Leeward Community College

2018 SELF-EVALUATION REPORT

Draft 2, January 26, 2018
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Introduction

The Hawaiian Island chain presents a unique challenge and many opportunities for the seven community colleges of the University of Hawai‘i (UH) System. With seven campuses on four islands serving the State of Hawai‘i, the University of Hawai‘i Community Colleges (UHCCs) must find ways to serve a wide range of students who may or may not reside on the same island as the colleges. In addition to the challenge of distance, there are many opportunities with the diverse cultures and ethnicities that reside in the islands. The UH System and Leeward Community College (Leeward CC) have made a special commitment to Native Hawaiians, the indigenous people of the islands. This commitment is demonstrated in the program offerings, support services, and the Wa‘ianae Moku Education Center operated by Leeward CC.

Leeward CC is the second largest of the seven UHCC campuses, and the College is located on the island of O‘ahu with three sister colleges. The campus of Leeward CC sits in the ahupua‘a (sub-district) of Waiawa overlooking the harbor of Pu‘uloa (Pearl Harbor). Centuries ago, Pu‘uloa harbor was the aquacultural center of O‘ahu. It was lined with fishponds and provided a significant portion of the island’s food supply. The surrounding freshwater springs and streams allowed for an abundant agricultural yield for all of the area’s residents.

Today, Pearl City is known for its proximity to the inland side of the Pearl Harbor military base, and it is considered a central point between Honolulu and the west side of the island, the Wai‘anae coast. From this location, Leeward CC has one of the largest service areas of the UHCCs.

![State of Hawai‘i, by Geographic Region](image)

History of Leeward Community College

Leeward CC was established in 1968 as the first community college in the state of Hawai‘i without a connection to a pre-existing technical school, nine years after statehood was granted. In the first year, there were 1,640 students who were ready to explore the community college experience, more than twice the anticipated number of students. Shortly thereafter, in 1971, the College was accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The
College’s original guiding principles emphasized innovation and accessibility to higher education.

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 (UHCC) System with approximately 7,000 students enrolled each fall semester in liberal arts, career and technical education, and noncredit programs.

In 1972, Leeward CC took over the Wai‘anae-Nānākuli Education Center (WNEC) as the operating agency. In 1977, WNEC was fully integrated into Leeward’s operations and organization. WNEC was renamed the Leeward Community College Wai‘anae Moku Education Center in 2017 in conjunction with its recent move to a permanent facility. This center offers a full range of learning support services, credit, and non-credit courses.

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. Since its institutional self-evaluation in 2012, 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, Advanced Professional Certificate 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 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 was reviewed for established status in fall 2017.

**Facilities and Infrastructure**

Leeward CC has received a number of grants and system funding to complete, renovate, and refurbish facilities at the Pearl City campus. A facility on the Pearl City campus that was completed shortly after the last self-evaluation visit in 2012 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 and also completed a renovation project of the Hālau that provided a larger collaboration space for students, additional offices, and renovated classroom spaces. 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 (east) side of the Pearl City campus.

In addition, the College was able to finalize the move of its education center from Wai‘anae town to a neighboring community. The previous Wai‘anae site leased 9,680 gross square feet 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 building of 38,600 gross square feet that is being renovated in multiple phases, dependent upon funding availability. Currently, the Wai‘anae Moku Education Center operates in the Phase I space of 11,000 gross square feet. 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. This new location is expected to provide the College an opportunity to expand the population served in this historically underserved area.

System Initiatives
The UHCC System has coordinated a number of initiatives and provided funding to 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 some 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 textbook. Most OER courses provide free, online resources. Leeward has taken a lead role in developing OER courses in the UHCC System, which is especially important to the College’s underserved student populations.

- **STAR and Guided Pathways** - Links undergraduate student pathways 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 as 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 – Fall 2016**
This section is a brief overview of Leeward student demographics in fall 2016. For multi-year information, see the Presentation of Institution-set Standards and Student Achievement Data.

In fall 2016 there were 7,262 students enrolled at the College. Of those students, 54 percent attended full time and 46 percent attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Women constitute close to 60 percent and males about 40 percent of the total student population.

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.

In fall 2016, 66 percent of Leeward’s student population identified as either Native Hawaiian, Filipino, or Asian. Within that group, 26 percent identified as Native Hawaiian, 23 percent as Filipino, and 17 percent as Asian. The next two largest groups were those that identified with more than one ethnicity (16 percent) followed by Caucasian (10 percent). The remaining 8 percent of the student population identified as either Pacific Islander, African American, Hispanic, American Indian or Alaska Native.

The number of students who receive financial aid in the form of Federal Pell Grant funds has remained steady at approximately 33 percent over the last five years.

**Instructional Sites**
Leeward Community College has two instructional sites. The College’s main campus is located in Pearl City, O‘ahu. Its other site, the Leeward CC - Wai‘anae Moku Education Center, was originally located in Wai‘anae town and moved 1.7 miles to a new location in fall 2017.
<table>
<thead>
<tr>
<th>Instructional Sites</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 Moku Education</td>
<td>87-380 Kula‘au puni Street</td>
</tr>
<tr>
<td>Center (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 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 as of 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 is accredited as by the Council for the Accreditation of Educator Preparation.
Presentation of Institution-Set Standards and Student Achievement Data

Data sources need to be cited.

Institution-Set Standards

The University of Hawai‘i Community College (UHCC) System has established seven institution-set standards that apply to the colleges within the UHCC System (UHCCP # 4.203). Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

<table>
<thead>
<tr>
<th>Institution-Set Standard</th>
<th>Definition of the Measure</th>
<th>AY 2013</th>
<th>AY 2014</th>
<th>AY 2015</th>
<th>AY 2016</th>
<th>AY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion</td>
<td>The percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period.</td>
<td>Actual</td>
<td>73.5%</td>
<td>73.9%</td>
<td>74.0%</td>
<td>73.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Degrees and Certificates Awarded</td>
<td>The number awarded during the academic year. The baseline value listed under the academic year 2015 is the average for academic years 2012-2015. The target value represents 5 percent growth per year from the baseline year.</td>
<td>Actual</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>953</td>
<td>1,001</td>
</tr>
<tr>
<td>Native Hawaiian Certificates and Degrees Awarded</td>
<td>The number awarded during the academic year to students of Native Hawaiian ancestry. The baseline value listed under the academic year 2015 is the three-year average for academic years 2012-2015. The target value represents 5 percent growth from</td>
<td>Actual</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>239</td>
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<td></td>
<td>Pell Certificates and Degrees Awarded</td>
<td>Transfer to UH Baccalaureate Institutions</td>
<td>Integrated Postsecondary Education Data System (IPEDS) Student Success Rate</td>
<td>Licensure and Certification Examination Success Rate</td>
<td></td>
<td></td>
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<td>--------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The number awarded during the academic year to students who received Pell awards. The baseline value listed under the academic year 2015 is the three-year average for academic years 2012-2015. The target value represents 5 percent growth per year from the baseline year.</td>
<td>Number of UHCC students who transferred to a UH baccalaureate institution during the academic year. The baseline value is the three-year average for academic years 2012-2015. The target value represents 5 percent growth per year from the baseline year.</td>
<td>The rate at which first time, full-time students either graduated or transferred to a baccalaureate institution within 150 percent of the time of entry. The baseline value success rate is based on the fall 2012 IPEDS cohort. The target value represents incremental growth to reach a success rate of 50 percent by FY 2021.</td>
<td>Leeward CC does not require licensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual 329 479 449 470 488</td>
<td>Target - - - 478 502</td>
<td>Actual 30.9% N/A N/A N/A N/A</td>
<td>N/A N/A N/A N/A N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Job Placement Rate

The job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes 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 10 students exiting the program are not reported. The baseline values is the Perkins established placement rate for AY 2014.

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>44.8%</th>
<th>66.6%</th>
<th>63.9%</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted</td>
<td>68.9%</td>
<td>69.0%</td>
<td>63.9%</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

(IPEDS, Student Right to Know - UH, Job Placement Rate)

Student Achievement Data

Create charts to accompany pertinent data tables.

Enrollment

Headcount enrollment has decreased by nine percent since 2013. The percentage of part-time students is consistently around 46 percent while the percentage of full-time students remains steady at about 53 percent.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
</table>

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Part-Time | 3,653 | 45.8% | 3,574 | 46.2% | 3,514 | 46.6% | 3,375 | 46.5%  
Full-Time | 4,323 | 54.2% | 4,168 | 53.8% | 4,021 | 53.4% | 3,887 | 53.5%  
Total Headcount | 7,976 | 7,742 | 7,535 | 7,262  

**Curriculum Category**

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

| Curriculum Category | Fall 2013* | Fall 2014 | Fall 2015 | Fall 2016  
General & Pre-Prof Ed | 4,374 | 54.8% | 4,272 | 55.2% | 4,019 | 53.3% | 3,753 | 51.7%  
Career & Tech Ed | 1,558 | 19.5% | 1,517 | 19.6% | 1,609 | 21.4% | 1,521 | 20.9%  
Other** | 2,044 | 25.6% | 1,953 | 25.2% | 1,907 | 25.3% | 1,988 | 27.4%  
Total Headcount | 7,976 | 7,742 | 7,535 | 7,262  

* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.  
** The category “Other” includes non-Leeward-home-institution students, unclassified students, and Early-Admit students.

**Gender**

The ratio of female to male students has remained consistent at about 3:2 over the last 5 years. Women constitute close to 60 percent and males about 40 percent of the total student population.

| Gender | Fall 2013 | Fall 2014 | Fall 2015* | Fall 2016*  
Female | 4,579 | 57.4% | 4,518 | 58.4% | 4,436 | 58.9% | 4,289 | 59.1%  
Male | 3,289 | 41.2% | 3,158 | 40.8% | 3,064 | 40.7% | 2,946 | 40.6%  
No Data** | 108 | 1.4% | 66 | 0.8% | 35 | 0.5% | 27 | 0.4%  
Total Headcount | 7,976 | 7,742 | 7,535 | 7,262  

* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.  
**The category “No Data” includes students who did not indicate “male” or “female.” The UH student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or non-conforming (TGQN).

**Age**

The average age of a student is 25 years old, and the median age is 21. Over 45 percent of Leeward students are less than 21 years old, indicating that most enter Leeward soon after graduating from high school.

| Age | Fall 2013 | Fall 2014* | Fall 2015 | Fall 2016*  
Recent High School | 894 | 11.2% | 968 | 12.5% | 848 | 11.3% | 722 | 9.9%  

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<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2013*</th>
<th>Fall 2014*</th>
<th>Fall 2015*</th>
<th>Fall 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 21</td>
<td>2,612</td>
<td>2,503</td>
<td>2,542</td>
<td>2,559</td>
</tr>
<tr>
<td>21 to 24</td>
<td>1,968</td>
<td>1,891</td>
<td>1,793</td>
<td>1,699</td>
</tr>
<tr>
<td>25 to 49</td>
<td>2,239</td>
<td>2,139</td>
<td>2,105</td>
<td>2,065</td>
</tr>
<tr>
<td>Greater than 49</td>
<td>263</td>
<td>241</td>
<td>247</td>
<td>217</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

*Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.

**Ethnicity**

Leeward CC tracks 17 ethnicities, three mixed ethnicity categories, and three “other” categories. The chart and table below is a condensed representation of the ethnic makeup of Leeward’s students with particular attention to three special populations as recognized in the college’s mission and strategic plan: Native Hawaiians, Filipinos and other Pacific Islanders.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013*</th>
<th>Fall 2014*</th>
<th>Fall 2015*</th>
<th>Fall 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>2,124</td>
<td>2,141</td>
<td>2,037</td>
<td>1,913</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,792</td>
<td>1,745</td>
<td>1,661</td>
<td>1,644</td>
</tr>
<tr>
<td>Other Asian**</td>
<td>1,386</td>
<td>1,327</td>
<td>1,327</td>
<td>1,260</td>
</tr>
<tr>
<td>Other***</td>
<td>1,338</td>
<td>1,202</td>
<td>1,152</td>
<td>1,135</td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>1,145</td>
<td>1,157</td>
<td>1,177</td>
<td>1,128</td>
</tr>
<tr>
<td>Other Pacific Islander****</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

*Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.

**The category “Other Asian” includes Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed.

***The category “Other” includes African American or Black, American Indian or Alaskan Native, Caucasian or White, Hispanic, and no data given.

****The category “Other Pacific Islander” includes Guamanian/Chamorro (G/C), Micronesian (not G/C), Samoan, Tongan, mixed Pacific Islander, and other Pacific Islander.

In fall 2016, 26.3 percent of Leeward CC’s student population identified as Native Hawaiian or part-Hawaiian, constituting the largest ethnic group. Filipinos follow at 22.6 percent and other Asians (that is, Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed) collectively make up the third largest group at 17.4 percent of the population. The next largest group, listed as “Other,” is African American or Black, American Indian or Alaskan Native, Caucasian or White, Hispanic, and those who provided no data. They represent 15.6 percent of the student population. Those who identify with two or more ethnicities make up 15.5 percent of the population. Other Pacific Islanders (that is., Guamanian/Chamorro (G/C), Micronesian (not G/C), Samoan, Tongan, Mixed
Pacific Islander, and Other Pacific Islanders) are collectively the smallest group with 2.5 percent.

The charts below disaggregate the condensed categories of “Other Asian,” “Other,” and “Other Pacific Islander.”

<table>
<thead>
<tr>
<th>Other Asian</th>
<th>Fall 2013*</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Indian</td>
<td>11</td>
<td>17</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>118</td>
<td>138</td>
<td>119</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Japanese</td>
<td>474</td>
<td>408</td>
<td>386</td>
<td>352</td>
</tr>
<tr>
<td></td>
<td>5.9%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Korean</td>
<td>94</td>
<td>94</td>
<td>86</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Laotian</td>
<td>12</td>
<td>10</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Thai</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>46</td>
<td>39</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>594</td>
<td>588</td>
<td>620</td>
<td>605</td>
</tr>
<tr>
<td></td>
<td>7.5%</td>
<td>7.6%</td>
<td>8.2%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Asian Other Than Listed</td>
<td>29</td>
<td>24</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total Other Asian</td>
<td>1,386</td>
<td>1,330</td>
<td>1,327</td>
<td>1,260</td>
</tr>
<tr>
<td></td>
<td>17.4%</td>
<td>17.1%</td>
<td>17.6%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

* Spreadsheet rounding errors may result in total percentages that do not equal the “Total Other Asian” percent.

<table>
<thead>
<tr>
<th>Other</th>
<th>Fall 2013*</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>177</td>
<td>189</td>
<td>189</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>2.2%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>24</td>
<td>28</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>934</td>
<td>802</td>
<td>796</td>
<td>761</td>
</tr>
<tr>
<td></td>
<td>11.7%</td>
<td>10.4%</td>
<td>10.6%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>139</td>
<td>141</td>
<td>118</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.9%</td>
</tr>
<tr>
<td>No Data Given</td>
<td>64</td>
<td>42</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total Other</td>
<td>1,338</td>
<td>1,202</td>
<td>1,152</td>
<td>1,135</td>
</tr>
<tr>
<td></td>
<td>16.8%</td>
<td>15.5%</td>
<td>15.3%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

* Spreadsheet rounding errors may result in total percentages that do not equal the “Total Other” percent.

<table>
<thead>
<tr>
<th>Other Pacific Islander</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guamanian/Chamorro (G/C)</td>
<td>22</td>
<td>20</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>0.28%</td>
<td>0.26%</td>
<td>0.33%</td>
<td>0.32%</td>
</tr>
<tr>
<td>Micronesian (not G/C)</td>
<td>37</td>
<td>27</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>0.46%</td>
<td>0.35%</td>
<td>0.33%</td>
<td>0.37%</td>
</tr>
<tr>
<td>Sāmoan</td>
<td>91</td>
<td>88</td>
<td>81</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>1.14%</td>
<td>1.14%</td>
<td>1.07%</td>
<td>1.18%</td>
</tr>
<tr>
<td>Tongan</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>0.13%</td>
<td>0.09%</td>
<td>0.19%</td>
<td>0.18%</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>16</td>
<td>15</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>0.20%</td>
<td>0.19%</td>
<td>0.29%</td>
<td>0.30%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>0.19%</td>
<td>0.17%</td>
<td>0.19%</td>
<td>0.15%</td>
</tr>
<tr>
<td>Total Other Pacific Islander</td>
<td>191</td>
<td>170</td>
<td>181</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>2.40%</td>
<td>2.20%</td>
<td>2.40%</td>
<td>2.50%</td>
</tr>
</tbody>
</table>
Total Headcount | 7,976 | 7,742 | 7,535 | 7,262

Pell Grant Recipients

The number of students who receive financial aid in the form of a federal Pell Grant has remained steady at approximately 32 percent over the last five years.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>2,687</td>
<td>2,614</td>
<td>2,420</td>
<td>2,271</td>
</tr>
<tr>
<td></td>
<td>33.7%</td>
<td>33.8%</td>
<td>32.1%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>5,289</td>
<td>5,128</td>
<td>5,115</td>
<td>4,991</td>
</tr>
<tr>
<td></td>
<td>66.3%</td>
<td>66.2%</td>
<td>67.9%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

First-Term, Degree-Seeking Students

Over the last five 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, three to nine percent worked towards an Associate in Applied Science, about two to three percent sought a Certificate of Achievement, and three to six percent sought a Certificate of Completion or Certificate of Competence.

<table>
<thead>
<tr>
<th>First-Term, Degree-Seeking Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015*</th>
<th>Fall 2016</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>
</tr>
<tr>
<td></td>
<td>64.8%</td>
<td>66.2%</td>
<td>60.8%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>322</td>
<td>439</td>
<td>496</td>
<td>441</td>
</tr>
<tr>
<td></td>
<td>18.6%</td>
<td>25.5%</td>
<td>29.5%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>151</td>
<td>64</td>
<td>61</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>8.7%</td>
<td>3.7%</td>
<td>3.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>30</td>
<td>26</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1.5%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Certificate of Completion/Certificate of Competence (CC/CO)</td>
<td>107</td>
<td>54</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>6.2%</td>
<td>3.1%</td>
<td>3.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Total First-Term, Degree-Seeking</td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
</tr>
<tr>
<td>% of Total Headcount</td>
<td>21.7%</td>
<td>22.3%</td>
<td>22.3%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.

Distance Education

Approximately 40 percent of students at Leeward took at least one distance education (DE) course. The data show a slight but consistent rise in the number of students who take DE courses over the last five years. As more classes are made available in a DE format and as more student become familiar with the delivery system, we suspect this number will grow over the next few years.
Successful Course Completion

Overall

The course completion rate is the percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period. The institution-set target value is 70 percent.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Successful Course Completion</td>
<td>77.5%</td>
<td>78.6%</td>
<td>78.1%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

Distance Education vs. Face-to-Face Courses

Successful course completion rates for students enrolled in DE courses were similar to those enrolled in only face-to-face courses.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Courses</td>
<td>73.5%</td>
<td>73.9%</td>
<td>74.0%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>72.0%</td>
<td>73.0%</td>
<td>73.5%</td>
<td>73.4%</td>
</tr>
</tbody>
</table>

Distance Education vs. Face-to-Face Courses by Ethnicity

Successful course completion rates for Native Hawaiian students enrolled in DE courses were slightly lower than those in face-to-face courses in two of the five years measured.

Successful course completion rates among Filipino students enrolled in DE courses were, on average, 2.8 percent lower than those enrolled only in face to face courses.

Successful course completion rates among other Pacific Islander students had the greatest variation, averaging ten percentage points between students enrolled in DE courses and those enrolled only in face-to-face (F2F) courses. In four of the five years measured, successful completion rates for those in DE courses was lower than those enrolled only in face-to-face courses.
Perspective of Students from Term to Term

All Students

Leeward CC’s student persistence from fall to spring semesters is holding steady at around 68 percent.

<table>
<thead>
<tr>
<th>All Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>68.2%</td>
<td>68.4%</td>
<td>67.2%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>76.5%</td>
<td>77.3%</td>
<td>76.4%</td>
<td>77.2%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>59.6%</td>
<td>58.8%</td>
<td>57.4%</td>
<td>58.7%</td>
</tr>
</tbody>
</table>

Curriculum Category

Students enrolled in degree-seeking programs have higher persistence.

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical</td>
<td>67.3%</td>
<td>70.6%</td>
<td>69.0%</td>
<td>70.4%</td>
</tr>
<tr>
<td>General &amp; Pre-Professional</td>
<td>69.9%</td>
<td>69.7%</td>
<td>69.4%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Other*</td>
<td>54.5%</td>
<td>50.4%</td>
<td>46.1%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

*The category "Other" includes non-Leeward-home-institution students, unclassified students, and Early-Admit students.

Gender

Both male and female students have similar rates of persistence averaging about 69 percent.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69.1%</td>
<td>67.9%</td>
<td>66.9%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Male</td>
<td>67.2%</td>
<td>69.1%</td>
<td>67.4%</td>
<td>69.2%</td>
</tr>
<tr>
<td>No Data*</td>
<td>66.7%</td>
<td>59.0%</td>
<td>86.2%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

*The category "No Data" includes students who did not indicate “male” or “female.” The UH student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or non-conforming (TGQN).

Age

Recent high school graduates have the highest percentage of persistence at about 80 percent.

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent High School</td>
<td>77.2%</td>
<td>81.8%</td>
<td>79.4%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Less Than 21</td>
<td>70.2%</td>
<td>68.9%</td>
<td>67.4%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>
Ethnicity

Asian students have the highest persistence with an average of 70 percent. Native Hawaiian or part-Hawaiian students follow closely at about 68 percent.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Asian</td>
<td>71.6%</td>
<td>70.5%</td>
<td>68.3%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.2%</td>
<td>70.0%</td>
<td>70.1%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>69.0%</td>
<td>68.2%</td>
<td>66.2%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>68.6%</td>
<td>66.2%</td>
<td>66.6%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>61.3%</td>
<td>65.1%</td>
<td>64.2%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Other</td>
<td>60.9%</td>
<td>65.1%</td>
<td>66.1%</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

Pell Grant Recipients

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 76 percent compared to 64 percent.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>75.4%</td>
<td>75.3%</td>
<td>75.0%</td>
<td>75.5%</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>64.5%</td>
<td>64.9%</td>
<td>63.4%</td>
<td>64.8%</td>
</tr>
</tbody>
</table>

First-Time, Degree-Seeking Students

The average persistence of first-time, degree-seeking students is 74 percent, slightly higher than overall persistence of 68 percent.

<table>
<thead>
<tr>
<th>First-Time, Degree-Seeking Students</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>72.8%</td>
<td>75.3%</td>
<td>75.4%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Associate in Applied Sciences (AAS)</td>
<td>66.9%</td>
<td>65.6%</td>
<td>57.4%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>73.6%</td>
<td>76.1%</td>
<td>75.6%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>53.3%</td>
<td>65.4%</td>
<td>72.1%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Certificate on Completion (CO)</td>
<td>65.4%</td>
<td>64.8%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Overall</td>
<td>71.7%</td>
<td>74.7%</td>
<td>74.7%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

Progression to College-Level Courses
The College’s Accelerated Learning Program (ALP) created tracks that are designed to move students into college-level math and English (ENG) courses by enrolling them in pre-collegiate and college-level courses concurrently. These tracks are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence. (For further discussion, see Standard II.A.4.)

**Progression from English 24 to English 100**

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in ENG 100</th>
<th>ENG 100 Success Rate</th>
<th>% ENG 24 Students Who Successfully Completed ENG 100</th>
<th>Avg. # of Terms to Successfully Complete ENG 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>115</td>
<td>62.8%</td>
<td>65.2%</td>
<td>74.7%</td>
<td>48.7%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>88</td>
<td>64.8%</td>
<td>58%</td>
<td>66.7%</td>
<td>36.4%</td>
<td>3.2</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>179</td>
<td>69.1%</td>
<td>65.4%</td>
<td>69.2%</td>
<td>45.3%</td>
<td>2.8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>86</td>
<td>61.9%</td>
<td>50%</td>
<td>65.1%</td>
<td>32.6%</td>
<td>2.6</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>210</td>
<td>64.1%</td>
<td>62.9%</td>
<td>69.2%</td>
<td>42.9%</td>
<td>2.6</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>124</td>
<td>63.7%</td>
<td>54.8%</td>
<td>78.8%</td>
<td>41.9%</td>
<td>2.5</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>161</td>
<td>67.5%</td>
<td>67.1%</td>
<td>83%</td>
<td>54.7%</td>
<td>2.3</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>120</td>
<td>51.7%</td>
<td>40.8%</td>
<td>66%</td>
<td>25.8%</td>
<td>2.3</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>175</td>
<td>67.1%</td>
<td>60.6%</td>
<td>66.3%</td>
<td>33.7%</td>
<td>2.2</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>48</td>
<td>52.1%</td>
<td>31.3%</td>
<td>75%</td>
<td>6.3%</td>
<td>1.7</td>
</tr>
</tbody>
</table>

**English 22 and English 100 Concurrently**

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successfully Completion</th>
<th>% Enrolled ENG 100</th>
<th>ENG 100 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>108</td>
<td>89.8%</td>
<td>99.1%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>112</td>
<td>69.6%</td>
<td>91.1%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>116</td>
<td>74.1%</td>
<td>93.1%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>88</td>
<td>72.7%</td>
<td>94.3%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>144</td>
<td>70.8%</td>
<td>91.0%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>128</td>
<td>70.3%</td>
<td>100.0%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>238</td>
<td>82.4%</td>
<td>99.6%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>252</td>
<td>67.5%</td>
<td>99.6%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>351</td>
<td>72.4%</td>
<td>99.7%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>
Progression from Math 75 to Math 100/100C/111/115

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 100</th>
<th>Math 100 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>467</td>
<td>71.0%</td>
<td>62.0%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>236</td>
<td>65.7%</td>
<td>32.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>% Enrolling in Math 100</th>
<th>Successful Completion Rate in Math 100</th>
<th>Average Terms to Get through Math 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 73</td>
<td>35.9%</td>
<td>80.0%</td>
<td>4.9</td>
</tr>
<tr>
<td>Math 82</td>
<td>53.4%</td>
<td>57.8%</td>
<td>2.6</td>
</tr>
<tr>
<td>Math 83</td>
<td>61.7%</td>
<td>73.4%</td>
<td>3.8</td>
</tr>
<tr>
<td>Math 75</td>
<td>59.1%</td>
<td>79.7%</td>
<td>2</td>
</tr>
</tbody>
</table>

Degrees and Certificates Awarded

Curriculum Category

Leeward CC has 15 degree programs: four general and/or pre-professional and 11 career and technical degree programs.

General and 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

Career and Technical Education Degrees
1. Accounting
2. Automotive Mechanics Technology
3. Business Technology
4. Culinary Arts
5. Digital Media Productions
6. Health Information Technology
7. Information and Computer Sciences
8. Integrated Industrial Technology
9. Management
10. Plant Biology and Tropical Agriculture
11. Television Production

Approximately 75 percent of Leeward CC’s students pursue a general, pre-professional degree, and about 25 percent pursue a degree in career or technical education.
<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Pre-Professional</td>
<td>602</td>
<td>76.2%</td>
<td>835</td>
<td>78.6%</td>
</tr>
<tr>
<td>Career and Technical</td>
<td>188</td>
<td>23.8%</td>
<td>227</td>
<td>21.4%</td>
</tr>
<tr>
<td>Total</td>
<td>790</td>
<td></td>
<td>1,062</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Education**

**Overall**

The number of degrees and certificates awarded that included at least one DE course increased 38 percent from 346 in 2013 to 479 in 2017. In 2017, about half of the degrees and certificates awarded included DE courses.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Students</td>
<td>346</td>
<td>43.8%</td>
<td>426</td>
<td>40.1%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>444</td>
<td>56.2%</td>
<td>636</td>
<td>59.9%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs*</td>
<td>790</td>
<td></td>
<td>1,062</td>
<td></td>
</tr>
</tbody>
</table>

*The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

**Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses**

Approximately 25 percent of students who earned an associate degree earned at least 12 of those credits from DE courses. Additionally, 30 percent of students who earned any degree or certificate earned at least 12 credits from DE courses.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating (Earned Any Degree or Certificate)</td>
<td>238</td>
<td>30.1%</td>
<td>307</td>
<td>28.9%</td>
</tr>
<tr>
<td>Earned an Associate Degree</td>
<td>209</td>
<td>26.5%</td>
<td>272</td>
<td>25.6%</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs*</td>
<td>790</td>
<td></td>
<td>1,062</td>
<td></td>
</tr>
</tbody>
</table>

*The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

**Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses by Ethnicity**

Of the three ethnicities regularly tracked by the College (Native Hawaiian, Filipino, and Other Pacific Islander), more Native Hawaiian students received degrees or certificates with at least 12 credits earned via DE courses.
NH = Native Hawaiian or Part-Hawaiian
FIL = Filipino
PI = Other Pacific Islander

*The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.

** Age **

Approximately 60 percent of the degrees and certificates were earned by students who were less than 25 years old. The next largest group is those between the ages of 25 and 49 who earned about 40 percent of the degrees and certificates awarded.

** Gender **

The ratio of male to females earning a degree or certificate is 2:3.
questioning, or non-conforming (TGQN).

**The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.**

**Ethnicity**

Of the three target groups, Native Hawaiian and part-Hawaiian received the highest number of degrees or Certificates of Achievement averaging 30 percent of degrees or certificates awarded. The next target group, Filipinos, average 28 percent of the degrees and certificates awarded. Other Pacific Islanders (Guamanian/Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) average 2 percent of the degrees and certificates awarded.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
</tr>
<tr>
<td>Filipino</td>
<td>143</td>
<td>250</td>
<td>236</td>
<td>249</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Others</td>
<td>418</td>
<td>567</td>
<td>514</td>
<td>525</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs**</td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
</tr>
</tbody>
</table>

* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent.

**The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.**

**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. (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.

Since 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.
Pell Grant Awardees

The number of Pell Grant awardees who have been awarded a degree or certificate has consistently exceeded the College’s aspirational goals. In 2014, the number of Pell Grant awardees receiving a degree or certificate exceeded that of non-Pell Grant students. The gap between Pell Grant awardees and non-Pell Grant students has become minimal in the last three years.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>351</td>
<td>538</td>
<td>495</td>
<td>501</td>
</tr>
<tr>
<td>Aspirational Target*</td>
<td></td>
<td></td>
<td>419**</td>
<td>440</td>
</tr>
<tr>
<td>Actual vs. Aspirational Target</td>
<td>-</td>
<td>-</td>
<td>+18.14%</td>
<td>+13.86%</td>
</tr>
</tbody>
</table>

*The Aspirational Value is five percent growth per year from the baseline year.
** The Baseline Value is established as the three-year average for AY 2012-2015.

Location

About six percent of students awarded a degree or certificate took classes at the Leeward CC Wai‘anae Moku Education Center.

<table>
<thead>
<tr>
<th>Location</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wai‘anae Moku Education Center</td>
<td>57</td>
<td>71</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Pearl City Campus</td>
<td>733</td>
<td>991</td>
<td>966</td>
<td>945</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</td>
</tr>
</tbody>
</table>

Student Transfer to Baccalaureate Institutions in the UH System

Overall

About 50 percent of Leeward students completing degrees transfer to a baccalaureate campus within the University of Hawai‘i (UH) System.

<table>
<thead>
<tr>
<th>Transfers</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Baccalaureate Institution</td>
<td>602</td>
<td>613</td>
<td>792</td>
</tr>
<tr>
<td>Non-UH Baccalaureate Institution</td>
<td>730</td>
<td>752</td>
<td>618</td>
</tr>
<tr>
<td>Total</td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
</tr>
</tbody>
</table>

*The Aspirational Value is five percent growth per year from the baseline year.
** The Baseline Value is established as the three-year average for AY 2012-2015.
Distance Education

About 44 percent of students who transfer to a UH baccalaureate institute do so with 12 or more credits earned via DE courses. Approximately 44 percent of those students transfer after earning an associate degree.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of</td>
<td>% of</td>
<td>% of</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>DE</td>
<td>total</td>
</tr>
<tr>
<td>Transferred with</td>
<td>127</td>
<td>21.1%</td>
<td>129</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>43.8%</td>
<td></td>
<td>44.2%</td>
</tr>
<tr>
<td>Transferred to UH</td>
<td>163</td>
<td>27.1%</td>
<td>163</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>56.2%</td>
<td></td>
<td>55.8%</td>
</tr>
<tr>
<td>Institution*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Transfers with</td>
<td>290</td>
<td>48.2%</td>
<td>292</td>
</tr>
<tr>
<td>DE</td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total Transfers to UH</td>
<td>602</td>
<td></td>
<td>613</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This category includes students who transferred to UH Mānoa, UH Hilo, and UH West O‘ahu from any UH Community College (home-institution) with 12 or more DE-earned credits.

Transfers with at Least 12 Credits of DE Courses by Ethnicity

About 8 percent of those who transfer with an associate degree and about 10 percent of pre-degree transfers with at least 12 credits earned via DE courses are Native Hawaiian or part-Hawaiian students.

About 6 percent of students who transfer to a UH baccalaureate institution and about 5 percent of students who transfer with an associate degree are Filipino.

About 0.6 percent of students who transfer to a UH baccalaureate institution and about 0.5 percent of students who transfer with an associate degree are from other Pacific Islands.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NH</td>
<td>FIL</td>
<td>PI</td>
</tr>
<tr>
<td>Transferred with</td>
<td>45</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>7.5%</td>
<td>4.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>% Total</td>
<td>4.7%</td>
<td>0.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Transferred to UH</td>
<td>61</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Institution* & % Total & 10.1% & 5.4% & 0.7% & 14.2% & 7.7% & 0.7% & 8.46% & 4.3% & 0.4%
Total Transfers to UH Baccalaureate Institution & & 602 & 613 & 792

*This category includes students who transferred to UH Mānoa, UH Hilo, and UH West O’ahu from any UH Community College (home-institution) with 12 or more DE-earned credits.

**Post-Graduate Data**

**Student Job Placement**

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

The Carl D. Perkins Vocational and Technical Education Act provides funding to states and other grantees to develop academic, career, and technical skills of secondary and postsecondary students. As an awardee, Leeward CC tracks placement rate of students enrolled in career and technical education programs.

The table below shows the job placement rate for 2013-2017. The job placement rate is calculated by dividing the number of students who have stopped program participation and who are retained in employment, military service, or an apprenticeship program following program completion with the number of students who have stopped program participation.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjusted</td>
<td>Actual</td>
<td>Adjusted</td>
</tr>
<tr>
<td>Accounting</td>
<td>68.9%</td>
<td>39.1%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>68.9%</td>
<td>57.6%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Business Technology</td>
<td>68.9%</td>
<td>46.9%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>68.9%</td>
<td>45.2%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>68.9%</td>
<td>41.4%</td>
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<td>68.9%</td>
<td>0.0%</td>
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<tr>
<td>Information &amp; Computer Science</td>
<td>68.9%</td>
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<td>Integrated Industrial Technology*</td>
<td></td>
<td></td>
<td></td>
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<td>Management</td>
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<td>46.9%</td>
<td>69.00%</td>
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<td>Substance Abuse Counseling</td>
<td>68.9%</td>
<td>31.3%</td>
<td>69.0%</td>
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<tr>
<td>Television Production</td>
<td>68.9%</td>
<td>55.6%</td>
<td>69.0%</td>
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*The Integrated Industrial Technology program was approved in fall 2017, so data has not been collected.
## Organization of the Self-Evaluation Process

### Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tasks</th>
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<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>
</tbody>
</table>
| Fall 2016      | ● The UH vice president of community colleges (VPCC) met with the ALOs from all seven UHCC campuses to discuss the self-evaluation process and efforts being done at the system level.  
                 ● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all UHCC campuses.  
                 ● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.  
                 ● The core team worked to better understand the Accreditation Standards and began to collect evidence.            |
| Spring 2017    | ● Faculty, staff, and administrators participated in breakout sessions on accreditation topics at the College’s spring convocation.  
                 ● 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. |
| Summer 2017    | ● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.                   |
| Fall 2017      | ● First draft of the Institutional Self-Evaluation Report (ISER) is distributed to the campus.                                      
                 ● The campus community provides feedback on the draft.    
                 ● The campus community engages in dialogue about the ISER findings.                                      |
| Spring 2018    | ● Broad campus input is obtained at convocation through structured roundtable discussions on accreditation topics.  
                 ● The second draft of the ISER is distributed to the campus.  
                 ● Final review is made and evidence is finalized.  
                 ● The final draft of the ISER is distributed to the campus.  
                 ● Approvals from campus governance groups are obtained. |
| Fall 2018      | ● The evaluation team visits in October.                                                                                             |
## 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 (Summer Team)</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 II (Summer Team)</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 (Summer Team)</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 IV Standard I (Summer Team)</td>
<td>Associate Professor, Student Life Coordinator</td>
</tr>
<tr>
<td>Tracie Losch</td>
<td>Standard IV Standard II (Summer Team) Presentation of Institution-Set Standards and Student Achievement Data Certification of Continued Institutional Compliance with Commission Policies</td>
<td>Associate Professor, Hawaiian Studies</td>
</tr>
</tbody>
</table>
## Self-Evaluation Contributors

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
<th>Division/Unit/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martine</td>
<td>Aceves-Foster</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Amy</td>
<td>Amper</td>
<td>Student Services</td>
</tr>
<tr>
<td>Denise</td>
<td>Araki</td>
<td>Test Center</td>
</tr>
<tr>
<td>Tommylynn</td>
<td>Benavente</td>
<td>Professional Arts and Technology</td>
</tr>
<tr>
<td>Darwin</td>
<td>Bohnet</td>
<td>Waiʻanae Moku (Math)</td>
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<tr>
<td>Jayne</td>
<td>Bopp</td>
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<td>Jeremiah</td>
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<td>Cori</td>
<td>Conner</td>
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<tr>
<td>Matthew</td>
<td>Egami</td>
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<tr>
<td>Pauline</td>
<td>Filemoni</td>
<td>Office of International Programs</td>
</tr>
<tr>
<td>Pete</td>
<td>Gross</td>
<td>Math &amp; Science</td>
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<tr>
<td>Harumi</td>
<td>Hatchie-Leong</td>
<td>Administrative Services</td>
</tr>
<tr>
<td>Lori Lei</td>
<td>Hayashi</td>
<td>HR Office</td>
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<tr>
<td>Blake</td>
<td>Hunrick</td>
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<tr>
<td>Betty</td>
<td>Ickes</td>
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<td>Michelle</td>
<td>Igarashi</td>
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<tr>
<td>Rachael</td>
<td>Inake</td>
<td>Educational Media Center</td>
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<tr>
<td>Sandro</td>
<td>Jube</td>
<td>Math &amp; Science</td>
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<tr>
<td>Jeff</td>
<td>Judd</td>
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<td>Momi</td>
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<td>Laurie</td>
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<tr>
<td>Joy</td>
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<td>Mark</td>
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<td>Patrick</td>
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<tr>
<td>Paul</td>
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<td>Don</td>
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<tr>
<td>Reina</td>
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<tr>
<td>Grant</td>
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<td>Auxiliary &amp; Facilities</td>
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<td>Wayde</td>
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<td>Annemarie</td>
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<td>Huijin</td>
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<td>Heather</td>
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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 Community College System
UHCC Functional Map (Draft 10/01/16, v. 2)
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, down from the 7,535 students enrolled in 2015-2016 and down from the 7,742 students enrolled in 2014-2015. The College awarded 1,034 degrees and certificates in 2014-2015, decreased to 1,015 in 2015-2016, and 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 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 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 through its Office of Continuing Education and Workforce Development (OCEWD).
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.

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.
Provide an updated audit report.

Eligibility Requirements 6-21 are addressed in the responses to the following Accreditation Standards:

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<tr>
<th>Eligibility Requirement (ER)</th>
<th>Accreditation Standards</th>
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<tr>
<td>ER 6 Mission</td>
<td>I.A.1, I.A.4</td>
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<td>ER 7 Governing Board</td>
<td>IV.C.1, IV.C.4, IV.C.11</td>
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<td>ER 8 Administrative Capacity</td>
<td>III.A.9, III.A.10</td>
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<td>ER 9 Educational Programs</td>
<td>II.A.1, II.A.6</td>
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<td>ER 12 General Education</td>
<td>II.A.5, II.A.12</td>
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<td>ER 18 Financial Resources</td>
<td>III.D.1</td>
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<td>ER 19 Institutional Planning and Evaluation</td>
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<td>ER 20 Integrity in Communication with the Public</td>
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<td>ER 21 Integrity in Relations with the Accrediting Commission</td>
<td>I.C.12, I.C.13</td>
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## Certification of Continued Institutional Compliance with Commission Policies

### Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation Citation: 602.23(b)]

Leeward Community College has made an appropriate and timely effort to solicit third-party comment in advance of its comprehensive evaluation visit.

- The College posted a draft of its Institutional Self-Evaluation Report on the College website in spring 2018 ([Accreditation](#)).
- The College’s accreditation information web page also includes the visit dates and provides a link to an online feedback form ([Accreditation](#)).
- See response to Eligibility Requirement 21.

The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- The College has received no third-party comments. The College will cooperate with the evaluation team in any necessary follow-up related to third-party comment.
- See response to Eligibility Requirement 21.

### Standards and Performance with Respect to Student Achievement

[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

The College has defined elements of student achievement performance across the campus and has identified the expected measure of performance within each defined element. Course completion is included as an element of student achievement.

- The College has established institution-set standards for student achievement based on the [UHCC Strategic Directions 2015-2021](#), and these standards are aligned with the College’s mission statement and [Strategic Plan 2015-2021](#) ([Strategic Directions](#), [Strategic Plan](#)).
- Successful course completion is one of the institution-set measurements ([UHCCP # 4.203](#)).
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See response to Eligibility Requirement 11.

The College has defined other elements of student achievement performance for measurement that have been determined as appropriate to the College mission.

- The other measurements of student achievement include, but are not limited to, degrees and certificates awarded, transfer to baccalaureate institutions, Integrated Postsecondary Education Data System Student Success Rate (IPEDS), licensure and certification examination success rate, and job placement rates ([UHCCP # 4.203](#)).
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See response to Standard 1.B.3.
See response to Eligibility Requirement 11.

The institution-set standards for programs and across the College are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the College fulfills its mission, to determine needed changes, to allocate resources, and to make improvements (VPCC Visit F17).

- The College’s annual integrated planning process includes assessments at the course, program, and institutional level (Planning Overview).
- See response to Eligibility Requirement 11.

The College analyzes its performance as to the institution-set standards and as to student achievement, and the College takes appropriate measures in areas where its performance is not at the expected level.

- The College regularly assesses learning outcomes for programs, courses, academic services, and student services units (Assessment).
- Student achievement data are integral to the College’s planning process (Planning Overview).
- See response to Eligibility Requirement 11.

Credits, Program Length, and Tuition
[Regulation Citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

Credit hour assignments and degree program lengths are within the range of good practice in higher education in policy and procedure.

- The College’s course credit hour conforms to the Carnegie Unit as well as to federal and state guidelines that define a course credit hour.
- The UHCC Credit Hour 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 (UHCCP #5.228).
- Alternately, a credit hour can be earned through an equivalent amount of work for other activities such as distance education instruction, laboratory work, studio work, and internships.
- See response to Standard II.A.9.
- See response to Eligibility Requirements 9, 10, and 12.

The assignment of credit hours and degree program lengths is verified by the College and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and courses that involve clinical practice, if applicable.

- 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.
- All programs are vetted via the College’s curriculum approval process, which is in
compliance with the College’s Policy on Curriculum Review and Revision (L5.201).

- See response to Standard II.A.9.
- Eligibility Requirements 9, 10, and 12

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- The base tuition at the College is consistent across all degree programs. Any additional fees are listed in the college catalog and on the college website when relevant or appropriate (Catalog, pp. 114-117; Paying for College; Tuition & Fees; What You’ll Save).
- See response to Eligibility Requirement 11.

Any clock hour conversions to credit hours adhere to the State of Hawai‘i Department of Education’s conversion formula in policy, procedure, and practice.

- The College does not offer clock-hour based courses.
- See response to Standard II.A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.
[Regulation Citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9]

- The College assures that all programs are sufficient in content, breadth, and length through the Curriculum Committee’s approval process (Program Curriculum Plan). A variety of programs of various lengths of study are offered to meet the needs of students pursuing educational goals at the College. All programs have published student learning outcomes developed by the faculty within the program. Program-level student learning outcomes are assessed as part of ongoing assessment processes at the College (PLOs). All programs are reviewed and approved by the UH Board of Regents.
- See responses to Standard II.A.5 and II.A.9.
- See response to Eligibility Requirements 9, 10, and 12.

Transfer Policies
[Regulation Citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)]

Transfer policies are appropriately disclosed to students and to the public.

- The College’s transfer of credit policies are distributed by the Admissions and Records office and by counselors.
- Transfer of credit policies are posted on the college website and in the college catalog, and these policies discussed in transfer workshops held throughout the semester (Transcript Request; Catalog, pp. 135-136).
- The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions (Course Transfer Database).
- See response to Standard II.A.10.
- See response to Eligibility Requirement 20.
Policies contain information about the criteria the College uses to accept credits for transfer.

- The UH System provides guidelines for transfer within the system ([EP 5.209](#)).
- See response to Standard II.A.10.
- See response to Eligibility Requirement 20.

**The College complies with the Commission Policy on Transfer of Credit.**
[Regulation Citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)]

- The UH System Course Transfer Database, the UH System Transfer site, and transfer information provided in the college catalog and on the college website as well as the response to Standard II.A.10 provide evidence of the College’s compliance with this policy ([Catalog](#), pp. 135-136; [Transcript Request](#)).
- See response to Standard II.A.10.
- See response to Eligibility Requirement 20.

**Distance Education and Correspondence Education**
[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

The College has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The College has a distance education coordinator who provides support via iLearn (for students), iTeach (for instructors), as well as through workshops for campus constituents who teach both credit and non-credit courses ([EMC Website](#)).
- The College’s Faculty Senate has a Distance Education Committee that informs faculty and staff of federal and Commission requirements regarding the definitions of distance education and correspondence education and provides examples of instructor-initiated substantive interaction ([DE Committee Webpage](#)).
- See responses to Standard II.A.1, II.B.1, III.C.1, III.C.4, and IV.A.4.
- See responses to Eligibility Requirements 9, 15, and 17.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, interaction initiated by the instructor, and online activities that are included as part of a student’s grade) or correspondence education (online activities that are primarily “paperwork related,” including reading posted materials, posting homework, completing examinations and interaction with the instructor that is initiated by the student as needed).

- All course outlines must include a discussion on distance education ([DE Field 1](#)).
- The College’s program review process includes success and enrollment metrics disaggregated for online and face-to-face modes of delivery ([ARPD Template](#)).
- The College does not offer correspondence courses.
- See responses to Eligibility Requirements 9, 15, and 17.

The College has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The College uses Laulima, a Sakai-based learning management system, for online,
hybrid, and web-enhanced classes. Laulima provides secure login for both faculty and students ([Laulima Login Page]).

- See responses to Eligibility Requirements 9, 15, and 17.

The College’s technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- The college Information and Technology Group (ITG) maintains and manages all computers, computer labs, institutional servers, 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 Website]).
- The Educational Media Center (EMC) maintains Smart Classrooms and Classroom on Wheels with Chromebooks that are available for instructors to use in the classroom. They also operate technology equipment loans, professional development for learning with technology and for teaching online, video production, and the Copy Center, which serve faculty, staff, and students ([EMC Website]).
- The ITG and EMC analyze technology infrastructure through program review to ensure that their infrastructure is adequate to support their mission, operations, programs, and services ([Planning Overview]).
- See responses to Eligibility Requirements 9, 15, and 17.

### Student Complaints

[Regulation Citations: 602.1(a)(1)(ix); 668.43]

The College has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- All policies affecting students are printed in the college catalog and on the Policies webpage of the college website and the Services for Students webpage ([Catalog], pp. 118, 207-218, & 122-125; [Policies; Services for Students]).
- These policies include, but are not limited to, academic dishonesty, student conduct code, academic rights and freedom, student academic grievance procedures, discrimination complaints, sex discrimination and gender-based violence; and nondiscrimination and affirmative action.
- See response to Standard I.C.2.
- See response to Eligibility Requirement 21.

Student complaint files for the previous six years (since the last comprehensive self-evaluation) are available; these files demonstrate accurate implementation of the complaint policies and procedures.

- Student complaint files for the previous six years (since the last comprehensive self-evaluation) are available are available in the office of the Dean of Student Services (DOSS) or in the relevant division/unit office for the evaluation team to review ([DOSS]).
- See response to Eligibility Requirement 21.
The team analysis of student complaint files identifies any issues that may be indicative of the College’s noncompliance with any Accreditation Standards.

- Analysis is to be determined by the evaluation team during the accreditation visit.
- See responses to Eligibility Requirement 21.

The College posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the College and any of its programs, and the College provides contact information for filing complaints with such entities.

- The College website identifies the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), as the accrediting organization overseeing the College’s compliance with Eligibility Requirements, Accreditation Standards, and Commission policies (Accreditation).
- The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing (Accreditation).
- See response to Eligibility Requirement 21.

The College demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- The College’s marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in college publications. These materials include promotional materials for student recruitment and the publicizing of campus events in the community. Documentation represents the College appropriately and includes required information on the College’s current accredited status by the ACCJC/WASC (Accreditation).
- See response to Eligibility Requirement 21.

**Institutional Disclosure and Advertising and Recruitment Materials**

[Regulation Citations: 602.16(a)(1)(vii); 668.6]

The College provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- The Catalog 2017-2018 includes the College’s official name, main campus address, telephone number, and website address, and the College’s education center address and telephone number. It also provides the mission statement, core values, and institutional learning outcomes, its history and accreditation status with the ACCJC and programmatic accreditors, programs of study (degrees and certificates offered including student learning outcomes for programs and degree and program lengths); special programs; description of course offerings; academic calendar; academic rights and freedom policy; student financial aid information; learning resources; and the names and degrees of its administrators and faculty including the names of the regents (Catalog).
- See response to Standard I.C.2.
- See response to Eligibility Requirement 21.

The College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The College’s marketing officer coordinates all marketing and public relations materials in order to ensure consistency, quality, and integrity in college
publications (About Creative Services, Communication & PR).
- These materials include promotional materials for student recruitment and the publicizing of campus events in the community.
- Documentation represents the College appropriately and includes required information on the College’s current accredited status by the ACCJC/WASC (Accreditation).
- See responses to Standards I.C.1 and I.C.2.
- See response to Eligibility Requirement 21.

The College provides required information concerning its accredited status as described above in the section on Student Complaints.
- 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 (Leeward CC Homepage).
- See response to Eligibility Requirement 11.

**Title IV Compliance**
[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16;668.71 et seq.]

The College has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- 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 (Audit Report 12-15-16).
- 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.
- See responses to Standard III.D.10 and III.D.15.
- See response to Eligibility Requirement 5.

The College has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, and so forth. If issues were not timely addressed, the College demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV requirements.
- The USDE has not identified any issues with the College’s financial responsibility.
- See responses to Standard III.D.10 and III.D.15.
- See response to Eligibility Requirement 5.

The College’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level
outside the acceptable range.

- The College has a current student loan default rate of 15.7 percent *(Default Rate)*.
- The College monitors its student loan default rates to ensure compliance with federal requirements.
- See responses to Standard III.D.10 and III.D.15.
- See response to Eligibility Requirement 5.

Contractual relationships of the College to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- 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.
- The Library and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success.
- Administrative Services staff follow UH Administrative Procedures to ensure all contracts are reviewed on multiple levels and approved prior to implementation *(EP 8.200, Admin Proc, UHCCP # 8.102A, BOR Ch 8, A8.270)*.
- See response to Eligibility Requirement 5.

The College demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- The College does not participate in any contractual relationship with a non-regionally accredited organization.
- See responses to Standard III.D.10 and III.D.15.
- See response to Eligibility Requirement 5.

**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)*
Evidence of Meeting the Standard

Mission of Leeward Community College
Leeward Community College’s mission presents the College’s broad educational purposes, its intended student population, the types of degrees and credentials the College offers, and its commitment to student learning and achievement. Below is the College’s mission statement and accompanying core values.

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)

Include the mission statement in Hawaiian language.

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

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

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

Open Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery. (Catalog, p. 7)

Broad Educational Purposes
The mission clearly defines the broad educational purposes of the College. The first sentence of the mission statement articulates the College’s purpose to “nurture and inspire all students.” The third sentence of the statement describes the College’s purpose to “foster students to become responsible global citizens locally, nationally, and internationally.”

The College’s mission statement articulates its commitment to “advance the educational goals of all students with a special commitment to Native Hawaiians.” This commitment is aligned with the University of Hawai‘i (UH) System’s Mission and Purpose of the University regents policy. The regents policy states:
As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people in Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture. (RP 4.201)

The regents policy identifies that the University fulfills its commitment to Native Hawaiians in the following ways, of which the College incorporates in its mission:

1. Support for programs and services for Native Hawaiians.
2. Increased representation of Native Hawaiians.
3. Full participation of Native Hawaiians in all initiatives and programs.
4. Consultation from the Native Hawaiian community and specifically the Pūko‘a Council, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the UH president.
5. The use of the Hawaiian language.
6. Support for the study of Hawaiian language, culture, and history.
7. Encouragement of Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights in Hawaiian environments and facilities.
8. Outreach for the education needs of Native Hawaiians, the State of Hawai‘i, and the world at large in the areas of Hawaiian language, culture, and history. (RP 4.201)

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

The College also fulfills its commitment to Native Hawaiians through the governance group Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council), which represents the College at the UH System’s Pūko‘a Council. The mission of Nā ‘Ewa Council is to “provide advocacy, leadership, and support for Native Hawaiians through higher education” (Nā ‘Ewa Charter & By-Laws). An ad hoc committee of Nā ‘Ewa Council is focusing on ways to indigenize the College, including cultural training through the creation of a College oli (chant) (Nā ‘Ewa Ad Hoc Minutes 10-19-16). (For detailed discussion on the role of the Nā ‘Ewa Council, see Standard IV.A.1.)

**Intended Student Population**
The College’s mission statement identifies its intended student population as “all students,” and the core value of “Open Access” clarifies the broad range of students the College serves.
As a comprehensive community college, students who attend Leeward CC are recent high school graduates, students returning to college to improve workforce skills, nontraditional students entering higher education for the first time, students transitioning to college-level work, students advancing their education after fulfilling military service, and students pursuing career and technical advancement. The majority of its students are Hawai‘i residents, with other students originating from the U.S. continent and foreign countries.

The College mission is aligned with the UH regents policy on mission, which affirms that the University “is committed to diversity within and among all racial and ethnic groups served by public higher education” (RP 4.201). Ethnically, the College’s diverse student population includes Native Hawaiian (26.3 percent), Filipino (22.6 percent), other Asian (17.4 percent), mixed ethnicities (15.5 percent), Caucasian (10.5 percent), Pacific Islander (2.5 percent), and other ethnicities (5.0 percent) (Student Diversity Data).

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

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

**Types of Degrees, Certificates, and Credentials**

The mission describes the types of degrees, certificates, and credentials the College offers, which are appropriate to a degree-granting institution of higher education. The second sentence of the mission statement specifies that the College provides “high-quality liberal arts and career and technical education.” These degrees and certificates are supported by the core values for integrity and open access.

The College’s mission statement is in accordance with the UH regents policy on mission, which mandates that all UHCC campuses “offer two-year college transfer and general education programs; two and four-year career and technical education programs; semi professional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges” (RP 4.201).

The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence. In fall 2016, 63.7 percent of its students were enrolled in transfer programs, and 25.8 percent were enrolled in career and technical education programs (Enrollment Data by Major).
Leeward began as a liberal arts college and expanded its general and pre-professional degrees to address student needs. In fall 2011, the College started an Associate in Science in Natural Science degree to support students interested in transferring into a Science, Technology, Engineering, and Math (STEM) major. In fall 2012, the Associate in Arts in Hawaiian Studies was started at all of the UHCC campuses to support transfer to the Hawaiian Studies programs at the four-year institutions.

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

The mission statement has a commitment to fostering global citizens, which is aligned with the UH System’s Mission and Purpose of the University regents policy recognition that the University is a “global leader and model” within a “unique geographical location” (RP 4.201). This commitment led the College to create the Academic Subject Certificates in Philippine Studies and Global Studies.

**Commitment to Student Learning and Achievement**

The mission emphasizes the College’s commitment to student learning and achievement. This commitment is demonstrated in the language of the mission statement: “we work together to nurture and inspire,” “we help them attain their goals,” and “we advance the education goals of all students with a special commitment to Native Hawaiians.” This commitment is supported in the College’s three institutional learning outcomes for critical thinking and problem solving; written, oral communication, and use of technology; and values, citizenship, and community (Catalog, p. 8).

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

**Critical Thinking and Problem Solving**

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

**Written, Oral Communication and Use of Technology**

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

**Values, Citizenship, and Community**

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

These three ILOs encompass the seven General Education Learning Outcomes (GELOs) and are considered critical components of all of the College’s programs. Student learning outcomes are discussed further in Standard I.B.2.

**Analysis and Evaluation**

The College’s mission statement is clearly defined and describes its broad educational purposes, target student population, degrees and credentials offered, and commitment to student learning and achievement as appropriate for an open door community college. The College’s mission was last reviewed in 2017 in accordance with its Policy on Institutional Mission and is published in the *Catalog* and College website.

**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**

**College Mission and Program Review**

The College uses the program review process to determine how effectively it is accomplishing its mission. All instructional programs, educational units, and support areas at the College complete an Annual Report of Program Data (ARPD), or program review. The ARPD includes quantitative metrics, results of program learning outcomes, qualitative analysis, plans for future directions, and a list of resources required for the future needs of a program or unit. Assessment results are used to assess how well a program is meeting the College mission. In addition, every program, educational unit, and support area is required to complete a Comprehensive Review and Evaluation (CRE) at least once every five years. The CRE requires that the program’s mission is aligned with the College mission, vision, and values. For example, the Hālau’s CRE 2014-2016 includes this statement:

Program Mission:
The primary function of Hālau ʻIke o Puʻuloa is to increase Native Hawaiian student success outcomes by providing a full array of services for our Native Hawaiian students and by sharing ʻike Hawaiʻi with all students so that Hawaiian culture and wellbeing will flourish in our homeland.

Our mission states, “the faculty, staff, and students of Hālau ʻIke o Puʻuloa direct our work and cultivate partnerships in ways that inspire excellence, promote growth, and advance opportunities for Native Hawaiians.” ([Hālau CRE 2014-2016](Halau CRE 2014-2016))
The College also uses the program review process to demonstrate whether the mission directs institutional priorities in meeting the educational needs of its students. The final step in the program review process is the resource request list. The campus prioritizes items on the resource request lists and uses this prioritization to determine campus funding for the next academic year. For further discussion on the program review process, see Standard I.B.5.

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

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

The College’s *Strategic Plan 2015-2021* emphasizes its commitment to Native Hawaiian student success through enrollment, retention, and graduation (*Strategic Plan*). Based on data from the UHCC System, the College has exceeded its goal in graduating Native Hawaiian students (*VPCC Visit F16*). As part of this commitment, the College supports the Hālau using a combination of state resources, federal grants, community partnerships, and private donations. 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, other Pacific Islander students, working adults, and international students (*VPCC Visit Spr17, Strategic Plan*).

**College Mission and Institution-Set Standards**
The College uses data to determine how well it is accomplishing its mission through the UHCC System’s institution-set standards for student achievement (*UHCCP # 4.203*). The UH vice president for community colleges reviews the College’s attainment of institution-set standards at a campus visit each semester. This review process assists campus administration with identifying institutional priorities for the coming year. For further discussion on the College’s institution-set standards, 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. The mission is at the heart of the College’s planning process. The processes used to evaluate progress are grounded in the ARPD and in annual updates from the UHCC System office.

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**

**Alignment of Mission with Programs and Services**

The College’s programs and services are aligned with its mission. In support of the mission, “(w)e help them attain their goals through high-quality liberal arts and career and technical education.”, the College offers 15 associate degrees, comprising four transfer programs and 11 CTE programs. The transfer programs include the AA in Liberal Arts, the AA in Teaching, the AA in Hawaiian Studies, and the AS in Natural Science. All four programs are articulated with four-year degree programs in the state of Hawai‘i with particular attention to ensure seamless transfer to the UH four-year campuses. The remaining 11 associate degree CTE programs target community needs for workforce demand. These career and technical education programs include Accounting, Automotive Technology, Business Technology, Culinary Arts, Digital Media, Health Information Technology, Integrated Industrial Technology, Information and Computer Science, Management, Plant Biology and Tropical Agriculture, and Television Production.

The Office of International Programs (OIP) is dedicated to facilitating “a greater appreciation of cross-cultural relations and international issues in order to assist the college to meet its mission of fostering students to become responsible global citizens locally, nationally, and internationally” ([OIP Mission](#)). The OIP offers a range of programs to support students who want to study abroad, coordinate programs for visiting international groups, provide instruction for those needing English language preparation, and take leadership roles in international initiatives on campus. The College also offers two academic subject certificates targeted to this section of the mission statement – Global Studies and Philippine Studies.

The College’s mission states, “(w)e advance the educational goals of all students with a special commitment to Native Hawaiians.” To meet this goal the College provides specific support programs for the Native Hawaiian population through the Hālau ‘Ike O Pu‘u‘ula (Hālau), the Wai‘anae Moku Education Center, the Ho‘oulu Project, the Hawaiian Studies program, and Hawaiian language courses ([Native Hawaiian Center](#)). In 2015, the College established Kapunawai, the Hawai‘i Pacific Resource Room, in the Library as a dedicated Hawaiian place of learning. Kapunawai provides access to prominent Hawai‘i-Pacific resources within a multi-functional space ([Kapunawai Dedication](#)). “Kapunawai” translates to “spring, well, fountain,” which guide the purpose and function for this space as a spring of inspiration, a well of resources, and a fountain of knowledge. 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.
The Library strives to educate students, faculty, staff, and the public about a variety of social issues in order to accomplish the College mission and fulfill the institutional learning outcomes (ILOs) on critical thinking, social responsibility, and global citizenship. For example, 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).

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

Figure ___. Integrated Planning and Budgeting Process

Leeward CC Planning Process

The College mission informs institutional goals for student learning and achievement.
An example of this alignment 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. For further discussion on this initiative, see Standard I.B.6 and II.A.4.

**Analysis and Evaluation**

The College’s Integrated Planning and Budgeting Process for programs and services is aligned with and driven by the College mission and *Strategic Plan*. Both the mission and *Strategic Plan* are the beginning point for the creation of a program and the ending point to measure a program or unit’s alignment. The College consistently strives to improve student learning and achievement through the planning and resource allocation of programs, pilot programs, and support services.

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)

**Evidence of Meeting the Standard**

**Publication of Mission Statement**

The College articulates its mission in a widely-publicized mission statement approved by the UH Board of Regents consistent with its legal authorization. The College’s mission statement is posted in key locations on the Pearl City campus and at the Wai‘anae Moku Education Center including classrooms, labs, high-traffic open spaces, and conference rooms. Additionally, the mission statement is published in the *Catalog* and on the College website (*Catalog*, p. 7; *Mission*).

**Review of Mission Statement**

The College periodically reviews its mission statement and updates it as necessary. The College reviews its mission statement in accordance with its Policy on Institutional Mission that calls for periodic review every six years (*L4.100*). This review period is shorter in duration 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 the 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 representatives solicited campus-wide 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. Based on stakeholder input and strategic priorities, the council unanimously approved the current mission without changes (*CC Minutes 3-6-17*). (For detailed discussion on the role of the Campus Council, see Standard IV.A.1.) The Faculty Senate, which is the primary voice of faculty in academic governance,
also reviewed the College’s mission statement in spring 2017. 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 detailed discussion on the role of the Faculty Senate, see Standard IV.A.1.)

For the 2017 review, the Campus Council did not use 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 that was revised in 2012 (BOR Minutes 5-17-12).

**Analysis and Evaluation**

The College’s Policy on Institutional Mission suggests a periodic review of the mission statement every six years. The mission was last reviewed in 2017, and after receiving input from the campus community, it was determined that the mission did not need to be changed. The College widely publicizes its mission statement through physical postings across the campus, in the Catalog, and on the College website.
I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

Dialogue on Student Outcomes and Improvement of Student Learning and Achievement

The College has structured dialogue about student outcomes through learning outcomes assessment at the course and program level in addition to the annual program review process. Assessment data is used to evaluate student learning and student achievement, and that analysis is used to continuously improve programs and services. For instructional areas, dialogue on assessment results begins at the discipline and program level as part of course assessment discussions. Course assessment is an ongoing process, and faculty submit documentation of assessment results and plans by entering the information into Tk20, the campus assessment software. Programs also report on course assessment results and the impact on program outcomes as part of the annual program review process known as the Annual Report of Program Data (ARPD).

The Assessment Committee, a standing committee of the Faculty Senate, also facilitates structured dialogue about student outcomes (Assessment Cmte). This committee reviews and makes recommendations to the Faculty Senate on policies and procedures relating to assessment such as the College’s Policy on Assessment and the Prior Learning Assessment Manual. This committee works with the Administration and the Office of Planning, Policy and Assessment (OPPA) to facilitate the assessment process by conducting two Tk20 assessment workshops each month and establishing a culture of assessment through such efforts as the Assessment Think Tank (Tk20 Training Log, Think Tank Emails). The membership of the committee is made up of instructional division area representatives; support area representatives for Student Services, Institutional Support, Academic Services, and Administrative Services; and one non-voting member from the Administration or OPPA (Assessment Org Chart).

The College has also been actively assessing its general education learning outcomes (GELOs) through a cross-disciplinary task force that reviews artifacts from a range of courses and evaluates the artifacts using a rubric. This group has had rich discussions on the student work and has used the results to improve its assessment process and refine the GELOs. For detailed discussion on the assessment of the College’s GELOs, see Standard II.A.3.

Support area units play a key role in institutional dialogue during the annual program review process by submitting their own ARPD (Annual Reports). Support areas rely more heavily on student achievement data, but some areas use learning outcome data when appropriate. Constituents in each support area come together to discuss results, devise an action plan, and
identify resources needed for improvement. These discussions often lead to dialogue on institutional effectiveness. For more information on the ARPD, see Standard I.B.4.

**Dialogue on Student Equity and Improvement of Student Learning and Achievement**
The College engages in substantive dialogue about student equity in order to identify performance gaps and implement strategies to mitigate those gaps. Broad-based discussion on student equity often takes place at open forums. For example, starting in fall 2016, the vice chancellor for academic affairs held periodic Talk Story sessions on student success topics such as the early alert and intervention system Maka’ala, the UHCC Student Success Pathways Framework, and the Guided Pathways and Exploratory Majors in order to explain these initiatives 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).

In addition to discussing student equity through the ARPD, the College has made many strides to close the gap for underrepresented students with a variety of programs including the Native Hawaiian Student Support Program, the Pacific Islander summer cohort program, and focused efforts at the Wai‘anae Moku campus.

The Leeward CC – Wai‘anae Moku Education Center participates in institutional discussions while also facilitating their own dialogue on similar issues at Wai‘anae Moku. Faculty and staff hold regular meetings to review how well students are performing and advocate for changes when needed. The faculty and staff also hold training events to address issues that are specific to the community they serve.

**Dialogue on Academic Quality and Institutional Effectiveness**
The College engages in collegial dialogue about academic quality and institutional effectiveness through a variety of campus activities. The goal of these activities is to stimulate plans for improvement.

In fall 2016, the Faculty Senate provided feedback 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 updates the campus on prioritized planning at each stage. These updates provide details regarding how a specific resource request is prioritized and where that request 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, the Campus Council reviewed the Integrated Planning and Budgeting Process and will make recommendations for improvement in the 2017-2018 academic year.

Another campus event that provides an opportunity for dialogue on academic quality and institutional effectiveness 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 (VPCC Visit F16, VPCC Visit Spr17, VPCC Visit F17). 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.
Governance groups including the Campus Council, the Faculty Senate, the Pūko‘a no na ‘Ewa Council (Nā ‘Ewa Council), and the Student Government meet regularly to engage in collegial dialogue (Campus Council, Faculty Senate, Nā ‘Ewa, Student Gov’). For example, as a standing committee of the Faculty Senate, the DE Committee supports institutional dialogue 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 instructional 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).

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 (Convocation Handout Spr18). The College has adopted the practice of organizing focused breakout sessions after the general meeting so that campus constituents can discuss topics that concern student learning and achievement, academic quality, and institutional effectiveness (List of Sessions Spr17).

At the convocation in spring 2018, the College sought broad campus input on 15 essential topics that emerged from the draft of the Institutional Self-Evaluation Report. Participants were asked to engage in structured dialogue about how the College is meeting specific Accreditations Standards and Eligibility Requirements (ERs) and how the College can improve in those areas (Accreditation Handout Sp18). Table ___ lists the roundtable discussion topics and corresponding references to the Accreditation Standards and ERs.

**Table ___. Spring 2018 Convocation Table Discussions**

<table>
<thead>
<tr>
<th>Roundtable Discussion Topic</th>
<th>Accreditation Standard and ER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue and Continuous Improvement</td>
<td>I.B.1</td>
</tr>
<tr>
<td>Campus Communication and Priorities</td>
<td>I.B.8</td>
</tr>
<tr>
<td>Integrated Planning and Budgeting Process</td>
<td>I.B.9</td>
</tr>
<tr>
<td>Mission and Instructional Programs</td>
<td>II.A.1 and ER 9</td>
</tr>
<tr>
<td>Faculty and Curriculum Development</td>
<td>II.A.2</td>
</tr>
<tr>
<td>Course Assessment</td>
<td>II.A.3</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>II.A.3</td>
</tr>
<tr>
<td>Instructional Program Review</td>
<td>II.A.16</td>
</tr>
<tr>
<td>Library and Learning Support Services</td>
<td>II.B.1 and ER 17</td>
</tr>
<tr>
<td>Mission and Support Services</td>
<td>II.B.2, II.C.1, and ER 15</td>
</tr>
<tr>
<td>Library and Learning Support Services Program</td>
<td>II.B.3</td>
</tr>
</tbody>
</table>
Of those participants who evaluated this convocation (N=118), 100 percent agreed that the roundtable discussions were productive (Convocation Feedback Sp18). Among the comments received were the following:

- “I like the opportunity to discuss and learn from other faculty and administrators across campus.”
- “I enjoyed the breakout sessions. It was great hearing from other departments/units.”
- “I learned a lot at the breakout sessions. Very interesting to hear comments from each individual.”

Meaningful, productive dialogue occurs when administrators, division chairs, unit heads, and other campus leaders meet for retreats. 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 Jul14). Most recently, a retreat was held in August 2017 to focus on “The Student Experience” at the College (Retreat Schedule Aug17).

**Analysis and Evaluation**

The College engages in a wide variety of ongoing, meaningful dialog on student outcomes, student equity, academic quality, institutional effectiveness, and the improvement of student learning and achievement through a variety of methods including convocations, retreats, information sessions, governance groups, and the ARPD.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about institutional dialogue and continuous improvement at the College. Participants discussed how the College meets Standard I.B.1 and how the College can improve in these areas. [Include a summary of the discussion.]

**I.B.2.**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.* (ER 11)
Evidence of Meeting the Standard

Mapping of Student Learning Outcomes
At the College, student learning outcomes (SLOs) are organized into a hierarchy in order to map the College mission, Strategic Plan, and learning outcomes. At the course level, course learning outcomes (CLOs) are developed by the faculty teaching the course and identify what students are expected to learn by the end of the course.

CLOs align with program learning outcomes (PLOs) and general education learning outcomes (GELOs). PLOs are defined by program faculty and identify what students are expected to learn by the completion of the program. CLOs support the attainment of PLOs. GELOs are developed by a small group of faculty representing the specific learning outcome, and the GELOs have been revised since their origination.

Support areas develop support area outcomes (SAOs) that are specific to the area. Support areas may also develop learning outcomes if appropriate. SAOs will align with institutional learning outcomes (ILOs) if they are learning outcomes. SAOs that are learning outcomes, PLOs, and GELOs support the attainment of ILOs.

The alignment model continues with learning outcomes and SAOs supporting the strategic plan goals and the mission of the College.
Figure ___. Mapping of Student Learning Outcomes

As Figure ___ illustrates, assessment of learning outcomes is performed at both the course and the program level. Through curriculum maps located in the assessment reporting software Tk20, individual CLOs are linked directly to PLOs. The College publishes in the Catalog for each program the program’s expected student learning outcomes and any program-specific achievement outcomes. GELOs are assessed at the program level and are linked to the College’s mission statement, the Strategic Plan, and the UHCC Strategic Directions.

**Institutional Learning Outcomes and General Education Learning Outcomes**
The College developed ILOs in 2009 as summary learning outcomes of the skills representing the GELOs. The College soon after wrote overarching GELOs to encompass the required skills for each individual outcome. The Assessment Committee has been considering the removal of the ILOs in favor of using the GELOs to represent both learning outcomes for general education and the institution since Leeward is a community college and
requires GELOs in all degree programs. This discussion is ongoing. In current practice, the faculty are assessing and evaluating the GELOs on an ongoing basis with the understanding that the GELOs further align with the ILOs.

GELOs are reported on annually in the ARPD that is posted online (Liberal Arts ARPD 2014). The assessment results of the GELOs are also discussed with the Faculty Senate, and some recommendations have been made regarding a further refinement of the outcome language that will be updated in the Catalog 2019-2020.

**Instructional Course and Program Learning Outcomes**

Faculty work together to establish clear, measurable outcomes of student learning for all courses (CLOs) and programs (PLOs) including credit and non-credit instruction. All learning outcomes undergo systematic, ongoing assessment in both face-to-face and DE delivery modes. Through assessment, the College demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes (Assessment).

CLO statements are entered into the Kuali Student Curriculum Management (KSCM) database and go through an approval process. The Curriculum Committee, the Faculty Senate, and administration review and approve CLOs as part of a formal five-year curriculum review and revision process. This process allows for widespread dialogue to provide input on needed changes to improve student learning (L5.210). (For further discussion on the curriculum review and revision process, see Standard II.A.2.)

Learning outcome assessment is the basis for regular evaluation of all courses and programs. The Assessment Committee’s division area representative is responsible for running a multi-year report in Tk20 to determine which courses need to be assessed in his or her division (Assessment Resources). For each CLO, instructional faculty from their respective division enter into Tk20, campus assessment software, the measures to assess the learning outcome, the criteria for success, assessment results, recommendations, and actions for improvement (CLO/SAO Assessment Template).

Faculty use the results of course assessment, which are mapped to PLOs in Tk20 and integrated into program review, to analyze the strengths and weaknesses of a course or program. Subsequently, an action plan and a resource request list are created based on the needs of a course or program, which are then used to make improvements.

Improvements to courses and programs have occurred as a result of program review. 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 time on creating effective, engaging lessons.

Non-credit programs are delivered through the Office of Continuing Education and Workforce Development (OCEWD). OCEWD offers courses and short-term programs that address community workforce needs and provide training in high demand areas. Certificate programs have defined program learning outcomes that are regularly assessed to ensure program effectiveness.

**Learning Support Services and Student Support Services Outcomes**

Learning outcomes are defined and assessed for learning support services and student support services. At the College, support services consist of Academic Services areas, Student Services areas, Administrative Services areas, and Institutional Support areas. The College also has four educational units: International Programs, the Native Hawaiian Student Support Programs, the Office of Continuing Education and Workforce Development, and the Wai‘anae Moku Education Center.

All units in the Academic Services and Student Services areas have support area outcomes (SAOs), and some units such as the Library, the Learning Resource Center, and the Writing Center have SLOs. These learning outcomes are assessed regularly using qualitative and quantitative data (Assessment Resources). Each unit uses assessment results to determine how well the unit 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 make improvements. See Standard II.B.3. and II.C.2. for more information.

Improvements to support services have occurred as a result of evaluation. For example, the Student Services area 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 (Student Svcs CRE, Student Svcs Resource Request, Inst Priorities).

**Analysis and Evaluation**

The College has defined standards for student achievement and regularly assess its performance against those standards. Clear and measurable SLOs are defined and established at the course and program level for each credit and non-credit instructional course regardless of delivery method. All Academic Services and Student Services units have regularly assessed PLOs, SAOs or SLOs.

**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)*

**Evidence of Meeting the Standard**

Establishment of Institution-Set Standards
The UHCC System established the College’s eight institution-set standards for student achievement including course completion, program completion, job placement rates, and key metrics used in the USDE College Scorecard. These standards are in alignment with the UHCC’s Institution-Set Standards policy, the *UHCC Strategic Directions 2015-2021*, the College’s mission statement, and the College’s *Strategic Plan 2015-2021* (UHCP # 4.203, *Strategic Directions, Strategic Plan*). The College uses ongoing assessment to assess how well it is achieving these standards.

Each institution-set standard (ISS) 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. Federal Pell Grant 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

These metrics both monitor and challenge institutional performance. The College, however, does not offer licensure or certification examinations. The ISS metrics were established by the UHCC System office using historical performance data to set the benchmarks and the strategic plan goals for aspirational targets. Some of the ISS developed out of the performance funding initiative implemented by the UHCC System in 2010.

Leeward has not set college-specific ISSs; however, the College does set college goals. In 2017-2018, the College goal, or Wildly Important Goal (WIG), is to increase student retention and persistence by 10 percent over the previous year. This goal is also known as “Keeping the Students We Have” and is the focus for the year’s theme of “The Student Experience.” For example, the WIG’s #IGotClass initiative in fall 2017 was designed to encourage students to register before the end of the semester, and in one month the campus community encouraged and assisted more than 3,100 students to register for spring 2018 (*VCAA Email #IGotClass, “And the Winners Are” Post*).

Assessment of Student Performance against Institution-Set Standards
The College annually reviews data to assess performance against its institution-set standards. The Office of the Vice President for Community Colleges (OVPCC) 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, the College publishes the vice president’s presentation in the Bulletin on the College intranet (*Bulletin*). The UH system has similar measures as part of the UH performance-based funding initiative. The annual results are published on the UH Hawai‘i Graduation Initiative website indicating how well the College is achieving the performance-based funding metrics (*UH HGI*).
The ISS developed out of the requirements for reporting to ACCJC in the Annual Report and the UHCC performance-based funding metrics that have been in place for over six years. Four of the ISS are performance-based funding metrics including Degrees and Certificates Awarded, Native Hawaiian Degrees and Certificates Awarded, Federal Pell Grant Recipient Degrees and Certificates Awarded, and Transfer to Baccalaureate Institutions. Table ___ below identifies the HCC Performance-Based Funding Metrics.

### Table ___. UHCC Outcome Measures

<table>
<thead>
<tr>
<th>UHCC Outcome Measure</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (Associate Degrees &amp; CAs)</td>
<td>35%</td>
</tr>
<tr>
<td>Native Hawaiian Graduates (Associate Degrees &amp; CAs)</td>
<td>10%</td>
</tr>
<tr>
<td>STEM Graduates (UHCC Associate Degrees &amp; CAs + UH STEM baccalaureate graduates)</td>
<td>10%</td>
</tr>
<tr>
<td>Pell Graduates (Associate Degrees &amp; CAs)</td>
<td>10%</td>
</tr>
<tr>
<td>Annual Transfers to Baccalaureate Colleges</td>
<td>35%</td>
</tr>
</tbody>
</table>

The performance-based funding metrics are based on the strategic plan goals.

**Continuous Improvement to Achieve or Exceed Institution-Set Standards**

There is a broad-based understanding of the College’s priorities and actions to achieve or exceed its institution-set standards. When the College does not meet its own standard, it establishes and implements plans for improvement that will enable it to reach that standard. Assessment results of the College’s level of achievement for each institution-set standard in 2016 show that the College surpassed all of the baseline values set by the UHCC System (ISS Data). Furthermore, the College exceeded four out of eight aspirational targets.

**Analysis and Evaluation**

The UHCC System established the College’s eight institution-set standards based on the *UHCC Strategic Directions* and these standards are aligned with the College’s *Strategic Plan* and mission. In pursuit of continuous improvement each standard has baseline and target values, which are assessed annually, shared with the campus community and published on College and system websites.

**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**

**Use of Data and Processes to Support and Improve Student Learning and Achievement**

Assessment data drives campus planning to support and improve student learning and achievement. The CLO/SAO assessment template includes the following directions for reporting assessment data in Tk20:

1. **Outcome:** Choose ONE course learning outcome (CLO) or support area outcome (SAO) that you want to assess and analyze.
2. **Measure(s):** List an assessment or assignment that measures the outcome.
3. **Measure Type:** Is the measure direct or indirect? Is the measure scored with a rubric or answer key? How many students assessed? Does number of students represent all students or a sample?
4. **Criteria for Success:** List the criteria for what you would consider success on the assessment. Provide breakdown of points or grades for assessment (or assignment).
5. **Results:** List the overall results. List the breakdown of the results.
6. **Analysis/Action:** Analyze the results and describe any specific actions or teaching strategies that you will implement in the future (if any) to increase success on this particular assignment. List any resources that you will need to support that implementation (if any). ([CLO/SAO Assessment Template](#))

At the program level, the College’s Annual Report on Program Data (ARPD) template requires data and analysis. Along with the ARPD, planning and budgeting documents include the Resource Request List, CRE, and Institutional Effectiveness Report. These documents include data related to SLOs, PLOs, and SAOs achievement. For a detailed discussion on the Integrated Planning and Budgeting Process, see Standard I.B.5.

**Analysis and Evaluation**

The College uses CLO and SAO assessment data and organizes its assessment and program review processes to support student learning and achievement. The CLO/SAO assessment template and the ARPD program review template require data and analysis. The College’s annual Integrated Planning and Budgeting Process uses a wide variety of assessment data to support student learning and achievement. This process is well defined and clearly organized.

**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 Process and College Mission
The College uses program review to assess how well its programs and services accomplish the College mission. In the ARPD template, qualitative analyses require that the program, area, or unit reflect on how its previous year’s action plan and current action plan align with the College mission and strategic plan goals (Planning Overview, p. 9). In the CRE template, the program, area, or unit is required to provide an overview analysis that includes a discussion of how its mission is aligned with the College mission. The CRE template also requires that the program, area, or unit explain how its action plans and resource requests are aligned with the College mission (CRE Instructions and Template, p. 3 and p. 6).

The College also assesses the accomplishment of its mission through the evaluation of its strategic plan goals and institution-set standards as discussed in Standard I.A.2 and I.B.3, respectively.

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

The College has an integrated planning and budgeting process that collects input from all campus levels. The program review process starts at the program, area, or unit level when faculty and staff review and evaluate data metrics and other assessment information. They collaborate on an analysis and evaluation of the data in order to make recommendations for improvement. If additional resources are needed, requests are made at the program, area, or unit level. As the resource requests are reviewed at higher levels, these requests are prioritized until a final institutional priority list is developed and recommended to the chancellor. This entire cycle is called the College’s Integrated Planning and Budgeting Process, of which its development is discussed in Standard I.B.9.

Planning and budgeting documents include the following items:

- **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.
- **Resource Implications Template (Resource Request List).** Each academic program, educational unit, and support area annually completes the template to request resources.
- **Comprehensive Review and Evaluation (CRE).** Every four years, each academic program, educational unit, and support area completes a CRE.
- **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). The ARPD template requires the following fields of information:

- Program/Area/Unit Description
- Part I. Quantitative Indicators
- Part II. Analysis of Program/Area/Unit
- Part III. Action Plan
- Part IV. Resource Implications

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The ARPD template includes a section of achievement data for programs, units, and areas based on quantitative indicators for demand, efficiency, and effectiveness. These indicators are assessed by scores of “healthy,” “cautionary,” and “unhealthy,” which are defined by the UHCC Health Call Scoring Rubric (Scoring Rubric). 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 Waiʻanae Moku Education Center 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 are 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 the Campus Council and the Faculty Senate for review. Representatives of these governance groups take the draft to their constituencies for review and comment. The Campus Council 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
The approved planning process includes the publication of an Institutional Effectiveness Report every fourth year. This comprehensive report examines the College’s progress
towards meeting institutional goals and the overall impact of plans made within instructional programs, educational units, and support areas. This report provides the College with an opportunity to validate if progress is being made. Administration reviews the report and identifies areas to target in the coming years. Recently, it has been noted that more frequent updates on progress would be more useful. This report is under review as part of the Ad Hoc Planning and Budgeting Process Review committee.

Include current Institutional Effectiveness Report (IER).

Use of Disaggregated Data by Program Type and Delivery Mode
The Office of the Vice President for Community Colleges (OVPCC) disaggregates data for each program’s ARPD by major for Native Hawaiian students, full-time students, and part-time students; by enrollment trends; by persistence, success, and retention rates; by degrees and certificates awarded; and by delivery mode. Program faculty analyze these factors in the ARPD.

To expand on quantitative data, faculty and staff use the narrative responses in the ARPD as qualitative data and analyze relevant information for each program. OPPA provides qualitative feedback to faculty and staff during the ARPD process so modifications can be made before final submission.

If applicable, the ARPD can include data on DE, Perkins funding, and performance funding. In addition, the ARPD integrates assessment of PLOs. Through the ARPD, faculty and staff use disaggregated data to analyze a program, develop an action plan to implement modifications, and request resources to make improvements.

Need an example from the ARPDs for this standard to demonstrate how we use the ARPD to document evidence for this standard.

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 ARPD is the main planning and assessment document used to accomplish the College’s mission. Each academic program, educational unit, and support area completes the ARPD, which includes program review and evaluation of goals and objectives, student learning outcomes, and student achievement data. Each program’s ARPD, where applicable, is disaggregated by major for Native Hawaiian, full-time, and part-time students; enrollment trends; persistence, success, and retention rates; degrees and certificates awarded; delivery mode, Perkins funding, and performance funding. To expand on quantitative data, faculty and staff use the narrative responses in the ARPD as qualitative data. In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission.
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**

**Use of Disaggregated Data to Identify Performance Gaps**

In coordination with the UHCC System, the College disaggregates and analyzes learning outcome and student achievement data for specific student populations. When the College identifies performance gaps, it implements strategies and may allocate resources to mitigate those gaps. As part of continuous improvement, the College evaluates the effectiveness of those strategies.

The UHCC System has identified performance gaps for Federal Pell Grant recipients and three underrepresented student populations, which are Native Hawaiian, Filipino, and Pacific Islander (Strategic Directions, VPCC Visit F16). The College uses disaggregated student achievement data to evaluate these student populations. For the past three semesters, data results for each of these student populations have remained constant in terms of retention rate, persistence rate, and successful completion rate (Disaggregated Data by Student Populations).

The College posts a Fact Book that includes disaggregated data on a range of characteristics. This data is available to the College community to better understand where achievement gaps exist so action plans can be developed. Instructional programs include action plans in the ARPD which also includes disaggregated data. The College utilizes the Institutional Effectiveness Report to highlight equity gaps. Administration uses the IER to identify areas to focus on in the upcoming years.

**UHCC System Initiatives to Mitigate Gaps**

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

**Acceleration Initiative**

At the College, pilot projects to accelerate students through remedial/developmental courses have been ongoing for several years. The UHCC System provided funding in 2016-2017 and 2017-2018 to all the campuses to support the scaling up of these pilot projects. 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 requests for equipment, learning support, and professional development, 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). In fall 2016, developmental math and English faculty fully implemented co-requisite courses in which students enroll in one level below a college-
level math or English course with a college-level math or English course in the same semester.

For 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).

For English, the Accelerated Learning Program (ALP) provides support for students who place one step below a college-level English (ENG) course by way enrollment in English 22 (Introduction to Composition) and English 100 (Composition I) in one year. Students who place two steps below college level may enroll in English 24 (Reading, Reasoning, and Writing) or English 24C for career and technical students. Whereas students who place at the lowest level previously needed to take and pass up to six courses prior to enrolling in college-level English, the course sequence in place facilitates acceleration and success. Students placing at the lowest level can complete ENG 100 within one year if they pass ENG 24 and ENG 100. For more discussion on this 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 in their program of study each semester until graduation. STAR GPS also helps prevent students from taking unnecessary courses that delay graduation and incur additional costs. For more discussion on the pathway framework, see Standard II.C.6.

**Campus Initiatives to Mitigate Gaps**

In addition to UHCC System initiatives, numerous efforts are in place at the College to eliminate performance gaps for Native Hawaiian, Filipino, and other Pacific Islander students and Federal Pell Grant recipients.

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

The College also created a Native Hawaiian student support program with the main goal of eliminating academic achievement gaps among Native Hawaiians. The program received
numerous grants to assist in these goals and established the Hālau ‘Ike O Pu‘uloa on the Pearl City campus, where Native Hawaiian students benefit from a variety of support services, learning tools, study space, welcoming and nurturing staff, and peer engagement. Additionally, as a means of increasing graduation rates, the program developed the Native Hawaiian Excellence program, Ke Ala ‘Ike, to inspire Native Hawaiians and all those who embrace the Hawaiian culture to commit personal excellence toward their academic and cultural pursuits (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).

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

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

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

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

Disaggregated student achievement data show that DE students are performing just as well as students taking face-to-face courses at the College (Disaggregated Data by Delivery Mode). The College continues to monitor student success in DE courses. The Educational Media Center provides ongoing training and professional development for online instructors. As of spring 2018, the College will be providing instructors the opportunity to take online professional development courses through Quality Matters (QM workshops). These workshops will be offered in addition to the campus activities and events to further insure faculty are prepared to address student issues specific to DE.

Analysis and Evaluation

The College uses disaggregated student achievement data to evaluate student subpopulations. Rates for retention, persistence, and completion are disaggregated by ethnicity for Native Hawaiians, Filipinos, and other Pacific Islanders, and by Pell Grant recipients. Numerous projects and programs exist to reduce identified performance gaps including: an acceleration initiative, student success pathways, support and evaluation for DE classes, and programs targeting specific ethnicities. While the College consistently exceeds institutionally set targets for Pell Grant recipients, the number of such recipients have remained steady over the past several years and efforts are underway to increase their numbers.

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 Institutional Policies and Procedures

The College exists within a multi-campus system, so the UH Board of Regents is responsible for the regular evaluation of regent policies, the UH System is responsible for the executive policies and administrative procedures, and the UHCC System is responsible for UHCC policies.

The College publishes its policies on the College website (Policies). Table ___ identifies the College policies, their approval or effective dates, and their review dates. During the 2016-2017 academic year, a Faculty Senate ad hoc committee reviewed the College’s Policy on Curriculum Review and Revision (Final Report). During the 2017-2018 academic year, an ad hoc committee of the Campus Council and the Faculty Senate reviewed the College’s Policy on Annual Program Review (L5.202), and the Faculty Senate Assessment Committee reviewed the Policy on Assessment (L5.210). In spring 2018, the Campus Council and the Faculty Senate will review the College’s Policy on Institutional Mission and the Policy on Shared Governance. (For more discussion on these efforts by the governance groups, see Standard IV.A.7.)

Some policies do not have review dates as they were approved before the creation of the Office of Planning, Policy, and Assessment (OPPA). OPPA has been understaffed for 2017,
and the office is in the process of filling vacant positions. Once the office has been fully staffed, all policies will be reviewed for currency and revisions made if needed.

Table: Leeward Community College Policies

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Title</th>
<th>Approval or Effective Date</th>
<th>Review or Revised Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.101</td>
<td>Policy on the Policy Development Process</td>
<td>02-20-2013</td>
<td>02-20-2018</td>
</tr>
<tr>
<td>L1.201</td>
<td>Policy on Shared Governance</td>
<td>03-18-2003</td>
<td>Under review</td>
</tr>
<tr>
<td>L1.202</td>
<td>Policy of Nondiscrimination and Affirmative Action</td>
<td>August 2017</td>
<td></td>
</tr>
<tr>
<td>L4.100</td>
<td>Policy on Institutional Mission</td>
<td>02-16-2010</td>
<td>Under review</td>
</tr>
<tr>
<td>L5.190</td>
<td>Policy on Administrative Disenrollment for Failed Prerequisites</td>
<td>05-03-2013</td>
<td>05-03-2018</td>
</tr>
<tr>
<td>L5.200</td>
<td>Policy on Course and Program Prerequisites</td>
<td>02-1992</td>
<td>(Date not indicated.)</td>
</tr>
<tr>
<td>L5.201</td>
<td>Policy on Curriculum Review and Revision</td>
<td>(Date not indicated.)</td>
<td>03-22-2017</td>
</tr>
<tr>
<td>L5.202</td>
<td>Policy on Annual Program Review</td>
<td>03-02-2012</td>
<td>03-02-2017</td>
</tr>
<tr>
<td>L5.210</td>
<td>Policy on Assessment</td>
<td>03-02-2012</td>
<td>03-02-2017</td>
</tr>
<tr>
<td></td>
<td>Leeward CC Student Conduct Code</td>
<td>05-01-2010</td>
<td>(Date not indicated.)</td>
</tr>
<tr>
<td></td>
<td>Student Conduct Code Procedures</td>
<td>05-01-2010</td>
<td>(Date not indicated.)</td>
</tr>
<tr>
<td>L10.201</td>
<td>Facilities Use Guidelines and Procedures</td>
<td>(Date not indicated.)</td>
<td>08-2012</td>
</tr>
</tbody>
</table>
Evaluation of Program Review, Planning, and Budgeting
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 instructional programs, educational units, and support areas annually complete the ARPD, which includes resource requests.

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

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 instructional programs, educational units, and support areas.

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 (Leadership Excellence Program). 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 cohort presented to the campus community the 2016 survey results as well as data trends based on the employee satisfaction surveys administered in 2011 and 2014 and sent out an analysis report, which was posted on the College intranet (Satisfaction Presentation ’16, Email on Survey Results, Surveys on Intranet). Administrative leaders discussed the survey results and determined that the Campus Council and the 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 conducted a survey of administrative services’ functional areas and support units (Admin Svcs Survey ’17). The survey results will be used to identify specific areas for improved customer service, increased efficiency, and continuous improvement.

Need to discuss the key findings of the Administrative Services Customer Satisfaction Survey and how the results are being used to make improvements.

**Analysis and Evaluation**

Through the Integrated Planning and Budgeting Process, ARPD, Institutional Effectiveness Report, and governance groups, 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 academic quality. An evaluation of the program review and planning process was completed in spring 2017 and an ad hoc committee will develop recommendations for improving the Integrated Planning and Budgeting Process.

**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**

**Communication of Results through Course Assessment**
The College broadly communicates assessment results and evaluation activities through course assessment. The results of course assessment are shared broadly through the posted ARPDs. Each program includes a discussion of Program Learning Outcomes. In this PLO section, the program will include which courses were assessed and information about the results of those assessments. If significant changes to curriculum are made, it would be noted in this section. Course and program assessments are reported at advisory board meetings which are held at least annually for each of the CTE programs. Course assessments are also reported in Tk20, however, Tk20 has not proven to be a reliable method for reporting out assessment results.

**Communication of Results through Program Review**
The College broadly communicates assessment results and evaluation activities through the program review process. 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 the Wai‘anae Moku Education Center. 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 weakness identified in the ARPD to set priorities. The OVPCC 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 posts all the ARPDs on its website (link to follow).

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 (link to follow).

**Communication of Results through Campus Presentations**

The College broadly communicates assessment results and evaluation activities through campus presentations. Regular communication of its assessment and evaluation provides the campus community with a shared understanding of the College’s strengths and weaknesses and allows the College to set appropriate priorities. 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.

The OVPCC Colleges uses data from the Community College Survey of Student Engagement (CCSSE) when reporting to the Board of Regents on the UHCC System’s progress. The chancellor also shares CCSSE results with the campus community. This national survey, which is coordinated every two years by the Center for Community College Student Engagement and the Community College Leadership program at the University of Texas at Austin, provides the College with data on student satisfaction and student engagement. Specifically, the survey examines how satisfied students are with campus services and their educational experience. The survey also examines how engaged students are in their classes, in extracurricular activities, and with their faculty, campus staff, and their peers. Student engagement is closely related to persistence and achievement, so the 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 learning and achievement.
Analysis and Evaluation

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

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about campus communication and priorities at the College. Participants discussed how the College meets Standard I.B.8 and how the College can improve in these areas. [Include a summary of the discussion.]

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)

Evidence of Meeting the Standard

Revision of Planning and Budgeting Process
The College engages in continuous, broad-based systematic evaluation and planning. This comprehensive process integrates program review, planning, resource allocation, implementation, and re-evaluation. This process is designed to accomplish the College mission and improve academic quality and institutional effectiveness. By the 2012 institutional self-evaluation, however, 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.

An ad hoc committee was convened in fall 2012 to review the APR process and make recommendations for improvement (CC Ad Hoc Email 9-2012, Ad Hoc Agenda 10-26-12, Ad Hoc Update 11-24-12). A proposed template was created and shared with the leadership group at a mini-retreat in February 2013 (Planning Proposal 2013, Retreat Presentation Feb ’13, Retreat Feedback Feb ’13). Additional feedback was given and the timeline was modified slightly based on the feedback (ARA Feedback Feb ’13). In April 2013, the 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 (APR Survey Observations). A new planning process was approved in May 2013 by the 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 (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 (Resource Request Template 2014-15). 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 the Campus Council in May 2015 for the following year (Planning Proposal 2015). This Integrated Planning and Budgeting Process was used in 2015-2016 and 2016-2017. See Overview of Planning Process for templates and process (Planning Overview).

In May 2017, the 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 (CC Minutes 5-1-17). There continues to be frustration with the UHCC System site and the late release of data for the ARPDs. It was recommended that the College 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 Integrated Planning and Budgeting Process**
The Integrated Planning and Budgeting Process for the year begins with a leadership retreat. At the retreat, all administrators, instructional division chairs and unit heads, academic services unit heads, student services unit heads, and administrative services unit heads come together to discuss institutional issues and determine what the focus for the next planning cycle will be. The goal of the retreat in August 2017 was to review campus initiatives and develop a cohesive understanding of where the College would focus its efforts for the next year. The focus for 2017-2018 was placed on “The Student Experience” with a goal of increasing student retention and persistence by 10 percent over the previous year (see Standard I.B.3 for further discussion).

**Program Review**
An overview and timeline of the Integrated Planning and Budgeting Process for 2017-2018 was disseminated to the campus in September 2017 (2017-2018 Timeline). Instructional programs, educational units, and support areas 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 academic program, areas and units complete the template with input from its constituents. Through the process of completing the templates, the programs, areas, and units are required to review a wide-range of data and evaluate its effectiveness.

Results of assessment and analysis are used in decision making to align institution-wide practices to support and improve student learning. Once the APRD is completed, programs, areas, and units create a resource request list and indicate priority items for resource allocations. Instructional divisions also complete a resource request list. 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 (Proposed Institutional Priorities 4-10-17).

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

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

This draft institutional priorities list is presented to the Campus Council for review, discussion, and re-prioritizing, if needed. As part of the process, the Faculty Senate is provided the institutional priorities for review and can make recommendations for re-prioritizing, if needed. The Campus Council approves a final institutional priorities list as a recommendation to the chancellor (CC Minutes 5-1-17).

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

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

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

Table___. Evolution of Planning and Budgeting Process Templates

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>● Used comprehensive Annual Program Review (APR) template.</td>
</tr>
<tr>
<td></td>
<td>● Created an ad hoc committee to review and make recommendations for improving the planning process.</td>
</tr>
<tr>
<td></td>
<td>● Conducted a survey of the planning process in April 2013.</td>
</tr>
<tr>
<td></td>
<td>● The Campus Council approved the revised planning process.</td>
</tr>
<tr>
<td></td>
<td>● Decided to make additional changes based on confusion with ARRA and ARPD templates.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>● Continued to use the Resource Request template combined with the ARPD template.</td>
</tr>
<tr>
<td></td>
<td>● Developed the Comprehensive Review and Evaluation (CRE) template.</td>
</tr>
<tr>
<td></td>
<td>● The Campus Council approved the revised Integrated Planning and Budgeting Process.</td>
</tr>
<tr>
<td>2015-2016</td>
<td>● Introduced the revised process including the ARPD template and/or CRE template.</td>
</tr>
<tr>
<td></td>
<td>● Continued to use the Resource Request template.</td>
</tr>
<tr>
<td>2016-2017</td>
<td>● Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.</td>
</tr>
<tr>
<td></td>
<td>● All remaining programs, units, and areas completed the CRE template.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>● New cycle of the CRE template to begin.</td>
</tr>
<tr>
<td></td>
<td>● Move towards better use of data in the ARPD process with less reliance on UHCC System data.</td>
</tr>
<tr>
<td></td>
<td>● An ad hoc committee will review and evaluate the Integrated...</td>
</tr>
</tbody>
</table>
As Table ___ demonstrates, institutional planning and budgeting happens on a regular basis and follows a consistent process. This process includes wide participation across the campus community and uses valid data sources.

**Long-Range Planning Process**

Institutional planning addresses the short-term and long-term needs of the College. The College uses the CRE to identify long-range goals that are used to direct efforts and create action plans. Each academic program, educational unit, and support area is required to complete a CRE every four years. The comprehensive template includes data sets that have been defined by the academic program or support area. The College reviews the CREs to determine how well the program, unit, or area is meeting the College mission and strategic plan goals. For more information about the CRE, see Standard I.B.5.

In accordance with Eligibility Requirement 19, the College makes public how well and in what way it is accomplishing its mission, including assessment of student learning outcomes. All ARPDs report on program learning outcomes and the results of assessments. The ARPDs are provided on the UH website and the campus website (UH Website).

**Analysis and Evaluation**

The College has a well-established, broad based, and comprehensive cycle of evaluation, integrated planning, resource allocation, and implementation that addresses both the short- and long-term needs required to accomplish its mission.

As an endeavor towards continuous improvement, this process was evaluated in 2016. According to the 2016 Employee Satisfaction Survey, 92.5 percent of the faculty and staff who responded (N=200) agreed that they know the mission, major goals, initiatives, and priorities of the College. In the same survey, 90 percent of the faculty and staff who responded agreed that the activities of their division, department, or unit tie into the mission, major goals, initiatives, and/or priorities of the College. When asked if the College planning process resulted in improvement, 60.5 percent of the faculty and staff who responded agreed that the process results in improvements of programs and services and 34 percent were unsure (Satisfaction Report 2016). Based on this finding, the College is currently working to better communicate the results of program improvements to the campus community. In fall 2016, the VCAA shared an overview of the Integrated Planning and Budgeting Process with the campus. In spring 2017, the VCAA shared the ranked priorities for each area - Instruction, Academic Services, Student Services, and Administrative Services - during the month of March and early April. Once the draft Institutional Priorities were developed, this list was also shared with the campus to ensure they had an opportunity to express support or concern with their representative on Campus Council. For the 2017-2018 academic year, an Ad Hoc Planning Process Review Committee was convened to continue to explore ways to improve the planning and budgeting process.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College’s Integrated Planning and Budgeting Process.
Participants discussed how the College meets Standard I.B.9 and how the College can improve in this area. [Include a summary of the discussion.]
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’s Catalog, website, and campus communication system provide clear and accurate information about the College’s mission statement, learning outcomes, educational programs, student support services, and accreditation status. Information is provided to current and prospective students, campus employees, the public, and the College’s accreditors. Information is regularly reviewed to ensure clarity, accuracy, and integrity (Catalog, pp. 7, 9, 18-105, 196-200; Mission; Programs of Study; Services for Students; About Leeward; Accreditation).

The College provides a print and an electronic version of the Catalog for its constituencies with precise, accurate, and current information (Catalog & Courses). Designated campus members review portions of the 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.

In fall 2016, the Creative Services (Marketing and Public Relations) office 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 (Survey on Leeward Website).

The Creative Services office oversees the campus communication system (Communication & PR). This system regularly updates many of the information dissemination channels including the 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 Creative Services office assures consistency and clarity in communication by providing centralized support for all College communication, graphic design, and marketing services (About Creative Services).

Analysis and Evaluation

The Creative Services office oversees the campus communication system and assures the clarity, accuracy, and integrity of information provided to all campus constituencies and stakeholders through varied dissemination channels. The College clearly and accurately describes itself to stakeholders through its website, which includes information related to its mission, 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.

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)

Evidence of Meeting the Standard

The College provides a print and online version of the Catalog that is easily accessible to current and prospective students. Every academic year, the College updates and publishes its Catalog in hard copies available at the Leeward Bookstore and as a free online version on its website (Catalog & Courses). The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students.

The Catalog 2017-2018 has precise, accurate, and current information on all facts, requirements, policies, and procedures in accordance with Eligibility Requirement 20 (Integrity in Communication with the Public).

General Information: The Catalog 2017-2018 includes
- College’s official name, main campus address, telephone number, and website address on page 2;
- Wai‘anae Moku Education Center’s address and telephone number on page 10;
- Mission statement, core values, and institutional learning outcomes on pages 7-8;
- 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 Education Center, DE, OCEWD) 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
- Names and degrees of its administrators and faculty including the names of the regents on pages 220-230.

Requirements: In the 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 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.
- Additional student policies can be found on page 118 and
- Transcript fees information can be found on page 115. (Catalog)

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, Services for Students).

The Catalog describes the instructional delivery applied in DE courses, programs, and degree offerings. The Catalog describes the three different modes of delivering course materials, which are televised courses, two-way interactive video courses, and internet courses. The Catalog explains how DE courses are different from traditional, face-to-face courses (Catalog, p 15). The Catalog and course outlines describe the expected interaction between faculty and students and the accessibility of faculty and staff to students for DE courses.

The College has established protocols to ensure that the Catalog presents accurate and current information on the College’s 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 the Faculty Senate’s curricular deadlines, student registration dates, and STAR GPS input requirements (Catalog Revision Timeline 2017-18). The catalog revision team includes a wide cross-section of the campus faculty and staff. The team is composed of a revision coordinator, curriculum editors, and a production coordinator. In addition, division chairs, program coordinators, unit heads, dean of student services, vice chancellor for academic affairs, and human resources staff revise and proofread the catalog manuscript.

Analysis and Evaluation

Every academic year, the College updates and publishes its Catalog in alignment with ACCJC’s Eligibility Requirement 20. Hard copies are available at the Leeward Bookstore and as a free PDF version on its website. The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students. The catalog revision team includes a wide cross-section of the campus faculty and staff to ensure clarity and accuracy.
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)

**Evidence of Meeting the Standard**

The College collects and uses assessment data on student learning to communicate matters of academic quality to current and prospective students and the public. 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 (KSCM). PLOs for programs, certificates, and degrees are published in the _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 & Courses_).

The College collects and uses assessment data on student achievement to communicate matters of academic quality and makes its data and analysis public. The College provides access to the program review documents by posting them publicly on the College website (_UHCC ARPD_). 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.

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 uses Tk20 software, managed by OPPA, to collect and analyze SLO and PLO assessment information to demonstrate student achievement. Learning outcome creation and assessment are done at least every five years to ensure quality. The College publically posts program review documents on their website. Program reviews contain 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.

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 clearly describes its certificates and degrees in the _Catalog_ in terms of their purpose, content, course requirements, and expected learning outcomes. The College offers
three types of degrees: Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Sciences (AAS). These degrees are listed in the 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 & Certificates).

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 Catalog lists an explanation of the general education requirements on pages 22-29. The College expects graduating students to meet seven general education learning outcomes (GELOs) (Catalog, pp. 22-23).

The College offers three types of certificates: certificate of achievement, certificate of competence, and academic subject certificate. The 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, program learning outcomes (PLOs), and the number of courses needed to receive a certificate (Catalog, pp. 32-102).

The College’s Policy on Curriculum Review and Revision requires that all syllabi must include the course alpha and number designation, course title, number of credits, prerequisites, catalog course description, course learning outcomes (CLOs), instructor information (name, office location, office hours, phone number, and email address), course information (course section number, classroom location, course meeting days and times, and a list of required textbooks and supplies), the instructor’s grading policy, and the College’s academic dishonesty policy (L5.201).

Division chairs and discipline/program coordinators ensure that all course syllabi have CLOs and other pertinent information. The instructor makes the course syllabus available to students at the beginning of each term, and a copy is also on file at the instructor’s division office. The College recognizes that learning outcome creation and assessment are ongoing processes and, therefore, continually reviews learning outcomes to ensure academic quality.

Analysis and Evaluation

The Catalog clearly describes the institution’s degrees and certificates with respect to their purpose, content, course requirements, and expected learning outcomes.

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 regularly reviews and evaluates its policies, procedures, and publications to assure the integrity of its mission, programs, and services. The College’s Policy on the Policy Development Process provides direction for developing and maintaining College policies (L1.101). The UH Board of Regents, campus governance groups, and administration regularly review and evaluate respective policies and procedures, which are discussed in more detail in Standard I.B.7.
The Creative Services office regularly reviews publications according to recommendations of campus committees and representatives responsible for programs and services. The office also regularly reviews and updates its website to assure integrity, consistency, and transparency, which is discussed in Standard I.C.1.

**Analysis and Evaluation**

The College has several mechanism in place to regularly review institutional policies, procedures, and publications in order to assure accuracy and integrity of programs and services with alignment to its mission. These include policy, governance groups, and the Creative Services office.

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 publishes accurate information on the total cost of education, including tuition, fees, and other required expenses such as textbooks and other instructional materials. The Catalog 2017-2018 publishes student fees and costs. 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 (*Catalog*, pp. 114-117).

The College website provides current and prospective students with accurate information on tuition, fees, and required textbook and instructional material costs (*Paying for College, Tuition & Fees, What You’ll Save*). In addition, the online Leeward Bookstore allows students to compare textbook prices (*Bookstore*).

The College has undertaken an Open Educational Resources (OER) initiative since 2016 (*OER Webpage*). The goal of OER is to offer courses that use no cost textbook materials. Students can save on average $100 per course for textbook materials. For 2017, the College estimates about $1,000,000 in savings on textbook costs for students due to the large number of courses using OER or no cost textbooks. Additionally, OER courses often rely on online resources which means the students have access from any location as long as they have an internet connection. Courses that offer OER or no cost textbooks include a statement, “Textbook Cost: $0,” on the Course Availability webpage and in STAR GPS (*Class Availability*).

**Analysis and Evaluation**

The *Catalog* and website accurately inform current and prospective students about the total cost of education. The *Catalog* publishes student fees and costs including fees for late registration, transcripts, and installment payment plans. The College website has a “Paying
for College” link that includes information related to tuition and fees, and textbook and instructional material costs.

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)

Evidence of Meeting the Standard

The College uses and publishes institutional policies on academic freedom and responsibility in order to communicate the College’s commitment to the free pursuit and dissemination of knowledge. The College supports an atmosphere in which intellectual freedom exists for students and faculty. According to the 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). All members of the campus community are free to examine and test all knowledge appropriate to their discipline or area of study.

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 Catalog clearly delineates the school’s focus and areas of emphasis (Catalog, p. 7). In addition, the Catalog contains the Academic Rights and Freedoms of Students (Catalog, p. 209).

The UHCC Statement on Professional Ethics (Faculty) policy outlines the academic freedom and responsibility for faculty (UHCCP # 5.211, HAR §20-2). This policy is easily accessible on the UHCC System Policies website and reviewed on a regular basis (UHCC Policies). The VCAA reminded faculty of the policy in an email sent in fall 2017 (VCAA Update 9-29-17).

Article IX of the 2017-2021 Agreement between the University of Hawai‘i Professional Assembly and the UH Board of Regents protects academic freedom for faculty (Agreement, Article IX). This collective bargaining agreement is easily accessible on the UHPA website (UHPA).

Analysis and Evaluation

The College is committed to fostering a campus environment in which students and faculty are supported in the free pursuit and dissemination of knowledge. This is explicitly stated in the Catalog, and supported by the UHCC Statement on Professional Ethics (Faculty) policy and Article IX of the Agreement between the University of Hawai‘i Professional Assembly and the UH Board of Regents.

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 has board-approved policies and procedures on student academic honesty and student behavior, which are clearly communicated to current and prospective students. 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. In spring and summer 2017, the systemwide executive policy was reviewed in order to create greater alignment with all UH campuses in terms of the code and procedures.

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 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, pp. 207-218).

The College has board-approved policies on the faculty’s responsibility on academic honesty and integrity. When policies exist at the UH System level and the UHCC System level, the College does not duplicate that policy but 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 37 of the Faculty and Staff For Your Information (FYI) Guidebook 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 establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity that apply to both students and faculty. These are based
on system policies related to student conduct, professional ethics for faculty, and rights and responsibilities of faculty. These policies and their related procedures can be found on the Policies webpage of UH System, in the Catalog, and in the Faculty and Staff FYI Guidebook.

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**

At the College, there is a clear expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. They are expected to present data and information fairly and objectively. 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](#)). 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 dialogue to ensure courses meet content requirements while allowing academic freedom through Article IX of the 2017-2021 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 (*Agreement, Article IX*).

**Analysis and Evaluation**

The College and system policy on professional ethics informs faculty on institutional expectations to distinguish between personal conviction and professionally accepted views in a discipline. Above all else, faculty are to be effective teachers and scholars, which includes presenting data and information fairly and objectively. The Faculty Senate Curriculum Committee reviews learning outcomes and course outlines to ensure that they are free from personal conviction and contain professionally accepted views for their respective disciplines.

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**

As a publicly-funded institution within the state’s ten-campus public higher educational system, the College does not promote specific beliefs or 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.

**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 Mā‘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)*

**Evidence of Meeting the Standard**

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guideline, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College meets requirements and reporting deadlines set by the Commission and discloses information required by the Commission to communicate matters of educational quality to the public.
In the *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 (*Accreditation*).

The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing (*Accreditation*).

The ALO regularly contacts ACCJC when clarifications are needed regarding the writing of the ISER and to obtain advice on possible substantive change proposals. In fall 2017, the ALO sought feedback on the creation of new degree programs and the possible need for a substantive change request. Information on the degree programs was provided, and the College received a letter of confirmation that a substantive change request was not needed. The ALO also sought feedback on the need for a substantive change proposal regarding the recent move of the Wai`anae Moku Education Center. The location change requires a substantive change proposal, and that proposal will be submitted by January 31, 2018.

**Analysis and Evaluation**

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

**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)

**Evidence of Meeting the Standard**

The College communicates and complies with external agencies with clarity, honesty, and integrity. 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 with Exemplary Program status by the American Culinary Federation Education 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.
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 publicly via the College website (Accreditation).

**Analysis and Evaluation**

The College strives at all times to act with honesty and integrity in its relationships with external agencies by complying with their respective regulations and statutes. The College makes every effort to describe itself in identical terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and public. The publicly accessible College website lists all programs that hold external accreditation and the current accreditation status of the College.

**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. Policies and practices demonstrate that delivering high-quality education is paramount to other objectives including financial decisions.

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.

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

**Analysis and Evaluation**
The College places its educational responsibility above all other objectives, including external contributions and financial interests.
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)

Evidence of Meeting the Standard

Instructional Programs and College Mission
Leeward Community College’s mission statement is focused on providing all students with a “high-quality liberal arts and career and technical education” (Catalog, p. 7). Leeward 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 & Certificates Data). The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence. The College also offers pre-collegiate curriculum and non-credit courses for workforce development, continuing education, and personal enrichment (OCEWD Workforce Development).

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

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 aligned with the College 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.

The Office of International Programs creates programs to meet the needs of international students needing academic preparation and/or Hawai‘i students seeking an international educational experience in a foreign country. Study abroad programs provide Leeward students course content in an international setting. The English Language Institute (ELI) provides academic preparation in English for international students. These programs align with the College mission to “foster students to become responsible global citizens locally, nationally, and internationally” (Catalog, p. 7).

Lastly, the College has “a special commitment to Native Hawaiians” (Catalog, p. 7). In support of this section of the mission statement, the College has added an AA in Hawaiian Studies to provide an opportunity for all students to pursue an instructional program with a focus on the Native Hawaiian culture and history.

**Evaluation of Student Progress and Learning Outcomes**
The College assesses whether students’ progress through and complete degrees and certificates, gain employment, and/or transfer to four-year institutions.

Discuss how the College evaluates students’ progress through and complete degrees and certificates, gain employment, and/or transfer to four-year institutions. Some other college reports referenced their strategic plan and/or institution-set standards.

The College assesses programs for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes (SLOs). For detailed discussion on course revision and review, see Standard II.A.2.

The College assesses student learning outcomes at the course level and the program level. All courses have measurable course learning outcomes (CLOs) that the College uses to assess student learning. The same CLOs are used for all courses regardless of location or delivery mode. The College assesses program learning outcomes (PLOs) through various methods. These include but are not limited to capstone projects, student portfolios, or alignment with CLO assessment data. For program review, the Annual Report of Program Data (ARPD) template is used to analyze demand, efficiency, effectiveness, and outcomes of an academic program. The College uses assessment results for course and program improvements for all
locations and delivery modes. ARPD results are used to plan improvements and prioritize resource requests. For detailed discussion on course assessment, see Standard II.A.16.

**Analysis and Evaluation**

All of the College’s instructional programs, regardless of location or means of delivery are offered in fields of study consistent with the institution’s mission to provide high-quality liberal arts and career and technical education programs. The College offers dozens of associate degrees and certificates through a range of delivery options including face-to-face and DE courses at two locations.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and instructional programs. Participants discussed how the College meets Standard II.A.1 Eligibility Requirement 9 and how the College can improve in these areas. [Include a summary of the discussion.]

**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**

**Review of Content and Methods of Instruction**

At the College, faculty ensure that the content and methods of instruction meet accepted academic and professional standards. Faculty, including full-time and part-time employees, initiate curriculum proposals and modifications after a collaborative discussion with faculty in their respective discipline or program. 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 the Kuali Student Curriculum Management (KSCM) database, which is an online curriculum management system that houses all approved course and program outlines. In the KSCM database, 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 (Course Outline Required Fields, KSCM, Gen Info Field 1). All CLOs must connect to course content, PLOs, and the College mission.

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). 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, the Faculty Senate, instructional dean, and the vice chancellor for academic affairs. (For further discussion, see Standard IV.A.4.)
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 the KSCM database.

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 chair assigns proposals to subcommittees for thorough review. If needed, changes are suggested to the proposer. 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 the Faculty Senate. At this time, additional changes may be requested or the proposal is approved.

Step 5: Proposals approved by the 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 collaborative learning environment based on SAKAI. Additional training classes are offered through the Educational Media Center on effective online instructional design and online facilitation. For further discussion, see the Certification of Continued Institutional Compliance with Commission Policies (Distance Education and Correspondence Education Policy).

Courses 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.
English Language Institute (ELI) courses are offered through the Language Arts Division. Although they are non-credit, the courses were developed by faculty and approved through the Curriculum Committee process for new course approval. ELI students receive eighteen hours of English instruction per week in reading, writing, listening, speaking, grammar, pronunciation, and American culture. To meet the needs of students at all levels of English proficiency, the ELI offers four levels of instruction: beginning, low intermediate, high intermediate, and advanced. These courses are regularly assessed.

**Continuous Improvement through Program Review**

Faculty continuously improve instructional courses and programs through the program review process. The program review process is consistently followed for all instructional programs, regardless of the program type and delivery mode. Through program review, faculty evaluate a program’s relevance, appropriateness, currency, and achievement of learning outcomes. 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 results of CLOs and PLOs as well as an analysis of demand, efficiency, effectiveness, and course and program completion data.

Further develop this section and include program stories. Other college reports provide numerous examples, including non-credit courses. Some college reports discuss specific grants and how improvements were made as a result.

**Analysis and Evaluation**

Faculty ensure that the quality of courses, regardless of delivery mode, adheres to the college policies on curriculum development and review. Both new and revised curricula go through an extensive process to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about faculty and curriculum development at the College. Participants discussed how the College meets Standard II.A.2 and how the College can improve in these areas. [Include a summary of the discussion.]

**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**

**Assessment of Student Learning Outcomes**

The College identified learning outcomes for all courses, programs, certificates, and degrees. The College established its Policy on Assessment, which requires 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 Assessment Committee and the OPPA work together to ensure that all CLOs adhere to the Policy on Assessment.

Faculty are responsible for developing, reviewing, and revising all learning outcome statements. 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. The review process also helps the College identify which courses are obsolete and should be removed from the Catalog, which ensures that course offerings are current.

Faculty regularly assess learning outcomes at the course level.

Below is the Assessment Committee’s Course Assessment 2017-2018 Status. The total is 81 percent, which meets the College’s goal of 80 percent.

<table>
<thead>
<tr>
<th>Division</th>
<th># of Courses in Catalog</th>
<th># Courses Assessed</th>
<th>% Courses Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>126</td>
<td>93</td>
<td>73.8%</td>
</tr>
<tr>
<td>Business</td>
<td>65</td>
<td>46</td>
<td>70.8%</td>
</tr>
<tr>
<td>Counseling</td>
<td>9</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>81</td>
<td>69</td>
<td>85.2%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>143</td>
<td>125</td>
<td>87.4%</td>
</tr>
<tr>
<td>Prof Arts &amp; Technology</td>
<td>67</td>
<td>53</td>
<td>79.1%</td>
</tr>
<tr>
<td>Social Science</td>
<td>67</td>
<td>63</td>
<td>94.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>558</strong></td>
<td><strong>453</strong></td>
<td><strong>81.2%</strong></td>
</tr>
</tbody>
</table>

Faculty regularly assess learning outcomes at the program level. 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. 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.

In 2016, the College completed a CRE for the AA in Liberal Arts degree, which assessed the general education learning outcomes (GEOs) (AA Liberal Arts CRE). The AA Degree Program Review Task Force submitted a report that provided information about the assessment of GEOs for written communication, critical thinking, and cultural diversity (AA Liberal Arts Report). Results indicated that 58 percent of students met or exceeded
proficiency in written communication, 56 percent of students met or exceeded proficiency in critical thinking and 30 percent of students met or exceeded proficiency in cultural diversity. Assessment results indicate that there is an overall need for improvement for these GELOs. 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 ongoing assessment of the GELOs of the AA in Liberal Arts degree, the task force recommended to the Faculty Senate that writing-intensive instructors who participated in the study should 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. The task force also recommended that additional courses in the AA degree program that address cultural diversity be identified and that better assignments or student work be located to measure cultural diversity because the sample size was lower than expected. In 2017-2018, the AA degree task force is assessing the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences.

**Student Learning Outcomes in Course Syllabi**

All approved and current course outlines include student learning outcome statements. In accordance with the College’s 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).

Students receive a course syllabus that includes learning outcomes from the College’s official course outline. 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**

Several established institutional policies and procedures, the APRD and CRE ensure the regular assessment and approval of learning outcomes for every course, program, certificate, and degree. Regardless of delivery method, students in every class section receive syllabi that include the officially approved SLOs. Discipline and program coordinators and division chairs review syllabi for compliance with course outline requirements each semester. In 2016, the College assessed three of the GELOs for the AA in Liberal Arts degree. Only 30-58 percent of students met or exceeded outcomes for the GELO’s assessed, indicating a need for improvement. The AA Degree Program Review Task Force made recommendations to Faculty Senate on strategies for improvement. The remaining AA degree GELOs are currently being assessed.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about course assessment and program assessment at the College.
Participants discussed how the College meets Standard II.A.3 and how the College can improve in these areas. [Include a summary of the discussion.]

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**

**Pre-Collegiate Level Curriculum**

The College offers pre-collegiate level curriculum in math, English, English Language Institute (ELI), and English as a Second Language (ESL). Pre-collegiate courses are numbered below 100. College-level credit courses are numbered from 100-299. Pre-collegiate level courses go through the same curriculum approval and review process as college-level courses. Faculty are responsible for making decisions in regards to credit type, location, and delivery mode of pre-collegiate courses. The *Catalog* provides a complete listing of pre-collegiate level courses (*Catalog*, English courses, pp. 159-160; ELI courses, pp. 161-163; ESL courses, pp. 163-164; math courses, p. 179).

**Alignment of the Pre-Collegiate Level Curriculum and College-Level Curriculum**

The College provides students enrolled in pre-collegiate level courses with clear and efficient pathways so that they are able to learn the knowledge and skills necessary to advance to and succeed in college-level courses. 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 College’s *Strategic Plan 2015-2021* (*Strategic Directions*, UHCCP # 5.213, *Strategic Plan*). 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. These efforts are intended to increase college-level math and English completion rates and streamline the developmental math and English sequence. The *Catalog* provides descriptions of the available tracks (*Catalog*, pp. 130-131).

Math and English faculty from each of the seven UHCC campuses participated in discussions in summer 2015 about course content and course numbering (*Executive Summary*). 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.

Developmental math and English faculty regularly collaborate to discuss curricula and frequently provide and participate in professional development activities so that they can respond to student needs. At the College, instructors in the Accelerated Learning Program (ALP) designed and facilitated two summer workshops to address curricular and non-cognitive issues. Developmental education instructors attended conferences as part of their ongoing training and meet regularly to make decisions about their courses.
The English Language Institute (ELI) offers eighteen hours per week of English language instruction for international students who seek academic English preparation for college-level coursework and study (ELI). The mission of the English Language Institute (ELI) is to provide high quality English as a second language (ESL) instruction and orientation in U.S. culture to international students, professionals, and other English language learners by means of an intensive English program (ELI Mission). Additionally, the Language Arts Division offers 12 pre-collegiate ESL courses (ESL).

**Evaluation of Student Progress and Learning in Pre-Collegiate Level Courses**

One of the strategic plan goals is to increase college-level math and English completion rates. Results of the fall 2016 cohort are very positive. 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 (Placement Data). 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 (Placement Data).

Pre-collegiate level courses go through the same assessment process as college-level courses. 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. Pre-collegiate level English courses are aligned with college-level English courses in agreed upon CLOs (English CLOs). Each semester, ALP instructors engage in assessment of specific CLOs to assess English 22 ALP courses. ALP students’ pre- and post-writing samples are assessed, and changes to curriculum are discussed.

The developmental math and English programs go through the same program review process as college-level instructional programs. 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.

**Discuss the Dev Ed Writing ARPD 2016 in the same way that the Dev Ed Math ARPD is discussed.**

English Language Institute (ELI) instructors conduct course assessment and report results through the ARPD process. The OIP conducts 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.
ELI and OIP need to discuss their assessment and data results.

In addition to ELI courses, discuss course assessment for developmental ESL courses.

**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. Pre-collegiate level courses are numbered below 100 to distinguish them from college-level courses. A variety of support services exist for students in pre-collegiate courses including dedicated developmental education counselors for math and English, in-person, online, and phone access to writing consultants, reading skills, and in-person tutoring for math.

**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)_

**Evidence of Meeting the Standard**

**Policies and Procedures for Institutional Quality**

The College follows practices common to American higher education in order to demonstrate the quality of its degrees and programs. The College’s Policy on Curriculum Review and Revision defines these practices (L5.201). The policy 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).

**Curriculum Review Process**

Faculty in the appropriate discipline use an approved criteria to decide each program’s breadth, depth, rigor, sequencing, time of completion, and synthesis of learning. During curriculum review, faculty address specific questions on breadth, depth, rigor, and sequencing. These questions appear in the KSCM database in field 1 (breadth and depth), field 3 (rigor), and field 4 (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). The program curriculum also indicates the suggested course sequence to
take each semester to finish the degree or certificate within the planned length of the program. The course sequences are included in the catalog and used to define the pathways in STAR GPS.

To ensure that a program demonstrates a synthesis of learning, the proposer answers program field 2.1, which lists the PLOs 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 that follows the College’s DE Guidelines (DE Field 1). 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 Faculty Senate Curriculum Committee reviews the course or program at regular meetings. During a 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, the chair sends the proposal back to the proposer who makes the modifications necessary for approval. The Curriculum Committee chair sends approved proposals to the Faculty Senate, who reviews and discusses the proposals for further approval (Curr Cmte Rpt 11-8-17, FS Minutes 11-8-17).

All degree programs require a minimum of 60 semester credits at the associate level including general education coursework. Degree programs and program requirements are published in the Catalog (Catalog, pp. 20-21). Degree credits are consistent with levels of quality and rigor appropriate to higher education.

Analysis and Evaluation

To ensure the College’s degrees and programs follow practices common to American higher education, the Policy on Curriculum Review and Revision has a well-established process on how curricula is to be developed and revised. This process includes specifically addressing issues related to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. As identified in the Catalog, all degrees require a minimum of 60 semester credits.

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)

Evidence of Meeting the Standard
The College has made great strides with the development of program pathways and ensuring students can take the required courses needed for a certificate or degree in a timely manner. Two-year degree plans were included in the catalog for most degrees in 2013, and with STAR GPS registration, all degrees have identified a preferred program pathway.

**Course Scheduling Process**

The College schedules courses in alignment with program pathways so that students can complete a degree or certificate program within a period of time consistent with established expectations for higher education. The *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*, Program Requirements, pp. 31-104). 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 (*Guide for STAR for Students*, Academic Journey Tab, pp. 2-3). 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. If a student registers for an unnecessary course and/or takes a course out of sequence, the student is notified and the time to completion is recalculated. For additional discussion on STAR GPS, see Standard II.C.6.

In addition, STAR GPS has a dashboard available to administrators and division chairs. The dashboard is updated daily to show any courses that are at capacity that students need to complete their program. It will also indicate how many students have attempted to register for the course. This provides just in time information regarding which courses are in high demand so division chairs can add an additional section.

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.

Division chairs are responsible for creating the schedule of classes based on the needs of students (*Class Availability*). 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.

**Evaluation of Course Scheduling**

The College uses data to evaluate the degree to which course scheduling allow students to complete each level of a course sequence or program. In fall 2016, the UHCC System provided all of the community colleges with a course scheduling and space utilization evaluation with an outside consultant Ad Astra (*HGI Course Scheduling Analysis*). Leeward’s evaluation indicated that the College was scheduling it’s classes in an appropriate
manner. Classroom usage was relatively high, and class fill rates were also within an appropriate range.

STAR GPS is also being designed to provide additional analysis on course scheduling and its impact on student completion rates. Currently, the dashboard provides just-in-time information on areas that need adjustment in the upcoming semester.

The ad hoc Faculty Senate Alternative Class Scheduling Committee gathered and analyzed data from students, discipline coordinators, and faculty on the viability of shifting the College’s class offerings to a four-day schedule with 75-minutes classes primarily scheduled on Monday/Wednesday and Tuesday/Thursday, which resulted in the Faculty Senate approving a motion that flexible scheduling be implemented in spring 2019 (Alternative Scheduling Data, Alternative Scheduling Motion). This motion is currently under advisement with Administration.

**Analysis and Evaluation**

The Catalog includes program maps to help students earn a certificate and/or degree in a timely manner. In 2016, the UH system designed and implemented a new online registration system to expedite program completion. The College offers DE, day, evening, and weekend classes at two sites to facilitate student success. Since the College regularly accepts students requiring developmental education, some students may take longer than the prescribed two years to complete a certificate, degree, or academic goal. The College is considering that flexible scheduling be implemented in spring 2018.

**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**

As an open-access institution, the College currently has more than 50 percent of currently enrolled students testing below college-level for math and/or English. To address the situation, 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.

**Use and Evaluation of Delivery Modes**

The College utilizes a wide range of delivery modes in order to meet the needs of its diverse student populations. These delivery modes are face-to-face, hybrid, and DE. At the Pearl City campus, face-to-face courses account for 70 percent of all course offerings in a semester. The College has emphasized the development of DE courses and programs with 21 percent of course sections offered in this mode. The College also maintains the Waiʻanae Moku Education Center, which offers 6 percent of all of the College’s courses to meet the needs of this specific rural student population.
Faculty consider student demand, course fill rates, course evaluations, and other program and course review data to determine which modes are most effective for students and most appropriate for the program. In addition, some programs have identified the use of distance education as the primary means of delivering the program’s courses. For example, as the only AA in Teacher Education, the AAT program delivers its program primarily through DE to meet the needs of students across the state interested in pursuing teaching. The Business programs have also found high demand for its online course delivery. Another statewide program is the Health Information Technology (HIT) program. This program was created with an online presence as part of its development plan.

In 2017-2018, the UH System announced its intention to develop online 5-week courses to target the working adults in Hawaii. The program would be delivered as a cohort model and will extend from the two-year colleges to the four-year universities. Leeward will be taking a lead role in the development of this model due to its strong distance education courses and support services.

Use and Evaluation of Teaching Methodologies
Faculty effectively uses teaching methodologies to support the success of the College’s diverse student populations. Faculty in the appropriate discipline use an approved criteria to decide each program’s breadth, depth, rigor, sequencing, time of completion, and synthesis of learning. During the curriculum review process, faculty address a course’s methods of instruction, a content area that appears in the KSCM database (KSCM, Content, Field 1). Additionally, faculty have access to a variety of programs, tools, and committees dedicated to helping them adapt their teaching methodology to address students’ different learning styles. For further discussion on these professional development opportunities, see Standard III.A.14.

For those teaching DE courses, the DE Committee developed best practices for course design, interaction and collaboration, 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). For further discussion on these professional development opportunities, see Standard III.A.14.

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). For example, in November 2017 the Teaching Guidelines and Issues for Faculty (TGIF) Workshop series conducted a workshop on teaching techniques and technology tips (TGIF 11-3-17 Flyer). For further examples of workshops for instructional faculty on teaching methodologies, see Standard III.A.14.

A recent faculty-driven initiative is Open Educational Resources (OER) and no cost textbooks courses. Faculty have participated in professional development workshops and work with the EMC faculty and librarians to identify, revise, or develop textbook resources for their courses that are no cost to the students. In spring and fall 2017, 568 classes had a “Textbook Cost: $0” designation (approximately 25 percent of all classes offered), which
benefited 10,492 students and saved those students an estimated $1,049,200 at $100 per student.

Use and Evaluation of Learning Support Services
The College supports the success of all its students by identifying the diverse needs of its student populations and providing appropriate learning support services. 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) and holds the Pacific Region Learning Summit, which is a five-day event in the summer. 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 at the Wai‘anae Moku Education Center 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). This program was temporarily suspended at the end of 2017 with the resignation of the program counselor.

More information on Learning Support Services can be found in Standard II.B.

Analysis and Evaluation
The College continuously evaluates the effectiveness of all instructional delivery methods and adjusts accordingly to changing student needs through innovative educational programs and support services. The College’s commitment to support equity for all students is demonstrated by the wide variety of student support programs along with numerous programs to support faculty instruction and teaching methodologies.

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 use department-wide course and/or program examinations.

The College provides students with opportunities to demonstrate competency and earn course credits through various options such as exams and portfolios. These opportunities are identified by the College’s Prior Learning Assessment (PLA) Program (PLA Manual; Catalog, pp. 135-136). The PLA Manual Committee has met several times this year to continue updating the PLA Manual and PLA scoring guide (PLA Scoring Guide Template). The PLA Manual Committee has met with the Counseling unit to inform them of PLA process and options (PLA Manual). In addition, the committee has developed a Portfolio-Based Assessment PLA Course on Laulima for any student in the UH system to earn course credit by documenting life/work experience. This course was part of a pilot project funded by the UH system office.
The pilot program for PLA uses a Portfolio-Based Assessment (PBA) course to develop facilitate incoming students’ life experience into college credits. The UH System has provided funding support for instructional faculty to develop PBA courses and assess the PBA work submitted by students. The UH System also provides a stipend to students to fund the tuition cost of the course through a Perkins grant. The Teacher Education program agreed to pilot this new assessment method in spring 2017. The program faculty recruited 14 educational assistants in from the Leeward area and had them attempt PBA assessments for two ED courses in the Certificate of Competence in Special Education (SPED). At the end of the spring semester, 13 of the students had successfully completed the PBA assessment and earned credit for at least one of the ED courses (PLA Agenda 9-11-17). These students are now enrolled in additional ED courses and are on track to earn the SPED certificate with some planning to work towards an AA in Teaching degree as well.

**Analysis and Evaluation**

The College has processes in place to ensure reliability for prior learning assessments and continues to evaluate current procedures for effectiveness.

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)

**Evidence of Meeting the Standard**

**Awarding of Credits, Degrees, and Certificates**  
The College awards course credits based on student attainment of CLOs. The College awards degrees and certificates based on student attainment of PLOs. Each instructor is responsible for assessing students’ success in meeting the CLOs in the approved course outline in KSCM. Evaluation methods such as exams, papers, and projects are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of CLOs is embedded in each course. For detailed discussion on the assessment of CLOs, see Standard I.B.2, II.A.3 and II.A.16.

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.

**Policies on Awarding of Credits, Degrees, and Certificates**  
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 UHCC Credit Hour policy guides the awarding of course credits, degrees, and certificates (UHCCP # 5.228). 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.

**Analysis and Evaluation**

The College awards course credit based on student attainment of SLOs, which are aligned with CLOs, PLOs, and ILOs. The College awards degrees and certificates based on student attainment of PLOs. The UHCC Program Credentials policy sets graduation requirements for associate degrees and certificates that reflect accepted norms in higher education. The College academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and accepted by the ACCJC.

**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)*

**Evidence of Meeting the Standard**

**Policy and Procedures on Transfer of Credit**

The College adheres to the UH System’s Student Transfer and Inter-Campus Articulation executive policy regarding the transfer of classes from and to other UH campuses. The policy states that students who have earned an articulated AA degree from a UH community college campus shall be accepted as having filled the general education core requirements at all other UH campuses (EP 5.209).

The College has transfer-of-credit procedures that are clearly communicated to its students. 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 transfer workshops held throughout the semester. The 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.
The University of Hawaii at Mānoa (UHM) has created a dual-admission, dual-enrollment program, Kaʻieʻie, for students who are pursuing a four-year undergraduate degree, but choose to begin their degree at Leeward CC or one of the other community colleges. It is focused on students successfully transferring from these UH system campuses to UHM while completing their academic degrees.

A similar transfer agreement has been setup with UH West O‘ahu. It is titled Mānanawai, and it also provides for a smooth transfer between the colleges with a focus on dual-admission and dual-enrollment.

The College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses when transfer credits fulfill degree requirements. When accepting transfer credits to fulfill degree requirements that fall outside of the UH System or articulation agreements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses by reviewing and comparing syllabi, which is normally done by academic advisors. When academic advisors are unsure, a transcript evaluation request form is sent to the appropriate division or discipline for review and determination.

Transfer-of-credit policies and procedures are regularly reviewed.

Develop this section about reviewing transfer-of-credit policies. The College needs to publish information about the transfer credit evaluation process on its website under “Admissions.” This process is described in the PLA Manual and the Catalog.

Articulation Agreements
The College develops articulation agreements where patterns of student enrollment exist. 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 AA in Teaching 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).

Analysis and Evaluation
The College provides clearly stated transfer-of-credit information from a variety of sources including the Admissions and Records office, counselors, the College website and catalog, a course transfer database, and transfer workshops. Additionally, a procedure is in place to ensure that SLOs for courses transferred to the College are comparable. To further facilitate student success the College has multiple articulation course and program agreements across the UH System and with some private colleges, and an AA degree from the College fulfills the general education core requirements at all other UH campuses.
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

Programmatic Learning Outcomes and Competencies in the Accreditation Standard
The College includes seven specific student learning outcomes in all its instructional
programs in addition to other program-specific learning outcomes. These outcomes, which
the College identifies as general education learning outcomes (GELOs), are 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). Each GELO is accompanied with a list of academic skill standards. Table ____ demonstrates how the College’s GELOs correspond to the competencies identified in this
Accreditation Standard.

Table ____ Alignment of GELOs and Competencies in Standard II.A.11

<table>
<thead>
<tr>
<th>GELO</th>
<th>GELO Statement</th>
<th>Competency in Standard II.A.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Make critical judgments and apply critical reasoning to address challenges and solve problems</td>
<td>Analytic inquiry skills</td>
</tr>
<tr>
<td>Technology and information literacy</td>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
<td>Information competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical reasoning</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
<td>Communication competency</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results</td>
<td>Quantitative competency</td>
</tr>
</tbody>
</table>
All students at the College must meet the minimum general education credit requirements in order to be awarded an Associate in Arts in (AA) Liberal Arts, an Associate in Arts (AA) in Teaching, an Associate in Science (AS), an Associate in Science in Natural Science (ASNS), or an Associate in Applied Science (AAS) degree. This requirement ensures that all students are exposed to the College’s GELOs, which represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of that GELO’s academic skill standards.

**Assessment of Programmatic Learning Outcomes**

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 assess 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 the KSCM database (KSCM, Content, Field 2). 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 respective review board (Gen Ed Boards).

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. For further discussion on the assessment of CLOs, see Standard I.B.2, II.A.3, and II.A.16.

**Analysis and Evaluation**

To meet the minimum general education credit requirements at the College, all students must demonstrate competency in the areas of communication, information, ethics, analytic inquiry, quantitative reasoning, and the ability to engage diverse perspectives. Level appropriate SLOs are ensured through the curriculum revision and review process.

**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)*

**Evidence of Meeting the Standard**

**Rationale for General Education**

The College has a carefully considered general education philosophy that is published in the *Catalog* (Catalog, p. 22). This philosophy asserts that “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” (p. 22). The College adheres to the UHCC Policy on General Education in All Degree Programs and the UH Board of Regents Policy on General Education (*UHCCP #5.200, RP 5.213*).

**General Education and Degree Requirements**

The College’s rationale for general education serves as the basis for inclusion of instructional courses in the general education core curriculum. All degree programs at the College require a component of general education. General education core requirements are divided into two categories: Foundations and Diversification. The Foundations requirement is intended to give students the skills and perspectives that are fundamental to undertaking higher education. Courses in the Foundations category are in written communication, symbolic reasoning, and global and multicultural perspectives. The Diversification requirement is intended to assure that students have a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. Courses in the Diversification category are in the arts, humanities and literature; social sciences; and natural sciences.
In order to graduate with an associate degree, students must also fulfill Focus requirements that identify important additional skills and discourses necessary for living and working in diverse communities. Students must complete five courses with the Focus designation. These include two classes designated as Writing Intensive and one class in each of the following three Focus requirements: Hawaiian, Asian, and Pacific Issues; Contemporary Ethical Issues; and Oral Communication.

Faculty determine the appropriateness of each course in the general education curriculum to ensure breadth of knowledge and promote intellectual inquiry. In order to ensure rigor in the general education requirements, the College maintains six faculty-led curriculum boards to review and analyze applications for courses to receive the appropriate designation. Each board reviews and approves courses in its respective area according to specified hallmarks and learning outcomes. Five of the six curriculum boards maintain a website that publishes information on its application process, hallmarks, and list of designated courses (Foundations Board, Diversification Board, WI Board, HAP Board, Ethics Board). The Faculty Senate General Education Committee reports to the senate on the progress of these curriculum boards but does not manage the boards in terms of membership or function (Gen Ed Committee).

The Catalog clearly states the requirements for each associate degree and the courses included in the general education curriculum for each associate degree. A wide range of general education courses are offered through DE.

- The structure of the AA in Liberal Arts degree is explained in the Course Catalog (Catalog, pp. 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 Catalog (Catalog, pp. 27-29).
- The AA in Hawaiian Studies degree is comprised of 31 credits of general education core and 3 credits of graduation requirements. The remaining 26 credits of the AA in Hawaiian Studies degree focus upon core and elective Hawaiian studies requirements (Catalog, pp. 68-69).
- The AA in Teaching degree is comprised of 25 credits of general education core requirements and 15 credits of graduation requirements. The remaining 22 credits of the AA in Teaching degree focus upon core and elective education course requirements (Catalog, pp. 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 (Catalog, p. 30).
- 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. (Catalog, pp. 92-96).
General education courses in specific disciplines support the ILO for values, citizenship, and community and can be used to satisfy a general education requirement. Philosophy, political science, and education courses focus on ethical principles. Psychology, sociology, communication, and speech courses focus on civility and interpersonal skills.

Anthropology, Asian studies, drama, East Asian language and literature, Hawaiian studies, and humanities courses support cultural diversity. Art, music, dance, drama, literature, and history courses provide students with historical and aesthetic sensitivity.

American studies, political science, interdisciplinary studies, and women’s studies courses emphasize civic, political, and social responsibilities. These courses provide students with opportunities to develop an 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, 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).

**Analysis and Evaluation**

The College requires a substantial component of general education in all of its degree programs. Foundation, diversification and focus requirements develop students in the areas of: written and oral communication; symbolic reasoning; ethics; global and multicultural perspectives; the arts, humanities and literature; social and natural sciences; and Hawaiian, Asian, and Pacific Issues. Faculty expertise on the diversification, foundations, and focus boards determine appropriate courses for the general education curriculum and ensures levels of quality and rigor appropriate to higher education.

**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**

All degree programs at the College require focused study in at least one area of inquiry or established interdisciplinary core. Faculty identify specialized courses in an area of inquiry or interdisciplinary core based on SLOs, competencies, and mastery of key theories and practices within the field of study at the appropriate certificate or associate degree level.
Further develop this section about **focused area of study**. Provide specific examples.

Of the 15 associate degrees offered, four are identified as transfer programs: the AA in Liberal Arts, the AA in Hawaiian Studies, the AA in Teaching, and the AS in Natural Science. Each of these degree requirements include general education courses, elective courses in a chosen field, and graduation requirements. Career and technical associate degree programs include a specialized focus 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, theories, principles, and applications. The College’s programs all require focused study in at least one area of inquiry or in an established interdisciplinary core. Each of the 15 associate degrees requirements include three major parts: general education courses, electives in a chosen field, and graduation requirements. The 11 CTE associate degree programs all include a specialized course of study depending on the career track alignment.

**II.A.14.**

*Gradsates 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 assures that students who complete career and technical education (CTE) certificate and degree programs will be able to meet employment standards and licensure and certification as required in their field of study. The College offers credit-based CTE certificates and degrees in 12 program areas (*Catalog*, p. 32-103). These areas are accounting, automotive, business technology, culinary arts, digital media, health information technology, information and computer sciences, integrated industrial technology, management, plant biology and tropical agriculture, television production, and substance abuse counseling. The Office of Continuing Education and Workforce Development (OCEWD) offers non-credit certificates in seven industry categories. These categories are business and professional studies, computers and technology, education and career planning, healthcare and caregiving services, healthcare technology, industrial technology, and transportation (*OCEWD*).

The College determines technical and professional competency levels and learning outcomes based upon faculty expertise and input from industry representatives. Credit and non-credit courses are taught by faculty who are experts in their fields and who prepare students for today’s competitive job market (*OCEWD Opportunities*).

Further develop this section. Discuss faculty expertise regarding credit and non-credit CTE courses and programs.

All non-credit courses offered through OCEWD have learning outcomes (*OCEWD SLOs*).
Further develop this section. Discuss assessment of non-credit courses and how these courses undergo the same assessment process as other credit instructional courses.

Three CTE programs have program-level external accreditation. The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation. The Culinary Arts program is accredited with Exemplary Program status by the American Culinary Federation Education Foundation Accrediting Commission. The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management.

Further develop this section by providing more information about external accreditation and certification and include evidence.

The College verifies that career-technical disciplines maintain currency of employment opportunities and other external factors. All 12 CTE credit programs offer cooperative education, externship, internship, or practicum courses that integrate academic preparation and career interests with work experience. These programs schedule between one to two advisory committee meetings per year to develop CLOs, assess technical and professional competencies, update course content, 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.

Further develop this section. Provide examples and supporting evidence for credit and non-credit CTE programs. Maybe mention system policies and Perkins.

**Analysis and Evaluation**

The College implements a variety of measure to facilitate success for graduates completing career-technical certificates and degrees. Both the credit and non-credit programs hold regularly scheduled advisory committee meetings to discuss 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. All of the credit programs offer cooperative education, externship, internship, or practicum courses and four of the programs hold external accreditation.

**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**
The College has a policy and procedures regarding program elimination such that enrolled students are able to complete their education in a timely manner with a minimum of disruption. In Board of Regents Policy RP5.201 Instructional Programs, “Provisional and established programs deemed out-of-date or nonproductive based on a program review or other internal assessments may be terminated by the president” (RP 5.201). Additionally, “Commitments to students already officially enrolled in such programs shall be met and limited for up to two years for associate degrees at community college programs and four years for baccalaureate degrees. No new program admissions shall take place.”

The College notifies students of the program termination. The Banner system is modified to not allow future students to enroll, however, current students can continue their studies and complete the degree for up to two years.

Procedures for program elimination are clearly communicate to students.

Further develop this section. Discuss how program elimination procedures are communicated to students.

**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 appropriate arrangements are made so that enrolled students may complete their education in a timely manner with minimum disruption.

**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**

**Evaluation of Instructional Courses and Programs**

The College regularly evaluates the effectiveness of all its courses and programs regardless of location and delivery mode through its program review process. The UHCC Review of Established Programs policy requires instructional programs to complete an Annual Report of Program Data (ARPD), which the College uses for its program review (UHCCP # 5.202). The ARPD 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](https://uhcc.org)).

The program review process is consistently followed for all instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education. Figure ___ illustrates the placement of program review in the College’s Integrated Planning and Budgeting Process.
The criteria used in program review include relevancy, appropriateness, currency, achievement of SLOs, and planning for the future. 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 directly informs program resource requests and helps unit heads and administrators to prioritize requests. 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 ARPD and the CRE, see Standard I.B.5 and I.B.9, respectively.

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.

Further develop this section by providing examples of how advisory committees assist in the development of PLOs and provide evidence including meeting minutes.

Continuous Improvement of Instructional Programs
The results of program evaluation are used in institutional planning, and improvements in programs have occurred as a result of program evaluations. The College uses data and
analysis accumulated in the ARPDs and CREs to implement necessary improvements. For example, the Waiʻanae Moku Education Center’s ARPD identified plans to improve pass rates by requesting funding for additional student tutors and peer mentors (Waiʻanae 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). Improvements in programs are evaluated for their effectiveness.

Further develop this section about continuous improvement of programs. Provide more examples.

**Analysis and Evaluation**

The College annually evaluates collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The College uses the ARPD and CRE to systematically improve programs and courses to enhance student learning outcomes and achievement.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about instructional program review at the College. Participants discussed how the College meets Standard II.A.16 and how the College can improve in this area. [Include a summary of the discussion.]
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)

Evidence of Meeting the Standard

Leeward Community College supports student learning and achievement by providing numerous library and learning support services under the Academic Services area (Academic Services). These services include library collections and instruction, learning centers and tutoring, disability services, computer laboratories and technical assistance, and testing services. At the Pearl City campus, the three-story Learning Commons Building provides a user-friendly space for students, faculty, and staff to access the Library; the Learning Resource Center, which includes the Writing Center and the Kākoʻo ‘Ilke Program for disability services; Kapunawai, the Hawai‘i-Pacific Resource Room; the Help Desk; the Test Center; and resources including desktop, laptop, and tablet computers; printing, copying, scanning, and charging stations; individual study carrels; and group study rooms (“What Is the Learning Commons?”). At the Waiʻanae Moku Education Center, the Study and Testing Center provides library and learning support services including library assistance, tutoring, disability assistance, proctored testing, and learning resources (Waiʻanae Moku Services).

The College provides comparable library and learning support services to students and appropriate personnel regardless of service location or means of delivery, including distance education (DE). As Table ___ indicates, comparable services are available at the Pearl City campus; the Waiʻanae Moku Education Center; and online, via phone, or at another University of Hawaiʻi (UH) location for students enrolled in distance education (DE) courses.

Table ___. Learning Support Services by Location and Means of Delivery

<table>
<thead>
<tr>
<th>Learning support service</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Waiʻanae Moku Education Center</th>
<th>Services available online, via phone, or at another UH location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
In addition to the library and learning support services units provided by the Academic Services area, the College has the Math Lab, which is coordinated by the Mathematics and Natural Sciences Division, and the grant-funded Hub, which is coordinated by the Information and Computer Science (ICS) program.

**Library Services**

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. During the summer sessions, the Library is open Monday through Friday from 7:30 a.m. to 4:30 p.m. ([Fall 2017 Library Hours](#)). During the two weeks before final exams, the Library is open until 9:00 p.m. Monday through Thursday and hosts a variety of special sessions ([Finals Countdown F17](#)). Since the College’s last comprehensive self-evaluation in 2012, the Library increased its operational hours Monday through Thursday by seven hours per week (13.7 percent) and its operational hours Friday by two hours per week (4.7 percent). According to the 2017 Library User Survey, 93 percent of students (N=129) agreed that they were satisfied with the Library’s hours, indicating that the hours of operation at the Library are sufficient in quantity ([User Survey Spr17](#)).

The Library’s collections of print and video materials are located at the Pearl City campus ([Library Collections](#)). Students can hold or request items at another library in the UH System through an intra-system loan or request that items be routed to the Waiʻanae Moku Education Center ([UH Intra-System Loan](#)). Continuous access to the library collections is vital to meet the needs of students enrolled in DE courses and courses offered at Waiʻanae Moku as well as the needs of students who are not on campus during the Library’s hours of operation.

Students and campus personnel can remotely access the Library’s digital collections through the Library’s website, which includes the Hawaiʻi Voyager online catalog, 141 electronic periodical databases, online guides, electronic books, and relevant websites ([Library](#), [Voyager](#), [A-Z DBs](#), [Guides to DBs](#), [Find e-Books](#)). (For a detailed profile of the Library and learning support services’ holdings and resources, see Standard II.B.2.) The Library launched a new website in August 2016, the culmination of 22 months of development and testing ([Website Analysis](#)). The new website better meets the needs of the College’s students by providing a more user-friendly site. According to the 2017 Library User Survey, 93 percent of students agreed that the Library website is helpful ([User Survey Spr17](#)).

Library faculty and staff have an established evaluation process to determine that the library collections are sufficient in quantity, currency, depth, and variety to support educational
programs. The Library has updated but not expanded its collection of print materials at the Pearl City campus. 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).

Library faculty and staff support student learning and achievement by providing library services to students and instructional faculty. At the Pearl City campus, library faculty and staff provide in-person assistance at the circulation desk, the reference desk, and Kapunawai during regular hours of operation. At the Wai‘anae Moku Education Center, library faculty provides in-person reference services several days a week. Library faculty and staff provide comparable library services to all Leeward students via email, phone, text, and online chat (Contact Us). Additionally, they reach out to instructional faculty by attending division and discipline meetings and maintaining a weblog (Library Blog).

Library faculty provide ongoing instruction for students. In 2015-2016, they scheduled 301 classroom sessions reaching 4,868 students at the Pearl City campus and the Wai‘anae Moku center (Annual Stats). Sessions focused on library resources, information literacy, search techniques, and researching skills. They use active learning techniques including group activities, “flipped” classrooms, and peer-to-peer learning. According to students who were surveyed in spring 2017, 83.7 percent agreed that these library sessions increased their ability to do research and use library resources (User Survey Spr17).

Learning Support Services
The College’s Learning Resource Center (LRC) consists of three subunits: the LRC Content Tutoring Center, the Writing Center, and the Kāko‘o ‘Ike (KI) Program. At the Pearl City campus, the LRC Content Tutoring Center is open Monday through Thursday from 8:30 a.m. to 4:00 p.m. and Friday from 8:30 a.m. to 2:00 p.m. Some tutoring is available on Wednesday from 4:00 to 6:00 p.m. (LRC). The Writing Center is open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Friday from 8:30 a.m. to 3:00 p.m. (Writing Center). The KI Program provides consulting services 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. (KI Program). During the two weeks before final exams, the LRC Content Tutoring Center and the Writing Center offer additional workshops and extended hours (Finals Countdown F17).

Further develop this section. Discuss how the hours of operation for the LRC Content Tutoring Center, the Writing Center, and the KI Program are sufficient in quantity and provide evidence.

The LRC Content Tutoring Center provides a variety of workshops and tutoring services to help students with course concepts, study strategies, and computer skills. The LRC Content Tutoring Center provides scheduled and drop-in individual tutoring, in-class tutoring, language conversation groups, and study success handouts and videos (Courses Tutored, Acct Workshops, Study Videos). Phone and online tutoring are available by appointment in certain subjects (LRC Tutoring). The Writing Center provides learning support to develop writing, reading, and college skills. Writing consultants assist with class assignments,
scholarship essays, and college success skills. Specific services include scheduled and drop-in individual tutoring, online tutoring, in-class tutoring, in-class workshops, and campus workshops (WC Tutoring, Focused Workshops, SC Workshops). At the Wai‘anae Moku Education Center, tutoring services in math and English are regularly available as determined by the course schedule. Tutors are hired through recommendations from the math and English instructors based on appropriate class performance and their interpersonal communication skills. On-site content course tutors are also hired on an as-needed basis. For example, during fall 2016 and spring 2017, Hawaiian Language tutors were hired and worked closely with the instructors and were available prior to classes in order to help students prepare for class.

The Kāko‘o ‘Ike (KI) Program provides a range of support services for students with documented disabilities (KI Program). The program’s name means “to give support and assistance with learning.” Services include pre-admission counseling, academic and classroom accommodations, in-person support, assistive technology, and course materials in alternative formats. A disabilities specialist provides services to students at Wai‘anae Moku. The program strives to enable students with disabilities to maximize their independence.

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. Additionally, 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 at the Pearl City campus 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. The Test Center hours of operation at the Wai‘anae Moku center are Monday through Thursday from 8:00 a.m. to 4:30 p.m. and with flexible hours during the week depending on personnel availability. On Friday, the Test Center is open from 8:00 a.m. to 4:30 p.m. Students attending the Pearl City campus can arrange for students to use the Wai‘anae Moku center for testing as well. Additionally, students may also seek services at the many UH test centers throughout the state (UH Test Centers).

The Math Lab provides students with tutoring in math and quantitative methods, loaning of textbook and calculators, use of computers and other learning tools, and individual and group study areas (Math Lab, Math Lab Tutoring). Tutors can assist students with math software such as ALEKS, MyMathLab, and MyStatLab. The Math Lab website provides resources to help students prepare for math placement testing (Test Review).

The Hub, the College’s student help desk, provides students with technical assistance for their personal electronic devices including installing new software, upgrading hardware, removing malware, and troubleshooting network issues (The Hub). The Hub is funded by the Trade Adjustment Assistance Community College and Career Training Grants and implemented by the U.S. Department of Labor’s Employment and Training Administration.
The College provides additional tutoring for its DE students and those who are unable to obtain services at the Pearl City campus or Wai‘anae Moku center. Students can obtain live tutoring and writing assistance in numerous academic subjects through Brainfuse, a professional online tutoring service that is contracted through the UH Community Colleges (UHCC) system and available to students via a link from their MyUH Services portal (Brainfuse Flyer, Brainfuse Guide).

Faculty and staff in the learning support services units have an established evaluation process to determine whether their services are sufficient in quantity, currency, depth, and variety regardless of location or means of delivery.

Develop this section. Discuss and provide evidence how these learning support services are sufficient in quantity, currency, depth, and variety at Pearl City, Wai‘anae Moku, and online.

Analysis and Evaluation

The College’s commitment to student learning and achievement is clearly demonstrated by its variety of quality learning support services to students, faculty and staff. These services include the Library, the LRC, the KI Program, the Help Desk, the Test Center, the Math Lab, and the Hub. Services are available at the Pearl City campus, the Wai‘anae Moku center, and online or by phone. Technical assistance and and testing services are also available at other UH locations.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College’s Library and learning support services. Participants discussed how the College meets Standard II.B.1 and Eligibility requirement 17 and how the College can improve these services. [Include a summary of the discussion.]

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

This standard needs to discuss how the Library and learning support services rely on the expertise of faculty and professionals to select and maintain educational equipment and materials. This standard also needs to discuss how these equipment and materials enhance the achievement of the College mission.

Library Equipment and Materials

The College relies on library faculty and staff, along with the consultation of instructional faculty, to select and maintain the Library’s materials and equipment and apply technology to enhance access. Through these efforts, the Library enhances the achievement of the College mission by providing a variety of accessible materials and equipment that promote the effective use of scholarly information.
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, microfilm pieces, and audiovisual items. Through a combination of consortia agreements and individual purchases, the Library provides access to the 53 databases, 30,537 streaming videos, 29,766 e-journals, and 147,053 e-book titles (Library Materials, Library Collections).

Further develop this section. Discuss how library faculty use their expertise to select and maintain these materials. Also discuss how these materials enhance the achievement of the College mission.

Each of the library faculty is assigned to specific instructional divisions and is responsible for engaging in ongoing discussions with faculty from those divisions about needed resources for students and suggestions for the purchase of books, periodicals, and audio/visual materials (Subject Liaisons, Purchase Request).

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.

Further develop this section. Discuss how library faculty use their expertise to select and maintain library equipment. Also discuss how this equipment enhances the achievement of the College mission.

Learning Support Equipment and Materials
The College relies on learning support services professionals to select and maintain educational materials and equipment to support student learning and enhance the achievement of the College mission.

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 up 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).

Further develop this section. Discuss how LRC faculty and staff use their expertise to select and maintain the LRC’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

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 3000 and is attached to a scanner. The Writing Center provides writing, reading, and success skills handouts and online resources. The Writing Center works 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).

Further develop this section. Discuss how the Writing Center faculty and staff use their expertise to select and maintain the center’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

The KI Program 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 3000, 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.

Further develop this section. Discuss how the KI faculty and staff use their expertise to select and maintain the program’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

The Information Technology Group manages and maintains the Help Desk and Test Center. The Help Desk 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).

Further develop this section. Discuss how the ITG and learning support services faculty and staff use their expertise to select and maintain the Help Desk’s and Test Center’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

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.

Further develop this section. Discuss how the Math faculty and lab staff use their expertise to select and maintain the lab’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

The Hub is coordinated by the Information and Computer Science (ICS) program and is staffed by student interns enrolled in a credit-based cooperative education ICS course (The Hub).
Further develop this section. Discuss how ICS faculty (and student interns) use their expertises to select and maintain the Hub’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

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.

Further develop this section. Discuss how the faculty and staff at Wai‘anae Moku use their expertises to select and maintain the center’s materials and equipment. Also discuss how this material and equipment enhance the achievement of the College mission.

Analysis and Evaluation

Library, support services, and instructional faculty and staff collaborate to select and maintain educational equipment and materials that best address students’ learning needs to enhance the College mission.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and learning support services. Participants discussed how the College meets Standard II.B.2 and how the College can improve in these areas. [Include a summary of the discussion.]

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 support area outcomes (SAOs) and student learning outcomes (SLOs), when appropriate. (For further discussion on the assessment of SAOs, see Standard I.B.2.) The Library and all learning support services annually submit a program review by completing the Annual Report of Program Data (ARPD) to report on a unit’s demand, efficiency, and effectiveness.

Evaluation of Library Services
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 English 100 and English 24 (Info Literacy). Results show that 2,006 students completed the
exam for English 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 English 100 classes to help English faculty assess the course learning outcome (CLO) for study skills.

Further develop this section. Provide examples of how the Library uses the results from these evaluations as a basis for continuous improvement.

Evaluation of Learning Support Services
The LRC regularly evaluates its services through multiple mechanisms to ensure it adequately supports student needs and contributes to the attainment of SLOs and SAOs. 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’s Content Tutoring Center and Writing Center assess 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. 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 these SLOs. In 2015-2016, 100 percent of the students who attended an individual content tutoring session (N=1,165) agreed that the tutor improved their understanding of the subject and that the session was a positive and helpful experience. In the same academic year, 100 percent of the students who attended an individual writing session (N=2,228) agreed that the writing consultant helped them to improve their writing and/or their understanding of the work discussed. They also agreed that working with the writing consultant helped them plan how to work independently on their essays (LRC ARPD). As a result of the positive feedback from students, the LRC Content Tutoring Center and the Writing Center will continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs. Student feedback from individual sessions and group in-class workshops demonstrates high levels of engagement and satisfaction as students interacted with writing consultants.

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 SAOs. 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. Because the KI Program noted a seven percent decline in student satisfaction due to a staffing shortage in 2016, a second KI faculty member was hired in spring 2017. 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 (KI Program CRE).

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 has neither SAOs nor completes an ARPD. However, the 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 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.
The Test Center conducts an ARPD to assess its performance and SAO. The center regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. The results of the SAO 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 (Test Center ARPD).

Although the Help Desk does not assess SAOs, 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).

**Discuss how the Hub’s services are evaluated and what improvements have been made.**

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

Every two years, the College uses the Community College Survey of Student Engagement (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**

To assure adequacy in meeting student needs, the College uses a variety of assessment tools including information literacy exams, surveys, usage data, feedback forms, student satisfaction, and the CCSSE to evaluate the Library and learning support services. The Library, LRC, KI, and Test Center conduct ARPDs to assess performance, which include assessment of SLOs in order to make correlations between services and their impact on learning and use these results as the basis for improvement.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about program review for the Library and learning support services. Participants discussed how the College meets Standard II.B.3 and how the College can improve in this area. [Include a summary of the discussion.]

**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)
**Evidence of Meeting the Standard**

**Collaborative and Contractual Library and Learning Support Services**

The College relies on collaboration with other institutions and other sources for library and learning support services. These services and resources are adequate for the College’s intended purposes, are easily accessible, and are utilized.

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](http://example.com)). It is responsible for the purchase and implementation of a system-wide shared library integrated management system, Hawai‘i Voyager, which facilitates library lending operations, collection management and utilization, cross-campus library usage, and system-wide resource sharing ([Voyager](http://example.com)). The UH Library Council subscribes to the Primo Discovery cross-platform research system and the SFX link resolver system.

The Library is part of the Hawai‘i Library Consortium that includes members from academic, public, private, and special libraries in Hawai‘i ([HLC](http://example.com)). Through this consortium, the Library purchases full-text, web-based databases suitable for academic libraries such as Opposing Viewpoints, Issues and Controversies, and the Kanopy streaming video service.

The Library has contracts for services and resources including a variety of full-text, web-based, non-consortia databases that are individual to the College. The Library subscribes to the web-content platform LibGuides used by librarians to post webpages on particular topics. Additionally, the Library has contracts with the Pharos library printing system and 3M security gates.

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. The College contracts with Accuplacer, a placement assessment that measures academic skills in order to place students accurately into math or English classes. The College, as part of the UHCC System, contracts with Brainfuse, an online tutorial system.

The College documents that formal agreements with other institutions and other sources for library and learning support services exist so that the College can assure the security, maintenance, and reliability of these services.

Provide agreements as evidence.

**Evaluation of Collaboration with Other Institutions and Contractual Agreements**

The College evaluates the quality and effectiveness of its collaboration with other institutions and contractual agreements for library and learning support services.

The UHCC System’s contract with Brainfuse expires in August 2018, so the system has convened a multi-campus committee to review options for continuation or replacement of this service.
Further develop this section to discuss other collaborations and agreements.

**Analysis and Evaluation**

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

Evidence of Meeting the Standard

Leeward Community 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 units and also provides other services such as a Veterans’ Resource Center and New Student Orientation.

The College has two other units that provide student support services - the ʻHālau ‘Ike O Puʻuʻulaʻua Native Hawaiian Student Support Program (Hālau) was created to ensure appropriate student support to Native Hawaiian students at the College and the Office of International Programs (OIP) focuses on supporting international students visiting the campus.

Lastly, the College also provides comprehensive student support services at its Pearl City campus, the Waiʻanae Moku Education Center, and the Office of Continuing Education and Workforce Development (OCEWD). Each of these areas is discussed in more detail below.

Alignment with College Mission

The student services program are aligned with the College mission including a special commitment to the educational attainment of Native Hawaiian students, and core values that include Diversity and Respect, and Open Access. As the student population has changed, the College has developed new student support services to meet student needs such as requiring mandatory advising, the development of the STAR GPS system, and integrating support services through technology with MySuccess, a Starfish software platform of the UHCC System and UH West O‘ahu (DOSS Email on MySuccess). The College also created a mandatory New Student Orientation in response to the needs of students who were unaware of services available and to provide an initial support system for new students. The Veterans’ Resource Center (VRC) was created to support the growing veteran population at Leeward CC. The VRC provides a place for students to meet with a designated counselor, receive assistance in accessing VA benefits, and other support services related to career development.

In support of the commitment to Native Hawaiian students, the College created the Hālau as an academically rigorous and culturally relevant puʻuohnua (place of refuge) that houses academic and student support programs to inspire excellence, promote, growth, and advance opportunities for Native Hawaiians. The Hālau also serves all students, staff, and faculty who wish to increase their knowledge of Hawaiian culture, language, and history.
The OIP supports and promotes communication and cultural exchange among local and international students of diverse backgrounds. International students rely on the OIP for the majority of their student support services. The OIP recruits and hosts F-1 visa-holding students pursuing higher education in the United States. Through the OIP, the international student advisor informs students regarding their visa status and helps students understand and follow F-1 immigration rules and regulations. The OIP provides an orientation for international students, assists with determining each student’s initial English placement, helps students secure accommodations, and advises students continuously on academic, cultural, and practical concerns to support their success at the College (OIP).

OCEWD has a critical role in meeting workforce demand with just-in-time non-credit courses and programs development to meet specific community needs. OCEWD has also been an incubator for programs that meet community needs in high demand areas such as Health Information Technology and Integrated Industrial Technology. Both of these credit programs started in OCEWD in response to requests from industry. Both programs quickly grew and were identified as good candidates for credit programs. The HIT program recently received its initial accreditation from CAHIIM, and the Integrated Industrial Technology was recently approved for provisional status. Both of these programs continue to offer short-term options in OCEWD with the opportunity to transition to the credit programs. The non-credit Nurse Aide program is also a high demand program for OCEWD.

With a strong online presence, the College ensures Distance Education students receive comparable student support services 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 alternative delivery methods including Skype and Google Hangouts to support and facilitate online counseling sessions during the day and evening. In fall 2017, the Counseling unit trained all counselors to use these methods for counseling sessions. The College also provides an online New Student Orientation module for those students who are unable to attend a face-to-face orientation. These efforts provide DE students with open and diverse access to student support services.

Evaluation of Student Services for Quality
The College has regular evaluation processes in place to measure the quality of its student support services. Student Services units engage in several means of evaluation. The primary tool for evaluation is the Annual Report of Program Data (ARPD), which is part of the College’s 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. In the years that Student Services units complete a Comprehensive Review and Evaluation (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 ARPD and the CRE, see Standard I.B.5 and I.B.9, respectively.

Results of the Student Services CRE for 2014-2016 show that the College is supporting students’ needs through a wide range of services (Student 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. A number of units have requested new positions. The Student Services area will need to reallocate vacant positions as they become available to ensure those areas with the highest needs receive additional support. Requested funding support for the Early College program with reimbursement of mileage costs and funds for supplies was provided in the 2017-2018 Operating Expenditures Plan (need link).

In an ongoing effort to address the needs of students, the College participates in Community College Survey of Student Engagement (CCSSE), which is administered every two years. 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. CCSSE indicators are included in the ARPD and CRE templates. For Student Services, these indicators have not significantly changed in the past three CCSSE surveys.

The OIP submitted its own ARPD in fall 2016. The office has seen some turnover in staffing positions, and this ARPD was an opportunity to recommend changes on how the ARPD is conducted. Since this unit is unique in the UHCC System, the data metrics collected are identified by the unit. In the 2016 ARPD (Leeward ARPD OIP 2013-2016.docx), the OIP focused on an action plan for improving the evaluation of the office while maintaining the current level of services provided.

OCEWD evaluates its services annually and reports on the results in the ARPD (OCEWD ARPD). The ARPD also describes its assessment of learning outcomes and its alignment with the Strategic Plan 2015-2021. OCEWD has seen strong enrollment gains in its non-credit courses and programs. OCEWD conducts regular student evaluations to ensure the courses and programs offered are meeting the needs of its students.

Hālau
Need discussion of evaluation for quality.

The Wai‘anae Moku Education Center regularly evaluates its student services through student surveys and student and faculty comments. The center completes an ARPD to assess its performance and SAOs and develops plans for improvement (Wai‘anae ARPD). Waianae Moku is halfway through a Title III grant that is supporting the implementation of a cohort program called Going To Finish On Time (G2FO). This cohort model has shown good early success with strong completion rates of students, however, there is still work to be done. With the move to the new location, the faculty and staff are eager to serve more students and evaluate if G2FO continues to show success.

**Analysis and Evaluation**

In keeping with its mission, the College has an annual assessment processes to determine that student support services at various sites and delivered via different modalities meet students’ needs.
During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College mission and student support services. Participants discussed how the College meets Standard II.C.1 and Eligibility Requirement 15 and how the College can improve in these areas. [Include a summary of the discussion.]

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 Learning Outcomes for Student Services Units**
The units in Student Services engage in assessment and program review in order to assure the effectiveness of programs and services. Each unit has identified student learning outcomes (SLOs) and/or support area outcomes (SAOs) ([Student Services SLOs and SAOs](#)). For Office of International Programs, the SAOs are listed in the ARPD ([provide link](#)). Each unit conducts assessment of its SLOs and/or SAOs and reports the assessment results in the Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE), which are discussed in more detail in Standard I.B.5 and I.B.9, respectively.

Student Services units use SLOs and SAOs 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](#), [SHC CRE](#), [Student Life CRE](#)). The Counseling unit uses the UHCC’s Starfish software platform called MySuccess for 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.

Need more discussion of other units’ assessments of students such as Admissions and Records, Job Prep Services, and Mental Health Services. Should Veterans’ Resource Center?

**Continuous Improvement of Student Support Services**
The College uses evaluation results to improve student support services. As a result of the CRE, Student Services units have made improvements to programs and services. 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. JPS plans to build student awareness of various employment and training resources including Hawai‘i Nutrition, Employment, and Training (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. 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).

Need discussion of continuous improvement for these areas: Financial Aid, Student Health Center, Recruitment, and Mental Health Services. Should Veterans’ Resource Center and NSO? What about OIP which is listed earlier?

Analysis and Evaluation

In order to continuously improve student support programs and services, each of the College’s student support programs has identified learning support outcomes, which are assessed at minimum annually through the ARPD. When the assessment data identifies areas of improvement the College develops strategies for improvement.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about the College’s student support services. Participants discussed how the College meets Standard II.C.2 and how the College can improve these services. [Include a summary of the discussion.]

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)

Evidence of Meeting the Standard

Equitable Access to Student Support Services
The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable student support services to students regardless of service location or delivery method. Table ___ demonstrates that all campus locations and all types of students are supported by comparable student services.

Table ___. Student Support Services by Location and Means of Delivery

<table>
<thead>
<tr>
<th>Student support services</th>
<th>Services available at the Pearl City campus</th>
<th>Services available at the Wai‘anae Moku Education Center</th>
<th>Services available online or via phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Admissions and Records</td>
<td>x</td>
<td>Drop-off service</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>---</td>
<td>------------------</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>x</td>
<td>Drop-off service</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>
<tr>
<td>Student Health Center</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Life</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Office of International Programs</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address services available online or via phone for the Student Health Center, Mental Health Services, and OIP. Either add an explanation or a caveat (for example, services available at other UH campuses for DE students).

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 VA 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.

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.

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.

The Counseling unit 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.

Since 2015, the College has partnered with eight high schools 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. These students are able to transition from high school and move on to a four-year university. These programs allow for greater academic success, increased cost effectiveness, and better preparation for the rigors of higher education. At one partner school, students have completed their associate in arts degree at the same time that they graduated from high school.

Further develop section on Early College. Include discussion on Pell pilot.

The Recruitment unit provides outreach to area high schools and community organizations and works closely with the Creative Services office to promote an awareness of the College and its programs and services (Discover Leeward). The Recruitment unit coordinates outreach activities, participates in college fairs, and organizes campus tours and special events to help attract prospective students (Open House Flyer). 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.

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).

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.

The Student Health Center (SHC) unit, an extension of the University Health Services at the UH Mānoa campus, provides students, faculty, and staff at the College with health care
services that include but are not limited to health education, disease prevention, family planning, and treatment for acute episodic illness (SHC, SHC Newsletter). SHC works with Admissions and Records to ensure that the College meets mandated health requirements for entrance to a post-secondary institution.

The Student Life unit provides leadership and co-curricular learning opportunities outside of the academic classroom (Student 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.

**Assessment of Student Needs for Student Support Services**
The College assesses student needs for student support services regardless of location or mode of delivery and allocates resources to provide for those services. Resource implications in 2014-2016 identified the Early College programs and the Business Division’s program counselor as areas that need more support (Student Services CRE, Student Services 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).

**Discuss the CCSSE results.**

**Analysis and Evaluation**

In its efforts to provide mission driven student support services that foster equitable access to all of its students, the College provides appropriate, comprehensive, and reliable services to students at both campus sites, and online.

**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**

**Co-Curricular Programs and College Mission**
The College determines what co-curricular programs are appropriate to its mission and students. These programs advance the College’s mission statement in that they “foster students to become responsible global citizens locally, nationally, and internationally” (Catalog, p. 7). They also advance the College’s core values of diversity and respect in that
they provide 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” (Catalog, p. 7).

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

There are policies and procedures in place to oversee the effective operation of the Student Life’s co-curricular programs. These programs are conducted with sound educational policy and standards of integrity. In terms of financial responsibilities, the 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.

The Student Government is the governing body and administration of the Associated Students of the University of Hawai‘i - Leeward CC (ASUH - Leeward CC) (Student 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 Education Center. Its major responsibilities include managing student activity fees and establishing policies and programs for students. (For additional discussion on the Student Government, see Standard IV.A.2.)

The 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 Wifi 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. The Student Government also educates students about social injustice and local, national, and global issues.

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 the Student Government that operates with its own charter and bylaws recognized by the UH Board of Regents (SAB Charter).

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. In 2017-2018, the College had 12 RISOs (List of RISOs). Participating in programs and activities outside the classroom is an integral part of the collegiate learning experience. As an example, the Future Teachers Club partnered with the Friends of Child Appointed Special Advocates’ “Fostering Aloha” project to collect donations for Hawai‘i foster children, resulting in over 100 donated bags and four boxes of school supplies (Fostering Aloha Email). Also, the Mana Automotive Student Club sponsored its first
Holiday Show N Shine charity-fundraising community event in December 2017 (Show N Shine Flyer). The Student Life coordinator created the RISO Handbook as a resource guide to assist in developing and registering official student organizations (RISO Handbook).

The Budget and Finance Committee is a committee of the ASUH - Leeward CC (B&F Cmte). This committee focuses on 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.

Although the UHCC System does not have official athletics programs or teams, students at the College 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. The IM LeeSports program was recognized with an honorable mention for the Wo Community Building Award in spring 2016 (Wo Award Letter).

The College also offers numerous co-curricular programs that are sponsored by academic disciplines and programs within the Instructional Divisions that are suited to the College mission and core values in that they foster global citizenship and exposure to world cultures. For example, the Global Studies Lecture Series brought a speaker to discuss indigenous activism and slam poetry, the Mauka to Makai: Political Science Lecture Series brought a speaker to discuss the Dakota Access Pipeline, and the Hawaiian Studies Program brought speakers to discuss indigenous approaches to governance (Osorio Lecture Flyer, Perez Lecture Flyer, Laimana Lecture Flyer). Every year, the College’s Office of International Programs sponsors a variety of cultural activities during the annual International Education Week (Int'l Educ Week Post).

Additionally, the College offers co-curricular clubs that promote the College’s mission statement and core value of integrity in that they foster a “culture of continuous improvement to open pathways to student success” (Catalog, p. 7). The College’s Phi Theta Kappa chapter recognizes and encourages scholarship, leadership, and service among community college students (PTK). Another example is the Phi Beta Lambda/Enactus Business Club, which coordinates the annual Fall Fair to promote student entrepreneurship and the Dress for Success clothing drive (Fall Fair Post, Dress for Success Flyer).

Evaluation of Co-Curricular Programs
The College regularly evaluates the quality and effectiveness of its co-curricular programs. 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).

Survey results for IM LeeSports show that 70 percent of the participants surveyed (N=230 in 2015-2016, N=166 in 2016-2017) enjoyed playing against other colleges, 62 percent of the
students surveyed enjoyed meeting new students, 41 percent of the students surveyed
enjoyed being in school because of intramural sports, 82 percent of the students surveyed
were encouraged to maintain a 2.0 GPA because of the program’s GPA requirement, and 83
percent of the students surveyed indicated that they would participate again (IM Survey ‘15-
‘16, IM Survey ‘16-‘17).

Analysis and Evaluation

The College’s co-curricular and athletic programs are suited to its mission and play an
important role in the social and cultural development of Leeward’s students. Programs
include a student government and activities board, clubs, budget finance committee and
intramural sports. Through designated faculty and staff, the College’s Student Life unit takes
fiscal and programmatic responsibility for these programs conducting them with sound
educational policy and integrity.

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 Programs
The College provides counseling and academic advising programs to support student
development and success. These programs help students understand the requirements related
to their programs of study and ensure that students receive timely, useful, and accurate
information about relevant academic requirements including graduation and transfer policies.
The Counseling unit provides 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. Professional development is provided to prepare faculty and others
personnel for their advising roles. 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). 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.

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 biology and tropical agriculture, 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. In addition, the UH system has implemented the STAR GPS registration system.

Discuss mandatory advising for new students, why we have it, survey results, etc.

Include relevant discussion of advising in OIP and OCEWD.

The Wai‘anae Moku center provides customized counseling through its federally funded Title III grant to its Going to Finish On-Time (G2FO) program and the UH Foundation-supported Access to Education (ATE) program. The G2FO program recruits students who agree to enroll in college full-time and for the first year agree to enroll in a predetermined sequence of courses as a cohort. In support of the program, the college provides a dedicated counselor and peer mentors to help monitor student progress and provide additional academic support. The ATE program consists of individuals recruited from drug-treatment programs along the Leeward coast and those who were recently incarcerated. Some of the students in the ATE program are also participating in the G2FO program. The College also provides peer mentor support for this student population.

Counselors refer students to Job Prep Services (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 use JPS as a resource for developmental employment/career information.

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.

Discuss Maka‘ala to show how the College ensures that students receive timely, useful, and accurate information about academic requirements.

Discuss peer mentors and retention specialists for CTE programs, the one-stop daily computer lab for business majors, and exploratory majors.

**Evaluation of Counseling and Academic Advising Programs**

The evaluation of counseling and academic advising includes how these services enhance student development and success. 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.
The College has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner. Each year, STAR, an advising and academic planning software, is updated to reflect on the approved curricular changes prior to fall registration in April. In addition, the 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).

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.

Discuss current Integrated Student Support. Not sure where main discussion should be, but refer to it here as well as other system initiatives that rely on counseling support.

In fall 2017, the Counseling unit began sending counselor evaluations to students through email via the MySuccess software, a communication and tracking tool, 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.

Provide more evidence for this standard.

**Analysis and Evaluation**

Counseling and advising services are offered in a variety of modalities at both campus sites and online to make sure Leeward’s diverse student population receives timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Designated program and discipline counselors ensure that students understand the requirements related to their programs of study. The College’s qualified counseling and academic advising staff receive quality ongoing training, updates and mentoring, and engage in program assessment to continuously improve program services.

II.C.6.

*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)*

**Evidence of Meeting the Standard**

**Policies and Procedures for Admissions**

The College adheres to the UH Admissions regents policy, which is consistent with the College mission (RP 5.211). The policy specifies the qualifications of students appropriate for the College’s programs. The 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*).

The College uses the MySuccess software to streamline the New Student Orientation (NSO) program, which includes NSO Live, NSO Online, and NSO Welcome to Wai‘anae. NSO Live is an in-person session that includes a campus tour, training on the UH course management system Laulima, a review of the MySuccess software and instructions on how to select courses for timely degree completion, opportunities to meet with campus resources, and opportunities to meet current students and faculty (*NSO Handouts, NSO Resources*).

If a student obtained a certificate or degree within the UH System, attended a UH campus in the past three years with good academic standing, or attended an NSO Live session the previous semester, that student is filtered through MySuccess as being exempt from attending an NSO Live session and an initial advising appointment. A student who attended a UH campus in the past three years with a GPA under 2.0 is filtered through MySuccess as being exempt from attending an NSO Live session but must attend an initial advising appointment. A student who obtained a degree from a non-UH System campus may submit his or her transcript or diploma for an NSO Live exemption. A student who has a zip code off island is filtered through MySuccess as being a DE student and is automatically sent the NSO Online session. A student who will attend the Wai‘anae Moku Education Center has the option to attend an NSO Welcome to Wai‘anae session.

Add the Office of International Programs admission requirements.

**Pathways to Degree Completion and Transfer Goals**

The College fully implemented the UHCC Student Success Pathway framework, which is designed as a clear and structured pathway from point of interest through graduation to transfer or career completion (*VPCC Visit Spr17*). Figure ___ illustrates how this model provides “just-in-time” support for students.

**Figure ___. Student Success Pathway Framework**
The UH System has been proactive about enhancing its STAR software 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 do not have their desired course of study displayed in the program, students need to 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 bachelor 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 College’s cohort learning groups provide students with clear academic pathways and extensive support. The College currently offers two cohort programs for students, the Lanakila program and the Going to Finish On-Time program (G2FO) at the Wai‘anae Moku Education Center. Both of these programs are supported by a Title III grant with the goal of increasing Native Hawaiian student completion.

**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.

**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**

The College admits any applicant who is a high school graduate, received a high school equivalency credential, 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 regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College has made two important student-centered changes to its admissions and placement practices (Placement Testing) since 2016. One change includes allowing students to defer their enrollment if they are unable to attend the original semester that 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 UHCC 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 following multiple placement measures:

- 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

The College has established processes to evaluate the effectiveness and consistency of its current placement instruments and practices.

**Analysis and Evaluation**

To maintain the consistency and validity of admissions and placement processes, the College regularly assesses its tools and procedures. In order to meet the College’s mission, every effort is made to minimize admission biases.

**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_
Evidence of Meeting the Standard

Process to Maintain Student Records
The College has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files. 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.

Discuss secure backup of files. Might want to discuss Banner.

Policies and Procedures for Release of Student Records
The College publishes and follows its established policies for release of student records. The 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 training faculty and staff on the issue of personally identifiable information. The use of a student’s social security number as the student’s identification number on student forms is no longer considered appropriate. 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 (Can we have a copy for evidence?). While this document is intended primarily as an instrument for ensuring 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 and professional guidelines, the College has an established process that ensures the security and confidentiality of student records in all forms, including procedures related to their release. The College publishes and disseminates its policies regarding the release of student records through the *Catalog*. 
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 Community College assures that all personnel are qualified by their appropriate education, training, and experience to provide and support the College’s programs and services. The College recognizes a variety of personnel positions. The 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 personnel except executive and managerial are subject to collective bargaining agreements.

Appropriate Hiring Criteria for All Personnel

The College has developed appropriate hiring criteria for administrators, faculty, and staff. 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 9.212). 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, which is then reviewed by the human resources manager.
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.

**Consistent Hiring Procedures for All Personnel**

The College employs safeguards to ensure that hiring procedures are consistently followed. 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).

All job descriptions are directly related to the College mission and core values (Catalog 2017-2018, pp. 7-8).

Further develop this section about job descriptions and the College mission.

The College advertises open positions using appropriate venues to attract quality candidates. Once the job description is approved by the HRO, the College posts the position 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 initially posted internally on the Work at UH website then on the Civil Service Hawai‘i State Government Jobs website if there are no qualified internal applicants (Civil Service Jobs).

The College uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly defined. The hiring committee drafts interview questions and a scoring rubric that are vetted by HRO for EEO compliance to 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 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 so the most qualified candidate is chosen from the pool of applicants by a group of people who are familiar with the job position.

The College has a process to verify the qualifications of applicants and newly hired personnel. Along the way, the HRO collects documentation to ensure that applicants provide official documentation supporting their educational experience level and that the hiring committee has correctly and uniformly followed the hiring process. The College checks the equivalency of degrees from non-U.S. institutions by referring to the National Association of Credential Evaluation Services (NACES) website (NACES).

In fall 2017, the College piloted a new online applicant tracking software 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 currently required to fill positions (need NEOGOV evidence).

The College does not include in job announcements specific criteria and qualifications for hiring faculty and staff involved in offering distance education (DE). Current faculty who teach through DE 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.

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)

Evidence of Meeting the Standard

The UHCC System 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 College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter. 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 an unofficial transcript, that person must submit an official original transcript upon hire.

Faculty job descriptions include the responsibility for curriculum oversight and student learning outcome assessment. The supervisor 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).

The College has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire. 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.

Analysis and Evaluation

The College has a well-established process to ensure that Faculty are highly qualified for their respective positions. The ARPD process ensures the number of faculty and staff is sufficient in size to support all of the College’s educational programs. 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.
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

The College has a consistent process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain academic quality and institutional effectiveness. When the College hires administrators and other employees, 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 are vetted to assure they have the necessary qualifications to perform their tasks.

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 verifies the qualifications of applicants and newly hired personnel. 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 postsecondary 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 from non-U.S. institutions 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.

**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**

The College has a process in place to ensure that evaluations are completed on a regular basis and lead to improvement of job performance. 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 process and frequency of an evaluation 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).

Evaluation criteria accurately measure the effectiveness of personnel in performing their duties. 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 (CR Timeline, T&P Timeline). 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 these workshops (CW and 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 and discipline coordinator evaluate the applications and provide feedback on the applicant’s strengths and weaknesses as well as any potential recommendations.

Employees who teach DE courses include a discussion on issues related to online teaching and the educational needs of DE students in their contract renewal, tenure and/or promotion application, five-year review, or lecturer 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. For APT employees who are not performing up to standard, the College offers counseling and professional development opportunities.

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 annually to discuss goals and evaluate them on their ability to perform assigned duties. For civil service employees who are not performing up to standard, the College offers counseling and professional development opportunities.

**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.

**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’s evaluation process leads faculty to improve teaching methods and plans to improve learning. 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).

Evaluation instruments, where appropriate, include evidence of engagement with SLOs. UHCC faculty classification plans and evaluation processes for contract renewal, tenure and 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.

**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)*

**Evidence of Meeting the Standard**

The College has the appropriate staffing levels for each program and service. While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the ratio is monitored by UHCC System and the College to assure compliance with the Accreditation Standard.

Further develop this section about monitoring staffing levels. Add discussion about lecturer pool to address ability to increase course offerings when demand arises.

At the College, each instructional division, instructional 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 *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) for both the Pearl City campus and the Wai‘anae Moku Education Center.

**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.
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 has policies and practices demonstrating that lecturers (adjunct) have opportunities for professional development, are appropriately oriented to the College and its student populations, and are engaged in key academic processes. Lecturers having taught a sufficient number of credit hours for a minimum of eight semesters in the last seven consecutive years are members of the faculty collective bargaining unit, the University of Hawai‘i Professional Assembly (UHPA), and are covered by the collective bargaining agreement (R-19). UHCC policies govern the step advancement and evaluation of lecturers (UHCCP # 9.104).

The College is responsible for the orientation, oversight, evaluation, and professional development of lecturers. 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 a campus ceremony in the spring semester (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, serving on governance boards, and professional development.
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)

Evidence of Meeting the Standard

The College has sufficient number of staff with appropriate qualifications to support the effective educational, administrative, physical, technological operations of the College. 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.

Analysis and Evaluation

In order to effectively support the educational, technological, physical and administrative operations, the College is able to maintain a sufficient number of qualified staff.

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)

Evidence of Meeting the Standard
The College has policies and practices to determine the appropriate number, qualifications, and organization of administrators. All UHCC positions are controlled through legislative appropriation. By policy, the 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 (see Standard III.A.1). 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 sustain continuity and provide effective administrative leadership in support of its mission and goals.

**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 UH Board of Regents policies, UH executive policies, UHCC policies, and College policies. All policies are available for all personnel to view at any time on the UH System-wide 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).
Since 2016, the UH System requires all employees to complete training on Title IX policies and practices. The State of Hawai‘i designated all faculty 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 including Board of Regents policies, UH executive policies, UHCC policies, and College policies that are fair, equitable, and consistently administered.

**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**

**Policies and Practices That Promote Equity and Diversity**

The College’s policies and practices promote an understanding of equity and diversity. 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 all personnel, which ensures compliance with University hiring policies, affirmative action and equal employment opportunity guidelines, and respective collective bargaining agreements (A9.540). All policies and procedures are regularly evaluated to assure they are effective.

The College has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services. 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 (OVPCC) 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; to ensure compliance with the laws and policies and with the AAP including reviewing job announcements, reviewing for underrepresentation, and monitoring recruitment; to ensure equitable treatment of applicants and diverse screening committees; to brief search committee members on recruiting practices including non discrimination, equal opportunity, implicit bias awareness, and accessible interviews; and to 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 For Your Information (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 ensures that its personnel and students are treated fairly. 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 faculty 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 faculty participation in this mandatory training, the highest rate of the ten campuses in the UH System (Chancellor Email on Title IX). In fall 2017, the UH System launched CampusClarity, an online student training program regarding sex- and gender-based violence. The goal of this program is to education the university community on students’ rights and available resources (“New Online Student Training” Post). Additionally, the College’s vice chancellor or administrative services provides faculty with a suggested course syllabus statement regarding Title IX (Title IX Syllabus Statement).

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). In fall 2017, the College’s Teaching Guidelines and Issues for Faculty (TGIF) Committee invited the deputy Title IX coordinator assigned for students to facilitate a discussion on how the campus community can continue to support the College’s commitment to protecting students and employees from sex-based discrimination and encroachment (TGIF Workshop on Title IX).

The College is committed to building an inclusive community that supports and advocates for all employees and 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 Wai‘anae Moku Education Center. The College has two representatives who participate on the system-wide advisory commission that raises awareness about issues relating to the status of LGBTQ+ equality and who regularly conduct Safe Zone workshops (LGBTQ+, LGBTQ+)
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 resources designed to assist women, minorities, veterans, and disabled groups including Bridge to Hope, the Children’s Center, a lactation room for nursing mothers, the Military Outreach and Veterans Center, and the Kākoʻo ‘Ike program (Bridge to Hope, Children’s Center, Mother's Room, Military Resources, KI Program). The College has a representative who participates on the system-wide advisory commission on the status of women (CSW).

**Evaluation of Employment Equity and Diversity Record**

The College tracks and analyzes its employment equity and diversity record consistent with its mission. In order to maintain an equitable and 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.

Some ISERs provide data on faculty diversity and publish that information in a fact book or other IR publication. In addition, the College has to show how it uses that information to evaluate its employment equity and diversity record.

**Analysis and Evaluation**

Though established policies and procedure, 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.

**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**

The College has approved ethics policies for all of its personnel, which delineate consequences for violation. Formal ethics policies and procedures are established by the UH System for various employee classifications (HAR 20-2, RP 12.201, EP 12.211, 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 Hawaiʻi ethics rules and regulations. The College adheres to the Hawaiʻi 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 UH System professional ethics for all personnel that includes consequences for violation.

**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**

**Robust Professional Development Programs**

The College is committed to offering robust professional development programs for all personnel that are consistent with the College mission.

Further develop this section. Reference specific language in the mission statement and language in the ARPDs and CREs for ICTL and EMC that focus on the program’s alignment with the College mission.

Much of the ongoing professional development offerings on campus come from two units, the Innovation Center for Teaching and Learning (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.

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). Table ____ provides a comprehensive list of the ICTL’s professional development programs.
Table ___. Innovation Center for Teaching and Learning (ICTL) Professional Development Programs

<table>
<thead>
<tr>
<th>ICTL Program Type</th>
<th>ICTL Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Programs</td>
<td>● New Hire Orientation (campus and online)</td>
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<tr>
<td></td>
<td>● Service 102</td>
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<tr>
<td></td>
<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></td>
<td>● Safety and Legal Liability workshops</td>
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<tr>
<td>Teaching and Learning</td>
<td>● Hawai‘i National Great Teacher Seminar</td>
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<tr>
<td>Programs</td>
<td>● Mid Semester Assessment</td>
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<td></td>
<td>● Teaching Squares</td>
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<td></td>
<td>● Power Mentor Program</td>
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<td></td>
<td>● Teaching Guidelines and Issues for Faculty (TGIF)</td>
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<td></td>
<td>● Teaching Excellence Program (TEP)</td>
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<td></td>
<td>● New Lecturer Training</td>
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<td></td>
<td>● Lecturer Mentor Program</td>
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<tr>
<td>Staff Group Programs</td>
<td>● Operations and Maintenance Summer Seminar</td>
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<tr>
<td></td>
<td>● Administrative Support Group Summer Institute</td>
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<tr>
<td></td>
<td>● Learning and Mentoring Program (LAMP)</td>
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<tr>
<td>Funding Programs</td>
<td>● Travel Grant Program</td>
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<tr>
<td></td>
<td>● Professional Development Award</td>
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<tr>
<td></td>
<td>● Staff Development Fund</td>
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</table>

Discuss how the ICTL’s Staff Development Fund is sustained by fundraising and donations from faculty and staff, which show the popularity and value of ICTL’s programs.

The EMC offers a wide variety of professional development opportunities and online learning resources for faculty, lecturers, staff, and administrators related to using technology in the classroom and online (EMC). These programs are developed and facilitated by four full-time educational technologists. Table ___ provides a comprehensive list of the EMC’s professional development programs.

Table ___. Education Media Center (EMC) Professional Development Programs

<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning with Technology for Teaching</td>
<td>● Starter Instructional Technologies</td>
</tr>
<tr>
<td>(classroom)</td>
<td>○ Syllabus Makeover Challenge</td>
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<tr>
<td></td>
<td>○ Laulima Challenge</td>
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<td></td>
<td>○ Smart Classroom Challenge</td>
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<tr>
<td></td>
<td>○ SMART Board Basics Challenge</td>
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<tr>
<td></td>
<td>○ Gmail Challenge</td>
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<tr>
<td></td>
<td>○ Google Docs Challenge</td>
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</tbody>
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### Course Design (for Classroom)
- Flipped Classroom
  - Stop Lecturing and Flip Your Classroom
  - Engage Your Audience with Educanon
  - Assess Paperlessly with Google Forms and Flubaroo
  - Capture It with Snagit
  - Putting the You in YouTube

### Go Open, Go Free Using Open Educational Resources (OER)
- Other Workshops
  - Google Classroom Challenge
  - Blackboard Collaborate Moderator Challenge
  - Transform Your Course Schedule Using Google Calendar
- Technology One-On-One Consultation
- Self-Paced Online Tutorials
- Learning with Technology for Teaching Blog

### Learning with Technology for Teaching Online
- iTeach
  - Laulima@Leeward
  - Laulima Challenge
  - Teaching Online Challenge
  - The Art of Teaching Online
  - Online Discussion Challenge
  - Universal Design Learning (UDL) Online Activity Challenge
  - Creating an Online Course
- This Week in iTeach (TWITAL) Blog

### Institutional Programs
- Innovative Teaching Program
- Teaching Excellence Program
- Tech It Out Day
- Pacific Region Learning Summit (5-Day Summer Program)
- Summer Fun
  - Instagram 21 Day Challenge
  - Twitter 21 Day Challenge

For further discussion on the support and training provided by the EMC for information technology, see Standard III.C.4.

The UH System supports faculty and staff professional development by offering tuition waivers for up to six credits each semester ([Tuition Waivers](#)). The UHCC System offers sabbatical opportunities each year for qualified faculty with appropriate sabbatical proposals ([Sabbatical Application](#), [Sabbatical Reports](#)).

**Need to develop:**
Waiʻanae Moku has offered three different Professional Development activities in the last three years. Three years ago we had Dan from PK-20 and Gale the G2FO Coordinator led the campus in revising its Mission Statement which took about 9 months. Following that, we’ve had two more retreats to help faculty address problems that have arisen from the classroom issues. I’ll have to look all three of these activities up and the evaluations that went with them.

Add discussion on faculty professional development in their given area of expertise and relevant to their industry such as additional training for an automotive, culinary, or ICS instructor.

Add discussion on professional development funded by academic divisions and administration.

**Assessment of Professional Development Needs**
The ICTL has methods to identify professional development needs of its faculty and other personnel. 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 ([Lecturer Mentoring on Intranet](#)).

The ICTL bases funding decisions to support professional development on whether proposals help serve the overall College mission of improving teaching and learning ([ICTL ARPD](#)). 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 EMC has methods to identify professional development needs of its faculty and other personnel. To determine specific needs, the EMC regularly surveys faculty and staff. For example, the EMC provides faculty and lecturers with an online self-assessment for teaching online ([Self-Assessment Form](#)). Additionally, in order to maintain currency with changing technologies, the EMC staff looks at trends in higher education and tailors the new technologies to the needs of the College.

**Evaluation of Professional Development Programs**
The ICTL engages in meaningful evaluation of its professional development activities and uses results for improvement. As an Academic Services Support unit, the ICTL completes an Annual Report of Program Data (ARPD) as part of the College’s program review process ([ICTL ARPD](#)). 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).

Discuss the actions of the ICTL Advisory Committee to show that there is broader decision-making on campus.

The EMC engages in meaningful evaluation of its professional development activities and uses results for improvement. As an Academic Services Support unit, the EMC completes an Annual Report of Program Data (ARPD) as part of the College’s program review process (EMC ARPD). 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.

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.

According to the 2016 Employee Satisfaction Survey, 83 percent of the faculty and staff who responded agreed with the statement that the College provides professional development activities that help them do their work efficiently and effectively (Satisfaction Report ‘16).

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

The College has provisions for keeping personnel records secure and confidential. Personnel records 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 maintains 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 around-the-clock 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**

Records retention policies, including security and confidentiality, are established by the UH System in accord with law and collective bargaining agreements. While the records are kept secure and confidential at the College, each employee has access to view his or her records.
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

Leeward Community 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-Nānākuli Education Center, has been located in various leased locations in Wai‘anae but moved 1.7 miles to a permanent location on Kula‘aupuni Street in Mā‘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 College constructs and maintains the physical resources at both the Pearl City campus and the Wai‘anae Moku Education Center 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.

The College assures that its physical facilities at both locations are accessible.

Develop this section about accessibility.

The College implements a three-pronged approach to ensure that physical facilities provide a safe learning and working environment. This approach provides the College with a structured process to regularly evaluate whether it has sufficient physical resources at all locations.

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 outdoor 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 auxiliary and facilities services manager conducts a personal check of campus buildings and grounds. The manager sends prompt email notifications to all campus employees of construction, repair, and safety concerns.
The third prong consists of reports from specific units at the College. This third prong assures that the College has a process by which all personnel and students can report maintenance and safety concerns. 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 the 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 safety, parking safety, and designated smoking areas (AIS Report '16-'17).

All community colleges in the UH system are supported by a centralized Environmental Health and Safety unit that works collaboratively with the College in developing and administering a variety of health and safety training and awareness programs, many of which, are directly related to the campus’s physical resources. These programs include training and guidance on hazardous materials and waste management, asbestos and lead abatement, indoor air quality, fire safety, stormwater discharge, among many others. These training programs are provided to the College on a continuous basis to ensure that faculty and staff are informed of the best practices in the field and to ensure that a safe learning and working environment is maintained.

The College ensures that all facilities are secure. The main campus at Pearl City offers around-the-clock, 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 and other safety and security information (Security). At the Wai‘anae Moku Education Center, security services are on duty during the facility’s 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.

Discuss the contract with U.S. Security Associates (Bulletin, Week of 9/04/17).

The College maintains a healthful learning and working environment. 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” (DSAs) on campus (Smoking Policy). The VCAS’s office and the Student Life office worked together to select these areas and create clear signage.

It was commented that the enforcement of these policies is non-existent on our campus. Please address how the College enforces the law on smoking.

The College designated a lactation room for nursing mothers called the Mother’s Room (Mother's Room).

Further discuss ADA accommodations for nursing mothers.
Analysis and Evaluation

The College provides safe and sufficient physical resources at both the main campus and education center while providing an accessible, secure, and healthy learning and working environment. Courses, programs, and services are available at both locations.

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 College uses several mechanisms to ensure that decisions regarding the planning, budgeting, and requests for campus facilities and space needs are made in an objective and transparent manner to support the College’s programs and services. 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, which is vetted and voted on by the Campus Council. The College uses its Strategic Plan and Long Range Development Plan (LRDP) as guides when making decisions about physical resources (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 (CIP) projects, minor CIP projects, and capital renewal and deferred maintenance (CRDM) projects. The College is in adherence with the UH Board of Regents’ Interests in Real Property policy and the Planning and Management of Real Property policy (RP 10.201, RP 10.202). 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 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 VCAS oversees physical resources at both the Pearl City campus and the Wai‘anae Moku Education Center. The VCAS reports to the campus on approved and funded facility projects through the Auxiliary Services unit’s current project listing, updates to the Campus Council, convocation presentations, and construction advisory notices. (Convocation, Notice)

The College ensures that program and service needs are considered when planning and maintaining its physical resources including facilities, land, and other assets. 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
- The Wai‘anae Moku Education Center purchase, renovation, and move to a new location
- Title III Grant Renovations
- “Model Classrooms” Project
- Office of Continuing Education and Workforce Development (OCEWD) move to new portable buildings

Further develop this section. Discuss how these examples were based on program and service needs.

Consider including other examples…rail-related; energy conservation measures and alternative energy – as illustrations for holistic facility-related improvements that reduce costs, support UH and State energy goals (part of strat plan), and are part of continuous improvement and efficiency efforts…

The College ensures that program and service needs determine equipment replacement and maintenance.

Develop this section about equipment replacement and maintenance.

Facilities’ planning is aligned with the College mission. A key element is connecting the new physical resource to the College mission. 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 its needs based on agreed upon priorities. Institutional priorities are vetted and voted on by the Campus Council. This process assures effective utilization of resources to support programs and services while achieving the College mission.

The Hālau ‘Ike O Pu‘uloa (Hālau) renovation is a clear example of a successful facility plan aligning to the College mission, particularly its special commitment to Native Hawaiians (Catalog, p. 7). In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space of the DA building. The design includes improved student engagement spaces including a “Welina Mai” lounge and a separate room for “Quiet Study,” three renovated classrooms, and collaborative faculty and staff offices. The Hālau collaborates with Botany and Hawaiian Studies to increase student involvement with the Native Gardens and the shade house (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.

The new 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 comprehensive 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. An additional $2.5 million in UH revenue bonds was dedicated for facility acquisition purposes. The first phase replaced the existing facilities with a new center of similar size. In fall 2017, after a significant renovation of an existing building on the 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.

**Analysis and Evaluation**

The College’s Integrated Planning and Budgeting Process directs the planning and development of physical resources, including facilities, equipment, land, and other assets. This process helps to assure the effectiveness and quality of the College’s physical resources in supporting its mission.

According to the 2016 Employee Satisfaction Survey, 87 percent of the faculty and staff who agreed that they have the materials and equipment needed to do their work. In the same survey, almost 75 percent of the faculty and staff who responded agreed that the resources provided for their division, department, or unit are adequate (Satisfaction Report ‘16).

**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 regularly assesses the use of its facilities and equipment and utilizes those assessment results to make improvements. 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, eFacilities AiM, the Event Management System, room utilization reports, and ARPDs (eFacilities AiM Homepage). In addition, the College uses the annual facilities renewal reinvestment model called Sightlines to record maintenance backlog and estimated annual funding required for ongoing capital reinvestment. The College monitors all facilities on a regular maintenance schedule, including planning for deferred maintenance, and establishes 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, impacts future decisions.

The College’s Integrated Planning and Budgeting 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, which is vetted and voted on by the Campus Council.

The Waiʻanae Moku Education Center’s 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 (Waiʻanae ARPD). This modernization will allow for multiple science courses at the Waiʻanae Moku Education 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 Waiʻanae Moku science facility is the integration of place and culture-based sciences. The science lab is part of Phase 2 renovations (LRDP).

Update the Administrative Services Resources Webpage.

Using systematic and regular inspection, assessment reports from programs, units, and area, 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.

**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.

According to the 2016 Employee Satisfaction Survey, the majority of faculty and staff who responded indicated that the cleanliness and maintenance of the buildings and grounds were adequate (Satisfaction Report ‘16). The overall satisfaction rate for the cleanliness of campus facilities has consistently improved since 2011 (Satisfaction Presentation ‘16). The Administrative Services unit conducted a more detailed survey in fall 2017 to gather more data on areas to improve and will evaluate the results in spring 2018.

**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, 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 and the BOR.

The College completed and gained approval from the UH Board of Regents for its current LRDP in February 2018. 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 additional 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 (a new state mass transit rail system). With a five- to seven-year planning horizon, Phase I reflects near-term, foreseeable improvements such as streetscape, main entry, courtyard improvements, 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 (LRDP).

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 system-wide 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.

To that end, the UHCC System has implemented an equipment replacement process and schedule for all campuses. Using a portion of a recent tuition and fee increase and funds garnered from legislative appropriations, the UHCC System centralizes funds from the seven campuses in an equipment replacement pool that is then distributed to each campus on an annual basis. The College prioritizes its instructional, support, and infrastructure equipment replacement needs through this funding request process. The College has received nearly $1.5 million in equipment replacement funds using this process during the first two years of the program’s inception (equipment replacement distribution).
For this standard, we also need identify elements that comprise the definition of “total cost of ownership” used when making decisions about facilities and equipment.

**Analysis and Evaluation**

The College has established long-range capital plans that support its 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. The College conducts long-range planning for capital improvement of new facilities and equipment that take into account the total cost of ownership.
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**

**Appropriate and Adequate Technology Resources**

Leeward Community College ensures that its various types of technology needs are identified and makes decisions about the use and distribution of technology services, facilities, hardware, and software. These decisions include input from faculty, staff, and students.

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).

Discuss the Hub and find out how its services are reviewed and what improvement have been made.

The Educational Media Center (EMC) maintains 74 Smart Classrooms at the Pearl City campus and 5 Smart Classroom at the Wai‘anae Moku Education Center. These classroom 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 incremental equipment differences. 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 or flat-screen monitor. In addition to the minimum equipment, many of the newest Smart Classrooms are equipped with a touch panel control, SMART Board, HDMI connector for laptops and other devices, Airplay, room microphone, 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 in the classroom and online, video production, and the Copy Center (Smart Classroom, Intec, Learning with Tech, iTeach, Video Prod, Copy Ctr). The EMC also has a Classroom on Wheels with a set of 20 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, an online tutoring service that provides students with tutoring 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 instructional 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). At the Wai‘anae Moku Education Center, there is one black and white printer, one color printer, a scanner, and one photocopy machine. Students can print from the center’s desktop computers, laptops, or their own devices.

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 instructional 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).

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.

**Evaluation of Technology Resources**
The College regularly evaluates the effectiveness of its technology in meeting its range of needs. 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 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, instructional 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 the Campus Council use these recommendations in the final prioritization of the institutional plan.

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. 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.

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).
Provisions for Reliability, Disaster Recovery, 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.

Evidence is needed for paragraphs without documentation.

Analysis and Evaluation

The College’s commitment to supporting technology infrastructure and services is demonstrated by its numerous designated resources. The ITG, EMC, Library, and KI program work together to ensure that technology services, facilities, and equipment adequately supports all functions of the College.

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

The College has provisions to ensure that its technical infrastructure is robust, current, sustainable, secure, and reliable. 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 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.

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 (see Standard III.C.1). The upgrade schedules vary according to specific needs of individual divisions and units (CCL Replacement Cycle). The Waiʻanae Moku Education Center has a new computer classroom lab and is on a four-year replacement plan.

The College has 79 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.

The College bases its technology decisions on the results of evaluation of program and service needs in accordance with the College’s 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.

The College has structured processes to prioritize needs when making decisions about technology purchases. Technology prioritization takes place in three different areas. First, for items over $5,000, an instructional 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 prioritizes purchases under $5,000 and paid for by the annual budget allocation. Secondly, the ITG prioritizes campus wide technology needs, such as servers, routers, Wifi 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.

Evidence is needed for paragraphs without documentation.

Analysis and Evaluation

The ITG and EMC analyze the College’s technology infrastructure annually through the ARPD to ensure it is adequate to support its mission, operations, programs, and services.

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
The College assures that technology resources at both the Pearl City campus and the Wai‘anae Moku Education Center assure reliable access, safety, and security. The ITG and the EMC manage and maintain the same services on both locations. 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.

The College provides an appropriate system for reliability and emergency backup. 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.

Evidence is needed for paragraphs without documentation.

**Analysis and Evaluation**

The ITG assures reliable access, safety, and security to technological resources at the Pearl City campus and Wai‘anae Moku Education Center.

**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**

The College allocates resources and provides appropriate instruction and support in the effective use of technology and technology systems related to the College’s programs, services, and operations. The EMC is the primary unit that provides those types of training. The mission of the EMC unit is to inspire, facilitate, and support teaching and learning using technology for faculty, staff, students, and administrators ([EMC Mission](#)). 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 provides the means for the technologists to be informed of emerging technologies and their application in the classroom.

The EMC offers professional development opportunities and online learning resources for faculty, staff, and administrators using technology in the classroom (collectively referred to as Learning with Technology for Teaching) and online (collectively referred to as iTeach). Some of these opportunities include a set of regular workshops each semester to help faculty use UH-supported technologies to enhance productivity and professional practice such as Smart Classrooms, Laulima (the UH collaborative learning environment based on SAKAI), a visual syllabus, 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 classroom 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 as well as a week-long professional development opportunity in the summer (Learning with Tech, iTeach, PRLS). For further discussion on the professional development programs offered by the EMC, see Standard III.A.14.

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 with 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 production 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).

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 conducts these workshops as part of the Success Connection workshops offered by the Learning Resource Center.

Include evaluation results for these ITG workshops.
The College regularly evaluates the training and technical support it provides for faculty and staff to ensure these programs are appropriate and effective. 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. For further discussion on how the College evaluates professional development programs that focus on information technology, see Standard III.A.14.

**Analysis and Evaluation**

Through the EMC and ITG, the College provides quality instruction and support for faculty, staff, students, and administrators in the effective use of relevant technology and technology systems.

**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**

The College has established policies and processes to make decisions about the appropriate use and distribution of its technology resources. As part of the UH System, the College is governed by the UH System-wide Policies and Procedures Information System (PPIS) (PPIS). The purpose of this system is to establish system-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 has well defined policies and procedures that guide the appropriate use of technology in the teaching and learning processes.
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)

Evidence of Meeting the Standard

Leeward CC and the UHCC System are 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 the College’s Integrated Planning and Budgeting Process and align with strategic goals and objectives. Sources of revenue are identified to fund, to the extent possible, some of these institutional priorities. This inclusive process is managed with integrity to ensure that financial stability is maintained.

The College’s operating budget approved by the BOR for FY 2018 projects $41,603,055 in unrestricted revenue to fund an unrestricted expenditure budget of $39,733,896. Revenues exceed expenditures by $1,869,159 to cover planned one-time expenses (OEP FY 2018). The one-time expenses are a combination of planned FY 2018 non-recurring items and programmed expenses from the previous fiscal year in which carryover balances were earmarked for these requirements and subsequently carried forward into FY 2018. Reserve requirements exceed both minimum 5 percent and targeted 10 percent thresholds (Budget FY 2017).

All of the UHCC campuses rely on State appropriated revenues (General Funds) to subsidize a significant portion of its operations in order to keep the cost of post-secondary education within reach of target student 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 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 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 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 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.

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) (OEP FY2018).

The UHCC System supports all campuses by securing and allocating Capital Improvements Program (CIP) funding to fund major construction and renovation projects. 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 required to pay for these long-term obligations.

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 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 analyzed 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 (OEP FY 2018).

The College’s annual Integrated Planning and Budgeting Process, which is discussed in detail in Standard I.B.9, culminates with an Operational Expenditure Plan (OEP) for the College’s annual operating budget. Incorporated into the OEP are the institutional priorities that are developed through the completed Annual Review of Program Data (ARPD) templates and the Resource Request Lists that are derived from this process. The OEP is a more detailed and focused budget planning document than the operating budget approved by the BOR. The OEP articulates specific objectives that directly support student learning and improvements to institutional effectiveness via line item budget allocations, strategic reallocations, and incremental budget adjustments (OEP FY 2018).

Additional funding allocations are provided to the College by the UHCC System office for priority initiatives that support institutional improvements and strategic plan goals. The Hawai‘i Graduation Initiative (HGI) is an example of a high priority, strategic plan initiative. The HGI aims to increase the number of college graduates 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-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 System and the seven UHCC campuses currently earmark approximately $6.5 million of its base budget for performance funding purposes. Starting in FY 2016, the UH system began providing performance funding allocations that contributed an additional $2.0 million to the performance funding pool of resources. Combined, performance-funding represents over four percent of the total operating budget. The College has historically performed well in achieving its performance funding goals and has received nearly all of the possible performance funding allocations over the last several years (2016 Performance 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.

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 student achievement, and replacing aging equipment. The funds used to support these initiatives are held centrally by the UHCC System office and distributed on an annual basis to the UHCC campuses.

All operating budgets 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 financial reports that are posted to the UHCC Budget website, through the University’s online Kuali Financial System that is available to account managers and other end-users, and through various hardcopy financial reports that are distributed on a monthly basis by the College’s Business Office.

Operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed. For other special and revolving funds, business and financial plans are monitored to track revenue and expenditure projections. Best practices regarding budget and cash management are followed to ensure that cash flow requirements, long-term obligations and other unanticipated costs can be covered as they arise.

Analysis and Evaluation

The College maintains positive cash flows and cash reserves to develop, support, and sustain student learning programs and services and improve institutional effectiveness. The budget and budgeting process is well documented and general funds, special and revolving funds, and tuition and fee funds provide adequate resources for programs and services. The College manages its funds efficiently and with integrity to ensure a quality education is provided to students at the lowest per student cost in the UH 10-campus system.

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 Directions and
individual campus strategic plans are in alignment with the *UH Strategic Directions* (*UH Strategic Directives, UHCC Strategic Directives, Leeward CC Strategic 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 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 OIP via email upon final approval by the chancellor, usually at the beginning of each academic year, and budget updates are provided to the campus community at convocation each semester. The vice chancellor of administrative services posts these all budget-related document and convocation presentations on the College intranet (*Budget Presentations, OEP FY 2018*).

In addition, budget and financial information is shared on a quarterly basis with the College’s Financial Management Group (FMG), which was created in Fall of 2016. The role and purpose of the FMG is to “share, discuss, and review information, processes, and procedures related to matters involving the budget, financial management, and business-related functions of the College.” The FMG, comprised of faculty, staff, and administrators who have budget, fiscal, and/or business-related responsibilities, is a continuous improvement initiative that is facilitated by the College’s fiscal administrator and vice chancellor of administrative services (*FMG intranet site*, 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 Strategic Directions. Policies and procedures related to this process ensure sound financial practices and financial stability. Budget and financial information is distributed to the campus community on a regular basis at the fall and spring convocations and upon final approval of the Operational Expenditure Plan. Additionally, quarterly updates related to the budget, fiscal, and business operations of the College are shared with the Financial Management Group. All budget and financial information is available online via the College’s intranet site.

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 UH 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 services 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 Statements](#))

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 culminates with a list of Institutional Priorities that have been vetted
through the primary campus governance groups, the Faculty Senate and the Campus Council, and then voted on by the Campus Council. The vice chancellor of administrative services and the fiscal administrator refer to the Institutional Priorities after completing an initial draft budget. The draft budget utilizes information from UH System and UHCC System allocations, internal campus reallocations, tuition and fee projections, and performance funding results offset by projected operational expenditures for the upcoming fiscal year. Once the budget has been drafted, any remaining available funds are strategically allocated based on the Institutional Priorities. An example is the Operational Expenditure Plan for FY 2018 (OEP FY 2018, page 8). The College was able to fund the top five Institutional Priorities (OEP FY 2018, page 9) from the Operating Budget Requests.

**Analysis and Evaluation**

The UH and UHCC System offices have clear processes, policies, and procedures for budget development and financial planning, which the College follows. The College utilizes its Integrated Planning and Budgeting Process to ensure all campus constituencies have an opportunity to submit plans for future program growth development and request resources. The process is broad-based and driven by the mission and Strategic Plan.

**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 College 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 the College’s Strategic Plan (Strategic Plan). 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 while remaining affordable when compared to other two-year institutions.

The College has a proven track record of using its resources wisely and efficiently. In periods of declining enrollment, the College has made selective and strategic decisions and investments to ensure programs and services can continue to operate to meet the needs of our students. Additionally, the College has been successful in diversifying its resource base by receiving UHCC System funding for various student success initiatives and federal grant funds that provide support for programs and services that align with the College mission and Strategic Plan. One example is the Title III grant, Part A and Part F, whereby the College was the recipient of a $13.6 million award from the federal government (October 1, 2014, through September 30, 2019) to enhance services to Native Hawaiian students by renovating several science labs, expanding space and services to the Wa’anae Moku Education Center, and modernizing and renovating the Shade House (Evidence needed: Title III Plan).

An integral component of assessing realistic financial resource availability for institutional operations and facility planning is through the use of several financial forecasting models.
used by the College and coordinated by the UH and UHCC System offices. Among the planning documents used for this purpose include multi-year financial models for tuition and fee revenue projections and for financial projections related to campus operations across all fund types (Evidence needed: Tuition and Fee Revenue Projection Model). From a facility planning standpoint, a UH six-year CIP plan is updated annually and provides construction-related project and funding details for all institutions (Evidence needed: Six-Year CIP Plan). Additionally, revenue-generating accounts of the institution complete business plans on an annual basis that document and forecast all sources of revenue and anticipated expenditure levels. Each of these planning and financial models present a plethora of data that is used to accurately forecast revenue and expenditure requirements.

**Analysis and Evaluation**

The College completes its financial planning using realistic projections of expected resources and anticipated expenditures by using several forecasting and planning models. As potential partnerships and grant opportunities become available, the College assesses the appropriateness, value-added, and resource commitments required of each proposal and whether the proposal aligns with the College mission and Strategic Plan.

**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**

Several UH administrative software systems are used to conduct the business affairs of the College, and these systems provide the framework and structures by which internal controls for financial resources and business processes are managed. These systems include Banner for students, PeopleSoft for human resources and payroll, and Kuali for financial management. These administrative systems are managed by the UH System and are designed to segregate duties and responsibilities among end-users, financial managers, and approval authorities for all financial-related transaction revenue and expenditure processing.

The various administrative software systems provide scheduled, timely, and detailed data and report information that is incorporated into the financial planning models and systems at the institutional level for budget and resource allocation and management purposes. The subsequent budget plans developed by using data generated by the administrative software systems represent the formalization of the financial planning decisions of the institution and are analyzed and reviewed throughout the fiscal year.

UH, UHCC, and institutional level policies and procedures provide the basis for sound financial management and business practices that include internal control mechanisms. A recent example of continuous improvements made in this area was the implementation of a
new UHCC Policy 8.200 - Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs following recommendations made by, and in concert with, the UH Office of Internal Audit and the UHCC campuses. Following an evaluation process, this policy was developed to improve internal control systems and subsystems related to accounting, cash handling, reconciliation, billing, and inventory management practices for revenue-generating activities of the College (UHCCP 8.200). Implementation of the policy requirements resulted in the College receiving a favorable opinion from the UH Office of Internal Audit in February 2017 following an audit of selective revenue-generating programs (Evidence needed: UHCC Revenue Generating Programs Internal Audit Report, February 2017).

Revenue and expenditure budgets for all funds and programs of the College are incorporated into the annual Integrated Planning and Budgeting Process. This process includes incremental budget adjustments to existing allocations, requests for new funding, and business plans for all revenue-generating activities. Financial decisions regarding existing allocations, reallocations, or requests for new funding are directly tied to the strategic plans of the College, the UH System, and the UHCC System. These financial decisions are justified by various supporting data, including data for the assessment of an SLO or service-related outcome measure. See Standard I.B.9 for more detailed information on the planning process.

Financial integrity and internal controls are further supported by external audits of the entire UH System. 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 (Audit Report 12-15-16). 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 control structure and mechanisms 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.

**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, an external auditing and financial consulting firm, 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).

To ensure accuracy and credibility of financial and budget related documents, the College, in consultation and coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures. Additionally, internal and independent reconciliation procedures are performed by the Fiscal Administrator and the Vice Chancellor of Administrative Services to ensure accuracy and to maintain integrity in financial and budgeting planning.

The College provides direct support to student learning programs and services via the Integrated Planning and Budgeting Process as detailed in Standard I.B.9. This program review process ensures that resource requests and, subsequent investment of resources, are aligned with program needs and activities and with the College’s strategic plan goals and objectives.

Analysis and Evaluation

The College has internal and external control and procedures in place to ensure accuracy and credibility in financial planning and budgeting documents. Allocations are made based on the Integrated Planning and Budgeting Process to align financial resources with student learning programs and services and to ensure consistency with the goals and objectives of the strategic plan.

III.D.7.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College has not received any external audit findings or management letters during the last six years. Previous external audits are communicated and available on the College’s Budget intranet website (Budget Intranet Website, login required).

Should the College receive an audit finding or management letter, timely and thorough corrective action would be taken to address the issue(s). Audit findings would be discussed with affected departments to ensure they have an understanding of the reason for the finding and the regulations or requirements upon which the finding is based (Evidence needed: 2016 Audit Report). Findings are also communicated to campus administrative officials and to campus or system support departments if they are affected or may be involved with corrective action.

Affected departments and administrative or support staff would discuss and develop corrective action plans which may include the following: 1) recording of transactions to correct errors, 2) changes to existing procedures or development of new procedures, 3)
staffing changes, 4) training, or 5) implementation of new administrative software systems. An example of a new administrative software system implemented at the UHCC System and campus level is the Destiny administrative software system. This system was designed specifically for continuing education and non-credit programs in order to improve regulatory compliance, increase and enhance financial and programmatic data available for monitoring and decision making, and improve internal controls.

Corrective action plans would then be 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 would identify the program, the individuals responsible for implementing the corrective action to address the audit finding, the actions taken to prevent reoccurrence, and the date corrective actions were taken.

**Analysis and Evaluation**

External financial audits are performed on a regular basis and procedures are in place to ensure that responses to audit findings or management letters are addressed and communicated in a timely and thorough manner. The College has not received any audit finding or management letter over the past six years. Information regarding past external audits, institutional responses to external audits, and financial and resource planning are shared with the campus community and posted to the College’s Budget intranet website.

**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**

The UH, UHCC, and College’s financial and internal control systems are evaluated and assessed for validity and effectiveness by several external and internal agencies or departments on a regular basis.

External financial audits are performed on an annual basis and includes a report on internal control over financial reporting and compliance with respect to provisions of laws, regulations, contracts, and award agreements. Noncompliance could have a material effect on the consolidated financial statements. This report describes the scope of testing of internal control and compliance. For 2016, with respect to internal control over financial reporting, the external audit reported that “we did not identify any deficiencies in internal control that we consider to be material weaknesses.” [*Evidence needed: 2016 Audit Report*]

The audit also provides a report on compliance for each major federal program and a report on internal control over compliance. For 2016, with respect to compliance for each major federal program, the audit reported “In our opinion, the University complied, in all material respects, with the types of compliance requirements…that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.” And with respect to internal control over compliance, the audit reported, “We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.”
Additional reviews and audits of the UH, UHCC, and the College’s funds and financial reports is conducted by the State’s Office of the Auditor per Hawaii Revised Statutes (HRS). HRS 23-12 requires that a review of the UH special, revolving, and trust funds and accounts be conducted once every five (5) years and that this review include an evaluation of the original intent and purpose of the fund, the degree to which each fund achieves its purpose, and an evaluation of the fund’s performance standards. The last report in which this review was completed was in December 2014, and stated that the UHCC Special Fund “…continues to serve the purpose for which it was created…” (Evidence needed: 2014 State Audit Report)

The UH Office of Internal Audit performs audits and reviews of select programs and may identify internal control deficiencies and recommendations for improvements. Findings and recommendations from Internal Audit reviews are reported to the Board of Regents’ Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. One such example was the Internal Audit review of the UHCC’s revenue generating programs as highlighted previously in Standard III.D.2 and III.D.5. Through this audit review and a follow-up consultation process between Internal Audit, the UHCC System office, and the College, a new UHCC Policy 8.200 - Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs was developed and the College took measured steps to improve and strengthen its internal control processes, implemented a formalized annual business plan process for revenue-generating programs, and established the Financial Management Group (FMG) (UHCCP 8.200, FMG website, login required).

The creation of the College’s FMG in the Fall of 2016 provides an additional level of accountability in support of this standard. The stated role and purpose of the FMG is to, “…share, discuss, and review information, processes, and procedures related to matters involving the budget, financial management, and business-related functions of the College” resulting in “…more informed financial and business-related management practices, stronger internal controls, and increased access and reliability of financial information to assist in decision-making and the protection of financial assets.” The FMG meets on quarterly basis and is comprised of all faculty, staff, and administrators who have budget, fiscal, and/or business-related duties and responsibilities. One specific improvement area that came as a result of collaborative efforts between the FMG and the administration was the annual business plan that is required for all revenue-generating activities and programs of the College. The business plan provides revenue, expenditure, and cash flow estimates and are incorporated into the College’s overall financial planning forecasts and projections.

The College regularly undertakes an evaluation and assessment of its financial management and internal control procedures through the Integrated Planning and Budgeting Process as described in Standard I.B.9. Various comparable measures used by the College and the UHCC System campuses capture financial and internal control metrics. These measures are reviewed and assessed and ultimately included in the Administrative Services ARPD (Admin Serv ARPD 2016). Strategies and action plans are developed to improve efficiencies and performance as a result of this process.

**Analysis and Evaluation**
The College has demonstrated that through various external and internal audits and reviews, coupled with the College’s own self-assessment and evaluation processes contained within the framework of the Integrated Planning and Budgeting Process and the FMG, that financial and internal control systems are regularly evaluated and assessed and that the results are used to support continuous improvement efforts.

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**

Consistent with the UHCC’s reserve policy, the College maintains sufficient cash reserves in order to provide for financial stability (UHCCP # 8.201). All UHCC campuses, including Leeward CC, meet both the 5 percent Minimum Reserve and the 10 percent Target Reserve requirements of the policy. Meeting these cash balance reserve thresholds ensures that sufficient resources are available to meet unplanned contingencies, emergency response, and repair request needs (Evidence needed: Cash Balance Reserves-Historical).

In addition to the cash reserves, the UHCC campuses operate as a system of community colleges and funding is appropriated and allotted to the UHCC System on behalf of the state legislature. Access to other sources of revenue is available should emergency conditions necessitate, if spending fluctuations occur, or if extraordinary conditions exist. The transfer of revenue is accomplished through cash transfers from within the UHCC to and from the individual colleges. These transfers/transactions are managed and monitored by the UHCC budget office and serves to minimize any financial impacts to academic programs or services provided to students should a financial shortfall occur.

There are two primary sources of revenue that are used to support the operating budget of the College: state general fund appropriations and tuition revenue. State general funds are appropriated to the UHCC campuses by the state legislature. The State provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full year allocation made prior to the end of the first quarter. State general fund revenues are used almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and these funds are expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollments and budget modifications are made if necessary. Revenue from tuition is used to support salaries and other operational expenses of the College. Unexpended tuition revenue is the primary source of the College’s cash reserves.

Revenue-generating programs and activities maintain sufficient cash balances to accommodate working capital requirements. These funds provide annual business plans in which revenues, expenditures, and cash balances are projected. Regular monitoring of budget to actual performance of these funds is conducted through financial reports and the online KFS financial management system to prevent cash flow issues.
The State of Hawai‘i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that these programs and activities are properly assessed to minimize or prevent liability concerns. Oversight for all insurance-related requirements and issues is provided to the College by the UH Office of Risk Management. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources (Evidence needed: UH Risk Management Policies).

The unrestricted fund balance of the College is $2,418,871 as of the BOR approved budget for FY 2018 (OEP FY 2018). Campus reserves are 14.8 percent of the prior year expenditures <check and update>. The College has direct access to these resources should a financial emergency occur or extraordinary financial obligation exist.

**Analysis and Evaluation**

The College has sufficient cash flow and reserves to meet the needs of its programs and services. Appropriate strategies and realistic plans are in place to meet financial emergencies and unforeseen occurrences and to provide for appropriate risk management oversight.

**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, reports 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, and 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). Over the past six years, the College has not been cited for any material weaknesses or deficiencies in compliance or internal controls from external audit findings.

The College has special fund accounts for campus units and activities that generate revenue, including student activities, non-credit programs, 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 external UH annual financial and compliance audit.

Monies from scholarships, fundraisers, and donations are managed 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 (ORS) 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/coordinators, 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. The Business Office staff includes several professional positions that provide post-award grant accounting support to ensure proper recordation of revenues and expenditures and to coordinate and facilitate financial report preparation and distribution.

**Analysis and Evaluation**

The College demonstrates through a variety of methods that it practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations.

**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.

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 Other Post-Employment Benefits (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 College’s operating budget.

The College, however, is required to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the College. The College'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 costs 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 the business and financial plans of the College’s revenue-generating accounts and funds.

For this standard, we also need to demonstrate describe how the College 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. The OPEB costs associated with these positions are included in the fringe benefit rate on employees’ salaries and are factored into the annual and long-term business and financial plans of the revenue-generating accounts and funds that are responsible for paying these costs.

**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 UHCC System, in coordination and consultation with the College, calculates the amount of the financial obligation associated with locally incurred debt instruments. Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Current locally incurred debt instruments are used to fund energy conservation measure projects that have been implemented campus-wide and to fund alternative energy (photovoltaic) projects. Additional debt instruments were issued to purchase the building and site for the College’s Wai’anae Moku Education Center. The College includes these debt obligation payments in all budget and planning documents. The percentage of the budget used to repay all locally incurred debt service was 1.9 percent for FY 2015.

**Analysis and Evaluation**

The College plans and budgets adequate resources to repay all locally incurred debt. Each debt instrument is separately identified and accounted for on the College’s and UHCC System’s planning and budget documents.

**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.5 and III.D.10, the College manages its financial resources efficiently and with integrity including the management of funds associated with debt instruments, all revenue-generating activities, fund-raising, and extramural grants and contracts.

The College has long-term debt instruments (UH-issued revenue bonds). Bond funds were used for the purchase of an existing building and site for the Waiʻanae Moku Education Center. Funds for debt service are allocated and transferred to the UH System on an annual basis as part of the budget planning and execution process. The percentage of the College’s operating budget used for this debt service is 0.5 percent.

The College and the UHCC System also have long-term debt instruments (UH-issued revenue bonds) for various energy conservation and alternative energy projects. 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 utility cost for the College. Debt service is paid centrally by the UHCC with annual reimbursement from the College based on energy savings. The funds for this debt service reimbursement are allocated annually as part of the College’s Integrated Planning and Budgeting Process. The percentage of the College’s operating budget used for this debt service reimbursement is 1.4 percent.

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 are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities include activities such as the bookstore, food service, and the copy center and are conducted for the benefit of students, faculty, and staff. Bookstore operations are administered by the UH Mānoa Bookstore unit. Other auxiliary activities are reviewed annually as part of the College’s revenue-generating program planning and budget process. This process ensures that these activities are actively engaged in the financial management responsibilities of the enterprise and to ensure the activities are financially solvent.

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).

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure that 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 effectively and with integrity in a manner consistent with the intended purpose of the funding source in accordance with various federal, state, UH, UHCC, and College policies, procedures, and guidelines.

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.

What are steps that can be taken to manage student loan default rates? Is there a checklist or action plan?

Any evidence for compliance with Title IV?

Analysis and Evaluation

The College monitors and manages its student loan default rates to ensure compliance with federal requirements.

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

Oversight of contractual agreements with external entities is provided by the College’s Administrative Services staff and follow several BOR, UH, and UHCC policies, procedures, and guidelines to ensure all contracts are reviewed on multiple levels and approved prior to implementation. Some of the contractual agreements fulfill basic service-related functions of a campus, such as the beverage and snack vending contracts, food service concessions, facility use contracts, and facility service and maintenance contracts. Other contractual agreements meet an institution-related need identified through the planning process, student surveys, or other means. The alignment of contractual agreements with the College mission and goals is demonstrated through integration of the contractual requirements with the Integrated Planning and Budgeting Process.

The College has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreements, concession contracts, affiliation agreements, sponsored
class or sheltered class agreements with external agencies, consultant contracts, construction contracts, internships and externships, maintenance contracts, and lease agreements. Noting the need to standardize contractual provisions, establish clarity for approvals, and implement risk-reduction strategies, the UH BOR, in consultation with the System’s colleges and universities through the UH Office of General Counsel, adopted a new UH executive policy, EP 8.200 Policy on Contracts and Signing Authority, that is applicable to all contractual agreements between the University and non-University entities. This policy went into effect November 1, 2017 (EP 8.200).

Several other UH and/or UHCC policies and procedures address various types of contractual agreements for the College. For instance, UH Administrative Procedure A8.200 - A8.299 provides procurement guidelines for contracts and purchasing; memoranda of agreements for sponsored or sheltered class are covered under UHCC Policy 8.102A; internships and externships are covered by UH BOR Policies, Chapter 8; and UH Administrative Procedure A8.270 covers lease agreements (Admin Proc, UHCCP # 8.102A, BOR Ch 8, 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 for copy/duplicating services, and the memorandum of agreement with the 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 VCAA. The total amount of the contract determines final signing authority. For contracts up to $25,000, the College’s fiscal administrator reviews and approves. For contracts over $25,000, final approval is the responsibility of the UH System Office of Procurement and Real Property Management (OPRPM).

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 BOR, UH, and UHCC System policies and procedures and oversight is provided by UH and UHCC System staff, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are monitored to
ensure consistency with the College’s mission statement and goals. Efforts to improve institutional integrity in contractual agreements and to reduce risk to the University resulted in a new UH Executive Policy EP 8.200 Policy on Contracts and Signing Authority, that is applicable to all contractual agreements between the University and non-University entities. This policy went into effect November 1, 2017 (EP 8.200).
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

Innovation Initiatives
Leeward Community College has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.

The College’s 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). As an example, in 2017 the Faculty Senate applied for and received funding for the $20,328 annual campus site license to Turnitin.com, an online originality checking service (Library Post 10-24-17).

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 corequisite 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 faculty and staff opportunities to experiment with new teaching strategies and student support delivery services. These grant awards are specific to career and technical 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.

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).

In fall 2017, the College’s Innovation Center for Teaching and Learning Advisory Committee inaugurated the Kosasa Innovation in Teaching and Learning Award to support a project, event, or class activity that improves teaching, learning, or the operations of the College. This award encourages faculty, lecturers, and staff to find creative solutions that can make a positive difference at the College, new ways to improve the quality of services or instruction, novel approaches for completing work more effectively or efficiently, and workplace improvements that support the College’s commitment to diversity, equity, and inclusion. The first recipient of this award will use the funds to redesign the full-year Organic Chemistry laboratory sequence in order to innovate the curriculum in the field of Green Chemistry and create a safer laboratory environment at the College (Kosasa Award Email).

**Systematic Participative Processes**
The College has established systems and participative processes for effective planning and implementation for program and campus improvement. 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 the Campus Council, the Faculty Senate, the Pūkoʻa no na ‘Ewa Council (Nā ‘Ewa Council), and the Student Government.

The 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 Revised Constitution and By-laws begin with a preface that states that the “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).

The Campus Council includes 18 voting members representing all the campus constituencies. These members include division chairs and coordinators of the credit and non-credit instructional divisions and units; and representatives of student services, academic services, auxiliary services, the Native Hawaiian Student Support Program, the Office of Continuing Education and Workforce Development (OCEWD), the Administrative Support (Clerical) Group, the Administrative, Professional, and Technical (APT) Group, the Lecturers’ Group, the Nā ‘Ewa Council, and the Student Government. The Faculty Senate has two representatives on the Council, typically the senate chair and vice chair. Administrators are also members in a non-voting capacity.

The Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the College. The Charter and Bylaws begin with a preamble stating that the “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 instructional and non-instructional 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 a non-voting member. To ensure that all constituencies are represented, one additional senator is appointed from each constituency not represented by an elected senator (FS Charter & Bylaws).

The 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 the 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.
The UH System is committed to serving the Native 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 Hawaiʻi’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 Council), whose charter states it will “provide advocacy, leadership, and support for Native Hawaiians through higher education” (Nā ʻEwa Charter & By-Laws).

The Nā ʻEwa Council welcomes all faculty, staff, and students who are interested in Native Hawaiian issues and advocacy. Members and consultants draft position statements and program designs by consensus, which are taken to campus governance groups and administration as well as to the Pūkoʻa Council.

The Student Government is the governing body of the Associated Students of the University of Hawaiʻi - Leeward CC (ASUH - Leeward CC). The ASUH - Leeward CC Constitution begins with a preamble stating that the 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). The 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).

When ideas for improvement have policy or significant institution-wide implications, the College’s Integrated Planning and Budgeting Process provides a systematic participative process. For further discussion on this planning and budgeting process, see Standard I.B.9.

**Analysis and Evaluation**

Campus leaders encourage and support innovation and institutional excellence through Innovation Funding, Perkins grants, professional development programs, and awards in excellence. The College builds collegiality by encouraging participation at every level through governance groups such as the Campus Council, the Faculty Senate, the Nā ʻEwa Council, and the Student Government, as well as the Integrated Planning and Budgeting Process.

According to the 2016 Employee Satisfaction Survey, 61.5 percent of the faculty and staff who responded (N=200) 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 (Satisfaction Report ’16).

To continually encourage an open exchange of ideas, the vice chancellor for academic affairs implemented Talk Story sessions to encourage campus dialogue 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.

**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 for College Decision Making**

College policies and procedures describe the roles for each group in decision-making processes. These policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

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, the Campus Council, and the 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 the Faculty Senate. If an academic policy involves significant planning or budget allocations, the Campus Council also reviews and approves that policy. Non-academic policies are reviewed and approved by the vice chancellor of administrative services and the 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 dialogue. The policy states that the Campus Council, the Faculty Senate, the Student Government, and the chancellor approve the mission statement at the campus level before it is submitted to the Board of Regents (L4.100).

**Evaluation of Decision-Making Policies and Procedures**

The College regularly evaluates the extent to which these policies and procedures are functioning properly. The Campus Council established the Shared Governance Policy Revision Ad Hoc Committee in fall 2017, which assessed and updated the College’s Policy
on Shared Governance. The College also established the Planning Process Review Ad Hoc Committee, a joint committee between the Campus Council and the 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.

**Role of Students in College Decision-Making**
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 the Student Government. The College’s student body elects student government members every spring semester. The Student Government Executive Board is comprised of a president, vice president, secretary, and treasurer. The Student Government also has five elected senators. The 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 establishment of policies and programs for students. A key committee of the 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.

To ensure that the student perspective is heard, student government representatives serving as members on 14 campus committees or groups and have voting rights in all except the Faculty Senate (SG Committee 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 non voting member on the Faculty Senate, the student representative attends scheduled meetings, participates in discussions, and provides feedback from a student perspective. The Wai‘anae Moku Education Center’s representative attends the center’s weekly student support and retention team meetings to ensure that the students’ voices are heard as well. 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 Education Center’s bulletin board (SG Minutes).

Further develop this standard. Include meeting minutes as examples of decision making by governance groups.

**Analysis and Evaluation**
The College’s policies on Shared Governance, Policy Development Process, and Institutional Mission authorize and specify procedures for administrator, faculty, and staff participation in decision-making processes. The college establishes ad hoc committees as needed to assess and update policies and procedures with respect to shared governance. In terms of campus governance, the College empowers the student voice through Student Government Student
where representatives serve on 14 campus committees or groups and have voting rights in all except Faculty Senate.

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

College policies and procedures describe the roles for each group in governance, including planning and budget development. 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, the 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, the 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, the Campus Council and the Faculty Senate executive members met with the College’s 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.

Further develop this section. Discuss the role of administrators.

Analysis and Evaluation

Through the policies and procedures of the integrated planning and budgeting process and governance committees, administrators and faculty, have a substantive and clearly defined role in institutional governance. Administrators and faculty exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
According to the 2016 Employee Satisfaction Survey, 68 percent of the faculty and staff who responded (N=200) agreed that they participate in the planning processes of their division, department, or unit. Of those surveyed, 10 percent were unsure and 17 percent disagreed. In the same survey, 57 percent of the faculty and staff who responded agreed that the planning 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. In the same survey, (Satisfaction Report ‘16).

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

UH System and College policies and procedures describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters.

The UH Board of 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. 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, reviews and makes recommendations to the Faculty Senate on policies and procedures relating to assessment and works with the Administration and the Office of Planning, Policy and Assessment to facilitate the assessment process and establish a culture of assessment (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 were held during the fall 2017 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 the Student Government to improve student learning programs and services. During the 2016-2017 and 2017-2018 academic years, 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.

The vice chancellor for academic affairs, the dean of arts and sciences, the dean of career and technical education, and the academic coordinator of the Wai‘anae Moku Education Center meet with the division chairs on a regular basis to discuss issues and concerns from their respective units at division chair meetings. 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.

The VCAA also meets with Student Services unit heads and Academic Services unit heads as needed to respond to curriculum-related recommendations. In 2017-2018, the implementation of the Online 5-Week Program resulted in ongoing meetings between the VCAA, division chairs, student services faculty, and academic services faculty.

Evidence needed for above paragraphs.

**Analysis and Evaluation**

Faculty Senate is authorized through UH Regent and UH Professional Assembly policy to advise campus administration on matters impacting curriculum and student learning programs and services. The senate has a well-defined structure with ten standing committees responsible for recommendations about curriculum and student learning programs. Administrators, division chairs, and academic coordinators meet regularly to discuss instructional matters and work regularly with Academic Services and Student Services faculty and staff to make recommendations that directly affect student learning.
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 specifies appropriate roles for all staff and students ([L1.201](#)). The policy guarantees that any individual or group of individuals has the right to provide their views on any issue of importance. The policy specifies the academic roles of faculty in areas of student educational programs and services planning. For additional discussion on this policy, see Standard IV.A.2.

Faculty, staff, and students know essential information about campus efforts to achieve goals and improve learning. 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 on Shared Governance 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.

Further develop this section. Include more on Policy on Shared Governance.

Provide update on what Campus Council is doing this year.

The College has structures of communication that demonstrate that it values diverse perspectives and that the consideration of those perspectives leads to setting institutional priorities and timely action. When decisions are contrary to the wishes of constituency groups and other recommending bodies, administrators and other decision makers are obligated to provide reasons.

Further develop the section about diverse perspectives. Provide examples.

The various groups collaborate on behalf of campus improvements and document those efforts. Campus governance groups provide input based to their respective expertise and responsibilities. In general, the 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. The Nā ‘Ewa Council reviews policies and practices regarding Native Hawaiian issues and advises administration as needed. The Student Government reviews policies and practices that pertain to students and advises administration as needed. For further discussion, see Standard IV.A.1.

Further develop this section. Provide examples of improvements made.

**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.

According to the 2016 Employee Satisfaction Survey, 59 percent of the faculty and staff who responded (N=200) agreed that their unit is adequately represented at the Campus Council while 32 percent were unsure. When asked about participation in governance, 80 percent of the faculty and staff who responded (N=182) agreed that they participate in College committees (Satisfaction Report ‘16). As campus leaders, the Campus Council members have the responsibility of including input and feedback from members of their constituencies.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about shared governance at the College. Participants discussed how the College meets Standard IV.A.5 and how the College can improve in this area. [Include a summary of the discussion.]

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 the Campus Community about College Decision-Making
The College has processes to document and communicate decisions across the institution. 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 intranet (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 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 College intranet hosts agendas, minutes, and pertinent documents (CC, CC Minutes). The Faculty Senate sends out monthly meeting notices with the agenda (FS Email 10-12-17). 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). The Nā ‘Ewa Council and the 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.

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. During this time, instructional divisions hold meetings (Convocation Handout Spr18). 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 intranet. For further discussion on the vice president’s presentation, see Standard I.B.3 and I.B.6.

**Communication with Students about College Decision-Making**
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.

Include other forms of communication with students such as our social media venues Facebook and Twitter.

**Discuss how we communicate results of decision making with students.**

**Communication with the Public about College Decision-Making**
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).

Include other forms of communication with the public such as our social media venues Facebook and Twitter, the UH News e-newsletter, and emailed news releases.

**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. This system includes convocation, division and discipline meetings, campus intranet, emails from governance groups, the College and UH System websites, on-campus digital signage system, NSO, and the campus bulletin.

During the roundtable discussions at the convocation in spring 2018, faculty and staff expressed their opinions about campus communication and decision-making at the College.
Participants discussed how the College meets Standard IV.A.6 and how the College can improve in these areas. [Include a summary of the discussion.]

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 Institutional Governance and Decision-Making
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. See Standard IV.A.6 for further discussion on how results of evaluations are communicated.

Continuous Improvement of Institutional Governance and Decision-Making
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.

According to the 2016 Employee Satisfaction Survey, 36 percent of the faculty and staff who responded (N=200) agreed that the Campus Council effectively carries out its role in governance. Of those surveyed, 55.5 percent were unsure. The survey indicated that 55.5 percent of the faculty and staff who responded agreed that Faculty Senate effectively carries out its role in governance. Of those surveyed, 38 percent were unsure (Satisfaction Report ‘16).

Given that 38 to 56 percent of respondents were unsure about the effectiveness of these governing group, the chairs of the Campus Council and the Faculty Senate led a breakout session at convocation in January 2017 to solicit feedback on how to better improve the two organizations and improve communication about these governance groups (Convoc Handout S17, Gov Breakout Session S17).

Administrative leaders discussed the results of the campus survey and determined that the 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.

The 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 the council’s role and accomplishments.
As a result, the council sends emails to announce their upcoming meetings, includes the agenda, and invites campus constituents to attend or contact current council members (CC Email 11-20-17). Council members suggested starting in-person conversations with their constituents to solicit specific feedback (CC Minutes 10-16-17). Additionally, because the College’s Policy on Shared Governance has not been reviewed since its adoption in 2003, the council created an ad hoc committee in spring 2017 to review the policy and to propose best practices with current participatory governance practices (L1.201).

The 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 evaluated the results and suggested improvements (FS 2017 Survey Results). Additionally, the Faculty Senate held a breakout session at convocation in fall 2017 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).

To improve communication, the Faculty Senate Executive Committee created a monthly blog, News from Faculty Senate. According to its first posting, “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 01-17).

The 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 Suggestion Cards). The Student Life office communicates the results of these suggestions to the campus community via email and on its website. In fall 2017, the Student Government conducted an effectiveness survey that will gain student, faculty, and staff perspectives (SG Survey). The results will be shared on the Student Life website and emailed to the campus community.

**Analysis and Evaluation**

An employee satisfaction survey is the primary tool used to evaluate the integrity and effectiveness of the College’s governance and decision-making procedures and processes. Findings are shared to the entire campus community at convocation and are further discussed in campus governance groups. Administrative leaders and governance groups use these findings as the basis for improvement by collecting more data as needed, determining ways to increase constituent engagement and diversifying communication methods.
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 Community College, 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.

**Analysis and Evaluation**

The chancellor is responsible for the overall quality of every aspect of the College. The chancellor provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

According to the 2016 Employee Satisfaction Survey, 78 percent of the faculty and staff who responded (N=200) agreed that the chancellor provides effective leadership to the campus. Of those surveyed, 15.5 percent were unsure and 5.5 percent disagreed (Satisfaction Report ’16).

**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 Creative Services (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. The 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 a team of seven executive/managerial positions that suit the institution’s purpose and needs. The chancellor holds monthly meetings with the entire team and delegates authority for academic initiatives to the VCAA and authority for administrative resources to the VCAS.

**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.

The College’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 ensures the College achieves its mission through well-established policies and procedures that are collegial and evidence based. In line with the *UHCC Strategic Directions* and goals, the chancellor guides the College in the annual Integrated Planning and Budgeting Process. This process incorporates data driven input from all constituencies at multiple levels driven by the College’s common values, goals, priorities, institution-set standards, and mission.

**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 share updates with faculty and staff at convocation each semester.

Through the Faculty Senate Curriculum and Assessment Committees, the faculty and staff assure compliance with accreditation requirements regarding curriculum and student learning.

**Analysis and Evaluation**

The chancellor has the primary responsibility to ensure that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies, and oversees the annual reporting requirement to ACCJC. The chancellor selects the ALO who works closely with the VCAS. Together they create evaluation teams made up of administration and faculty. Faculty, staff, and administrative leaders including governance groups, and program
and division chairs also have responsibility for assuring compliance with accreditation requirements within their respective areas.

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 and 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 as well as the College mission.

The VCAS 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 a mandatory 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 UH 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 the Campus Council and the Faculty Senate on budgetary matters. Once a year the VCAS shares the Operating Expenditure Plan with the campus via email (Budget Update). The VCAS regularly discusses the budget with the chancellor, vice chancellor for academic affairs, deans, and the Business office. The chancellor actively participates in the Campus Council, which reviews budget planning and recommends resource allocations.

For this standard, we also need to demonstrate that institutional practices are consistent with the College mission.

**Analysis and Evaluation**

The chancellor ensures College compliance with relevant statutes, regulations and policies by maintaining current knowledge of federal and state regulations, union policies and contracts, and UH System policies. The chancellor maintains effective control of the budget and
expenditures primarily through the VCAS and the Integrated Budget Planning process. The chancellor and the College’s administrative team ensure practices are consistent with the College’s policies and mission through clearly defined processes.

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:

- Leeward CC Discovery Fair
- L’ulu: Culinary Arts program fundraiser
- Geek Day
- Volunteer Income Tax Assistance (VITA)
- Leeward CC Theatre
- Annual luncheon for local high school principals
- Department of Education’s Robotics Competition
- Hawai‘i State Science Olympiad

(Disclosure Fair, L’ulu, Geek Day, VITA, Theatre, Olympiad)

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:

- National Association for Community College Entrepreneurs
- 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)
- Lions 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
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**

As its head representative, the chancellor works and communicates effectively with the communities served by the College in numerous ways. The chancellor sends frequent campus emails and connects with the broader community through numerous annual events. Understanding his role as the spokesperson for the College, the chancellor is involved in over 20 partnerships and community groups and actively seeks to create new relationships with businesses, institutions, and community members.
IV.C. Governing Board

[Evidence links will be added.]

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)

Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai‘i is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College System. The Regents are appointed to five-year terms and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year appointment. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed. [HRS§304A-104]

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of seven members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position. [HRS§304A-104.6] [RCAC website]

The Bylaws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies. [BOR By-laws] [Regents Policies] Several policies, including RP 4.201: Mission and Purpose of the University, do focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP). [RP 4.201] [Board Minutes, 4-20-17, approving the report from the IAFP permitted interaction group]

Analysis and Evaluation

The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.
The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the University, including the University of Hawai‘i Community College System and the individual community colleges.

**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.

**Evidence of Meeting the Standard**

The primary policy governing board interaction among board members and with the broader University community is Regents Policy (RP) 1.202, Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration. [RP 1.202]

The policy is further emphasized through the Regents Reference Guide that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of regents, including the responsibility of individual regents to:

“Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.”

[Regents Reference Guide] [Evidence link to Board Self-Evaluation to be done in late Fall 2017, per Vice Chair Moore.]

**Analysis and Evaluation**

A review of Board minutes did not disclose any instances of Board members acting outside the constraints of RP 1.202.
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.

Evidence of Meeting the Standard

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. RP 2.203, [full title] establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment. [RP 2.203]

System CEO Selection

While there has not been a search for the Vice President of Community Colleges (VPCC) since the position was re-established in 2005 and the current Vice President appointed to oversee the re-establishment of the community college system, the President would employ a similar recruitment/selection process should the position of Vice President become vacant. In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position.

Campus CEO Selection

The process for selecting the Chancellor of the college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member screening committee composed of representatives from various college constituencies and the community. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the screening committee.

The screening committee reviews the current position description, establishes any special desirable qualifications based on the needs of the college, and prepares a prospectus for interested candidates. Announcements of the vacancy are made through the University online position recruitment, in local and national publications, and through notices to various professional groups. The applicant pool is screened and reduced to a number of first-round candidates who are interviewed by the committee through video conferencing. The committee then recommends three to five finalists who are invited to in-person interviews with the screening committee and with various constituency groups on the campus. The campus visit includes a public presentation by the candidate. During the campus visit, the Vice President for Community Colleges and the University President also conduct interviews of the candidates. Feedback from the various interviews and public presentations are provided to the Vice President. The authority for appointment of the college Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University; a public announcement is made, and the selected candidate is also placed on the agenda of the Board of Regents to ensure that the
Regents are fully informed of the selection process and the selected candidate. [Evidence link to search procedures]

While the procedures employed have been consistently used in multiple searches over the past several years, the procedures had never been codified in a University of Hawai‘i Community Colleges Policy document (UHCCP.) As a result of the current self study, a new UHCCP has been created, documenting the recruitment and selection process of the Chancellor for the college. [Evidence link to new UHCCP, development in progress.]

**UH CEO Evaluation**

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence. [Evidence link to BOR agenda and minutes regarding President’s evaluation - 2016-2017 needed]

**UHCC and CC Campus CEO Evaluation**

The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellor is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies (EP) 9.203, Evaluation of Board of Regents Appointees, and EP 9.212, Executive/Managerial Classification and Compensation [EP 9.203] [EP 9.212]

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive’s performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases. [360 Questionnaire] [EP Exec Eval?]

The evaluation system is reviewed on a regular basis. In the 2016-2017 review, two changes were adopted. First, an additional question was added to the 360 instrument to allow the respondent to assess the performance of the executive in furthering the student success agenda. [Evidence link to 360 questions, including the new question on student success] Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations. [Evidence link to memo establishing the new categories]

The University of Hawai‘i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through UHCCP 9.202, Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college’s attainment of its strategic goals as a component of the Chancellor’s evaluation. [UHCCP 9.202]
Analysis and Evaluation

The procedures used to recruit and select the Vice President and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interview, and public visitations of the finalist candidates to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President for Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings, and in determination of merit-based salary increases, when available.

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)

Evidence of Meeting the Standard

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.” [State Constitution, Article X]

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University’s administrative legislative coordinator.

Analysis and Evaluation

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether
such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations. [Evidence link to BOR audit reports] (What “governance and policy changes” were made in response to the ATG audit?)

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

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.

Evidence of Meeting the Standard

Both by the structure and responsibilities established for its standing committees and its Regents Policies, the board acts to fulfill its responsibilities as the single provider of public higher education in the State.

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University’s responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution. In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. [RP 4.201, Mission and Purpose of the University] This subsequently led to the creation of a new policy on Sustainability, RP 4.208, illustrating the alignment of mission and policy. [RP 4.208] Work on a new policy focused on alignment of programs with the mission is currently in process.

As stated in RP 4.201, Section C.b, “The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality.” Policy RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.
Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. [Evidence link to BOR Bylaws and Policies] The role of community colleges within the University System is defined in RP 4.207. [RP 4.207]

**Analysis and Evaluation**

A review of the board bylaws, committee structure and responsibilities, policies, and meeting minutes reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.

**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.*

**Evidence of Meeting the Standard**

The Board of Regents home page ([http://www.hawaii.edu/offices/bor/](http://www.hawaii.edu/offices/bor/)) includes links to the Board Bylaws and Policies. [Evidence link to display of the BOR home page] The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members. [Evidence link to full Bylaws]

**Analysis and Evaluation**

The Bylaws are published and available to the public and include all required elements of the standard.

**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.*

**Evidence of Meeting the Standard**

As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). [PPIS homepage] The PPIS documents all of the Board policies and the related University executive policies and administrative procedures.

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
When the PPIS was implemented in 2014, all policies were recodified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13. The August 2017 review was conducted and included 1. [To be described—will cite 11-1-17 meeting of BOR Committee on Personnel Affairs and Board Governance, P.I.G meetings, consultation with VPs, and other.]

As a result of the review policy changes were implemented in the following policies 2. [To be described—will cite Policy Review Summary and individual policy action recommendations]

(Are the Bylaws reviewed in the same way as the Policies? Where is this mandated? Who is consulted?)

(Note: Board Review of Policies, Chapters 1-4 is currently in progress; we will complete this section in Spring 2018.)

Analysis and Evaluation

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in August 2017 and resulted in the review of twenty-eight policies. [XX] policies were amended through the review process.

All policies are current with their review cycle. A review of Board minutes confirmed that board actions were in compliance with board policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawaii Revised Statutes, the public employee collective bargaining law.

An examination of the PPIS system did reveal that while all changes to executive policies and administrative procedures generated automatic notices of change, changes to Regents Policies were published through XXX. In response to this finding, the PPIS was modified to include automatic notification of changes in Regents Policies as well. [need to verify we want to do this]

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.
Evidence of Meeting the Standard

The Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University’s role as the single system of public higher education in the state.

These key goals are further articulated in and aligned with the strategic goals of the UH Community College system and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures.

[Evidence to BOR minutes endorsing strategic plan; maybe also to the plan itself?] [UHCC Strategic Plan] [Individual campuses may insert their plan here?]

The Board regularly receives updates on the University’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. [Evidence link to BOR minutes] The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways. [Performance Funding Reports]

The Board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges. [CC campus Strategic Plan]

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.

Evidence of Meeting the Standard

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic
directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Reference Guide as a part of the orientation. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member. [BOR Bylaws] [Evidence link to Board orientation and to Board Reference Guide] [HRS 26-11]

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees. [Evidence link to attendance at AGB/ACCT over the past several years]

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. [Evidence link to Board minutes introducing the AICPA sessions]

**Analysis and Evaluation**

The college meets the standard. New Board members are provided with a comprehensive orientation and related materials and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

**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.*

**Evidence of Meeting the Standard**

Regents Policy 2.204 establishes the process for board self-evaluation. [Evidence link to RP 2.204] In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel and Governance, with explicit responsibility for managing the Board evaluation process. [Evidence link to BOR bylaws]

The Board conducted its evaluations in 2014 on November 10, 2014 [Evidence link to BOR Nov 14 minutes] (Note – need 2015 and 2016) Additionally, in 2012-2013, the Board
undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations. [Evidence link to ATG audit]

The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations. [Evidence link to AGB workshop]

**Analysis and Evaluation**

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. [Evidence link to BOR minutes discussing the committee consolidation and the BOR minutes adopting the change] At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University strategic directions.

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies.

(Note: Can add more detail if the new committee formalizes some of the evaluation procedures; cite RP 2.204, now under review.) [2017 Board Survey Instrument, with connections to “board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness” clarified.]

**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)*

**Evidence of Meeting the Standard**

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for regents. [BOR Bylaws] Regents are informed of the ethics requirements during their initial orientation.

Regents Policy 2.206, Policy on Regents as Employees, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the
conditions under which such Regents need to recuse themselves from actions impacted by their employment status. [RP 2.206]

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai‘i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings [Evidence link to January 26, 2017 minutes and to Ethics Commission presentation]

Analysis and Evaluation

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University general counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

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.

Evidence of Meeting the Standard

Regents Policy 2.202, Duties of the President, clearly documents the relationship between the Board of Regents and the University system president, and establishes the authority of the President to implement and administer Board policies. [RP 2.202]

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy 9.218 on delegation of personnel actions describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President. [RP 9.218]

The structure of the University of Hawai‘i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges and the individual college Chancellors.

Analysis and Evaluation
While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the topic. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System. The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus University system. [Evidence link to Board creation of IAFP task group report and subsequent board adoption of the IAFP]

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.

Evidence of Meeting the Standard

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the Institutional Self Evaluation Report (ISER), the Board committee on academic and student affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. [BOR committee minutes of March 8, 2017] Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards. A permitted interaction group is comprised of a subset of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take an action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the academic and student affairs committee, and regents representing all the islands with community colleges. [Evidence link to BOR minutes of March 23, 2017] [Update narrative on development of IVC and IVD and meetings with the PIG…Members of the permitted interaction group established in spring, 2017, were provided a draft of IV.C…] [Continued update to reflect both the permitted interaction group involvement but also the ultimate presentation to the academic and student affairs committee and subsequent BOR approval]

Analysis and Evaluation
The Board was fully informed of the accreditation requirements, the ISER process, and was directly involved in the assessment of board-related standards.
IV.D. Multi-College District or Systems

[Evidence links will be added.]

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.

Evidence of Meeting the Standard

The University of Hawai‘i (UH) system is the sole provider of public higher education in the state of Hawai‘i. The overall structure of the UH system is established in Board of Regents policy, RP 3.201: Major Organizational Units of the University of Hawai‘i. The ten-campus UH system as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy RP 4.207: Community College System. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated. [RP 3.201] [RP 4.207]

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai‘i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President. [Organizational Chart 1] The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an Associate Vice President for Academic Affairs (AVPAA) and an Associate President for Administrative Services (AVPAS) to ensure support for the effective operation of the colleges at the system level. [Organizational Charts 3 and 4]

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership. (See also IV.D.4.) [Organizational Chart 2] The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all campuses; and to the Vice President for Community Colleges for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents’ actions in supporting both individual campus autonomy and system-wide coordinated operations. [UH President’s website showing VPCC and Chancellors]

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. [Functional Map]
Analysis and Evaluation

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

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.

Evidence of Meeting the Standard

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCAA) provides leadership in operational policy-making pertinent to the development and implementation of CC system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives. [OVPCC website]

The Associate Vice President for Community Colleges Administrative Services (AVPCCAS) provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications. [OVPCC website] Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements (OCI), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the AVPCCAS, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges
have Long Range Development Plans (LRDP), which are used by the CC and UH systems to develop and justify minor and major CIP. [BOR creation of UH OCI] [campuses’ LRDPs]

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors [UHCCP 1.101]; Community College Council of Faculty Senate Chairs [UHCCP 1.102]; and Community Council of Native Hawaiian Chairs [UHCCP 1.104].

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the Colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support. [Minutes of VCAA, VCAS, VCSA meetings]

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006. [OVPCC website: Academic Affairs] The system-level council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202) and a new Regents Policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses. [EP 4.202] [RP 4.208] [OVPCC website-Sustainability] [OVPCC website-DE]

**Analysis and Evaluation**

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III),
while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures are in place that further ensure equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.

**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.*

**Evidence of Meeting the Standard**

The University system’s budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS). [Hawaii Budget Preparation Statutes] Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community Colleges is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC System, and the individual College Strategic Plan. [Crosswalk of strategic plans] The Community College Strategic Planning Council (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and the Vice President and the Associate Vice Presidents for the community colleges. [SPC page on the OVPCC website.] The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in *UHCCP #4.101: Strategic Academic Planning*. The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC System level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC System level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.
While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., Special funds, Revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies. [UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation] [UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds] [New table showing individual college revenue sources by % of total budget]

Since (2xxx), campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, tied to the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives. [Crosswalk of performance-based funding] Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success. (note: more detailed narrative on the history of performance-based funding forthcoming from the OVPCC.)

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in other to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more rationally and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need. [UHCCP # 9.495: Long-Term Vacancy Policy]

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations. [Kapilolani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015] The Internal Audit report was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit report were included in the UH system’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature. [BOR Committee Minutes on Independent Audit Meeting, 5-12-2015] [BOR Committee Minutes on Independent Audit Meeting, 12-15-2016] [UH System Annual Report to the Legislature 2017] As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs. [UHCCP #
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Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

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.

Evidence of Meeting the Standard

The University of Hawai‘i System has a President, a Vice President for Community Colleges (among several Vice Presidents responsible for differentiated areas of UH-System functions), and Chancellors for each of the ten universities or colleges in the system. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. [BP 4.207] In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges [BOR Minutes, June 21, 2005] A subsequent memo to the college Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPCC.) [Unebasami Memo of July 8, 2005] Key among the Major Functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in Executive Policy 1.102: Authority to Manage and Control the Operations of the Campus, which states, “Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads.” [EP 1.102] University of Hawai‘i Community Colleges Policy, UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation, also specifies the Chancellor’s responsibility “…to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” [UHCCP #8.000] Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B). [EP 9.112, Attachment B]
In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP #9.202: Executive Employees Performance Evaluation. [UHCCP #9.202] [Update with BOR action November 1, 2017]

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It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

**IV.D.5.**

*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

**Evidence of Meeting the Standard**

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the University of Hawai‘i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College system; and the individual community college campuses located on the four major islands in the state. Learning Centers that are part of UH-Maui College are located on two other islands. [New System Map] A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a comprehensive Strategic Plan that provides the conceptual guidance for mid-range planning. These currently include the *UH Strategic Directions 2015-2021*, the *UHCC Strategic Directions 2015-2021* (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. [UH Strategic Directions 2015-2021] [UHCC Strategic Directions 2015-2021] [individual campus plans].

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration. [Crosswalk of UH System, UHCC System, and Campus Strategic Plans] In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH-
and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IV.D.3. [Crosswalk of UH System and UHCC System Performance Funding]

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “…intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH system is addressed without undue duplication or inter-campus competition.” (p. 2) [Integrated Academic and Facilities Plan for the University of Hawai‘i System] The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews.” (p. 18)

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The UH System, the UHCC System and the individual community colleges develop strategic planning documents that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the planning documents result in measurable objectives that are used as the basis of evaluating institutional and system 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.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH President’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with memos summarizing BOR approved actions. [Memos] Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS).
The VPCC also meets regularly with three Councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment. [UHCCP # 1.101: Council of Community College Chancellors] [UHCCP # 1.102: Community College Council of Faculty Senate Chairs] [UHCCP # 1.104: Community College Council of Native Hawaiian Chairs]

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work. [campus examples of VP Fall and Spring Powerpoints]

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC System and the individual community colleges. Communication between the top two tiers (UH system and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system suggest that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

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Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

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.
Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed [BOR Policy Review process], new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, UHCC System Councils conduct annual self-evaluations, and personnel are regularly evaluated on their performance in supporting and achieving educational goals.

Of specific importance in this last context is the role of the Community Colleges’ Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in UHCCP #4.101: Strategic Academic Planning. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges. [UHCCP #4.101]

Analysis and Evaluation

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.