self-supporting activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities include activities such as bookstore, food service, and parking and are conducted for the benefit of students, faculty, and staff. Bookstore operations are administered by the Mānoa Bookstore unit. Other auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits.

University policies and procedures require that the funds be used in accordance with state and federal requirements and the purpose of the funding source (Admin Proc).

**Gifts and Fundraising**

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices (RP 8.209, RP 8.210, EP 8.209, AP 8.620).

**Analysis and Evaluation**

The College uses all financial resources with integrity in a manner consistent with the intended purpose of the funding source.

**Evidence**

UHCCP # 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs
RP 10.201 Interests in Real Property
EP 2.212 Management of University Bond System (UBS)
III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College has a current student loan default rate of 15.7 percent (Default Rate). The financial aid manager reviews annual fiscal report data and determines if additional steps need to be taken to manage student loan default rates, revenue streams, and assets to ensure compliance with Title IV.

Analysis and Evaluation

The College monitors its student loan default rates to ensure compliance with federal requirements.

Evidence

FY 2014 3 Year Cohort Default Rate
III.D.16. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

**Evidence of Meeting the Standard**

Administrative Services staff follow UH Administrative Procedures to ensure all contracts are reviewed on multiple levels and approved prior to implementation. Some of the contractual agreements fulfill basic functions of a campus, such as the beverage and snack vending contracts. Other contractual agreements meet a need identified through the planning process or student surveys. The alignment of contractual agreements with the mission and goals is demonstrated through integration with the requirements of the Integrated Planning and Budgeting process.

The College has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreement, concession contracts, consultant contracts, construction contracts, internships and externships, and lease agreements. UH Administrative Procedure A8.200 - A8.299 provides procurement guidelines for contracts and purchasing (Admin Proc). For memoranda of agreement, the College adheres to UHCC Policy 8.102A (UHCCP # 8.102A). Internships and externships are covered by UH BOR Policies, Chapter 8 (BOR Ch 8). UH Administrative Procedure A8.270 covers lease agreements (A8.270).

Examples of the contractual agreements include contracting for Student Health Center services with the UH Mānoa Student Health Center, the Xerox lease agreement, and the memorandum of agreement with Kapi'olani CC Nursing program. The VCAS and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. Purchase orders for any service or items costing more than $2,500 are placed on SuperQuote for bids. For amounts under $2,500, the purchase order must be approved by the unit or division head, submitted to the Business Office, and then approved by the fiscal officer prior to any commitment of funds.

To limit liability, the College utilizes the UH service contract that has been approved for use by the UH General Counsel office (Form 63). UH service contracts must be completed and approved by the appropriate dean/director and then reviewed by the vice chancellor for administrative services. The total amount of the contract determines final signing authority. For amounts up to
$25,000, the College’s fiscal officer reviews and approves. For amounts over $25,000, final approval is granted by the UH System Office of Procurement and Real Property Management.

The UH service contract provides a termination clause which states, “UNIVERSITY shall have the right to terminate this contract upon TEN (10) days' written notice at any time and for any reason.” UH Administrative Procedure A8.275, Contract Formation and Administration, provides provisions “to assure that the Contractor’s total performance is in accordance with its contractual commitments and that the obligations of the University are fulfilled (A8.275). It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required.” APM A8.275 also provides guidelines for contract modification and termination.

**Analysis and Evaluation**

Contractual agreements are subject to various UH System policies and procedures and oversight is provided by UH System staff, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are consistent with the College's mission statement and goals.

**Evidence**

AP Chapter 8 Business and Finance
UHCCP # 8.102A Affiliation, Sponsored/Sheltered Class Agreements
BOR Policies Chapter 8 Business and Finance
Administrative Procedure 8.270 Types of Contracts
Form 63 UH Services Contract
UH Administrative Procedure A8.275
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes
IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional Innovation
At Leeward CC, the Office of the Vice Chancellor for Academic Affairs has set up Innovation Funds that provide small grants to fund innovative activities and professional development for faculty and staff. As stated in a September 6, 2016, email from the vice chancellor, "Leeward Community College is committed to fostering innovation and supporting instructional improvement in the classroom to support student success. The College has set aside $60,000 to provide support to faculty and staff members to try new strategies, implement new tools, and learn new methodologies in support of the success of our students" (Email on Funds, Application for Funds, Instructions for Funds).
Administrative leaders look for opportunities to encourage faculty and staff to innovate in the classroom. One recent example is the Acceleration Initiative, a system initiative that supports faculty leaders in their efforts to try innovative teaching strategies to either move students through the developmental education sequence faster or to develop a co-requisite course to support identified students in college-level math and English courses. For a detailed discussion on the Acceleration Initiative, see Standard I.B.6.

The Carl D. Perkins Vocational and Technical Education Act grants give career and technical education (CTE) faculty and staff opportunities to experiment with new teaching strategies and student support delivery services. These grant awards are specific to CTE programs and encourage innovative pilot programs and strategies with initial grant funding.

The College also supported a small team of faculty and staff to attend the 2014 Leading from the Middle professional development program. This team created the On Track cohort model for recent high school graduates (On Track). Now in its third year, the team continues to evaluate and improve the program in an effort to improve retention and completion rates.

**College and System Awards**

The College rewards innovation and excellence through diverse campus and system awards. The College sponsors the Outstanding Service Award for civil service and administrative, professional, and technical (APT) employees; the Outstanding Lecturer Award for lecturers (adjunct); and the Innovative Online Teaching Award for DE faculty. Award recipients are recognized at the annual spring awards reception held on campus (Recognition Programs).

The University of Hawai‘i (UH) System sponsors the Regents’ Medal for Excellence in Teaching for faculty, the Frances Davis Award for Excellence in Undergraduate Teaching for faculty, the Masaki and Momoe Kunimoto Memorial Award for Outstanding Contributions to Vocational Education for CTE faculty, the Willard Wilson Award for Distinguished Service to the University for UH employees, and the President’s Award for Excellence in Building and Grounds Maintenance for UH employees (Award Winners).

The Wo Learning Champions, a University of Hawai‘i Community Colleges (UHCC) system initiative, presents the Change Agent Award and the Community Building Award annually to recognize innovative programs at the UHCC campuses (WoLC Applications, WoLC Winners).
Systematic Participative Processes
The College builds collegiality by encouraging participation at every level from students, through faculty and staff, and up to administrative leaders. Established governance groups that contribute to participative processes include Campus Council, Faculty Senate, Pūko’a no na ‘Ewa Council (Nā ‘Ewa), and Student Government.

Campus Council
Campus Council serves as a recommending body to the chancellor on planning and budgeting issues. The council reviews and recommends the annual institutional budget priorities for the next academic year. The Campus Council Revised Constitution and By-laws begin with a preface that states that “Campus Council will serve as a recommending body to the chancellor for finalizing planning and budgetary matters particularly including but not limited to program reviews, area plans, budget structuring and prioritization of the College’s operational plan” (CC Constitution & Bylaws).

Campus Council includes 18 voting members representing all the campus constituencies. These members include division chairs and coordinators of the instructional units; and representatives of student services, academic services, auxiliary services, the Administrative Support (Clerical) Group, APT Group, Lecturers’ Group, Nā ‘Ewa, and Student Government. Faculty Senate has two representatives on the Council, typically the Faculty Senate Chair and Vice Chair. Administrators are also members in a non-voting capacity.

Faculty Senate
Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the College. The Faculty Senate Charter and Bylaws begin with a preamble that states that “Faculty Senate provides through its Charter and Bylaws both an organizational structure and formal procedures by which the faculty of the University of Hawai‘i - Leeward Community College can carry out its collective responsibilities with administrative colleagues in reviewing, recommending, and advising on matters of academic policy that affect the College” (FS Charter & Bylaws).

The Faculty Senate is comprised of 22 senators elected at-large from full-time faculty, with approximately half elected each year for a two-year term. One lecturer is recommended to serve on the senate, and one Student Government representative serves as is a non-voting member.

Faculty Senate has 11 standing committees (FS Standing Cmtes). Membership on senate committees is open to faculty who are not senate members. Some of
these committees regularly work with administration, Student Services units, and/or Student Government to improve student learning programs and support services. The various committees present the Senate with recommendations and relay resolutions to the relevant administrators via the senate chair.

Pūkoʻa no na ʻEwa Council
The UH System is committed to serving the Hawaiian community. The Pūkoʻa Council is the UH President’s advisory group “dedicated to increase the number of Native Hawaiian students, faculty, staff, and administrators in the university system to 23%, which mirrors the percentage of Hawaiians in Hawai‘i’s general population” (Pūkoʻa Council). In order to represent the College’s Native Hawaiian interests and needs at the Pūkoʻa Council, in 2002 the College established the Pūkoʻa no na ʻEwa Council (Nā ʻEwa), whose charter states will “provide advocacy, leadership, and support for Native Hawaiians through higher education” (Nā ʻEwa Charter & By-Laws).

Nā ʻEwa welcomes all faculty and staff who are interested in Native Hawaiian issues and advocacy. Members draft position statements and program designs by consensus, which are taken to campus governance groups and administration as well as the Pūkoʻa Council.

Student Government
Student Government is the governing body of the Associated Students of the University of Hawai‘i - Leeward CC (ASUH - Leeward CC). The ASUH - Leeward CC Constitution begins with a preamble that states that Student Government exists to “serve the needs, promote the welfare, encourage the active participation, and democratically represent a body of students within a curricular atmosphere” (ASUH Constitution). Student Government works to fulfill its mission, which is to "advocate and strive to represent the student body with leadership, honesty, and integrity while providing a positive learning experience and promoting active participation from student and the community" (Student Life).

To ensure that the student perspective is heard, student government representatives serve as voting or nonvoting members on 14 campus committees or groups and have voting rights in all except Faculty Senate (FS Cmte Involvement). As voting members of various committees, student government representatives attend monthly or biannual meetings with faculty, staff, or administrators, engage in discussions, and vote on topics discussed. As a nonvoting member on Faculty Senate, the student representative attends scheduled meetings, participates in discussions, and provides feedback from a student perspective. Student government committee representatives provide
updates every week at student government senate meetings, and the secretary records the updates in the weekly minutes that are posted on the Student Life website, the student government board outside of the office, and the Wai`anae Moku center's bulletin board (SG Minutes).

**Campus Perception**
According to the 2016 Leeward CC Employee Satisfaction Survey, 61.5 percent of the faculty and staff who responded strongly agreed or agreed that the administrative team encourages an open exchange of ideas that foster institutional improvement. Of those surveyed, 23 percent were unsure and 14 percent disagreed or strongly disagreed.

<table>
<thead>
<tr>
<th>18) The Administrative Team encourages an open exchange of ideas that foster institutional improvement.</th>
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<tbody>
<tr>
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<tr>
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<tr>
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<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

(Satisfaction Report '16)

To continually encourage an open exchange of ideas, the vice chancellor for academic affairs implemented Talk Story sessions to encourage campus dialog on system initiatives and critical issues for faculty and staff in 2016-2017. These sessions will continue in 2017-2018. In addition, at convocation, a format of breakout sessions has been developed in recent years. These breakout sessions include sessions facilitated by members of the administrative team and other campus leaders, and the sessions have been used to solicit feedback from faculty and staff as well as an opportunity for sharing ideas for improvement. For more discussion on these practices, see Standard I.B.1.

**Analysis and Evaluation**

Campus leaders strive to encourage individuals and groups to bring forward ideas for program and institutional improvement. The College has systems and processes in place to plan and implement these improvements.
Evidence

VCAA Email on Innovation Funds
Innovation Funds Application
Innovation Funds Instructions
On Track Webpage
Employee Awards and Recognition Programs Webpage
Faculty and Staff Awards Webpage
Wo Learning Champions Award Applications Webpage
Wo Learning Champions Award Winners Webpage
Campus Council Constitution & Bylaws
Faculty Senate Charter & Bylaws
Faculty Senate Standing Committees
Pūko'a Council Homepage
Nā ’Ewa Charter and By-Laws
ASUH Constitution
Student Life Homepage
Student Government Committee Involvement
Employee Satisfaction Report 2016

IV.A.2.
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Policies and Procedures Involving Decision Making
The College’s Policy on Shared Governance allows individuals and groups to provide views on issues important to them and ensures that administrative leaders demonstrate a willingness to incorporate faculty, staff, and student input into collegial decision-making especially as it relates to academic policies, procedures, and budgetary matters (L1.201). Under shared governance, individuals and groups may voice opinions, vote, make recommendations, investigate, write reports, evaluate leaders, serve as consultants, lead forums, and attend forums. Campus committees, governance groups, divisions, and units
are empowered by shared governance to make formal recommendations on issues before them.

The College's Policy on the Policy Development Process requires organized involvement of all appropriate governing bodies (L1.101). One objective of the policy is to promote shared governance by allowing administration, Campus Council, and Faculty Senate to review and approve all academic and non-academic policies and procedures at the College. Academic policies are reviewed and approved by the vice chancellor for academic affairs and Faculty Senate. If an academic policy involves significant planning or budget allocations, Campus Council also reviews and approves that policy. Non-academic policies are reviewed and approved by the vice chancellor of administrative services and Campus Council. The chancellor provides final approval of all college policies.

The College's Policy on Institutional Mission specifies that the chancellor initiates the periodic review of the College's mission statement in consultation with campus governance groups. During the review, campus and community constituents can provide input based on inclusive dialog. The policy states that Campus Council, Faculty Senate, Student Government, and the chancellor approve the mission statement at the campus level before it is submitted to the Board of Regents (L4.100).

Institutional Evaluation of Policies and Procedures
Campus Council established the Shared Governance Policy Revision Ad Hoc Committee in fall 2017, which will assess and update the College’s Policy on Shared Governance. The College also established the Planning Process Review Ad Hoc Committee, a joint committee between Campus Council and Faculty Senate, to review and update the College’s Policy on Annual Program Review. For further discussion on this ad hoc committee, see Standard IV.A.3.

Students’ Role in Decision-Making Processes
The College encourages student participation in matters that directly concern them and consider their views during decision making. In terms of campus governance, the College empowers the student voice through Student Government. Leeward’s student body elects a Student Government every spring semester. The Student Government Executive Board is comprised of a president, vice president, secretary, and treasurer leads Student Government and oversees five elected senators. Student Government represents the ASUH - Leeward CC to the campus administration and the UH System. It advocates for students’ concerns and needs, and student representatives serve on a range of campus committees to ensure student input on institutional policies and plans. Its major responsibilities include the budgeting and management of the student activities
fees, advocating student needs at the campus and system level, and the establishing of policies and programs for students. A key committee of Student Government is the Budget and Finance Committee. This committee allocates funding for student organizations and events. Members of this committee train over the summer and review the guidelines for requesting and granting funds. During the academic year, this committee meets weekly to review funding requests.

**Analysis and Evaluation**

Administrators, faculty, staff, and students participate in the College’s decision-making processes.

**Evidence**

- L1.201 Policy on Shared Governance
- L1.101 Policy on the Policy Development Process
- L4.100 Policy on Institutional Mission

**IV.A.3.**

_ADMINISTRATORS AND FACULTY, THROUGH POLICY AND PROCEDURES, HAVE A SUBSTANTIVE AND CLEARLY DEFINED ROLE IN INSTITUTIONAL GOVERNANCE AND EXERCISE A SUBSTANTIAL VOICE IN INSTITUTIONAL POLICIES, PLANNING, AND BUDGET THAT RELATE TO THEIR AREAS OF RESPONSIBILITY AND EXPERTISE._

**Evidence of Meeting the Standard**

The College’s Integrated Planning and Budgeting process, which includes program review and resource requests, is the primary method for recommending and implementing new innovations and improvements within divisions and units. As part of the process, Campus Council serves as a recommending body to the chancellor on planning and budgeting issues. The council reviews and recommends the annual institutional budget priorities for the next academic year. For more discussion on the Integrated Planning and Budgeting process, see Standard I.B.9.

In spring 2017, Campus Council sent out a survey to gather feedback about members’ experience in program review and the planning cycle. According to this survey, 80 percent of those surveyed said that they understood how to use the data provided by the UH System. Almost 88 percent of the respondents reported
that they knew how to make prioritization requests for their program or unit improvements (Prog Rev & Planning Survey).

To continually improve the College’s program review and planning processes, Campus Council and Faculty Senate executive members met with the two vice chancellors in May 2017 to discuss the formation of the Planning Process Review Ad Hoc Committee, which will be a joint committee between these two governance groups facilitated by the vice chancellor for academic affairs (Memo on Planning). The membership of the committee will reflect individuals who are directly responsible and/or experienced in producing the Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE). In total, nine of 16 members of the ad hoc committee will be faculty. The committee will work to make recommendations for improvements on the Integrated Planning and Budgeting process and review and update the College’s Policy on Annual Program Review. The group plans to present recommendations by the April 2018 meetings of the two governance groups.

Campus Perception
According to the 2016 Leeward CC Employee Satisfaction Survey, 57 percent of the faculty and staff who responded strongly agreed or agreed that the Integrated Planning and Budgeting process effectively incorporates input from appropriate people or groups in the College, such as their division, department, or unit. Of those surveyed, 29 percent were unsure.

6. The College's overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.

<table>
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<th>20%</th>
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<td>74</td>
<td>37%</td>
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<tr>
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<td>58</td>
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</tr>
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</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

In the same survey, 68 percent of the faculty and staff who responded strongly agreed or agreed that they participate in the Integrated Planning and Budgeting process of their division, department, or unit. Of those surveyed, 10 percent were unsure and 17 percent disagreed or strongly disagreed.
7. I participate in the planning processes of my division/department/unit.

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<tbody>
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<tr>
<td>Agree</td>
<td>79</td>
<td>39.5%</td>
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</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

(Satisfaction Report '16)

Analysis and Evaluation

The College has policies and procedures that clearly define the roles of administrators and faculty in institutional governance, including planning and budget development.

Evidence

Campus Council Program Review and Planning Survey
Ad Hoc Committee Memo on Planning
Employee Satisfaction Report 2016

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The UH Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development recognizes the critical role that faculty play in the academic governance of the University (RP 1.210). A memorandum of agreement between the Board of Regents and the bargaining agent for faculty, the UH Professional Assembly, designates topics that the University will refer to faculty senates. According to this memorandum, senates are authorized to advise campus administration on “matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved” (Memo on Faculty Senates).
The Curriculum Committee, a standing committee of the Faculty Senate, is
responsible for the development, review, recommendation, and approval of new
and revised academic programs and courses. This committee suggests ways to
strengthen curriculum and supports faculty in the review of new approaches to
instruction and cross-discipline articulation. The committee’s website contains
information including the formal procedures by which administration receives
program, course, and other curricular matters through the Curriculum Committee
and the full senate (Curr Cmte, Curr Cmte Approval Process).

The Assessment Committee, a standing committee of the Faculty Senate,
oversees the quality and content of instructional programs; 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
(Assessment Cmte).

The Distance Education (DE) Committee, a standing committee of the Faculty
Senate, helps promote the development of DE courses to ensure that content
and design are appropriate to DE delivery. This committee develops and
recommends policies and procedures that provide technical and academic
support to ensure success for DE students and faculty who teach DE courses.
Membership consists of faculty from every division and unit who have experience
teaching DE courses and at least one non-faculty member (DE Cmte).

The DE Committee hosted a breakout session at the campus convocation in
spring 2017 to inform faculty and staff of federal and Commission requirements
regarding the definitions of distance education and correspondence education
and provided examples of instructor-initiated substantive interaction (DE Notes
Spr17). At the convocation in fall 2017, the committee held a mandatory training
session on federal and Commission requirements for faculty teaching a DE
course. Participants at this training completed a self-evaluation survey on
instructor-initiated interaction in their DE course (DE Self Assessment).
Additional training sessions will be held during the fall semester. Based on
survey responses, division chairs will refer those needing further assistance or
training to their division’s DE liaison (DE Liaison Handout).

Faculty Senate can have several ad hoc committees that focus on specific
academic issues of short duration. Some of these committees work with
administration, Student Services, and/or Student Government to improve student
learning programs and services. During the 2016-2017 academic year, ad hoc
committees focused on the revision of the College’s Policy on Curriculum Review
and Revision, a new course evaluation system, and an alternative class schedule
(Ad Hoc Committee Webpage). The various committees presented recommendations to the senate and resolutions to the relevant administrators via the senate chair.

At the College, instructional faculty serve on committees that focus on curriculum and student learning programs and services. Administrators, division chairs, and academic coordinators meet regularly to discuss instructional matters. Additionally, faculty and staff in Academic Services and Student Services regularly work with academic divisions and units as well as administration to make curriculum-related recommendations.

The vice chancellor for academic affairs, the dean of arts and sciences, the dean of career and technical education, and the academic coordinator of Leeward CC - Wai‘anae Moku meet with the division chairs on a regular basis to discuss issues and concerns from their respective units. Together, this group is able to serve as the liaison between their units and administration and make recommendations that directly affect student learning programs and initiatives.

**Analysis and Evaluation**

Faculty and academic administrators are responsible for curriculum, academic student support, and student services.

**Evidence**

RP 1.210 Regents’ Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development
UH and UHPA Memo on Faculty Senates
Curriculum Committee Homepage
Course Outline and Program Proposal Approval Process Webpage
Assessment Committee Homepage
DE Committee Homepage
DE Session Notes Spring 2017
DE Self Assessment Survey
DE Liaison Program 2017-2018 Handout
Faculty Senate Ad Hoc Committee Webpage
IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College’s Policy on Shared Governance guarantees that any individual or group of individuals has the right to provide their views on any issue of importance.

Administrators are responsible for educating faculty and staff of their right to share diverse perspectives, and administrators are responsible for providing opportunities for faculty and staff to do so. The policy specifies that a large amount of campus input should be incorporated into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters. When decisions are contrary to the wishes of constituency groups and other recommending bodies, administrators and other decision makers are obligated to provide reasons. For additional discussion on this policy, see Standard IV.A.2.

Campus governance groups provide input based on their respective expertise and responsibilities. In general, Campus Council reviews non-academic policies and practices that pertain to the entire campus, and then advises administration on decision making. Faculty Senate reviews academic policies and practices, and then advises administration on decision making. Nā ‘Ewa reviews policies and practices regarding Native Hawaiian issues and advises administration as needed. Student Government reviews policies and practices that pertain to students and advises administration as needed. For further discussion, see Standard IV.A.1.

Campus Perception

According to the 2016 Leeward CC Employee Satisfaction Survey, 59 percent of the faculty and staff who responded strongly agreed or agreed that Campus Council adequately represented their division or unit. Of those surveyed, 32 percent were unsure.
As campus leaders, Campus Council members have the responsibility of including input and feedback from members of their constituencies.

When asked about participation in governance, 73 percent of the faculty and staff who responded strongly agreed or agreed that they participate in College committees.

20. I participate in College committees (e.g., Campus Council, Faculty Senate, Curriculum Committee, Sustainability Committee, Wellness Committee, Accreditation Committee, Discovery Fair Committee, etc.).

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<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>18</td>
<td>9%</td>
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</tbody>
</table>

(Satisfaction Report '16)

Analysis and Evaluation

The College’s shared governance system ensures that the College appropriately considers the relevant perspectives of faculty, staff, and students on issues related to planning, decision making, and curricular changes.

Evidence

Employee Satisfaction Report 2016
IV.A.6.  
*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

Communication with Faculty and Staff  
The College’s campus communication system includes resources that are always available as well as periodic communication distributed at multiple levels (*Campus Communication System*). This system provides a process to document and administer communication on all decisions across the campus. It allows users to input news, events, activities, and announcements in one online form for distribution on one or more campus communication media, which includes the College website, *UH News* and the UH System website, on-campus digital signage system, campus bulletin, official College online sites (Twitter and Facebook, for example), and media distribution via news releases. The College also emails the Bulletin to everyone on the faculty and staff listserv and posts the bulletin on the College’s intranet site (*Bulletin*).

Campus administrators present reports on new initiatives, policy changes, and issues of interest to the campus at convocation, which takes place before the start of each semester (*Convoc Handout Spr17, Budget & Facilities F17*). The College posts all documents shared at each convocation on the intranet site for all faculty and staff to access. The vice chancellor for academic affairs holds regular Talk Story sessions on current topics that need campus discussion and input, which are discussed in more detail in Standard I.B.1. Additionally, the vice chancellor for academic affairs provides updates to the planning process throughout the year and includes email distributions of division or unit priorities as they are further prioritized during the academic year (*Email on Planning 11-7-16, Email on Planning 3-10-17, Email on Planning 3-17-17, Email on Planning 3-23-17, Email on Planning 3-28-17, Email on Planning 4-4-17, Email on Planning 4-11-17*).

The Campus Council webpage on the Leeward Intranet hosts agendas, minutes, and pertinent documents (*CC, CC Minutes*). The Faculty Senate website hosts agenda, minutes, and supporting documents in order to keep the campus community current on the business being considered (*FS, FS Minutes*). Nā ‘Ewa and Student Government post agendas and meeting minutes to either the College website or intranet (*Nā ‘Ewa Minutes, SG Minutes*). Minutes from all governance meetings include records of discussions, votes, and other relevant information.
Administrative leaders communicate across the campus community through the Bulletin, which is emailed through the faculty and staff listserv and published on the College intranet (Bulletin). At the start of each semester, the College holds convocation at which time administrators distribute a detailed handout with updates and announcements about institutional efforts to achieve goals and improve learning. The administrative team also distributes the handout electronically. Each semester, the UH vice president for community colleges gives a presentation to the campus on the status of system and college goals and achievements, which is also posted to the College’s intranet. For further discussion on the vice president’s presentation, see Standard I.B.3 and I.B.6.

**Communication with Students**
The College communicates with students through weekly emails sent by the Student Life office and updates on the Student Life homepage (Stud Life Email 8-21-17, Stud Life). In addition, the College requires all incoming students attend the New Student Orientation (NSO Resources). On campus, digital signage provides reminders of Student Life activities and campus news.

**Communication with the Public**
The College performs annual program reviews and publishes results on the UHCC ARPD website (UHCC ARPD). ARPDs for each of the College’s programs are available to the public. The College requires each academic program, educational unit, and support area to complete a CRE every four years, which is available to the campus community (CRE).

**Analysis and Evaluation**

The College has an extensive communication system that ensures that the College effectively documents and communicates decision-making processes and resulting decisions.

**Evidence**

- Campus Communication System Webpage
- Bulletin on Intranet
- Convocation Handout Spring 2017
- VCAS Budget and Facilities Update Fall 2017
- VCAA Planning Process Email1
- VCAA Planning Process Email2
- VCAA Planning Process Email3
- VCAA Planning Process Email4
- VCAA Planning Process Email5
IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Evaluation of Policies
The College regularly evaluates its governance and decision-making policies and uses the results of those evaluations to make improvements, which are communicated to the campus community. For detailed discussion on how the College regularly evaluates its policies to ensure their effectiveness, see Standard IV.A.2.

Evaluation of Procedures and Processes
The College uses an employee satisfaction survey, which is discussed in detail in Standard I.B.4, as a broad-based mechanism to evaluate its governance and decision-making procedures and processes. The College also uses this survey to evaluate its leadership roles. Below are results that pertain to Campus Council and Faculty Senate.

Campus Perception
According to the 2016 Leeward CC Employee Satisfaction Survey, 36 percent of the faculty and staff who responded strongly agreed or agreed that Campus Council effectively carries out its role in governance. Of those surveyed, 55.5 percent were unsure.
This survey indicated that 55.5 percent of the faculty and staff who responded strongly agreed or agreed that Faculty Senate effectively carries out its role in governance. Of those surveyed, 38 percent were unsure.

15. The Faculty Senate effectively carries out its role in governance.

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(Satisfaction Report ‘16)

In January 2017, the Leadership Excellence cohort presented the results of the 2016 Employee Satisfaction Survey to the campus community at convocation (Satisfaction Presentation ‘16). Following the general meeting, the chairs of Campus Council and Faculty Senate led a breakout session to solicit feedback on how to better improve the two organizations and improve communication about these governance groups (Convoc Handout S17).

Administrative leaders discussed the results of the campus survey and determined that Campus Council and Faculty Senate would create and administer additional surveys to gather more information from campus constituents about the integrity and effectiveness of these governance groups.

Campus Council discussed the results of the campus survey at its meeting in February 2017 (CC Minutes 2-6-17). During spring 2017, the council conducted its own member survey (CC Member Survey). According to the results, two-thirds of its membership responded that their knowledge of the council’s role and function had increased during the academic year. The most common
suggestions for improvement to the college’s governance and planning processes included increased constituent engagement and more effective, timely communication to the campus community of council’s role and accomplishments.

To improve communication, the Faculty Senate Executive Committee created a monthly blog, *News from Faculty Senate*. According to its first posting in January 2017, “Blog posts will share important news from the Faculty Senate to our core constituencies and the campus at large. This blog is not intended to replace the Faculty Senate website which is the official source for Senate meeting agendas, minutes, motions, and committee reports. Instead, this blog will serve as an up-to-date supplement sharing commentary, activities, and other news of importance to you” (*FS Blog*).

In fall 2017, Faculty Senate held a breakout session at convocation to educate the campus community about the functions of the senate and the issues that the senate faced the previous academic year. Also, new and returning senators attended and were available to answer questions (*FS Session F17*).

Faculty Senate discussed the results of the 2016 campus satisfaction survey at its August 2017 meeting and appointed the Elections Committee to design and administer its own satisfaction survey, which will be distributed to the campus community (*Motion for Survey*). In fall 2017, the committee will evaluate the survey results and suggest improvements.

Student Government consistently seeks feedback from students via a suggestion box outside of its office and through weekly Student Life emails indicating office hours, social media sites, and an email address for making suggestions (*SG Cards Summary*). The Student Life office communicates the results of these suggestions to the campus community via email and on its website. In fall 2017, Student Government will conduct an effectiveness survey that will gain student, faculty, and staff perspectives. The results will be shared on the Student Life website and emailed to the campus community.

**Analysis and Evaluation**

The College regularly reviews and evaluates its leadership roles and governance and decision-making policies, procedures, and processes. Appropriate leaders and governance groups evaluate the results and use them to make improvements, all of which are widely communicated to the campus community.
Evidence

Employee Satisfaction Report 2016
Employee Satisfaction Presentation 2016
Convocation Handout Spring 2017
Campus Council Minutes 2-6-17
Campus Council Member Survey
Faculty Senate Blog
Faculty Senate Breakout Session Fall 2017
Motion for Faculty Senate Satisfaction Survey
Student Government Comment Cards Summary
IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

At Leeward CC, the current chancellor first assumed the position of interim chancellor in March 2007. In May 2008, the Board of Regents appointed the interim chancellor to the position of chancellor (RP 9.201). He is the first faculty member of a UHCC campus to assume the position of chancellor at his home campus and the first Native Hawaiian chancellor of the College (Office of the Chancellor). On March 29, 2017, the Native Hawaiian Education Association honored him as Native Hawaiian Educator of the Year 2017 ("Chancellor Cabral Awarded").

The chancellor’s duties as noted in the job listing for his position are as follows:

Under supervision of the Vice President for Community Colleges and University President, provides leadership as the chief executive officer for the College and is responsible for the overall administration and management of the College’s instructional, student services, institutional support, academic support, continuing education and training programs and workforce development.

- Represents the University of Hawaii and acts on behalf of the College within the community.
- Serves as the College liaison officer to the president of the university and the president’s staff, the board, the vice president of community colleges, and the State Legislature.
- Responsible for setting the institutional goals and mission, planning and forecasting courses of action, determining performance objectives and desirable results, developing strategies to achieve goals, allocating resources, developing policies, setting procedures, developing the budget, and so forth.
- Works with the campus program managers and various recommending and advisory groups in matters relating to the priorities for the direction of the College, especially with regard to staffing and budget planning and resource allocation.
- Responsible for the financial soundness of the College’s operations.
- Works with administrative staff members to direct, manage and supervise personnel responsible for academic and non-academic programs.
- Renders decisions on renewals, evaluations, disciplinary actions, appointments, and tenure and promotion applications.
- Establishes internal and external communication processes to handle transmittal of information.
- Articulates mission of the College to serve the campus and community at large.
- Responsible for institutional fundraising, marketing and public relations.

(Chancellor Job Listing)

The chancellor and his executive team regularly communicate institutional values, goals, and institutional-set standards to faculty and staff at each convocation, which is held before the start of each semester. Faculty and staff receive detailed handouts of the information covered at convocation; this information is also posted on the College intranet. In addition to the convocation presentation, the chancellor regularly communicates updates, goals, and accomplishments to all faculty and staff through the campus email listserv.

Through the approved Integrated Planning and Budgeting process, the chancellor ensures that institutional research is linked to institutional planning and resource allocation. See Standard I.B.4 for details.

Campus Perception
According to the 2016 Leeward CC Employee Satisfaction Survey, 78 percent of the faculty and staff who responded strongly agreed or agrees that the chancellor provides effective leadership to the campus. Of those surveyed, 15.5 percent were unsure and 5.5 percent disagreed or strongly disagreed.

16. The Chancellor provides effective leadership to the campus.

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</tr>
<tr>
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<td>2</td>
<td>1%</td>
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(Satisfaction Report ’16)
At the spring 2017 convocation, the Leadership Excellence program cohort presented the following data trend based on employee satisfaction surveys administered in 2011, 2014, and 2016:

![Chart showing employee satisfaction trends]

(Satisfaction Presentation '16)

Analysis and Evaluation

At the College, the chancellor occupies the role of chief executive officer. As the leader of the College, the chancellor is primarily responsible for the quality of the College and providing effective leadership.

Evidence

RP 9.201 Personnel Status
Office of the Chancellor Webpage
Chancellor Cabral Awarded Webpage
Leeward CC Chancellor Job Listing
Employee Satisfaction Report 2016
Employee Satisfaction Presentation 2016

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
The chancellor manages a team of seven executive-managerial positions and the Marketing and Public Relations office (Organizational Charts). The chancellor maintains an open door policy to his office and is often in communication, either face to face, via phone, or via email on issues of importance with all of his administrative team. The chancellor has weekly scheduled meetings with the vice chancellor of administrative services (VCAS) and the vice chancellor for academic affairs (VCAA) and meets informally to discuss pressing issues with them on a daily basis. The chancellor has regularly scheduled monthly meetings with his entire administrative team. The chancellor delegates authority for academic initiatives to the VCAA and the administrative resources to the VCAS. He believes in delegation of authority to his administrative team but intercedes when circumstances warrant a higher-level decision.

The chancellor makes the final decisions in the College’s Integrated Planning and Budgeting process. This process, described in Standard I.B.9, incorporates assessment results into the Annual Report of Program Data (ARPD) template from all units, programs, and divisions to evaluate its programs and activities. The end result of this process is the generation of an institutional priorities list, which the College uses to establish an institutional plan. Campus Council makes the final recommendation about the institutional priorities list to the chancellor, who has final decision-making authority on campus resource allocations.

**Analysis and Evaluation**

The chancellor plans, oversees, and evaluates the institution’s administrative structure and delegates authority to administrators consistent with their responsibilities.

**Evidence**

UHCC Organizational Charts 2014
Approved Organizational Charts and Functional Statements
Memo on Approved Reorganization
IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

In line with the *UHCC Strategic Directions* and goals, the chancellor guides the College in the annual Integrated Planning and Budgeting process. This process is described in detail in Standard I.B.9. and begins with a review of the mission statement and strategic plan. At an annual leadership retreat, held in the summer, the chancellor sets the focus for the coming year and initiates the annual planning process.

Thereafter, the Integrated Planning and Budgeting process incorporates input from all constituencies at multiple levels and is driven by the College’s common values, goals, priorities, and institution-set standards.

The OPPA provides the College with accurate data reports and facilitates program review, evaluation, and the planning process. The College integrates the data provided by the OPPA into the planning process and connects the resource request lists from the ARPD process to resource allocations. Resource requests are based primarily on program assessment and review data, such as factors indicating demand, efficiency, effectiveness, and degree completion.

Leeward’s institution-set standards mirror the UHCC system’s standards (*UHCCP # 4.203*). See Standard I.B.3.

The chancellor is responsible for institutional planning and supports the continual improvement of the planning process. The OPPA provides an Institutional Effectiveness Report to track progress toward campus goals and summarize the results of campus planning efforts as part of the Integrated Planning and Budgeting process. The OPPA will also provide data and analysis to the chancellor, vice chancellors, and other campus leaders upon request.
Analysis and Evaluation

The chancellor guides the institution through an established collegial process that integrates education planning with resource allocation, supports and improves learning, and evaluates overall institutional planning.

Evidence

UHCCP # 4.203 Institution-Set Standards

IV.B.4.
The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The chancellor has responsibility to select the accreditation liaison officer (ALO). The ALO collaborates with the chancellor and facilitates the self evaluation process. The ALO is primarily responsible for preparing the Institutional Self Evaluation Report and guides all other accreditation efforts.

Every year, the chancellor oversees the annual reporting requirement to ACCJC. The chancellor delegates responsibility for the Annual Report to the ALO, and the Annual Fiscal Report to the vice chancellor of administrative services. The chancellor encourages administration and faculty participation on evaluation teams.

The chancellor has delegated authority for overseeing accreditation efforts to the director of planning, policy, and assessment, who works closely with the ALO.

Administrative leaders assure compliance with accreditation requirements in their respective areas and shares updates with the faculty and staff at the campus convocation each semester.

Through the Curriculum Committee and Assessment Committee, the faculty and staff assure compliance with accreditation requirements regarding curriculum and student learning.
Analysis and Evaluation

The chancellor leads the administrative team, faculty, and staff in the accreditation process demonstrating a commitment to a culture of improvement.

Evidence

IV.B.5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The chancellor ensures the College is complying with governing board policies by maintaining current knowledge of federal regulations, state regulations, union policies and contracts, and UH System policies. Federal and state emails update the chancellor on new or revised regulations or laws as well as provide reminders on meeting compliance. The Council of Chancellors meets with the UH vice president for community colleges to review compliance and state and federal laws that affect education.

The vice chancellor of administrative services receives updates at monthly system meetings on fiscal and Title IX regulations. The VCAS conveys this information to the campus during convocation and at various workshops and training throughout the year. The UH System Office of Institutional Equity created an online Title IX training that faculty and staff need to complete every two years.

The financial aid officer receives updates on financial aid regulations and ensures that all counselors are aware of new regulations.

In decision-making processes, the chancellor and the administrative team refer to University policies when making decisions or developing campus policies. Proposed policies must be in accordance with the institutional mission and meet applicable governing policies. They are vetted through the Policy on Policy Development Process (*L1.101*).

The chancellor has various ways to ensure the College maintains effective control of the budget and expenditures. The College has employed a VCAS for
over a decade who provides transparent fiscal information to the campus at every convocation and collaborates with Faculty Senate and Campus Council on budgetary matters. The VCAS regularly discusses the budget with the chancellor, vice chancellor for academic affairs, deans, and the Business office. The chancellor actively participates in Campus Council, which reviews budget planning and recommends resource allocations.

**Analysis and Evaluation**

The chancellor is responsible for complying with governing board policies and the College’s budget and expenditures.

**Evidence**

L1.101 Policy on the Policy Development Process

IV.B.6. *The CEO works and communicates effectively with the communities served by the institution.*

**Evidence of Meeting the Standard**

The chancellor communicates with the communities served by the College in a number of ways. He sends frequent emails through the facstaff email listserv sharing new partnerships and programs and utilizes social media to raise awareness across campus. The chancellor represents the College and acts on behalf of the College within the community.

The chancellor seeks every opportunity to be visible in the community for the College and posts pictures on the College website and social media. The chancellor connects with the community through the following campus events:

- Discovery Fair: The Leeward CC Discovery Fair occurs annually on the first Saturday of November. The event focuses on educational activities, interactive exhibits, and games for all family members. Food booths, a book fair, and plant sales are also part of the activities ([Discovery Fair](#)).
- Department of Education’s Robotics Competition
- L`ulu: Culinary Arts program fundraiser ([L`ulu](#))
- [Geek Day](#)
- [Volunteer Income Tax Assistance](#)
- [Theatre](#)
○ **Hawai`i State Science Olympiad**
○ Supports local high school principals by hosting an annual luncheon.

The chancellor understands his role as the spokesperson for Leeward and prioritizes building relationships with partners and community groups to showcase the College and educate the community about the College's goals and accomplishments. The chancellor is involved with the following partnerships and community groups:

○ Ka Lama Education Academy Advisory Board and Kululā‘au (initiatives to provide teachers for the Leeward coast of O`ahu)
○ Kamehameha Schools Education Council
○ Kalaeloa Partners LP (provides scholarships)
○ Lion’s Club, Rotary Club, and Business Clubs
○ Kaua‘i Filipino Chamber of Commerce
○ American Association of Community College conferences
○ Hawai‘i State Legislature
○ Leeward CC Employers’ Appreciation Dinner
○ Community marches
○ Aloha United Way
○ Ma`o Farms
○ Wai`anae Coast Comprehensive Health Center
○ Formal and informal partnerships with the Department of Education
○ James and Abigail Foundations
○ Military
○ Neighborhood Board Meetings
○ Asian Pacific Islander Council
○ InPEACE
○ Campbell Foundations
○ Hakuoh University
○ Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)

The chancellor partners with community organizations by attending meetings and community events. The chancellor actively seeks to create new relationships and cultivate existing relationships with businesses, institutions, and members of the community.
Analysis and Evaluation

The chancellor actively engages with the communities served by the College.

Evidence

Discovery Fair Webpage
L`ulu Webpage
Geek Day Webpage
Volunteer Income Tax Assistance Webpage
Theatre Webpage
Hawai`i State Science Olympiad Webpage
Standard IV.C and Standard IV.D will be addressed by the system task force.

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

ER 7. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Documentation Needed for ER 7

- Biographical information on governing board members
- Copy of governing board bylaws
- Copy of conflict of interest policy

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

ER 7. Governing Board
The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

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IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their
effectiveness in fulfilling the college/district/system mission and revises them as necessary.

IV.C.8.
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.9.
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.C.10.
Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.11.
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

ER 7. Governing Board
The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.
The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.
IV.D. Multi-College District or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.
IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.