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<td>chief executive officer</td>
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<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
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<td>capital improvement program</td>
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<tr>
<td>CLO</td>
<td>course learning outcome</td>
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<tr>
<td>CRE</td>
<td>Comprehensive Review and Evaluation</td>
</tr>
<tr>
<td>CTE</td>
<td>career and technical education</td>
</tr>
<tr>
<td>DE</td>
<td>distance education</td>
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<td>Equal Employment Opportunity and Affirmative Action</td>
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<td>English Language Institute</td>
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<td>Educational Media Center</td>
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<td>ENG</td>
<td>English</td>
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<td>Executive Policy</td>
</tr>
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<td>ESI</td>
<td>Experimental Sites Initiative</td>
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<td>Free Application for Federal Student Aid</td>
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<td>Financial Management Group</td>
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<td>GELO</td>
<td>general education learning outcome</td>
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<td>HAR</td>
<td>Hawai‘i Administrative Rules</td>
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<td>HINET</td>
<td>Hawai‘i Nutrition, Employment, and Training</td>
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<tr>
<td>HRS</td>
<td>Hawai‘i Revised Statutes</td>
</tr>
<tr>
<td>IAFP</td>
<td>Integrated Academic and Facilities Plan</td>
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<tr>
<td>ICS</td>
<td>Information and Computer Science</td>
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<tr>
<td>ICTL</td>
<td>Innovation Center for Teaching and Learning</td>
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<td>ILO</td>
<td>institutional learning outcome</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<td>ISER</td>
<td>Institutional Self-Evaluation Report</td>
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<td>ITG</td>
<td>Information Technology Group</td>
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<td>KI</td>
<td>Kākoʻo ʻIke</td>
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<tr>
<td>KSCM</td>
<td>Kuali Student Curriculum Management</td>
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<td>LRDP</td>
<td>Long Range Development Plan</td>
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<td>NSA</td>
<td>New Student Advising</td>
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<tr>
<td>NSO</td>
<td>New Student Orientation</td>
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<tr>
<td>OCEWD</td>
<td>Office of Continuing Education and Workforce Development</td>
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<td>OER</td>
<td>Open Educational Resources</td>
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<tr>
<td>OIP</td>
<td>Office of International Programs</td>
</tr>
<tr>
<td>OLA</td>
<td>Online Learning Academy</td>
</tr>
<tr>
<td>OPPA</td>
<td>Office of Planning, Policy, and Assessment</td>
</tr>
<tr>
<td>OVPCC</td>
<td>Office of the Vice President for Community Colleges</td>
</tr>
<tr>
<td>PBA</td>
<td>Portfolio-Based Assessment</td>
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<tr>
<td>PLA</td>
<td>Prior Learning Assessment</td>
</tr>
<tr>
<td>PLO</td>
<td>Program Learning Outcome</td>
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<tr>
<td>PPIS</td>
<td>Policies and Procedures Information System</td>
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<tr>
<td>QM</td>
<td>Quantitative Methods</td>
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<tr>
<td>RCAC</td>
<td>Regents Candidate Advisory Committee</td>
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<tr>
<td>RP</td>
<td>Regents Policy</td>
</tr>
<tr>
<td>SAO</td>
<td>Support Area Outcome</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>SPC</td>
<td>Strategic Planning Council</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Math</td>
</tr>
<tr>
<td>UH</td>
<td>University of Hawaiʻi</td>
</tr>
<tr>
<td>UHCC</td>
<td>University of Hawaiʻi Community Colleges</td>
</tr>
<tr>
<td>UHCCP</td>
<td>University of Hawaiʻi Community Colleges Policy</td>
</tr>
<tr>
<td>UHPA</td>
<td>University of Hawaiʻi Professional Assembly</td>
</tr>
<tr>
<td>UPS</td>
<td>Uninterrupted Power Supply</td>
</tr>
<tr>
<td>USDE</td>
<td>U.S. Department of Education</td>
</tr>
<tr>
<td>VA</td>
<td>Veterans Affairs</td>
</tr>
<tr>
<td>VCAA</td>
<td>Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>VCAS</td>
<td>Vice Chancellor of Administrative Services</td>
</tr>
<tr>
<td>VPCC</td>
<td>Vice President for Community Colleges</td>
</tr>
<tr>
<td>VRC</td>
<td>Veterans Resource Center</td>
</tr>
<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
</tr>
<tr>
<td>WIG</td>
<td>Wildly Important Goal</td>
</tr>
<tr>
<td>WNEC</td>
<td>Waiʻanae-Nānākuli Education Center</td>
</tr>
</tbody>
</table>
WELCOME

The oli komo, or welcoming chant, is a gift offered to those who visit our home. “Hālau Puʻuloa” tells of the beauty and abundance of our lands of Waiʻawa and the harbor of Puʻuloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ‘Ewa\(^1\) is known for. It speaks of the refreshing winds that cool and the guardian of the bay who protects. The oli extends all the riches of Puʻuloa to our guests as we invite them into our home.\(^2\)

Hālau Puʻuloa

Hālau Puʻuloa he awa lau no ‘Ewa
He awa lau moana na ke Kēhau
He kiʻowai lua he muliwai no ‘Ewa
No ua ‘āina kai (iʻa) hāmau leo
E hāmau ana ka leo o ke kanaka
‘O pānea mai auaneʻi hilahila
Keʻeo ua iʻa la i loko o ke kai
O ke kai puakai ʻula ai ke kai o Kuhia – e
He mai, he mai
Eia no mākou nei.

Translation

Expansive is Puʻuloa a harbor for ‘Ewa
An extensive harbor belonging to the Kēhau breeze
An abundant, overflowing estuary for ‘Ewa
To this land belongs the iʻa that silences voices
The voices of people will be silenced
Yet, a response is always given lest there be shame
The aforementioned iʻa fills the sea
from the sacred reddish sea to the sea of Kuhia
Greetings, Please enter
For here we are to welcome you.

Leeward Community College’s Waiʻanae Moku Education Center also has an oli that is specific to that location. “Hālau Waiʻanae” is a traditional chant that is used to celebrate the Waiʻanae Moku area.

Hālau Waiʻanae

Hālau Waiʻanae molale i ka lā
Ala panoa ke kula o kūmanomano
Kūnihi ka noho a Mauna Lahilahi

\(^1\) ‘Ewa refers to the Leeward or west side of the island.

\(^2\) Source: “Translation and Transcription of Hālau Pu ʻuloa” (W-1).
Hoʻomaha aku i ka wai o Lualualei
Lei ana Nuʻuanu i ke kāmakahala
I paukū ʻia me ka ʻāhihi
I hoʻohihi nō hoʻi au
Naʻu nō hoʻi ʻoe
ʻO koʻu kuleana paʻa nō ia
He ʻike haole,
E lūlū lima ke aloha ʻē

Translation

Waiʻanae is like a house that shimmers in the sun
A dry direct path that leads to the plain of kūmanomano grass
Steep is the stance of Mauna Lahilahi
We would rest near the waters of Lualualei
Nuuanu is adorned by the lei kāmakahala
Combined with the lei ʻāhihi
My admiration is yours
And yours is indeed mine
You are bound to me as one
When meeting the stranger
Extend the hand in the greeting of love
INTRODUCTION

History and Description of Leeward Community College

The Hawai‘i archipelago 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 (UHCC) 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 UH Community College campuses, and the College is located on the island of O‘ahu along with three other UHCC campuses. The campus of Leeward CC sits in the ahupua‘a (sub-district) of Wai‘awa overlooking the harbor of Pu‘ula‘oa (Pearl Harbor). Centuries ago, Pu‘ula‘oa 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 (see Figure 1).

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

*Figure 1. Geographic region.*
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 (ACCJC), Western Association of Schools and Colleges (WASC). The College’s original guiding principles emphasized innovation and accessibility to higher education.

Since those beginnings, enrollment has grown to place Leeward CC among the largest of the seven public two-year community colleges in the 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. Wai‘anae Moku Education Center offers credit and noncredit courses and a full range of learning and student support services. In spring 2017, it had an enrollment of approximately 850 students.

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 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 career and technical education 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. Shortly after the last self-evaluation visit in 2012, the College completed the Ka ‘Imi ‘Ike Education Building, a facility on the Pearl City campus.
campus that is the home of Leeward CC’s Teacher Education program. Designed and built to meet LEED Silver certifications, Ka ‘Imi ‘Ike has 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 shop for academic support services for students. The College also finished a renovation project of the Hālau ‘Ike O Pu‘uloa that provides a larger collaboration space for students, additional offices, and renovated classroom spaces. Finally, the campus relocated its Office of Workforce Development and Continuing Education (OCEWD) due to the new public 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 finalized 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, 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. The main building is named Hale Kaiāulu. The word kaiāulu has a dual meaning: kaiāulu means “community” and is also the name of celebrated gentle trade winds unique to the area. Currently, the Wai‘anae Moku Education Center operates in the Phase I space of 11,000 gross square feet. Students are able to utilize three general classrooms, a math lab/classroom, a computer lab/English classroom, a testing center, a student lounge, and a conference room. The Wai‘anae Moku Education 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 and co-requisite 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 Enrollment).** 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 was the first UHCC campus to have some Early College students graduate high school having also earned an Associate in Arts degree.

- **Open Educational Resources (OER).** Offers courses that do not require students to purchase a textbook. Most OER courses provide online resources free of charge. 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 using the UH System’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 CC 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.

*Brief Overview of Student Demographic Information – Fall 2016*
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.

There were 417 students enrolled at the Wai‘anae Moku Education Center in fall 2017. Of those students, 62 percent were Native Hawaiian.

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 eight 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, or 2,271 students receiving Pell Grant funds out of 7,262 total enrollment in fall 2016.

*Instructional Sites*
Leeward CC has two instructional sites (see Figure 2). 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.
Figure 2. Ahupua’a of O’ahu (Land divisions in the districts of O‘ahu).³

<table>
<thead>
<tr>
<th>Instructional Sites</th>
<th>Address</th>
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<tr>
<td>Leeward Community College</td>
<td>96-045 Ala ‘Ike</td>
</tr>
<tr>
<td></td>
<td>Pearl City, HI 96782</td>
</tr>
<tr>
<td>Leeward Community College - Wai‘anae Moku</td>
<td>87-380 Kula‘aupuni Street</td>
</tr>
<tr>
<td>Education Center</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 is accredited by the Commission on Accreditation for Health Informatics and Information Management.
- The Teacher Education Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation.

³ A map of the Ahupua’a of O‘ahu by the Hawaiian government has been modified and is in the public domain.
Presentation of Institution-Set Standards and Student Achievement Data

Institution-Set Standards

The UHCC Policy UHCCP #4.203, Institution-Set Standards, established seven institution-set standards that apply to the colleges within the UHCC System (I-1). Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

Table 1. College Wide Student Achievement

<table>
<thead>
<tr>
<th>Institution-Set Standard (Data Element)</th>
<th>Definition of the Measure</th>
<th>Actual</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></td>
<td>72.4%</td>
<td>73.3%</td>
<td>73.8%</td>
<td>74.0%</td>
<td>74.6%</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td></td>
</tr>
<tr>
<td>Degrees &amp; 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 five percent growth per year from the baseline year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Actual</strong></td>
<td></td>
<td>770</td>
<td>1,090</td>
<td>1,000</td>
<td>1,057</td>
<td>1,019</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td></td>
<td>953</td>
<td>953</td>
<td>953</td>
<td>953</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>953</td>
<td>1,001</td>
<td>1,051</td>
</tr>
<tr>
<td>Native Hawaiian Certificates &amp; 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 five percent growth from the baseline year.</td>
<td></td>
<td>194</td>
<td>253</td>
<td>236</td>
<td>259</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td></td>
<td>228</td>
<td>228</td>
<td>228</td>
<td>228</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>228</td>
<td>239</td>
<td>251</td>
</tr>
<tr>
<td>Institution-Set Standard (Data Element)</td>
<td>Definition of the Measure</td>
<td>AY 2013</td>
<td>AY 2014</td>
<td>AY 2015</td>
<td>AY 2016</td>
<td>AY 2017</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Pell Certificates &amp; Degrees Awarded</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 2013-2015. The target value represents five percent growth per year from the baseline year.</td>
<td>Actual</td>
<td>459</td>
<td>476</td>
<td>480</td>
<td>518</td>
<td>527</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>455</td>
<td>455</td>
<td>455</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>455</td>
<td>478</td>
<td>502</td>
</tr>
<tr>
<td>Transfer to Baccalaureate Institutions</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 five percent growth per year from the baseline year.</td>
<td>Actual</td>
<td>1,257</td>
<td>1,332</td>
<td>1,398</td>
<td>1,410</td>
<td>1,349</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>1,296</td>
<td>1,296</td>
<td>1,296</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>-</td>
<td>-</td>
<td>1,296</td>
<td>1,316</td>
<td>1,358</td>
</tr>
<tr>
<td>Integrated Postsecondary Education Data System (IPEDS)</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>Actual</td>
<td>-</td>
<td>31.9%</td>
<td>34.4%</td>
<td>32.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Student Success Rate</td>
<td></td>
<td>Baseline</td>
<td>30.9%</td>
<td>30.9%</td>
<td>30.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>32.8%</td>
<td>34.8%</td>
<td>37.0%</td>
<td>39.3%</td>
<td></td>
</tr>
<tr>
<td>Licensure &amp; Certification Examination Success Rate</td>
<td>Leeward CC does not require licensure and/or certification exams.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Institution-Set Standard (Data Element)</td>
<td>Definition of the Measure</td>
<td>AY 2013</td>
<td>AY 2014</td>
<td>AY 2015</td>
<td>AY 2016</td>
<td>AY 2017</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>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 value is the Perkins established placement rate for AY 2014.</td>
<td>Actual</td>
<td>65.0%</td>
<td>44.8%</td>
<td>66.6%</td>
<td>63.9%</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>64.9%</td>
<td>68.9%</td>
<td>69.0%</td>
<td>63.9%</td>
<td>64.5%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH, IRO_BASE_UH; IPEDS Student Success Rates; HGI Performance Funding Model; OVPCC Data Extraction.
Student Demographic Information - a quick look
Fall 2016

Table 2. Student Enrollment by Ethnicity, 2016

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.6%</td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>15.5%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>12.5%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>10.5%</td>
</tr>
<tr>
<td>Japanese</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>2.5%</td>
</tr>
<tr>
<td>All Other</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

Figure 3. Full-Time & Part-Time

<table>
<thead>
<tr>
<th>Time Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>41%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>59%</td>
</tr>
</tbody>
</table>

Figure 4. Curriculum Category

- General & Pre-Prof Ed: 27%
- Career & Tech Ed: 52%
- Other: 21%

Figure 5. Age

- Under 20 years: 32%
- Between 20 to 24: 33%
- 25 years old and over: 35%

Student Achievement Data

Enrollment

Headcount enrollment has decreased by nine percent since 2013 when the College achieved a record high enrollment of 7,976 students. The percentage of part-time students is consistently around 59 percent while the percentage of full-time students remains steady at about 41 percent.
Table 3.  
*Student Headcount by Enrollment Status, 2013-2016*  

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>4,835</td>
<td>4,547</td>
<td>4,468</td>
<td>4,311</td>
</tr>
<tr>
<td></td>
<td>60.6%</td>
<td>58.7%</td>
<td>59.3%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>3,141</td>
<td>3,195</td>
<td>3,067</td>
<td>2,951</td>
</tr>
<tr>
<td></td>
<td>39.5%</td>
<td>41.3%</td>
<td>40.7%</td>
<td>40.6%</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>


**Curriculum Category**

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

Table 4.  
*Student Headcount by Curriculum Category, 2013-2016*  

<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>General &amp; Pre-Prof Ed</td>
<td>4,374</td>
<td>4,272</td>
<td>4,019</td>
<td>3,753</td>
</tr>
<tr>
<td></td>
<td>54.8%</td>
<td>55.2%</td>
<td>53.3%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>1,558</td>
<td>1,517</td>
<td>1,609</td>
<td>1,521</td>
</tr>
<tr>
<td></td>
<td>19.5%</td>
<td>19.6%</td>
<td>21.4%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Other</td>
<td>2,044</td>
<td>1,953</td>
<td>1,907</td>
<td>1,988</td>
</tr>
<tr>
<td></td>
<td>25.6%</td>
<td>25.2%</td>
<td>25.3%</td>
<td>27.4%</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>

*Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.*

**Gender**

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

Table 5.  
*Student Headcount by Gender, 2013-2016*  

<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>4,579</td>
<td>4,518</td>
<td>4,436</td>
<td>4,289</td>
</tr>
<tr>
<td></td>
<td>57.4%</td>
<td>58.4%</td>
<td>58.9%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Male</td>
<td>3,289</td>
<td>3,158</td>
<td>3,064</td>
<td>2,946</td>
</tr>
<tr>
<td></td>
<td>41.2%</td>
<td>40.8%</td>
<td>40.7%</td>
<td>40.6%</td>
</tr>
<tr>
<td>No Dataa</td>
<td>108</td>
<td>66</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>1.4%</td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.4%</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>
"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.

Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

Age

The average age of a student is 25 years old, and the median age is 21. A little over half of Leeward students are 21 years old or less, indicating that most enter Leeward soon after graduating from high school.

Table 6.
Student Headcount by Age, 2013-2016

<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>Under 18</td>
<td>445</td>
<td>550</td>
<td>593</td>
<td>686</td>
</tr>
<tr>
<td>18 to 21</td>
<td>2,612</td>
<td>1,984</td>
<td>1,964</td>
<td>1,742</td>
</tr>
<tr>
<td>20 to 21</td>
<td>1,167</td>
<td>1,600</td>
<td>1,481</td>
<td>1,444</td>
</tr>
<tr>
<td>22 to 24</td>
<td>1,249</td>
<td>1,227</td>
<td>1,145</td>
<td>1,107</td>
</tr>
<tr>
<td>25 to 59</td>
<td>2,441</td>
<td>2,317</td>
<td>2,294</td>
<td>2,229</td>
</tr>
<tr>
<td>60 and over</td>
<td>62</td>
<td>63</td>
<td>58</td>
<td>54</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>

Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.

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 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 7.
Student Headcount by Ethnicity (Condensed Representation), 2013-2016

<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>
</tbody>
</table>
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 (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 (Guamanian and Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) are collectively the smallest group with 2.5 percent. Table 8 shows the distribution of all categories of ethnicity at Leeward CC.

Table 8.
Student Headcount by Ethnicity, 2013-2016

<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>African American or Black</td>
<td>2.2%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>11.7%</td>
<td>10.4%</td>
<td>10.6%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1.5%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.5%</td>
<td>22.5%</td>
<td>22.0%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5.9%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Korean</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Laotian</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Micronesian</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>7.4%</td>
<td>7.6%</td>
<td>8.2%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>14.4%</td>
<td>14.9%</td>
<td>15.6%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>26.6%</td>
<td>27.7%</td>
<td>27.0%</td>
<td>26.3%</td>
</tr>
<tr>
<td>No Data</td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2104</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Samoan</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Thai</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Tongan</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>


**Pell Grant Recipients**

The number of students who receive financial aid in the form of a federal Pell Grant has remained steady at approximately 26 percent over the last five years.

Table 9.
*Student Headcount by Pell Grant Recipients, 2013-2016*

<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>2,087</td>
<td>2,010</td>
<td>1,958</td>
<td>1,819</td>
</tr>
<tr>
<td>Non-Pell Recipients</td>
<td>5,889</td>
<td>5,732</td>
<td>5,577</td>
<td>5,443</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. Of 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 intended to work towards an Associate in Applied Science degree, 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 10.
*Headcount Percentage by Outcome for First-Time, Degree-Seeking Students, 2013-2016*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>64.8%</td>
<td>66.2%</td>
<td>60.8%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>8.7%</td>
<td>3.7%</td>
<td>3.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>18.6%</td>
<td>25.5%</td>
<td>29.5%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>1.7%</td>
<td>1.5%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>6.2%</td>
<td>3.1%</td>
<td>3.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Total First-Time, Degree-Seeking (FTDS)</td>
<td>1,732</td>
<td>1,724</td>
<td>1,683</td>
<td>1,484</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</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>
</tbody>
</table>

Table 11.

*Student Headcount by Outcome for First-Time, Degree-Seeking Students, 2013-2016*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>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>Associate in Applied Science (AAS)</td>
<td>151</td>
<td>64</td>
<td>61</td>
<td>41</td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>322</td>
<td>439</td>
<td>496</td>
<td>441</td>
</tr>
<tr>
<td>Certificate of Achievement (CA)</td>
<td>30</td>
<td>26</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>Certificate of Completion/Competence (CC/CO)</td>
<td>107</td>
<td>54</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total First-Time, Degree-Seeking (FTDS)</strong></td>
<td><strong>1,732</strong></td>
<td><strong>1,724</strong></td>
<td><strong>1,683</strong></td>
<td><strong>1,484</strong></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>

*Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from Fact Sheets 2013-2017.*

**Distance Education**

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

Table 12.

*Student Headcount by Course Delivery Method, 2013-2016*

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Studentsb</td>
<td>3,082</td>
<td>3,054</td>
<td>3,089</td>
<td>3,082</td>
</tr>
<tr>
<td></td>
<td>39.0%</td>
<td>39.4%</td>
<td>41.0%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>4,894</td>
<td>4,688</td>
<td>4,446</td>
<td>4,180</td>
</tr>
<tr>
<td></td>
<td>61.0%</td>
<td>60.6%</td>
<td>59.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>7,976</td>
<td>7,742</td>
<td>7,535</td>
<td>7,262</td>
</tr>
</tbody>
</table>

*bThe category “DE Students” includes students taking at least one DE class.

*Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.*

**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 13.

*Overall Course Completion, 2013-2016*
**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 14. *Course Completion by Course Delivery Method, 2013-2016*

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Successful Course Completion</strong></td>
<td>72.4</td>
<td>73.3</td>
<td>73.8</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

*Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.*

**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 courses. In four of the five years measured, successful completion rates for those in DE courses were lower than those enrolled only in face-to-face courses.

Table 15. *Course Completion by Ethnicity for Course Delivery Method, 2013-2016*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Face-to-Face</td>
<td>DE</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>70.9%</td>
<td>68.2%</td>
<td>69.6%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>73.2%</td>
<td>73.8%</td>
<td>73.2%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>50.0%</td>
<td>56.4%</td>
<td>68.9%</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

*Note. Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.*
Persistence 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. Full-time students have better persistence than part-time students.

Table 16. Overall Student Persistence, 2013-2016

<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>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Curriculum Category

Students enrolled in degree-seeking programs have higher persistence.

Table 17. Student Persistence by Curriculum Category, 2013-2016

<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 dual-enrollment students.

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Gender

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

Table 18. Student Persistence by Gender, 2013-2016

<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.

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Age

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

Table 19.
Student Persistence by Age, 2013-2016

<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>
<tr>
<td>21 to 24</td>
<td>63.7%</td>
<td>61.6%</td>
<td>62.9%</td>
<td>62.6%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>66.3%</td>
<td>66.1%</td>
<td>64.3%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Greater than 49</td>
<td>62.7%</td>
<td>70.2%</td>
<td>68.5%</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Ethnicity

Filipino and other 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 20.
Student Persistence by Ethnicity, 2013-2016

<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>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>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>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Pell Grant Recipients

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 75 percent compared to 64 percent.

Table 21.
Student Persistence by Pell Grant Recipients, 2013-2016

<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 the overall persistence of 68 percent.

Table 22. Student Persistence by Outcome for First-Time, Degree-Seeking Students, 2013-2016

<table>
<thead>
<tr>
<th>Outcome for 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 of 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>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH, IRO_REGS_UH.

Progression to College-Level Courses

The UHCC System implemented the Acceleration Initiative at all seven campuses to alleviate success gaps and enhance the graduation rate for underrepresented students. 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 within one semester or one year, depending on the student’s readiness. 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 (I-2). For further discussion, see Standard II.A.4.

English

The English faculty created two options to address student needs. The first option compressed the four developmental education courses into a single 6-credit English (ENG) 24 course. Students can complete ENG 24 in one semester and take ENG 100 in their second semester. For students who are almost ready for ENG 100, the Accelerated Learning Program (ALP) accelerates students into ENG 100 and enrolls them in a co-requisite course, ALP ENG 22.

Table 23. Progression from ENG 24 to ENG 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 Successfully Completing 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>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Table 24.  
**ENG 22 and ENG 100 Concurrently (ALP ENG 22/100)**

<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>% Students Successfully Completing ENG 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>108</td>
<td>89.8%</td>
<td>99.1%</td>
<td>76.6%</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>112</td>
<td>69.6%</td>
<td>91.1%</td>
<td>61.8%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>116</td>
<td>74.1%</td>
<td>93.1%</td>
<td>73.1%</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>88</td>
<td>72.7%</td>
<td>94.3%</td>
<td>68.7%</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>144</td>
<td>70.8%</td>
<td>91.0%</td>
<td>67.9%</td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>128</td>
<td>70.3%</td>
<td>100.0%</td>
<td>66.3%</td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>238</td>
<td>82.4%</td>
<td>99.6%</td>
<td>74.7%</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>252</td>
<td>67.5%</td>
<td>99.6%</td>
<td>62.5%</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>351</td>
<td>72.4%</td>
<td>99.7%</td>
<td>68.4%</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**Math**

Math faculty moved to an Emporium model for pre-collegiate math classes starting in 2010. The success of this model has led to the use of the Emporium model in some college-level math classes as well. In fall 2016, the College created three different tracks for developmental math: College Algebra, College Math, and Quantitative Methods (QM). Each track has co-requisite courses, which shortened the course sequence and reduced students’ time in remedial/developmental math. The tracks help to guide students through the pathways to meet their graduation requirements.
Table 25.  
*Math Courses and Tracks*

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
<th>Purpose</th>
<th>Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 75</td>
<td>Intro to Math Reasoning</td>
<td>Preparation for Math 100, Math 100C, Math 111, Math 115, or QM 107C</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 78</td>
<td>College Math Companion</td>
<td>Co-Requisite with Math 100, Math 100C, Math 111, or Math 115</td>
<td>College Math</td>
</tr>
<tr>
<td>Math 82</td>
<td>Algebraic Foundations</td>
<td>Preparation for Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Math 88</td>
<td>College Algebra Companion</td>
<td>Co-requisite with Math 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>QM 78</td>
<td>QM Companion</td>
<td>Co-requisite with QM 107C</td>
<td>QM</td>
</tr>
</tbody>
</table>

**College Math Track**

Table 26.  
*Progression from Math 75 through 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 1nn 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>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

Table 27.  
*Math 78 and Math 100/115 Concurrently*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 1nn</th>
<th>Math 1nn Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>191</td>
<td>77.0%</td>
<td>100.0%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>63</td>
<td>65.0%</td>
<td>98.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

**College Algebra Track**

Table 28.  
*Progression from Math 82 to Math 100/100C/103/111/115*

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolling in Math 1nn</th>
<th>Math 1nn Success Rate</th>
<th>% Math 82 Students Successfully Completing Math 1nn</th>
<th>Avg. # of Terms to Successfully Complete Math 1nn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>676</td>
<td>65.7%</td>
<td>61.5%</td>
<td>69.1%</td>
<td>41.0%</td>
<td>3.1</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>585</td>
<td>50.1%</td>
<td>46.0%</td>
<td>57.1%</td>
<td>25.3%</td>
<td>2.9</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>593</td>
<td>59.9%</td>
<td>51.6%</td>
<td>64.0%</td>
<td>31.2%</td>
<td>2.5</td>
</tr>
</tbody>
</table>
# Math 88 and Math 103 Concurrently

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled Math 103</th>
<th>Math 103 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>57</td>
<td>82.0%</td>
<td>100.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>26</td>
<td>88.0%</td>
<td>100.0%</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.

## Quantitative Methods Track

### QM 78 and QM 107C Concurrently

<table>
<thead>
<tr>
<th>Term</th>
<th># Enrolled</th>
<th>% Successful Completion</th>
<th>% Enrolled QM 107C</th>
<th>QM 107C Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>10</td>
<td>40.0%</td>
<td>90.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>10</td>
<td>70.0%</td>
<td>100.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_REGS_UH.
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/or Pre-Professional Degrees**
1. Associate in Arts in Liberal Arts
2. Associate in Arts in Teaching
3. Associate in Science in Natural Science
4. Associate in Arts in Hawaiian Studies

**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 students declare an intention to pursue a general and/or pre-professional degree and about 25 percent a degree in a career or technical program.

Table 31.
**Degrees and Certificates Awarded by Curriculum Category, 2013-2016**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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 Degrees &amp; CAs(^*)</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</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.

**Distance Education**

**Overall**

The number of degrees and certificates awarded that included at least one DE course increased 21 percent from 346 in 2013 to 417 in 2016.
Table 32.

Degrees and Certificates Awarded by Course Delivery Method, 2013-2016

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Students</td>
<td>346 (43.8%)</td>
<td>426 (40.1%)</td>
<td>418 (40.4%)</td>
<td>417 (41.1%)</td>
</tr>
<tr>
<td>Non-DE Students</td>
<td>444 (56.2%)</td>
<td>636 (59.9%)</td>
<td>616 (59.6%)</td>
<td>598 (58.9%)</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>

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

Note. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

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 33.

Degrees and Certificates Awarded with 12 Credits Minimum Earned from DE Courses, 2013-2016

<table>
<thead>
<tr>
<th>Graduating (Earned Any Degree or Certificate)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>238 (30.1%)</td>
<td>307</td>
<td>321</td>
<td>316</td>
<td>31.1%</td>
</tr>
<tr>
<td>Earned an Associate Degree</td>
<td>209</td>
<td>272</td>
<td>261</td>
<td>264</td>
</tr>
<tr>
<td>25.2%</td>
<td>26.0%</td>
<td></td>
<td></td>
<td></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>

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

Note. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses by Native Hawaiian (NH), Filipino (FIL), and Other Pacific Islander (PI)

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 with DE courses.
Table 34. 
*Degrees and Certificates Awarded with 12 Credits Minimum Earned from DE Courses by Ethnicity, 2013-2016*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>94</td>
<td>113</td>
<td>125</td>
<td>110</td>
</tr>
<tr>
<td>FIL</td>
<td>52</td>
<td>84</td>
<td>86</td>
<td>90</td>
</tr>
<tr>
<td>PI</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>11.9%</td>
<td>10.6%</td>
<td>12.1%</td>
<td>10.8%</td>
</tr>
<tr>
<td>FIL</td>
<td>6.6%</td>
<td>7.9%</td>
<td>8.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>PI</td>
<td>0.9%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>80</td>
<td>103</td>
<td>102</td>
<td>89</td>
</tr>
<tr>
<td>FIL</td>
<td>46</td>
<td>72</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>PI</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>10.1%</td>
<td>9.7%</td>
<td>9.9%</td>
<td>8.8%</td>
</tr>
<tr>
<td>FIL</td>
<td>5.8%</td>
<td>6.8%</td>
<td>6.8%</td>
<td>7.5%</td>
</tr>
<tr>
<td>PI</td>
<td>0.9%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Degrees &amp; CAs</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>570</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</td>
</tr>
<tr>
<td>FIL</td>
<td>390</td>
<td>648</td>
<td>618</td>
<td>644</td>
<td>604</td>
</tr>
<tr>
<td>PI</td>
<td>80</td>
<td>125</td>
<td>102</td>
<td>84</td>
<td>90</td>
</tr>
</tbody>
</table>

Note. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

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.

Table 35. 
*Degrees and Certificates Awarded by Age, 2013-2016*

<table>
<thead>
<tr>
<th>Age</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years</td>
<td>453</td>
<td>648</td>
<td>644</td>
<td>604</td>
</tr>
<tr>
<td>25 to 49 years</td>
<td>313</td>
<td>383</td>
<td>351</td>
<td>374</td>
</tr>
<tr>
<td>50 years or more</td>
<td>24</td>
<td>31</td>
<td>39</td>
<td>37</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>

Note. Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

Gender

The ratio of male to females earning a degree or certificate is 2:3.
Table 36.  
*Degrees and Certificates Awarded by Gender, 2013-2016*

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>501</td>
<td>625</td>
<td>582</td>
<td>557</td>
</tr>
<tr>
<td>Male</td>
<td>284</td>
<td>427</td>
<td>437</td>
<td>454</td>
</tr>
<tr>
<td>No Data</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td><strong>790</strong></td>
<td><strong>1,062</strong></td>
<td><strong>1,034</strong></td>
<td><strong>1,015</strong></td>
</tr>
</tbody>
</table>

1The 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. 1The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.  
*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**Ethnicity**

All target populations earned degrees and certificates at a similar rate as their enrollment. Native Hawaiian and part-Hawaiian received the highest number of degrees or Certificates of Achievement of the three target groups.

Table 37.  
*Degrees and Certificates Awarded by Ethnicity, 2013-2016*

<table>
<thead>
<tr>
<th>Ethnicity</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>Pacific Islander</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>418</td>
<td>567</td>
<td>514</td>
<td>525</td>
</tr>
<tr>
<td><strong>Total Degrees &amp; CAs</strong></td>
<td><strong>770</strong></td>
<td><strong>1,090</strong></td>
<td><strong>1,000</strong></td>
<td><strong>1,057</strong></td>
</tr>
</tbody>
</table>

1The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer.  
*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**Degrees and Certificates Awarded by Native Hawaiian Students**

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.
Table 38. 
*Degrees and Certificates Awarded by Native Hawaiian Students, 2013-2016*

<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>201</td>
<td>248</td>
<td>253</td>
<td>240</td>
</tr>
<tr>
<td>Aspirational Target&lt;sup&gt;1&lt;/sup&gt;</td>
<td>-</td>
<td>-</td>
<td>228&lt;sup&gt;m&lt;/sup&gt;</td>
<td>239</td>
</tr>
<tr>
<td>Actual vs. Aspirational Target</td>
<td>-</td>
<td>-</td>
<td>+10.9%</td>
<td>+0.4%</td>
</tr>
</tbody>
</table>

<sup>1</sup>The Aspirational Target is five percent growth per year from the baseline year. <sup>m</sup>This baseline value is established as the three-year average for AY 2012-2015.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**Pell Grant Recipients**

The number of Pell Grant recipients awarded a degree or certificate has increased significantly since 2013. The gap between Pell Grant recipients and non-Pell Grant students has become minimal in the last three years.

Table 39. 
*Degrees and Certificates Awarded by Pell Grant Recipients, 2013-2016*

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>351</td>
<td>538</td>
<td>495</td>
<td>501</td>
</tr>
<tr>
<td>Non-Pell</td>
<td>439</td>
<td>524</td>
<td>539</td>
<td>514</td>
</tr>
<tr>
<td>Total</td>
<td>790</td>
<td>1,062</td>
<td>1,034</td>
<td>1,015</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**Location**

About seven percent of students awarded a degree or certificate took classes at the Waiʻanae Moku Education Center.

Table 40. 
*Degrees and Certificates Awarded by Location, 2013-2016*

<table>
<thead>
<tr>
<th>Location</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiʻanae 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>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH.

**Student Transfer to Baccalaureate Institutions in the UH System**

**Overall**

The number and percentage of Leeward students that transfer to a baccalaureate campus within the UH System has been increasing.
Table 41.
Student Transfer to UH Baccalaureate Institutions, 2014-2016

<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>45.2%</td>
<td>613</td>
</tr>
<tr>
<td>Non-UH Baccalaureate Institution</td>
<td>730</td>
<td>54.8%</td>
<td>752</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,332</td>
<td>1,365</td>
<td>1,410</td>
</tr>
</tbody>
</table>

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO_BASE_UH.

**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 42.
Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses, 2014-2016

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

Note. Retrieved from OPPA Data Extraction, ODS, IRO DEGREE_UH, IRO_REGS_UH.

**Transfers with at Least 12 Credits of Distance Education Courses by Native Hawaiian (NH), Filipino (FIL), and Pacific Islander (PI)**

About eight 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 six percent of students who transfer to a UH baccalaureate institution and about five 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 the Pacific Islands.
Table 43.
Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses by Ethnicity, 2014-2016

<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td>45</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>% Total</td>
<td>7.5%</td>
<td>4.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Transferred to UH</td>
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<tr>
<td>Baccalaureate Institute</td>
<td>61</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>% Total</td>
<td>10.1%</td>
<td>5.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total Transfers to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Baccalaureate</td>
<td>602</td>
<td>613</td>
<td>792</td>
</tr>
<tr>
<td>Institution</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.

Note. Retrieved from OPPA Data Extraction, ODS, IRO_DEGREE_UH, IRO_REGS_UH.

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 rates of students enrolled in career and technical education programs.

Table 44 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 44.  
*Job Placement Rate, 2013-2016*

<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>
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<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>
<td>69.0%</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>68.9%</td>
<td>N/A</td>
<td>69.0%</td>
</tr>
<tr>
<td>Information &amp; Computer Science</td>
<td>68.9%</td>
<td>50.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Integrated Industrial Technology</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Management</td>
<td>68.9%</td>
<td>46.9%</td>
<td>69.00%</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>68.9%</td>
<td>31.3%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Television Production</td>
<td>68.9%</td>
<td>55.6%</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

*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>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>• The accreditation liaison officer (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 met with the ALOs from all seven community college 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 community college 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.                      
                    • Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D.               |
| Fall 2017        | • The ALO distributed the first draft of the Institutional Self-Evaluation Report (ISER) to the campus.                                
                    • The campus community provided feedback on the draft.                                                                           
                    • The campus community engaged in dialogue about the ISER findings.                                                            
                    • Standard IV team leads continued to participate in the UHCC System task force.                                             |
| Spring 2018      | • The core team collected broad campus input at convocation through structured roundtable discussions on accreditation topics.      
                    • The ALO distributed the second draft of the ISER to the campus.                                                               
                    • The ALO, co-chair, and editor finalized the report and the evidence.                                                          
                    • The ALO distributed the final draft of the ISER to the campus.                                                               
                    • Campus governance groups approved the ISER.                                                                                |
| Fall 2018        | • The evaluation team visits in October.                                                                                            |
For Standards IV.C and IV.D, the system convened teams with representatives from each of the six community colleges; the UHCC System office; and, for Standard IV.D, representatives from the BOR. The system teams worked on the Standards starting in summer 2017 until April 2018. The teams agreed upon the content for both Standards through consensus, and the appropriate individuals provided evidence. The teams standardized the text for inclusion in the six UHCC institutional self-evaluation reports. Additionally, UHCC System representatives provided text and evidence for system-related information in Standard III. For a discussion of the BOR’s participation in the accreditation process, see Standard IV.C.13.
# 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 III (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

The College received feedback from over 72 contributors during the fall 2017 and spring 2018 semesters.

<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>
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<tr>
<td>Amy</td>
<td>Amper</td>
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<td>Araki</td>
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<td>Benavente</td>
<td>Professional Arts and Technology</td>
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<td>Darwin</td>
<td>Bohnet</td>
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<tr>
<td>Jayne</td>
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<td>Jeremiah</td>
<td>Boydstun</td>
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<tr>
<td>Kathleen</td>
<td>Cabral</td>
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<tr>
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<td>Feng</td>
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<tr>
<td>Pauline</td>
<td>Filemoni</td>
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<tr>
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<td>Fujita</td>
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<td>Won</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Naiad</td>
<td>Wong</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Danny</td>
<td>Wyatt</td>
<td>Wai‘anae Moku Education Center (Coordinator)</td>
</tr>
<tr>
<td>Irwin</td>
<td>Yamamoto</td>
<td>Professional Arts and Technology</td>
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</table>
Leeward CC most recently reviewed and updated its organization charts and functional statements on July 1, 2017 (I-3, I-4).
### Functional Responsibilities of the UH System by Major Accreditation Topic

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH System/UHCC System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Mission</td>
<td>The UH System mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.</td>
<td>Individual college missions are derived from the UH System mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.</td>
</tr>
<tr>
<td>I.B. Academic Quality</td>
<td>The UHCC System establishes systemwide institution set-standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC System level.</td>
<td>Colleges manage the process of establishing course and program based SLOs and assessment and are responsible for using the assessment information to improve student learning.</td>
</tr>
<tr>
<td>I.B. Institutional Effectiveness</td>
<td>Both the UH System and the UHCC System provide data analytics to measure student success including differentiating the outcomes by targeted student populations. The UHCC System also provides data to the colleges in support of program review and accreditation compliance.</td>
<td>Colleges use data analytics provided by the UH System and the UHCC System along with their own analysis of assessment results to improve student success. Data is disaggregated to allow analysis of sub-populations.</td>
</tr>
<tr>
<td>I.C. Institutional Integrity</td>
<td>The UH System and the UHCC System publish information for prospective students including cost of attendance. Some policies regarding institutional integrity exist in UH System policies or systemwide collective bargaining agreements.</td>
<td>Colleges are primarily responsible for communicating accurate information including accreditation information to students, prospective students, and the general public.</td>
</tr>
<tr>
<td>II.A. Instructional Programs</td>
<td>Policies relating to degrees and certificates are established at the UHCC System level in alignment with UH Executive and BOR policies. All degree and certificate programs require Board of Regents approval after review by the college, the UHCC System, and the UH System. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH System and the UHCC System level.</td>
<td>Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs and assessment and that both programs and courses meet commonly understood higher education standards.</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
<td>College</td>
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<tr>
<td>II.B. Library and Learning Support Services</td>
<td>The UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and online tutoring, are provided by the UH and/or the UHCC System to all students.</td>
<td>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</td>
</tr>
<tr>
<td>II.C. Student Support Services</td>
<td>The UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.</td>
<td>Colleges are responsible for on-campus student support services including establishing service-level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. UHCC campuses have no athletic programs.</td>
</tr>
<tr>
<td>II.A. Human Resources</td>
<td>Human resources (HR) policies and classifications are determined by the UH System and the UHCC System and applicable collective bargaining agreements. The UHCC System establishes faculty academic qualifications for both regular and adjunct faculty. The UH System and the UHCC System act as appeal levels on HR-related matters. System and colleges share professional development responsibilities.</td>
<td>Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher-level appointments and classifications require system approval.</td>
</tr>
<tr>
<td>III.B. Physical Resources</td>
<td>Development of long-range physical plans and implementation of capital improvement projects are the responsibility of the UH System and the UHCC System.</td>
<td>Colleges provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.</td>
</tr>
<tr>
<td>III.C. Technology Resources</td>
<td>Technology resources include network infrastructure and enterprise software systems are managed by the UH System. The UH System and the UHCC System plan and coordinate systemwide online learning support and program delivery.</td>
<td>Colleges are responsible for on-campus networks, technology resources, and technology support.</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
<td>College</td>
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<td>III.D. Financial Resource Planning</td>
<td>The UH System and the Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the state legislature. The development of the budget and budget request are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC System is appropriated funds by the state legislature and allocates those funds to the colleges. The UHCC System does not receive funds on an FTE or other formula basis from the legislature.</td>
<td>Colleges are involved in the system budget planning including adhering to all reserve requirements established by the Board of Regents. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.</td>
</tr>
<tr>
<td>III.D. Financial Resource Stability</td>
<td>University fiscal systems are managed by UH System. Regular audits are conducted of the UH System, including separate schedules for the UHCC System. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. The UH System centrally manages all extramural funds.</td>
<td>Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.</td>
</tr>
<tr>
<td>III.D. Financial Resource Liabilities</td>
<td>Fringe benefits, including post-retirement pensions and other post-retirement benefits, are not managed or funded by the UH System. These expenses and liabilities are funded and managed by the State of Hawai‘i. The UH System manages all UH debt obligations.</td>
<td>Colleges monitor loan default rates and implement action plans as appropriate.</td>
</tr>
<tr>
<td>III.D. Financial Resource Contractual</td>
<td>The UH System establishes and manages all contracts in accordance with state procurement laws.</td>
<td>Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.</td>
</tr>
<tr>
<td>Agreements</td>
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<tr>
<td>IV.A. Decision-Making Roles and</td>
<td>Board of Regents policy establishes a commitment to shared governance. The UH System and the UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by state statute.</td>
<td>Colleges implement shared governance policies and processes for internal college decision-making.</td>
</tr>
<tr>
<td>Responsibilities</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH System/UHCC System</td>
<td>College</td>
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<tr>
<td>IV.B. Chief Executive Officer</td>
<td>The UH System and the UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.</td>
<td>College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC System policies.</td>
</tr>
<tr>
<td>IV.C. Governing Board</td>
<td>The Board of Regents is established by statute. Members are selected by the governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board bylaws govern Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published. The vice president for the UHCC System acts as the liaison to the Board of Regents for all UHCC matters including accreditation.</td>
<td>Colleges submit action items to the Board of Regents through the vice president for the UHCC System and the UH System.</td>
</tr>
<tr>
<td>IV.D. Multi-College Districts or Systems</td>
<td>The Board of Regents appoints the UH System president who is responsible for the entire 10 campus system of higher education in Hawai‘i. The UH President appoints the VP for Community Colleges who is responsible for the 7 campus community college system. The VP appoints and supervises the individual community college Chancellors. The UH System is responsible for UH executive policies, UH System planning and coordination, and for selected systemwide support services such as financial services and facilities planning. The UHCC System is responsible for UHCC-wide policies, UHCC budget and resource allocation, UHCC system planning and coordination, and selected system services.</td>
<td>Colleges operate within the policy and planning framework established by the UH System and the UHCC System.</td>
</tr>
</tbody>
</table>

The UHCC System’s detailed functional map summarizes the delineation of functions and the differentiation of responsibilities between system and campus level. The community colleges most recently reviewed and updated the map in fall 2017 (I-5).
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 (I-6). The College is accredited by
the ACCJC/WASC (I-7).

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 7,742 students enrolled in 2014-2015. The College awarded 1,034 degrees
and certificates in 2014-2015, with a decrease to 1,015 in 2015-2016, and 978 in 2016-
2017. A current schedule of classes is available on the College website (I-8).

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 the College’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 (I-9, I-10). Data on degrees and certificates awarded by
program can be found on the Institutional Research Data webpage of the College intranet (I-
11). 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 the Office of Continuing Education and Workforce Development
(OCEWD) (I-12).

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 UHCC campus is the chancellor, who is appointed by the
Board of Regents. The College’s chancellor is Manuel J. Cabral, who was officially
appointed by the board in May 2008 (I-13). 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 (I-14).

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 the UH System’s financial statements. The UH Administrative Procedures, which are located on the Policies and Procedures Information System website, outline internal control procedures (I-15). The auditing procedures provide objective third-party review of internal controls and procedures. The results and recommendations of the audit are presented to the 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 (I-16).

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

Public Notification of an Evaluation Team Visit and Third Party Comment
[Regulation Citation: 602.23(b)]

Leeward CC 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 ISER on the College website in spring 2018 (I-17).
- The College’s accreditation webpage also includes the visit dates and provides a link to an online feedback form (I-17).

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 responses to Standards I.C.5, I.C.12, and 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 Policy UHCCP #4.203, Institution-Set Standards, and the UHCC Strategic Directions 2015-2021 (I-1, I-18). These standards are aligned with the College’s mission statement and Strategic Plan 2015-2021 (I-19).
- Successful course completion is one of the institution-set measurements.
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standards I.A.1, I.B.3, and 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 (IPEDS) Student Success Rate, licensure and certification examination success rate, and job placement rates (I-1).
- See Presentation of Institution-Set Standards and Student Achievement Data.
- See responses to Standard I.B.3 and 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 (I-20).

- The College reports institution-set standard data to ACCJC in its annual report (I-21).
- The College’s annual integrated planning process includes assessments at the course, program, and institutional level (I-22).

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 (I-23).
- Student achievement data are integral to the College’s planning process (I-22).

**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 Policy UHCCP #5.228, Credit Hour, 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 (I-24).
- 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.
- See responses to Standard II.A.9 and 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, DE classes, and courses that involve clinical practice, if applicable.

- The UHCC Policy UHCCP #5.203, Program Credentials: Degrees and Certificates, sets graduation requirements for associate degrees and certificates (I-25). 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 through the College’s curriculum approval process, which is in compliance with the College’s Policy L5.201, Curriculum Review and Revision (I-26).
- See responses to Standard II.A.9 and 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 Catalog and on the college website when relevant or appropriate (I-27, I-28, I-29, I-30).

See responses to Standard I.C.6 and 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 (I-31). 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 (I-32). All programs are reviewed and approved by the UH Board of Regents.
- See responses to Standards II.A.5; II.A.9; and 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 Catalog, and these policies are discussed in transfer workshops held throughout the semester (I-33, I-34).
- The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions (I-35).
- See responses to Standard II.A.10 and Eligibility Requirement 20.

Policies contain information about the criteria the College uses to accept credits for transfer.

- Executive Policy EP 5.209, Student Transfer and Inter-Campus Articulation, provides guidelines for student transfer and inter-campus articulation within the UH System (I-36).
- See responses to Standard II.A.10 and 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 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 (I-33, I-34).

- See responses to Standard II.A.10 and 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 DE in alignment with USDE definitions.

- The College has a DE coordinator who provides DE support with iLearn (for students), iTeach (for instructors), as well as through workshops for campus constituents who teach both credit and non-credit courses (I-37).
- The College’s Faculty Senate has a DE Committee that informs faculty and staff of federal and Commission requirements regarding the definitions of DE and correspondence education and provides examples of instructor-initiated substantive interaction (I-38).
- See responses to Standards II.A.1; II.B.1; III.C.1; III.C.4; IV.A.4; and 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 DE (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).

- Faculty teaching a course taught in a DE format are required to complete three additional fields and discuss DE components as part of the curriculum approval process before the course is offered in a DE format. The three required fields include 1) What methods will be employed to ensure timely and effective interaction between faculty and students and student to student? What technological skills will students need to succeed in this course? How will the instructor execute and ensure the rigor and breadth of the course through electronic delivery? 2) What type of academic support and technology training will be required to ensure pedagogical development of the instructor for this course? 3) How will specific technology be integrated into the course, and how will its use be appropriate to the nature and objectives of the course? (I-39)
- The College’s program review process includes success and enrollment metrics disaggregated for online and face-to-face modes of delivery to ensure comparable course quality (I-40).
- All faculty teaching in the DE format must complete training on the requirements of faculty-initiated interaction to be in compliance with federal regulations.
- The College does not offer correspondence courses.
- See responses to Standards I.C.8; III.C.1; III.C.2; III.C.3; III.C.4; and 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 DE 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 (I-41).
- See responses to Standards I.C.8; IIIC.1; IIIC.2; IIIC.3; IIIC.4; and Eligibility Requirements 9, 15, and 17.

The College’s technology infrastructure is sufficient to maintain and sustain the DE offerings.

- The College’s Information Technology Group (ITG) maintains and manages all computers, computer labs, institutional servers, Voice Over Internet Protocol telephone systems, web servers, networking services, networked printers, information technology security, the Student Test Center, and Help Desk operations (I-42).
- 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 (I-37).
- 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 (I-22).
- See responses to Standards I.C.8; IIIC.1; IIIC.2; IIIC.3; IIIC.4; and 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 Catalog and online.

- All policies affecting students are printed in the Catalog and on the Policies webpage of the College website and the Services for Students webpage (I-43, I-44, I-45, I-46, I-47, I-48).
- 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 responses to Standard I.C.2 and 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 in the Office of the Dean of Student Services or in the relevant division/unit office for the evaluation team to review (I-49).
- 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 ACCJC/WASC as the accrediting organization overseeing the College’s compliance with Eligibility Requirements, Accreditation Standards, and Commission policies (I-17).
- The College Catalog (posted on the College website) also identifies program accreditation information provides contact information for filing complaints with such entities.
- The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing (I-17).
- 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 (I-17).
- 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 (I-50).
- See responses to Standard LC.2 and 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 (I-51, I-52).

- 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 (I-17).
- See responses to Standards I.C.1, I.C.2, and 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 (I-53).
- See responses to Standards I.C.1, I.C.2, and 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 the UH System’s financial statements. Internal control procedures are outlined in the UH Administrative Procedures (I-15).
- The auditing procedures provide objective third-party review of internal controls and procedures.
- The results and recommendations of the audit are presented to the Board of Regents (I-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 Standards III.D.10, III.D.15, and Eligibility Requirement 5.

The College has addressed any issues raised by the U.S. Department of Education (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 Standards III.D.10, III.D.15, and 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 16.5 percent which is well below the 30 percent federal guideline threshold that would require the creation of a student loan default prevention task force and the subsequent development and
implementation of default prevention action plans (I-54).

- The College monitors its student loan default rates to ensure compliance with federal requirements.
- See responses to Standards III.D.10, III.D.15, and 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 Executive Policy EP 8.200, Administrative Procedure AP 8.270, UHCC Policy UHCCP #8.102A, Regents Policies in Chapter 8, and Administrative Procedures in Chapter 8 to ensure all contracts are reviewed on multiple levels and approved prior to implementation (I-55, I-56, I-57, I-58, I-59).
- See responses to Standards III.D.10, III.D.15, III.D.16, and 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 Standards III.D.10, III.D.15, and Eligibility Requirement 5.
Evidence for Introduction

Presentation of Institution-Set Standards and Student Achievement Data
I-1 UHCCP #4.203 Institution-Set Standards
I-2 Developmental Education in Catalog 2017-2018

Organizational Information
I-3 Leeward CC Organization Charts 1 through 4-A
I-4 Leeward CC Functional Statements
I-5 UHCC Detailed Functional Map by Standard

Certification of Continued Institutional Compliance with Eligibility Requirements
I-6 State Constitution, Article X Education
I-7 ACCJC Reaffirmation Letter, Feb. 11, 2013
I-8 Sample Spring 2018 Class Availability - Math
I-9 Programs of Study in Catalog 2017-2018
I-10 Program Requirements in Catalog 2017-2018
I-11 Intranet Webpage for IR Data
I-12 OCEWD Catalog, Jan.-Apr. 2018
I-13 Chancellor Job Listing
I-14 Office of the Chancellor Webpage
I-15 Administrative Procedures Webpage
I-16 2016 Annual Financial Report

Certification of Continued Institutional Compliance with Federal Regulations and Commission Policies
I-17 Accreditation Webpage
I-18 UHCC Strategic Directions 2015-2021
I-19 Leeward CC Strategic Plan 2015-2021
I-20 Fall 2017 VPCC Presentation
I-21 2018 ACCJC Annual Report
I-22 Integrated Planning and Budgeting Process Overview
I-23 Assessment Webpage
I-24 UHCCP #5.228 Credit Hour
I-25 UHCCP #5.203 Program Credentials: Degrees and Certificates
I-26 L5.201 Curriculum Review and Revision
I-27 Financial Information in Catalog 2017-2018
I-28 Paying for College Webpage
I-29 Tuition and Fees Webpage
I-30 What You’ll Save Webpage
I-31 BOR Info Field 3 in Program Proposal Guide
I-32 PLOs Field 1 in Program Proposal Guide
I-33 Transcript Request Webpage
I-34 PLA Program in Catalog 2017-2018
I-35 Sample UH Course Transfer Database - English
I-36 EP 5.209 Student Transfer and Inter-Campus Articulation
I-37 About iTeach Webpage

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I-38 DE Committee Website
I-39 DE Fields 1, 2, and 3 in Course Proposal Guide
I-40 ARPD Template
I-41 Screenshot of Laulima Login Page
I-42 ITG Website
I-43 About the College in Catalog 2017-2018
I-44 Refund Policy in Catalog 2017-2018
I-45 Policies in Catalog 2017-2018
I-46 Transfer Information in Catalog 2017-2018
I-47 Leeward CC Policies Webpage
I-48 Services for Students Webpage
I-49 Dean of Student Services Webpage
I-50 Catalog 2017-2018
I-51 Intranet Webpage for Creative Services
I-52 Intranet Webpage for Communication and PR
I-53 Leeward CC Website
I-54 FY2015 Default Rate Letter
I-55 EP 8.200 Contracts and Signing Authority
I-56 AP 8.270 Procurement
I-57 UHCCP #8.102A Affiliation, Sponsored/Sheltered Class Agreements
I-58 Table of Contents of Regents Policies, Chapter 8
I-59 Table of Contents of Administrative Procedures, Chapter 8
STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Student Spotlight
Bernie Mack

As a Native Hawaiian student, I found great success at Leeward Community College. In particular, Hālau 'Ike O Pu'uloa supported my academic journey as a Native Hawaiian. For example, they provided academic and career counseling services. In addition, Hālau 'Ike O Pu'uloa provided cultural enrichment workshops and activities, which allowed for hands-on immersion into Hawaiian culture. Finally, Hālau 'Ike O Pu'uloa provided me with membership into their Ke Ala 'Ike Native Hawaiian Achievement Program, which helped to support my academic success and achievement at Leeward CC.
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 (IA-1). In alignment with the UH Community Colleges’ commitment to becoming a model indigenous-serving institution, the Leeward CC mission statement is presented in English and Hawaiian language.

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.

Ke Ala Nuʻukia
Ma ke Kulanui Kaiaulu o ʻEwa, alu like mākou ma ka mālama a me ke kīpapia i nā haumāna. Kōkua ʻia nā haumāna ma ka huli a loa’a kā lākou mau pahuhopu ma o nā polokalamu hana no’eau laulā a me nā polokalamu ʻoihana pākōlea like ʻole. Paipai ʻia nā haumāna i ka lilo i hoa makaʻāinana pono ma ke kaiāulu, ma ke aupuni, a ma ke kauʻāina. Kākoʻo ʻia nā pahuhopu hoʻonaʻauao a nā haumāna a pau me ke kūpa’a nō hoʻi i nā ʻōiwi Hawaiʻi.
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. (IA-1)

Broad Educational Purposes and Commitment to Native Hawaiians

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 Board of Regents Policy RP 4.201, Mission and Purpose of the University. The 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. (IA-2)

The regents policy identifies that the UH System fulfills its commitment to Native Hawaiians in the following ways, 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 systemwide 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. (IA-2)

For further discussion of Regents Policy RP 4.201 and the UH System’s responsibility and commitment to the success of Native Hawaiian students, see Standard IV.C.5.

Leeward’s commitment to Native Hawaiians is evident in the establishment of the Wai‘anae-Nānākuli Education Center in 1972. This center, which was relocated and renamed the Wai‘anae Moku Education Center in 2017, is located in the heart of the Wai‘anae coast where the highest percentage of Native Hawaiians reside within Leeward’s service area (IA-3, IA-4). Based on data from the 2010 Census, Wai‘anae is 60.8 percent Native Hawaiian, and Nānākuli is 71.5 percent Native Hawaiian (IA-5). 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 (IA-6).

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” (IA-7). 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) (IA-8). For a detailed discussion of the role of the Nā ‘Ewa Council, see Standard IV.A.1.

Finally, in support of its commitment to Native Hawaiians, the College has an Associate in Arts (AA) in Hawaiian Studies and an Academic Subject Certificate in Hawaiian Language to provide an opportunity for all students to pursue an instructional program with a focus on Native Hawaiian culture, history, and language.

**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 Leeward students are Hawai‘i residents, with other students originating from the U.S. continent and foreign countries.

The College mission is aligned with RP 4.201, which affirms that the UH System “is committed to diversity within and among all racial and ethnic groups served by public higher education” (IA-2). 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), other Pacific Islander (2.5 percent), and other ethnicities (5.0 percent) (IA-9).

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 (IA-10). 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 physically attending a campus. The College provides student support services online and face-to-face to ensure comparable access to needed services. See Standard II.B.1 and II.C.2 for more detailed information.

Types of Degrees, Certificates, and Credentials
The College 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 RP 4.201, 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” (IA-2).

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 (IA-11).

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 (AS) in Natural Science degree to support students interested in transferring into a Science, Technology, Engineering, and Math (STEM) major. In fall 2012, all of the UHCC campuses started an AA in Hawaiian Studies to support transfer of graduating students to the Hawaiian Studies programs at the four-year institutions.

Leeward has added several career and technical education (CTE) programs in direct response to community needs including the AS in Health Information Technology and the AS in Integrated Industrial Technology. Both programs seek to address anticipated workforce shortages in the state of Hawai‘i (IA-12). 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 Health Information Technology and the AS in Integrated Industrial Technology programs began on the non-credit side. OCEWD quickly develops and offers non-credit programs in direct response to workforce demands. OCEWD also addresses short-term training needs in the health field including training for nurse aides and pharmacy technicians.

The mission statement articulates the College’s commitment to fostering global citizens and is aligned with RP 4.201, which recognizes that the UH System is a “global leader and model” within a “unique geographical location” (IA-2). 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 (IA-13).

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 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.

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 four years. The CRE requires that the program’s mission is aligned with the College mission, vision, and values. For example, the Hālau’s 2014-2016 CRE includes this statement:

Program Mission:  
The primary function of Hālau ‘Ike o Pu‘uloa is to increase Native Hawaiian student success outcomes by providing a full array of services for our Native Hawaiian students and by sharing ‘ike Hawai‘i with all students so that Hawaiian culture and wellbeing will flourish in our homeland.

Our mission states, “The faculty, staff, and students of Hālau ‘Ike o Pu‘uloa direct our work and cultivate partnerships in ways that inspire excellence, promote growth, and advance opportunities for Native Hawaiians.” (IA-14)

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, which is further discussed in Standard IV.D.5 (IA-15). The resulting document is the College’s Strategic Plan 2015-2021 (IA-16). 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 (IA-16). Based on data from the UHCC System, the College has exceeded its goal in graduating Native Hawaiian students (IA-17, IA-18). 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 (IA-16, IA-19).

**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 (IA-20). 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 with meeting its mission of fostering students to become responsible global citizens locally, nationally, and internationally” (IA-21, IA-22). The OIP offers a range of programs to support students who want to study abroad, coordinates programs for visiting international groups, provides instruction for those needing English language preparation, and takes 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, the Wai‘anae Moku Education Center, and the Ho‘oulu Project (IA-6). In 2015, the College established Kapunawai, the Hawai‘i Pacific Resource Room, in the Leeward Library as a dedicated Hawaiian place of learning. Kapunawai provides access to prominent Hawai‘i-Pacific resources within a multi-functional space (IA-23). The word 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 Hawai‘i-Pacific resource librarian position, which allows the Library to provide dedicated on-site support and services. In terms of instructional programs, the College offers a Hawaiian Studies program and Hawaiian language courses (IA-24, IA-25).

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 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 (IA-26, IA-27). OER courses often rely on online resources which means the students have access from any location as long as they have an internet connection. The institutionalization of OER is part of system and campus initiatives to reduce or eliminate the cost of textbooks for students (IA-15, IA-16). In spring 2017, 279 classes had a “Textbook Cost: $0” designation (23 percent of all classes offered), which benefited 5,121 students. To date, OER has saved Leeward students $2,087,575 (IA-28).

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 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 of this initiative, see Standards 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’s 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 (IA-1, IA-29).

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 the College's L4.100, Policy on Institutional Mission, that calls for periodic review every six years (IA-30). This review period is shorter in duration than the suggested ten-year requirement of RP 4.201 (IA-2).

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 (IA-31). 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 (IA-32). 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 (IA-33). For a more detailed discussion of the role of the Campus Council and 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 Board of Regents. The board approved the mission statement that the College revised in 2012 (IA-34).

Analysis and Evaluation
The College’s L4.100, Policy on Institutional Mission, suggests a periodic review of the mission statement every six years. The College last reviewed the mission in 2017, and after receiving input from the campus community, 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.
**Evidence for Standard I.A.**

**Standard I.A.1.**
- **IA-1** Vision, Mission, Core Values in *Catalog 2017-2018*
- **IA-2** RP 4.201 Mission and Purpose of the University
- **IA-3** Blog Posts of Waiʻanae Moku Opening
- **IA-4** *UH News* Article on Waiʻanae Moku Opening
- **IA-5** Hawai‘i Census 2010 Webpage
- **IA-6** Hālau Webpage
- **IA-7** Nā ‘Ewa Charter and By-Laws
- **IA-8** Nā ‘Ewa Ad Hoc Minutes, Oct. 19, 2016, Item IV
- **IA-9** Student Diversity Data
- **IA-10** DE Data
- **IA-11** Enrollment by Major Data
- **IA-12** *UH News* Article on IIT Program
- **IA-13** Institutional Learning Outcomes in *Catalog 2017-2018*

**Standard I.A.2.**
- **IA-14** 2014-2016 CRE - Hālau
- **IA-15** *UHCC Strategic Directions 2015-2021*
- **IA-16** *Leeward CC Strategic Plan 2015-2021*
- **IA-17** Fall 2016 VPCC Presentation
- **IA-18** Fall 2017 VPCC Presentation
- **IA-19** Spring 2017 VPCC Presentation
- **IA-20** UHCCP #4.203 Institution-Set Standards

**Standard I.A.3.**
- **IA-21** OIP Promotional Brochure
- **IA-22** OIP Mission Webpage
- **IA-23** Kapunawai Website
- **IA-24** Hawaiian Studies Webpage
- **IA-25** Hawaiian Languages Webpage
- **IA-26** Timeline of OER @ Leeward
- **IA-27** OER Professional Learning Webpage
- **IA-28** Spring 2018 OER Update

**Standard I.A.4.**
- **IA-29** Mission Webpage
- **IA-30** L4.100 Policy on Institutional Mission
- **IA-31** Campus Council Minutes, Feb. 6, 2017, Item 5.a
- **IA-32** Campus Council Minutes, Mar. 6, 2017, Item a
- **IA-33** Faculty Senate Minutes, Feb. 15, 2017, Item III.B.1
- **IA-34** Board of Regents Minutes, May 17, 2012, Item VII
Changes and Plans Arising Out of the Self-Evaluation for Standard I.A.

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.4.</td>
<td>Reviewed the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Spring 2017</td>
<td>The mission statement was reviewed and approved without changes.</td>
</tr>
<tr>
<td>I.A.4.</td>
<td>Perform a comprehensive review of the mission statement.</td>
<td>Campus Council and Faculty Senate</td>
<td>Estimated Fall 2020</td>
<td>Use institutional assessment data and seek broad campus input to update the mission statement.</td>
</tr>
</tbody>
</table>
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, facilitates structured dialogue about student outcomes. The committee reviews and makes recommendations to the Faculty Senate on policies and procedures relating to assessment such as the College’s L5.210, Policy on Assessment, and the Prior Learning Assessment Manual. The committee has created an interactive PDF document that demonstrates the Integrated Planning and Budgeting Process and its relationship to assessment. The 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. 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.

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 a more detailed discussion of 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. 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 (VCAA) 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 (IB-6).

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 Hālau ‘Ike O Pu‘uloa (Hālau), a Native Hawaiian student support program; the Pacific Islander summer cohort program; and focused efforts at the Wai‘anae Moku Education Center.

The Wai‘anae Moku Education Center participates in institutional discussions while also facilitating their own dialogue on similar issues at their location. 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 develop plans for improvement.

In fall 2016, the Faculty Senate provided feedback to improve the College’s Integrated Planning and Budgeting Process and increase transparency (IB-7). As a result, the VCAA 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 further discussion of the VCAAs 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 campus forum with the UH vice president for community colleges (VPCC) each semester (IB-8). At this forum, the VPCC shares information on the College’s progress towards institution-set standards and presents data on the College’s initiatives and Strategic Plan (IB-9, IB-10, IB-11). Attendees can ask questions and make comments on the issues at hand. Additionally, constituent groups later meet to discuss the information provided by the VPCC and develop strategies for improvement. For further discussion of the VPCC’s forums, see Standards I.B.3 and I.B.6.
Governance groups including the Campus Council, the Faculty Senate, the Pūkoʻa no na ʻEwa Council (Nā ʻEwa Council), and the Student Government meet regularly to engage in collegial dialogue (IB-12, IB-13, IB-14, IB-15). For example, as a standing committee of the Faculty Senate, the Distance Education (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 (IB-16). In spring and fall 2017, the DE committee led well-attended breakout sessions at convocation to facilitate discussion of federal and Commission requirements regarding DE (IB-17).

For issues of interest to all campus constituents, the College holds a convocation at the beginning of each semester for faculty, staff, and administrators to discuss critical issues (IB-18). 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 (IB-19).

At the convocation in spring 2018, the College sought broad campus input on essential topics that emerged from the draft of the Institutional Self-Evaluation Report (IB-20). Participants engaged in structured dialogue about how the College is meeting specific Accreditation Standards and Eligibility Requirements and how the College can improve in those areas (IB-21). Table 45 lists the roundtable discussion topics and corresponding references to the Accreditation Standards and Eligibility Requirements.

Table 45.  
*Spring 2018 Convocation Table Discussions*

<table>
<thead>
<tr>
<th>Roundtable Discussion Topic</th>
<th>Accreditation Standard and Eligibility Requirement (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 and Program Assessment</td>
<td>II.A.3</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 Review</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 (IB-22). 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 (IB-23). 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 (IB-24). Leaders held a retreat in July 2014 to discuss and evaluate the Student Success Committee, which was created in 2010 (IB-25). In July 2015, the Leadership Excellence program designed a summit to strengthen campus leadership (IB-26). Most recently, a retreat was held in August 2017 to focus on “The Student Experience” at the College (IB-27).

**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. They said that College provides numerous opportunities for dialogue including convocation, division meetings, and professional development opportunities like the Excellence in Education conference and Teaching Squares. Faculty are enthused about the idea of further opportunities for dialoguing and provided several suggestions for how to add opportunities for dialogue (IB-21).
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, faculty teaching a course develop its course learning outcomes (CLOs) to identify what students are expected to learn by the end of the course.

CLOs align with program learning outcomes (PLOs) and GELOs. Program faculty define the PLOs, which 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.
As Figure 7 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 each 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.

The College annually reports on its GELOs in the ARPD that is posted online (IB-28). The Faculty Senate discusses the assessment results of the GELOs and recently made some recommendations 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 and programs 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 (IB-29).

Faculty enter CLO statements into the Kuali Student Curriculum Management database where they 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 (IB-30). For further discussion of 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 (IB-31). For each CLO, instructional faculty from their respective division enter into Tk20 the measures to assess the learning outcome, the criteria for success, assessment results, recommendations, and actions for improvement (IB-32).

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, faculty create an action plan and a resource request list based on the needs of a course or program. The plan and list are then used to make improvements.

Improvements to courses and programs have occurred as a result of program review. For example, faculty in the Associate in Arts (AA) in Teaching program assessed the PLO on lesson planning in multiple education courses using signature assignments as an assessment strategy and instrument. Seventy percent of students in the 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 (IB-33). 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.
The Office of Continuing Education and Workforce Development (OCEWD) offers non-credit 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 support services and student support services define and assess learning outcomes. 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 Waiʻanae 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. The units regularly assess the learning outcomes using qualitative and quantitative data (IB-31). Each unit uses assessment results to determine how well the unit is meeting its expectations and then develops action plans. Units include plans that have the highest priority in resource requests. The College allocates funding to maintain effective support or make improvements. See Standards 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 (IB-34, IB-35, IB-36).

**Analysis and Evaluation**

The College has defined standards for student achievement and regularly assess its performance against those standards. Each credit and non-credit instructional course has clear and measurable SLOs at the course and program level 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 align with UHCC Policy UHCCP #4.203 on Institution-Set Standards, the *UHCC Strategic Directions 2015-2021*, the College’s mission statement, and the College’s *Strategic Plan 2015-2021* (IB-37, IB-38, IB-39). The College uses ongoing assessment to assess how well it is achieving these standards.
Each institution-set standard has a minimum level of achievement and an aspirational target for improvement. Aspirational targets are aligned with the *UHCC Strategic Directions*. The institution-set standards as defined in UHCCP #4.203 are

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 UHCC System office established these metrics using historical performance data to set the benchmarks and the strategic plan goals for aspirational targets. Some of the institution-set standards developed out of the performance funding initiative implemented by the UHCC System in 2010. (Note: The College does not offer licensure or certification examinations.)

Leeward has not set college-specific institution-set standards; 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 encouraged 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 ([IB-40], [IB-41]). In spring 2018, the College formed the sixteen-member WIG Design Team consisting of counselors, administrators, faculty, and staff. The team’s first task was to gain a better understanding of how and where the College loses students and then develop an integrated network of people, policies, processes, and practices that will increase retention and persistence ([IB-42]). The College also held a professional development event, the Wildly Important Gathering, in March 2018 ([IB-43], [IB-44], [IB-45]).

**Assessment of Student Performance against Institution-Set Standards**

The College annually reviews student-achievement data to assess performance against its institution-set standards. The College reports this data to ACCJC in its annual report ([IB-46]). The UH Office of the Vice President for Community Colleges (OVPCC) produces an annual update of the baseline values and aspirational goals of the institution-set standards set within the *UHCC Strategic Directions*. The VPCC shares the results with the campus during an annual fall semester visit ([IB-9], [IB-11]).

To ensure that the campus community has a broad understanding of the institution-set standards and their outcomes, the College publishes the VPCC’s presentation in the Bulletin on the College intranet ([IB-47]). The UH System has similar measures as part of the UH performance-based funding initiative and annually publishes information on how well the College is achieving the performance-based funding metrics on the Hawai‘i Graduation Initiative website ([IB-48]).
The institution-set standards developed out of the requirements for reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) in the Annual Report and the UHCC performance-based funding metrics that have been in place for over six years. Four of the institution-set standards are performance-based funding metrics including associate degrees and certificates of achievement (CAs) awarded, Native Hawaiian degrees and CAs awarded, Federal Pell Grant recipient degrees and CAs awarded, and transfer to baccalaureate institutions. Table 46 identifies the UHCC Performance-Based Funding Metrics.

Table 46.

<table>
<thead>
<tr>
<th>UHCC Performance-Based Funding Metrics</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 and 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. Furthermore, the College exceeded four out of eight aspirational targets. For a summary of data, see the Presentation of Institution-Set Standards and Student Achievement Data.

**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 the College annually assesses, shares with the campus community, and publishes on the 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). (IB-32)

At the program level, the College’s ARPD template requires data and analysis. Along with the ARPD, planning and budgeting documents include the Resource Request List, Comprehensive Review and Evaluation (CRE), and the Institutional Effectiveness Report (IB-49). These documents include data related to the achievement of SLOs, PLOs, and SAOs. For a detailed discussion of the Integrated Planning and Budgeting Process, see Standard I.B.5.

**Analysis and Evaluation**

Program coordinators and unit heads use CLO and SAO assessment data as part of their program review process 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 (IB-50). 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 explains how its action plans and resource requests are aligned with the College mission (IB-51).

The College also assesses the accomplishment of its mission through the evaluation of its strategic plan goals and institution-set standards as discussed in Standards 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 faculty and staff determine a need for additional resources, they make the requests at the program, area, or unit level. Higher levels, including instructional or unit heads, the administration team, Campus Council, and Faculty Senate, review and prioritize the resource requests until they develop a final institutional priority list, which they recommend to the chancellor. This entire cycle is called the College’s Integrated Planning and Budgeting Process; 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 review.

Annual Report of Program Data (ARPD)
Each academic program, educational unit, and support area annually completes an ARPD and submits it to the 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
Program/Area/Unit Outcomes and Assessment

(IB-52)

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 receive scores of “healthy,” “cautionary,” and “unhealthy,” which the UHCC Health Call Scoring Rubric defines (IB-53).

Each program, unit, or area is expected to analyze the quantitative data by providing qualitative written data of approximately four pages in length. Part II of the ARPD requires a written analysis of the quantitative indicators. Part III requires a written narrative identifying the actions plans that will be pursued in the next year. Part IV requires a brief summary of the resources needed to implement these action plans (IB-52). 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 (IB-54). Each instructional division completes a resource implications template to incorporate resources needed that are not identified by a program.

Prioritization occurs by vote and within each overarching area. For instructional prioritization, voting representatives at the prioritization meeting include one representative from each of the six instructional divisions, the Wai`anae Moku Education Center coordinator, the Native Hawaiian student support program coordinator, and the 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 (IB-51). The CRE identifies long-term goals that can be used to direct efforts and create action plans. This requirement ensures that the College meets UHCC Policy UHCCP #5.202, Review of Established Programs (IB-55). 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 the Institutional Effectiveness Report every fourth year. The 2017-2018 Institutional Effectiveness Report is a comprehensive report that 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 determine how it is progressing. In the 2017-2018 report, the College evaluated its progress in increasing enrollment for Pacific Islander students, international students, dually enrolled students, and DE students (IB-42). Administration reviews the report and identifies areas to target in the coming years. This report is under review as part of the Ad Hoc Planning and Budgeting Process Review committee.

**Use of Disaggregated Data by Program Type and Delivery Mode**
The 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. The OPPA provides qualitative feedback to faculty and staff during the ARPD process so they can make modifications 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.

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 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 for Student Subpopulations

In coordination with the UHCC System, the College disaggregates and analyzes learning outcomes 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 (IB-38, IB-9). 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 consistent in terms of retention rate, persistence rate, and successful completion rate (IB-56).

The College uses disaggregated data to better understand where achievement gaps exist and to subsequently develop action plans. Instructional programs include action plans in the ARPD, which also includes disaggregated data. The College utilizes the Institutional Effectiveness Report to highlight equity gaps (IB-42). Administration uses this report to identify areas to focus on in the upcoming years. For further discussion of the Planning Process Effective Review, see Standard I.C.5.

UHCC System Initiatives for Student Subpopulations

To monitor performance gaps for underrepresented students and enhance the graduation rate for all students, the UHCC System coordinates efforts at all seven community college 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. In 2015, the College funded requests for equipment, learning support, and professional development, which the developmental math and English ARPDs identified in the resource implications section (IB-57, IB-58, IB-59). 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 (IB-60).

For English, the Accelerated Learning Program provides support for students who place one step below a college-level English course through concurrent enrollment in English 22 (Introduction to Composition) and English 100 (Composition I). 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 English 100 within one year if they pass English 24 and English 100. For more discussion of 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. 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 a more detailed discussion of the pathway framework, see Standard II.C.6.

Campus Initiatives for Student Subpopulations
In addition to UHCC System initiatives, numerous efforts are in place at the College to monitor 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 Wai‘anae since 1972. The Wai‘anae Moku Education Center has embraced the Native Hawaiian culture through its curriculum, programs, mission statement, and community groups. In addition, the Wai‘anae Moku Education Center created the Going to Finish On-Time program for students who aspire to graduate within two to three years with an associate degree. This program offers academic, personal, and financial support for students who want to commit to full-time status in order to graduate on time.

The College also created the Hālau with the main goal of eliminating academic achievement gaps among Native Hawaiians. The College received numerous grants to assist in these goals and established the Hālau 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. The Hālau coordinates the Lanakila First-Year Cohort, the Ho‘oulu
Career Development program, and the Native Hawaiian STEM Scholars program (IB-61, IB-62, IB-63, IB-64). 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 (IB-65). 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 (IB-66). The College actively recruits Wai’anae Moku students into Ke Ala ‘Ike demonstrating a coordination between the Pearl City campus and the Wai’anae Moku Education Center in assisting the Native Hawaiian population.

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) (IB-67). In fall 2017, 142 Waipahu High School students enrolled in the College’s Early College classes. One of these students was the first Early College student in the state of Hawai‘i to complete her AA degree before graduating from high school (IB-68). In spring 2018, the College inducted 28 of Waipahu High School’s Early College students into its Phi Theta Kappa chapter (IB-69).

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 Pacific Islander students. This summer bridge program enrolled students in Learning Skills 110 (College Success Strategies). 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 (IB-70).

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 UH System’s four-year schools, and fellow UHCC campuses to create best practices and simplify the financial aid process. This office has also been instrumental in providing training to student employees at the Wai‘anae
Moku Education Center to assist students to complete the FAFSA application. In 2017-2018, the UHCCs received additional funding from the state legislature for Hawai‘i’s Promise scholarships (IB-71, IB-72). 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 Students
Disaggregated student achievement data show that DE students are performing just as well as students taking face-to-face courses at the College (IB-73). 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 provided instructors the opportunity to take online professional development courses through Quality Matters (IB-74). The College offered these workshops in addition to the campus activities and events to further ensure 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 has remained steady over the past several years and efforts are underway to increase that number.

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 (IB-75). Table 47 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 L5.201, Policy on Curriculum Review and Revision (IB-76). During 2017-2018, an ad hoc committee of the Campus Council and the Faculty Senate reviewed L5.202, Policy on Annual Program Review. During 2017-2018, the Faculty Senate Assessment Committee reviewed L5.210, Policy on Assessment (IB-77, IB-78). In spring 2018, the Campus Council and the Faculty Senate reviewed L4.100, Policy on Institutional Mission, and L1.201, Policy on Shared
Governance. For a more detailed discussion of 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 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 47.
*Leeward Community College Policies*

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<th>Policy Number</th>
<th>Policy Title</th>
<th>Approval or Effective Date</th>
<th>Review or Revised Date</th>
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<td>Policy on the Policy Development Process</td>
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<td>Policy on Shared Governance</td>
<td>03-18-2003</td>
<td>(Under review in spring 2018.)</td>
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<td>L1.202</td>
<td>Policy of Nondiscrimination and Affirmative Action</td>
<td>August 2017</td>
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<td>L4.100</td>
<td>Policy on Institutional Mission</td>
<td>02-16-2010</td>
<td>(Under review in spring 2018.)</td>
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<td>L5.190</td>
<td>Policy on Administrative Disenrollment for Failed Prerequisites</td>
<td>05-03-2013</td>
<td>05-03-2018</td>
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<td>L5.202</td>
<td>Policy on Annual Program Review</td>
<td>03-02-2012</td>
<td>03-02-2017 (Under review in spring 2018.)</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. 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 (IB-79). 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 the Institutional Effectiveness Report every four years as a comprehensive review of the College. The review examines the College’s progress toward
institutional goals and the overall impact of plans made within instructional programs, educational units, and support areas (IB-42).

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 the OPPA to administer an employee satisfaction survey (IB-80). The cohort’s goal was to better understand employee morale, satisfaction, and engagement (IB-81).

In 2014, the College administered a lengthy employee satisfaction survey that contained 86 questions (IB-82). 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.

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 (IB-83, IB-84, IB-85). 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 (VCAS) conducted a survey of administrative services’ functional areas and support units (IB-86). The survey results will help identify specific improvement areas that can support our continuous improvement efforts and will be incorporated into the Integrated Planning and Budgeting Process as part of each unit’s short- and long-term improvement plans (IB-87).

**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. Leeward CC evaluates its policies on a five-year cycle. The College completed an evaluation of the program review and planning process 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 (IB-88). Programs include in their ARPDs a discussion of PLOs that includes which courses they assessed and information about the results of those assessments. If programs make significant changes to curriculum, they may note it in the PLO section. Programs report on their course and program assessments at advisory board meetings, which are held at least annually for each of the CTE programs. Programs also include course assessments in Tk20; however, Tk20 has not proven to be a reliable method for communicating 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 AA degree, and support areas such as Academic Services, Student Services, Administrative Services, OCEWD, and the Waiʻanae 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 the UHCC System has defined and set. Each academic program, educational unit, and support area uses the strengths and weaknesses 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 USDE is informed about program performance and requirements of Perkins funding. The UHCC System website posts the ARPDs so the campus community can review them (IB-88). The College posts all the ARPDs on its website (IB-89). (link to follow)

The College uses the CRE to identify long-term goals (IB-52). 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 (IB-89). (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. The VPCC visits the College each
semester to provide an update on progress towards UHCC System strategic plan goals, performance benchmarks, and UHCC 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 provides updates about campus progress at fall and spring convocations.

The OVPCC uses data from the Community College Survey of Student Engagement (CCSSE) when reporting to the Board of Regents on the UHCC System’s progress. 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 (IB-90). The ARPDs include CCSSE results.

**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. They said that the College communicates with its constituents through its weekly bulletin, its website, and through email listservs. Funding opportunities and safety notices, for example, are often sent to the campus listserv to ensure that all campus members get notified. The College strives to further increase its web and social media presence to more effectively communicate with students. A particular challenge is to keep the website current (IB-21).

**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 support 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.

The College convened an ad hoc committee in fall 2012 to review the APR process and make recommendations for improvement (IB-91, IB-92, IB-93). The ad hoc committee created a proposed template and shared it with the leadership group at a mini-retreat in February 2013 (IB-94, IB-23, IB-95). The leadership group provided feedback and the committee slightly modified the timeline based on the feedback (IB-95). Additionally in April 2013, the Campus Council distributed 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 (IB-97). Based on the ad hoc committee recommendations and the survey results, the Campus Council approved a new planning process in May 2013, which would go into effect in the following year.

In 2013-2014, the College introduced a shorter template titled Annual Review and Resource Allocation (ARRA) template (IB-98). 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, the OPPA decided to use only the Resource Request form from the ARRA template (IB-99) since this form was submitted in conjunction with the ARPD reports submitted to the UHCC System. The Campus Council approved a new proposal for changing the planning process in May 2015 for the following year (IB-100). The College used this Integrated Planning and Budgeting Process in 2015-2016 and 2016-2017. See Overview of Planning Process for templates and process (IB-51).

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. The Campus Council discussed the feedback at their May 2017 meeting (IB-101). Feedback indicated that there continues to be frustration with the UHCC System site and the late release of data for the ARPDs. Survey respondents 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 Integrated Planning and Budgeting Process will primarily stay the same, the College will encourage the programs and units to include their own data or data supplied by the OPPA for the analysis of their program/unit. The College later supported this discussion with 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 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. Refer to 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 (IB-102). 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. Each academic program, area, and unit include SLO assessment data and results 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 using SLO assessment data, the academic programs, areas, and units use institutional research data 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, area, and unit completes the template with input from its constituents. Through the process of completing the templates, the programs, areas, and units review a wide range of data and evaluate its effectiveness.

The College uses results of assessment and analysis 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 indicated a need to provide additional tutoring and peer mentoring support. The College approved the request for additional funding for student help for a range of student support areas for the 2017-2018 academic year (IB-36).

**Resource Request Prioritization**
The College has a process to consolidate the resource request lists from multiple divisions and units into a combined plan. The instructional unit heads (instructional division chairs and educational unit heads) discuss and prioritize each of their resource request lists into a single Instructional Priorities List (IB-103). 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 compiles 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.

The administrative team presents the draft of institutional priorities to the Campus Council for review, discussion, and re-prioritizing, if needed. The Faculty Senate also reviews the institutional priorities and can make recommendations for re-prioritizing, if needed. The Campus Council approves a final institutional priorities list as a recommendation to the chancellor (IB-101).

**Resource Allocation**
Each year the operating budget is reviewed by the 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 College uses the institutional priority list to guide decision making on updating the budget. Refer to Standard III.D.3 for further discussion.

In addition to informing the operating budget, the institutional priorities list is used to develop 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 combined with the strategic funding requests from the UH baccalaureate campuses. The UH president and staff prepare a formal budget request of the UH 10-campus system, which the president presents for approval to the Board of Regents in the fall of each year. Following approval by the board, the president submits the budget request 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.

Division chairs and unit heads also use their respective priority lists to determine expenditures in the coming year. The College provides each division and unit with an annual operating budget to spend on ongoing expenses. The instructional divisions also have an additional budget provided from summer school offerings. The VCAA determines these allocations 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 48. Evolution of Planning and Budgeting Process Templates

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>templates.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>• Continued to use the Resource Request template combined with the ARPD</td>
</tr>
<tr>
<td></td>
<td>template.</td>
</tr>
<tr>
<td></td>
<td>• Developed the Comprehensive Review and Evaluation (CRE)</td>
</tr>
</tbody>
</table>
The Campus Council approved the revised Integrated Planning and Budgeting Process.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2015-2016 | - Introduced the revised process including the ARPD template and/or CRE template.  
             - Continued to use the Resource Request template. |
| 2016-2017 | - Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.  
             - All remaining programs, units, and areas completed the CRE template. |
| 2017-2018 | - New cycle of the CRE template to begin.  
             - Move towards better use of data in the ARPD process with less reliance on UHCC System data.  
             - An ad hoc committee will review and evaluate the Integrated Planning and Budgeting Process. |

As Table 48 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 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 UHCC ARPD website and the campus website (IB-88, IB-89).

**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.

The College evaluated its planning and budget cycle in 2016 and received feedback from 200 faculty and staff. When asked if the College planning process resulted in improvement, 60.5 percent of respondents agreed that the process results in improvements of programs and services and 34 percent were unsure (IB-81). 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 March and April. In 2017-2018, the College convened an Ad Hoc Planning Process Review Committee 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. They said that the ARPD, the College’s Integrated Planning and Budgeting Process, helps faculty to plan for and request budget items that support CLOs and assessment. While the process is communicated annually, some faculty and staff are still unclear how the process works and how to request funding for their specific needs. They cited that the Campus Council and Faculty Senate convened a joint ad hoc committee to review the planning and budgeting process and make recommendations for improvement. The work of the ad hoc committee is ongoing, but one change is the ability for any individual or group to add an institutional resource request into the process. This addition provides an additional avenue for resource requests that impact the College but are not prioritized and forwarded from a division, unit, or area (IB-21).
Evidence for Standard I.B.

**Standard I.B.1.**
- IB-1 Assessment Committee Webpage
- IB-2 Diagram of Institutional Assessment and Planning Cycle
- IB-3 Tk20 Training Log
- IB-4 Email on Think Tank, Oct. 11, 2017
- IB-5 Assessment Organization Chart
- IB-6 Sample VCAA Emails on Talk Story Sessions
- IB-7 Faculty Senate Minutes, Aug. 24, 2016, Item V.D.3
- IB-8 Calendar Event for VPCC Campus Forum
- IB-9 Fall 2016 VPCC Presentation
- IB-10 Spring 2017 VPCC Presentation
- IB-11 Fall 2017 VPCC Presentation
- IB-12 Intranet Webpage for Campus Council Minutes
- IB-13 Faculty Senate Minutes Webpage
- IB-14 Intranet Webpage for Nā ‘Ewa Minutes
- IB-15 Student Government Minutes Webpage
- IB-16 DE Committee Functions Webpage
- IB-17 Spring 2017 DE Breakout Session Notes
- IB-18 Spring 2018 Convocation Handout
- IB-19 Spring 2017 Breakout Sessions Schedule
- IB-20 Spring 2018 Accreditation Handout
- IB-21 Spring 2018 Convocation Discussion Results, pp. 1-4
- IB-22 Spring 2018 Convocation Survey Results
- IB-23 2013 Mini-Leadership Retreat Presentation
- IB-24 2013 Leadership Retreat Agenda
- IB-25 2014 Leadership Retreat Presentation
- IB-26 2015 Leadership Retreat Agenda
- IB-27 2017 Leadership Retreat Agenda

**Standard I.B.2.**
- IB-28 2016 ARPD - AA Liberal Arts
- IB-29 Assessment Webpage
- IB-30 L5.210 Policy on Assessment
- IB-31 Assessment Resources Webpage
- IB-32 CLO/SAO Assessment Template
- IB-33 2016 ARPD - Teaching
- IB-34 2014-2016 CRE - Student Services
- IB-35 2016-2017 Resource Requests - Student Services
- IB-36 2016-2017 Proposed Institutional Priorities

**Standard I.B.3.**
- IB-37 UHCCP #4.203 Institution-Set Standards
- IB-38 *UHCC Strategic Directions 2015-2021*
- IB-39 *Leeward CC Strategic Plan 2015-2021*
- IB-40 Email on #IGotClass, Nov. 14, 2017
<table>
<thead>
<tr>
<th>Document Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB-41</td>
<td>Blog Post on #IGotClass Winners</td>
</tr>
<tr>
<td>IB-42</td>
<td>2017-2018 Institutional Effectiveness Report</td>
</tr>
<tr>
<td>IB-43</td>
<td>Flyer for Wildly Important Gathering</td>
</tr>
<tr>
<td>IB-44</td>
<td>Email on Wildly Important Gathering, Feb. 28, 2018</td>
</tr>
<tr>
<td>IB-45</td>
<td>Wildly Important Gathering Brochure</td>
</tr>
<tr>
<td>IB-46</td>
<td>2018 ACCJC Annual Report</td>
</tr>
<tr>
<td>IB-47</td>
<td>Intranet Webpage for Weekly Bulletin</td>
</tr>
<tr>
<td>IB-48</td>
<td>HGI Performance Funding Model Webpage</td>
</tr>
</tbody>
</table>

**Standard I.B.4.**

<table>
<thead>
<tr>
<th>Document Type</th>
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<tbody>
<tr>
<td>IB-49</td>
<td>Integrated Planning and Budgeting Process Overview</td>
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</tbody>
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**Standard I.B.5.**

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<th>Title</th>
</tr>
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<tbody>
<tr>
<td>IB-50</td>
<td>Appendix C 2015-2016 ARPD Instructions and Template</td>
</tr>
<tr>
<td>IB-51</td>
<td>CRE Instructions and Template</td>
</tr>
<tr>
<td>IB-52</td>
<td>ARPD Template</td>
</tr>
<tr>
<td>IB-53</td>
<td>UHCC Health Call Scoring Rubric</td>
</tr>
<tr>
<td>IB-54</td>
<td>Resource Implications Template</td>
</tr>
<tr>
<td>IB-55</td>
<td>UHCCP #5.202 Review of Established Programs</td>
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</table>

**Standard I.B.6.**

<table>
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<tr>
<td>IB-56</td>
<td>Disaggregated Data by Student Populations</td>
</tr>
<tr>
<td>IB-57</td>
<td>2015 ARPD - Developmental Math</td>
</tr>
<tr>
<td>IB-58</td>
<td>2015 ARPD - Developmental Writing</td>
</tr>
<tr>
<td>IB-59</td>
<td>2015-2016 Acceleration Initiative Funded Requests</td>
</tr>
<tr>
<td>IB-60</td>
<td>Math 75 to Math 100 Data</td>
</tr>
<tr>
<td>IB-61</td>
<td>Lanakila Webpage</td>
</tr>
<tr>
<td>IB-62</td>
<td>Ho‘oulu Webpage</td>
</tr>
<tr>
<td>IB-63</td>
<td>STEM Scholars Webpage</td>
</tr>
<tr>
<td>IB-64</td>
<td>Hālau Newsletter</td>
</tr>
<tr>
<td>IB-65</td>
<td>Ke Ala ‘Ike Webpage</td>
</tr>
<tr>
<td>IB-66</td>
<td>Ke Ala ‘Ike Brochure</td>
</tr>
<tr>
<td>IB-67</td>
<td>Waipahu High School Status Report</td>
</tr>
<tr>
<td>IB-68</td>
<td>UH News Article on Leeward’s Early College Student</td>
</tr>
<tr>
<td>IB-69</td>
<td>UH News Article on Early College Honor Students</td>
</tr>
<tr>
<td>IB-70</td>
<td>Pacific Islander Program Overview</td>
</tr>
<tr>
<td>IB-71</td>
<td>Hawai‘i Promise Brochure</td>
</tr>
<tr>
<td>IB-72</td>
<td>Hawai‘i Promise at Leeward Webpage</td>
</tr>
<tr>
<td>IB-73</td>
<td>Disaggregated Data by Delivery Mode</td>
</tr>
<tr>
<td>IB-74</td>
<td>Timeline of Five-Week Online Course Development</td>
</tr>
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**Standard I.B.7.**

<table>
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<th>Document Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB-75</td>
<td>Leeward CC Policies Webpage</td>
</tr>
<tr>
<td>IB-76</td>
<td>Final Committee Report on L5.202</td>
</tr>
<tr>
<td>IB-77</td>
<td>L5.210 Policy on Assessment (Revised Feb. 21, 2016)</td>
</tr>
<tr>
<td>IB-78</td>
<td>Faculty Senate Minutes, Feb. 21, 2018, Item III.D.2</td>
</tr>
<tr>
<td>IB-79</td>
<td>2017 Program Review and Planning Survey Results</td>
</tr>
<tr>
<td>IB-80</td>
<td>Leadership Excellence Program Handout</td>
</tr>
</tbody>
</table>
IB-81  Fall 2016 Employee Satisfaction Survey Report
IB-82  Fall 2014 Employee Satisfaction Survey Report
IB-83  Fall 2016 Employee Satisfaction Presentation
IB-84  Email on Employee Satisfaction Survey, Feb. 2, 2017
IB-85  Intranet Webpage for Surveys
IB-86  Administrative Services Satisfaction Survey Form
IB-87  2017 Administrative Services Satisfaction Survey Report

**Standard I.B.8.**
IB-88  UHCC ARPD Website
IB-89  Leeward ARPDs and CREs Webpage
IB-90  Blog Post on 2016 CCSSE Results

**Standard I.B.9.**
IB-91  Email on Ad Hoc Planning Committee, Sept. 14, 2012
IB-93  Email Update on Ad Hoc Planning Committee, Nov. 24, 2012
IB-94  2013-2014 Proposal to Revise Planning and Budgeting Process
IB-95  2013 Leadership Retreat Feedback
IB-96  2013 ARA Template Feedback
IB-97  2013 APR Process Survey Results
IB-98  ARRA Template
IB-99  2014-2015 Resource Request Template
IB-100  2015-2016 Proposal to Revise Planning and Budgeting Process
IB-101  Campus Council Minutes, May 1, 2017, Item 4.a
IB-102  Timeline of 2017-2018 Integrated Planning and Budgeting Process
IB-103  2016-2017 Instructional Priorities List
# Changes and Plans Arising Out of the Self-Evaluation for Standard I.B.

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.1.</td>
<td>Faculty Senate provided feedback to improve the College’s Integrated Planning and Budgeting Process and increase transparency.</td>
<td>Faculty Senate and Admin</td>
<td>Fall 2016 - present</td>
<td>The VCAA updates the campus on prioritized resource request lists during the prioritization process. The VCAS provides the campus the annual budget with accompanying notes each fall semester.</td>
</tr>
<tr>
<td>I.B.1. IV.A.4.</td>
<td>DE faculty attended training on faculty-initiated interaction.</td>
<td>DE Committee</td>
<td>Fall 2017 – present</td>
<td>Faculty gained awareness of the requirement to provide faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.</td>
</tr>
<tr>
<td>I.B.1.</td>
<td>Conducted breakout sessions during convocation to seek feedback on specific Accreditation Standards and Eligibility Requirements (ERs).</td>
<td>Self-Evaluation Core Team</td>
<td>Spring 2018</td>
<td>Campus constituents provided feedback on how the College meets specific Accreditation Standards and ERs and how the College can improve in those areas. The College incorporated the feedback into the ISER and shared with appropriate decision makers.</td>
</tr>
<tr>
<td>I.B.2.</td>
<td>Clarify the relationship between GELOs and ILOs.</td>
<td>Faculty Senate Assessment Committee</td>
<td>Fall 2017 – present</td>
<td>Faculty Senate Assessment Committee will make recommendations in 2018-2019.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I.B.3.</td>
<td>Initiated the College’s institution-set standard, Wildly Important Goal (WIG), to increase student retention and persistence by 10 percent over the previous year.</td>
<td>VCAA</td>
<td>Fall 2017 - present</td>
<td>WIG Design Team was convened in Fall 2017. Work continues and planned activities are included in QFE.</td>
</tr>
<tr>
<td>I.B.5.</td>
<td>Published the College’s Institutional Effectiveness Report.</td>
<td>OPPA</td>
<td>Spring 2018</td>
<td>Admin is reviewing the report and will use the results to inform decisions.</td>
</tr>
<tr>
<td>I.B.7.</td>
<td>Conducted the Employee Satisfaction Survey.</td>
<td>Leadership Excellence Cohort</td>
<td>Fall 2016</td>
<td>Institutional strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
<td>Achieved or Expected Outcome</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>I.B.7.</td>
<td>Conducted the Administrative Services Customer Satisfaction Survey and used the results to make improvements.</td>
<td>Office of the Vice Chancellor of Administrative Services (VCAS)</td>
<td>Fall 2017 - present</td>
<td>Admin Services strengths and areas for improvement were identified.</td>
</tr>
<tr>
<td>I.B.9.</td>
<td>In response to the Employee Satisfaction Survey, the results of program improvements to the campus community were better communicated.</td>
<td>VCAA and Ad Hoc Planning Process Review Committee</td>
<td>Fall 2016 - present</td>
<td>For the 2016-2017 academic year, the VCAA shared an overview of the Integrated Planning and Budgeting Process and ranked priorities to ensure that campus constituents 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.</td>
</tr>
</tbody>
</table>
| I.B.1.  
I.B.7.  
I.B.9.  
| I.B.1.  
I.B.7.  
I.B.9.  
IV.A.3.  | Review L5.202, Policy on Annual Program Review. | Ad Hoc Planning Process Review Committee | Fall 2017 – present | The committee has forwarded a revised policy to Faculty Senate and Campus Council for review and approval. |
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 (IC-1, IC-2, IC-3, IC-4, IC-5, IC-6, IC-7, IC-8, IC-9, IC-10).

The College provides a print and an electronic version of the Catalog for its constituencies with precise, accurate, and current information (IC-11, IC-12). The print version is available for a nominal fee at the campus Copy Center, and the electronic version is available to view and/or download on the College website. Designated campus members review portions of the Catalog annually 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 (IC-13, IC-14).

The Creative Services office oversees the campus communication system (IC-15). 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 (IC-16, IC-17, IC-18, IC-19, IC-20, IC-21, IC-22). The Creative Services office assures consistency and clarity in communication by providing centralized support for all College communication, graphic design, and marketing services (IC-23).

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.
The 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 copy available for purchase at the Leeward Copy Center and as a downloadable electronic version free of charge on its website ([IC-11](#)). The table of contents guides students quickly to the information they seek whether they are potential, new, or continuing students.

The Catalog 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). Table 49 lists the page numbers from the *Catalog 2017-2018* that correspond to ACCJC’s Catalog Requirements ([IC-12](#)).

Table 49.  

*ACCJC’s Catalog Requirements and Catalog Page References*

<table>
<thead>
<tr>
<th>Catalog Requirements</th>
<th>Page(s) in Catalog 2017-2018</th>
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<tr>
<td><strong>General Information</strong></td>
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<tr>
<td>Official Name, Addresses, Telephone Numbers, and Website Address of the Institution</td>
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<tr>
<td>Educational Mission (Vision, Mission Statement, Core Values, and Institutional Learning Outcomes)</td>
<td>7-8</td>
</tr>
<tr>
<td>Representation of Accredited Status with ACCJC and with Programmatic Accreditors</td>
<td>9</td>
</tr>
<tr>
<td>Course, Program, and Degree Offerings</td>
<td>18-104, 137-194</td>
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<tr>
<td>Student Learning Outcomes for Programs and Degrees</td>
<td>32-104</td>
</tr>
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<td>Academic Calendar and Program Length</td>
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<td>Academic Freedom Statement</td>
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## Catalog Requirements

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<thead>
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<tbody>
<tr>
<td>Available Student Financial Aid</td>
<td>114-121</td>
</tr>
<tr>
<td>Available Learning Resources</td>
<td>196-200</td>
</tr>
<tr>
<td>Names and Degrees of Administrators and Faculty</td>
<td>221-230</td>
</tr>
<tr>
<td>Names of Governing Board Members</td>
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### Requirements

<table>
<thead>
<tr>
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<th>Page(s)</th>
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<tr>
<td>Admissions</td>
<td>106-113</td>
</tr>
<tr>
<td>Student Fees and Other Financial Obligations</td>
<td>114-121</td>
</tr>
<tr>
<td>Degrees, Certificates, Graduation, and Transfer</td>
<td>24-26, 122-125</td>
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</tbody>
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### Major Policies Affecting Students

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Academic Regulations, Including Academic Honesty</td>
<td>126-136, 207</td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td>214</td>
</tr>
<tr>
<td>Acceptance and Transfer of Credits</td>
<td>122-125</td>
</tr>
<tr>
<td>Transcripts</td>
<td>115</td>
</tr>
<tr>
<td>Grievance and Complaint Procedures</td>
<td>215</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>217</td>
</tr>
<tr>
<td>Refund of Fees</td>
<td>118</td>
</tr>
</tbody>
</table>

All student policies can be found on the Policies webpage of the College website and the Services for Students webpage (IC-24, IC-25).

The Catalog describes the instructional delivery modes applied in DE courses, programs, and degree offerings. The three different DE modes are televised courses, two-way interactive video courses, and internet courses. The Catalog explains how DE courses differ from traditional, face-to-face courses (IC-26). The Catalog and course syllabi describe the expected interaction between faculty and students and the accessibility of faculty and staff to students enrolled in 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. The Office of Planning, Policy, and Assessment (OPPA) coordinates catalog revisions. The annual catalog revision schedule is based on the Faculty Senate’s curricular deadlines, student registration dates, and STAR GPS input requirements (IC-27). 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 (VCAA), and human resources staff review, 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 for a nominal fee at the campus Copy Center and a PDF version is available on the College 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 the Curriculum Committee vets and approves. (For more detailed discussion of the Curriculum Committee, see Standard II.A.2.) Once reviewed and approved, SLOs are housed in an online database, Kuali Student Curriculum Management. Program learning outcomes (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 (IC-11).

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 (IC-28). Program review includes quantitative and qualitative data including program learning outcome assessment results. The Annual Report of Program Data (ARPD) template provides the public with an evaluation of the program quality and recommendations for improvement. For further discussion on the ARPD, see Standard I.B.5.

The College uses Tk20 software to collect and analyze assessment information. The OPPA manages Tk20 by assisting users, uploading course and faculty data, developing reports and new functionalities, and offering training sessions (IC-29, IC-30). Program coordinators
extract and summarize data from Tk20 to demonstrate PLO and SLO attainment. The College uses assessment results in the annual Integrated Planning and Budgeting Process. For additional discussion on Tk20, see Standard I.B.2.

Analysis and Evaluation

The College uses Tk20 software, managed by the 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). The Catalog 2017-2018 lists these degrees in the Programs of Study section (IC-3). In addition, the College website lists the degrees and certificates that students can receive through DE, which includes the AA degree (IC-31).

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 (IC-32, IC-33, IC-34). The College expects graduating students to meet seven general education learning outcomes (IC-32).

The College offers three types of certificates: certificate of achievement, certificate of competence, and academic subject certificate. The Catalog lists information on the 25 certificates offered, including a description of the program of study, PLOs, and the number of courses needed to receive a certificate (IC-35, IC-36).

The College’s L5.201, 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 (IC-37).

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 L1.101, Policy on the Policy Development Process, provides direction for developing and maintaining College policies (IC-38). 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 mechanisms 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 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 (IC-39).
The College website provides current and prospective students with accurate information on tuition, fees, and required textbook and instructional material costs (IC-40, IC-41, IC-42). In addition, the online Leeward Bookstore allows students to compare textbook prices (IC-43, IC-44).

The College has undertaken an Open Educational Resources (OER) initiative since 2016 (IC-45). Courses that offer OER or no cost textbooks include the statement “Textbook Cost: $0” on the Course Availability webpage and in STAR GPS (IC-46, IC-47). For further discussion of OER, see Standard I.A.3.

**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 as well as 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 its 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” (IC-48). 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 (IC-1). In addition, the Catalog contains the Academic Rights and Freedoms of Students (IC-48).

UHCC Policy UHCP #5.211, Statement on Professional Ethics (Faculty), outlines the academic freedom and responsibility for faculty (IC-49, IC-50). This policy is easily accessible on the UHCC System Policies website and reviewed on a regular basis (IC-51). The VCAA reminded faculty of the policy in an email sent in fall 2017 (IC-52).

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 (IC-53, IC-
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 UHCCP #5.211 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 policies and procedures approved by the Board of Regents on student academic honesty and student behavior, which it clearly communicates to current and prospective students. The College’s Student Conduct Code and Student Conduct Code Procedures are based on Executive Policy EP 7.208, Systemwide Student Conduct Code (IC-56, IC-57, IC-58). The executive policy discusses academic honesty and 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 2018, the UH System reviewed EP 7.208 in order to create greater alignment with all UH campuses in terms of the conduct 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. Additionally, the Catalog publishes the Student Conduct Code and other full policies relevant to Leeward students (IC-59, IC-60). 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 (IC-24, IC-60).

The College has 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. UHCCP #5.211 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 (IC-49).

The Hawai‘i Administrative Rules (HAR) §20-2, Statement on Rights and Responsibilities of the University of Hawai‘i Community, guides UHCCP #5.211, which is based within the context of the Hawai‘i Revised Statutes (IC-50).
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 UHPA and the Board of Regents (IC-61).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the Certification of Continued Compliance with Federal Regulations and Commission Policies for a discussion of the College’s compliance with ACCJC’s Distance Education and Correspondence Education Policy.

**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 UHCC Policies webpage, 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. UHCCP #5.211 adopted the American Association of University Professors’ statement on professional ethics that outlines academic freedom and responsibility for faculty (IC-49, IC-50). The policy informs faculty on their primary responsibility to be 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 (IC-53, IC-54). For a more detailed discussion of the curriculum review and revision process, see Standard II.A.2.

**Analysis and Evaluation**

The College and system policies on professional ethics inform 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. HAR §20-2, 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” (IC-50).

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 Wai‘anae, 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, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College submitted its most recent annual fiscal report to ACCJC on March 29, 2018, and its most recent annual fiscal report on April 3, 2018 (IC-63, IC-64). 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, the College identifies ACCJC as the accrediting organization overseeing the College’s compliance with Eligibility Requirements, Accreditation Standards, and Commission policies (IC-2).

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 (IC-10).

The College published its past institutional self-evaluation report on its website in order to inform the public of its good standing (IC-10).

The accreditation liaison officer (ALO) regularly contacts ACCJC when clarifications are needed regarding the writing of the Institutional Self-Evaluation Report 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. The ALO provided ACCJC with information on the degree programs, 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 Waiʻanae Moku Education Center. The location change required a substantive change proposal, which the ALO submitted to ACCJC on January 24, 2018, and ACCJC approved on March 2, 2018 (IC-65, IC-66).

**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 is accredited by the Commission on Accreditation for Health Informatics and Information Management.
- The Teacher Education: Alternative Certification for Career and Technical Education program is accredited by the Council for the Accreditation of Educator Preparation. (IC-9).

The College complies with regulations and statutes communicating any changes in its accredited status to stakeholders. The College publicly shares its current accreditation status on the College website (IC-10).

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 and the Catalog list 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 community college and into a four-year institution of higher education (IC-67).
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, UHCCP #L5.211 supports a high-quality educational experience where faculty and students can freely exchange ideas, which creates an intellectual space for student learning and achievement (IC-49).

**Analysis and Evaluation**

The College places its educational responsibility above all other objectives including external contributions and financial interests.
Evidence for Standard I.C.

**Standard I.C.1.**
IC-1 Vision, Mission, Core Values in *Catalog 2017-2018*
IC-2 About the College in *Catalog 2017-2018*
IC-3 Programs of Study in *Catalog 2017-2018*
IC-4 Program Requirements in *Catalog 2017-2018*
IC-5 Academic Resources in *Catalog 2017-2018*
IC-6 Mission Webpage
IC-7 Programs of Study Webpage
IC-8 Services for Students Webpage
IC-9 About Leeward Webpage
IC-10 Accreditation Webpage
IC-11 Catalog and Courses Webpage
IC-12 *Catalog 2017-2018*
IC-13 Announcement of the Leeward Website Survey
IC-14 Blog Post on Leeward Website Refresh
IC-15 Intranet Webpage for Communication and PR
IC-16 Connect to Leeward Webpage
IC-17 Screenshot of Leeward Facebook Page
IC-18 Screenshot of Leeward Twitter Page
IC-19 Screenshot of Leeward YouTube Channel
IC-20 Screenshot of Leeward Instagram Page
IC-21 Screenshot of Leeward Flickr Page
IC-22 Screenshot of Leeward Pinterest Page
IC-23 Intranet Webpage for Creative Services

**Standard I.C.2.**
IC-24 Leeward CC Policies Webpage
IC-25 Services for Students Webpage
IC-26 Distance Education in *Catalog 2017-2018*
IC-27 Timeline of 2018-2019 Catalog Revision

**Standard I.C.3.**
IC-28 UHCC ARPD Website
IC-29 OPPA Webpage
IC-30 Email on Tk20 Training, Aug. 8, 2017

**Standard I.C.4.**
IC-31 Online Degrees and Certificates Webpage
IC-32 General Education in *Catalog 2017-2018*
IC-33 Associate Degrees in *Catalog 2017-2018*
IC-34 General Education Course Listing in *Catalog 2017-2018*
IC-35 About Degrees and Programs in *Catalog 2017-2018*
IC-36 Program Requirements in *Catalog 2017-2018*
IC-37 L5.201 Policy on Curriculum Review and Revision
**Standard I.C.5.**
IC-38 L.1.101 Policy on the Policy Development Process

**Standard I.C.6.**
IC-39 Financial Information in *Catalog 2017-2018*
IC-40 Paying for College Webpage
IC-41 Tuition and Fees Webpage
IC-42 What You’ll Save Webpage
IC-43 Leeward Bookstore Website
IC-44 Sample Textbook Price Comparison - Culinary Arts 150
IC-45 “Textbook Cost: $0” in OER @ Leeward
IC-46 Sample Spring 2018 Class Availability - Sociology
IC-47 List of “Textbook Cost: $0” Classes

**Standard I.C.7.**
IC-48 Academic Rights and Grievance Procedures in *Catalog 2017-2018*
IC-49 UHCCP #5.211 Statement on Professional Ethics (Faculty)
IC-50 HAR §20-2 Statement on Rights and Responsibilities of the UH Community
IC-51 UHCC Policies Webpage
IC-52 VCAA Email on Academic Affairs, Sept. 29, 2017
IC-53 2017-2021 *UHPA-BOR Agreement*
IC-54 Article IX Academic Freedom Webpage
IC-55 UHPA-BOR Contract Reference Webpage

**Standard I.C.8.**
IC-56 Leeward CC Student Conduct Code
IC-57 Leeward CC Conduct Code Procedures
IC-58 EP 7.208 Systemwide Student Conduct Code
IC-59 Student Conduct Code in *Catalog 2017-2018*
IC-60 Policies in *Catalog 2017-2018*
IC-61 Faculty and Staff FYI Guidebook, p. 44

**Standard I.C.9.**
IC-62 AAUP Statement Webpage

**Standard I.C.12.**
IC-63 2018 ACCJC Annual Fiscal Report
IC-64 2018 ACCJC Annual Report
IC-65 Substantive Change Application for New Location, Oct. 25, 2018
IC-66 ACCJC Approval Letter, Mar. 2, 2018

**Standard I.C.14.**
IC-67 *Leeward CC Strategic Plan 2015-2021*
STANDARD II: STUDENT LEARNING PROGRAMS
AND SUPPORT SERVICES

Student Spotlight
Michelle Clark

The technical expertise and appropriate application of skills from the Leeward classes I completed combined with the concept and theories I gained at the bachelor and master’s degree level allows me to understand not only the high-level concepts in my field but exactly how everything works and what outcome we should expect. I was surprised how many people struggled with simple tasks like filling out a payroll tax form, one of many valuable assignments I recall from Leeward. I also gained exposure to different perspectives in the multi-cultural communication class that continues to instill a spirit of open-mindedness and respect for people from all walks of life and corners of the world. I feel I am better prepared for most situations in my career given the education and personal experiences from UH Leeward that has deeply enriched my character and created a path for success.
STANDARD II: STUDENT LEARNING PROGRAMS
AND SUPPORT SERVICES

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

II.A. Instructional Programs

II.A.1.
All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and transfer culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9)

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” (IIA-1). 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, the College awarded 74.1 percent of the degrees and certificates for transfer degrees. The remaining 25.9 percent of degrees and certificates awarded were for career and technical education (CTE) programs, which may include a transfer option but are intended to lead to employment in the workforce (IIA-2). The College offers 15 associate degrees, 12 certificates of achievement, and 34 certificates of competence (IIA-3, IIA-4).

The College offers instructional programs in fields of study that are consistent with its mission. The instructional programs meet a high standard that is 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 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.
High school students participating in the dual-enrollment programs Jump Start, Running Start, and Early Admit take credit courses at the College (IIA-5). Additionally, the College offers Early College courses at eight local high schools: Campbell High School, Leilehua High School, Mililani High School, Nānākuli High School, Pearl City High School, Sacred Hearts High School, Wai‘anae High School, and Waipahu High School. For all these programs, students who participate are dually enrolled at both their high school and the College. Through some of these programs, students earn dual credit (credit that can be applied to both their high school diploma requirements and their college degree requirements), and in other programs they earn single credit (credit that is only applied to their college degree requirements). The Early College Memorandum of Agreement program is a specific type of dual-enrollment program where the College offers college classes to students through a partnership with a high school (IIA-6).

In addition to 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 (OIP), and the English Language Institute (ELI). 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 (IIA-7).

The OIP and ELI align with the College’s mission statement to “foster students to become responsible global citizens locally, nationally, and internationally.” The OIP creates programs to meet the needs of international students wanting academic preparation and 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 ELI provides academic preparation in English for international students.

The College’s mission affirms “a special commitment to Native Hawaiians” (IIA-1). In support of this section of the mission statement, the College has an AA in Hawaiian Studies and an Academic Subject Certificate in Hawaiian Language to provide an opportunity for all students to pursue an instructional program with a focus on the Native Hawaiian culture, history, and language.

**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 in several ways. The primary means of evaluation at the institutional level begins with a review of institution-set standards and progress made toward aspirational goals (IIA-8). The vice president for community colleges (VPCC) shares this information at an annual fall semester campus forum (IIA-9, IIA-10). Attendees can ask questions and make comments on the issues at hand. (For further discussion on the VPCC visits, see Standard IV.D.6.) Additionally, constituent groups later meet to discuss the information provided by the VPCC and develop strategies for improvement. Administration also uses these key indicators to identify areas to focus on in the coming year.
At the program level, the program review process provides an opportunity for review and reflection by instructional programs regarding students’ progress, completion and transfer data, and employment rates. Through the Annual Report of Program Data (ARPD), programs evaluate their program health and provide recommendations for improvement. The Board of Regents Committee on Academic and Student Affairs annually reviews programs with a low number of graduates and asks colleges to perform a specific review of these programs and provide a report of future plans (IIA-11).

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

The College assesses student learning outcomes (SLOs) at the course level and the program level. (See Standard I.B.2 for a more detailed discussion of the College’s hierarchy of SLOs.) 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 and uses ARPD results to plan improvements and prioritize resource requests. For a more detailed discussion of 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. The College also offers credit courses to high school students through its dual-enrollment programs.

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. They said that the College regularly assesses what the local community needs and creates programs to meet those needs. To reach more students, the College has increased its delivery modes including DE courses and dual-enrollment courses. As the number of programs develop, the College strives to increase its publicity of the types of programs and the different delivery methods in order to make them all successful (IIA-12).

**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*
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 L5.201, Policy on Curriculum Review and Revision (IIA-13). Faculty also follow the process approved by the Faculty Senate Curriculum Committee for course and program proposal, review, and modification (IIA-14, IIA-15).

To conduct curriculum review and revision, the College uses the Kuali Student Curriculum Management (KSCM) database, an online curriculum management system that houses all approved course and program outlines (IIA-16, IIA-17, IIA-18). 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 (IIA-19, IIA-20). All CLOs must connect to course content, PLOs, and the College mission.

In the KSCM database, program outline requirements include the program’s PLOs, mission and objectives, program curriculum plan, target (if any), resources, efficiency, and effectiveness (IIA-19).

The College’s L5.201 and L5.202, Policy on Annual Program Review, require faculty to regularly review all curriculum (IIA-13, IIA-22). 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 (VCAA). 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 faculty and/or advisory boards identify a curriculum change, the faculty proposer enters the new or modified curriculum proposal into the KSCM database.

Step 2: All faculty in the division review and approve the proposal. 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, the subcommittees suggest changes to the proposer. Once the proposer updates the proposal, the full Curriculum Committee membership votes on it.
Step 4: Once the Curriculum Committee approves a proposal, the Faculty Senate reviews it. At this time, the Faculty Senate may request additional changes or approve the proposal.

Step 5: The Faculty Senate forwards approved proposals to the appropriate instructional dean for review and approval.

Step 6: The VCAA performs the final review and approval. Upon final approval, the College publishes the new or revised curriculum change in the next Catalog.

At any step in the process, the reviewer can deny the proposal or return it to the proposer for further updates and changes.

DE courses follow the same curriculum review and revision procedure as courses delivered face-to-face. The College encourages all faculty members interested in teaching in a DE format to attend training for Laulima, the UH collaborative learning environment based on the Sakai platform. The Educational Media Center regularly offers additional training classes on effective online instructional design and online facilitation. For a discussion of the College’s compliance with ACCJC’s Distance Education and Correspondence Education Policy, see the Certification of Continued Institutional Compliance with Commission Policies.

The OIP and the faculty member who will lead a study abroad trip work together to select courses to offer to participating students during the trip. They select the host institution based on its ability to provide courses that are consistent with the College’s CLOs. The division offering the courses assess the actual course content and CLOs in the program review process. Site visits by faculty and student evaluations conducted at the end of study abroad programs help the OIP determine the other components of the program, such as services, location, and housing.

The Language Arts Division offers ELI courses. Although the courses are non-credit, faculty developed the courses and followed 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. ELI faculty regularly assess these courses.

Continuous Improvement through Program Review
Faculty continuously improve instructional courses and programs through the annual program review process. All instructional programs follow the program review process regardless of the program type and delivery mode. Through program review of each academic program and educational unit, faculty evaluate a program’s relevance, appropriateness, currency, and achievement of learning outcomes. 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.
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. They said that the College has numerous faculty and curriculum development programs. Teaching Excellence Program, the EMC training, assessment workshops, and workshops during convocation week are a few of the opportunities available for faculty professional development. For curriculum development, faculty use peer evaluations and eCAFE feedback to make improvements. Faculty expressed a need for more professional development and more opportunities to collaborate with colleagues. Suggested ideas include online professional development, professional development in Wai‘anae Moku, and more division-level opportunities (IIA-12).

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 has identified learning outcomes for all courses, programs, certificates, and degrees. The College established L5.210, Policy on Assessment, which requires systematic assessment of outcomes for all areas of the College, including the establishment of appropriate learning outcomes 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 (IIA-23). The Assessment Committee and the Office of Planning, Policy, and Assessment (OPPA) work together to ensure that all CLOs adhere to L5.210.

Faculty are responsible for developing, reviewing, and revising all learning outcome statements. The College’s L5.201, 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 (IIA-13). This review must include an assessment of CLOs. If a course requires modification, faculty submit a modified curriculum proposal for discussion and approval using the process outlined in Standard II.A.2. 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.
Below is the Assessment Committee’s course assessment status for 2017-2018 (see Table 50). The average total is 81 percent, which meets the College’s goal of 80 percent. In previous years, the College reported on course assessment for courses taught in the academic year. However, the reporting denominator did not include courses that were in the Catalog but not being taught. For the ACCJC 2017 Annual Report, the VCAA changed the reporting denominator to include all courses in the Catalog which led to a drop in the percentage in courses assessed from 90.4 percent to 81.2 percent ([IIA-24]). The VCAA asked all divisions to review courses listed in the Catalog for currency and relevance and to delete courses that are no longer taught.

Table 50.
Course assessment status for 2017-2018.

<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>Total</td>
<td>558</td>
<td>453</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

Faculty regularly assess learning outcomes at the course and program levels. The College conducts program reviews annually using 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, the College requires that each academic program, educational unit, and support area complete a Comprehensive Review and Evaluation (CRE). During the year that a program, unit, or area completes a CRE, it does not need to complete an ARPD 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 (GELOs) ([IIA-25]). The AA Degree Program Review Task Force submitted a report that provided information about the assessment of GELOs for written communication, critical thinking, and cultural diversity ([IIA-26]). 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 the College identify additional courses in the AA degree program that address cultural diversity and locate better assignments or student work 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 (IIA-27).

Student Learning Outcomes in Course Syllabi
All approved and current course outlines include student learning outcome statements. In accordance with L5.201, 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 (IIA-13).

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. The College expects all instructors to include approved SLOs in their syllabi and to provide syllabi to all students in their courses. Additionally, the VCAA reminds faculty at the beginning of each semester of the required syllabi content and the need to disseminate syllabi to students (IIA-28).

Analysis and Evaluation
Two established institutional policies and procedures, the APRD and the 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 GELOs assessed, indicating a need for improvement. In their 2016 report on assessing the AA in Liberal Arts, the AA Degree Program Review Task Force made recommendations to Faculty Senate on strategies for improvement and is currently assessing the remaining AA degree GELOs (IIA-25).

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. They said that all course syllabi contain the SLOs, which have been approved by the Curriculum Committee. Course assessments are on a five-year review process which ensures currency. Tk20 offers some challenges because it is not intuitive. Additionally, faculty seek sample assessment material and mentoring and support (IIA-12).
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, 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. Math faculty moved to an Emporium model for pre-collegiate math classes starting in 2010. The success of this model has led to the use of the Emporium model in some college-level math classes as well. The Catalog provides a complete listing of pre-collegiate level courses ([IIA-29], [IIA-30], [IIA-31], [IIA-32]).

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, UHCC Policy UHCCP #5.213, Time to Degree: Co-Requisite, and the College’s Strategic Plan 2015-2021 ([IIA-33], [IIA-34], [IIA-35]). As part of the Acceleration Initiative, the College has accelerated learning tracks in math and English, which 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 ([IIA-36]).

Math and English faculty from each of the seven UHCC campuses participated in discussions in summer 2015 about course content and course numbering. The system formed an ad hoc committee for grading options to determine the appropriate grading options for co-requisite courses for math and English ([IIA-37]). 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 they can respond to student needs. At the College, instructors in the Accelerated Learning Program designed and facilitated two summer workshops to address curricular and non-cognitive issues including accommodating students with special needs, integrating updated technological tools, and utilizing authentic learning to increase global, real-world application of SLOs. Developmental education instructors attended local as well as national conferences as part of their ongoing training and meet regularly to make decisions about their courses.
The ELI offers eighteen hours per week of English language instruction for international students who seek academic English preparation for college-level coursework and study (IIA-38). The mission of the ELI is to provide high quality ESL instruction and orientation in U.S. culture to international students, professionals, and other English language learners by means of an intensive English program (IIA-39). Additionally, the Language Arts Division offers 12 pre-collegiate ESL courses to meet the needs of beginning to advanced English language learners and prepare students for college-level courses (IIA-40). The courses are sequenced so that each course builds upon the linguistic knowledge and skills taught in previous courses.

**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, eight percent of students who placed more than one level below college-level math completed a college-level math course (IIA-41). 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 (IIA-41).

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 (IIA-42). Each semester, Accelerated Learning Program instructors engage in assessment of specific CLOs to assess English 22 sections in the program. Instructors assess these students’ pre- and post-writing samples and discuss changes to curriculum.

The developmental math and English programs go through the same program review process as all campus instructional and support programs. Each year, the ARPD evaluates the developmental math program. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program’s efficiency is “healthy” while the effectiveness is “unhealthy” (IIA-43). 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.

The 2016 ARPD developmental English results demonstrate “healthy” efficiency with “unhealthy” effectiveness (IIA-44). Retention for all levels of developmental English courses hold consistent at over 90 percent. Successful completion of the developmental English courses for students placing one-step below college level show an annual increase of three percent from 2013-2016, the period covered by the 2016 ARPD. Given the streamlined pre-college pipeline and curricular modifications to facilitate effectiveness, English faculty
expect increases in persistence, retention, course completion, and subsequent student success for all who enter the College at the developmental level.

The OIP conducts the following three assessments and report results through the ARPD process: front desk inquiries, study abroad inquiries and applications, and international student applications. In 2016, the OIP staff resolved 87 percent of the front desk inquiries, which is a 42 percent increase in the satisfaction of the service provided. For study abroad, eight percent of the inquiries and appointments converted to study abroad enrollments, partly due to a canceled study abroad trip. Finally, 80 percent of the international student applications converted to enrollment in credit programs, which is a four percent increase from the previous year (IIA-45).

For ELI courses, ELI instructors conduct assessment and report results through the ARPD process. Each year, OIP administrative faculty members review the CLO assessment results from the previous years and request that teaching faculty and lecturers assist in the assessment to ensure that the CLOs for all of the classes in ELI are assessed. From 2013 to 2017, the ELI faculty assessed CLOs of all 16 classes offered in ELI at least once (IIA-46).

The OIP also assesses the ELI’s program efficiency by looking at enrollment, data collected from ELI students’ enrollment in a credit program, and the percentage of ELI students who successfully complete ESL 21/22. At the end of each session, the OIP conducts a student survey for each student exiting the ELI program and uses 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 (IIA-47).

Pre-collegiate ESL courses are regularly assessed using multiple measures, including tests of students’ reading rates and comprehension, rubrics for multi-draft writing assignments, grammar pre-tests and post-tests, listening comprehension tests, and rubrics for oral presentations. To earn credit and advance to the next course in the sequence, students must demonstrate proficiency in all CLOs for the course. The course assessment results indicate that outcomes are consistently met. ESL faculty use data from course assessments to inform discussions of curriculum and student achievement in the sequence of 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.

**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. L5.201 defines these practices (IIA-13). The policy requires each discipline to review its own courses once every five years “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” (IIA-13).

Curriculum Review Process
Faculty in the appropriate discipline use an approved criteria to decide the breadth, depth, rigor, sequencing, time of completion, and synthesis of learning for a course. During curriculum review, faculty address specific questions on breadth, depth, rigor, and sequencing (IIA-20, IIA-48, IIA-49). 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 (IIA-49).

To ensure that students complete courses in their program in a timely manner, the curriculum review process asks the proposer of a program to provide a program curriculum plan that lists all the courses and credits within the program (IIA-50). The program curriculum plan also indicates the suggested course sequence for students to take each semester to finish the degree or certificate within the planned length of the program. The Catalog includes the course sequences, which the College uses to define the pathways in STAR GPS. To ensure that a program demonstrates a synthesis of learning, the proposer lists the PLOs of the program being modified or proposed (IIA-51).

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 (IIA-52, IIA-53). 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 (IIA-53, IIA-54, IIA-55).

After the proposer has provided supporting evidence that the course or program demonstrates breadth, depth, rigor, sequencing, time to completion, and learning outcomes, the proposer sends the course outline to the division chair. Next, the Faculty Senate Curriculum Committee reviews the course or program in subcommittees and then 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 subcommittee 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 (IIA-56, IIA-57). For a detailed discussion of the Curriculum Committee, see Standard II.A.2.
All degree programs require a minimum of 60 semester credits at the associate level including general education coursework. The College publishes degree programs and program requirements in the Catalog (IIA-58). 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, L5.201, Policy on Curriculum Review and Revision, has a well-established process on how to develop and revise curricula. 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. Beginning in 2013, the Catalog included two-year degree plans for most degrees, and with STAR GPS registration, all degrees have 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 (IIA-59). 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 students still need to complete for a certificate or degree (IIA-60). 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 (IIA-61). 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, STAR GPS notifies the student and recalculates the time to completion. For a more detailed discussion of STAR GPS, see Standard II.C.6.

In addition, STAR GPS has a dashboard available to administrators and division chairs. The dashboard, which is updated daily, shows any courses that are at capacity that students need to complete their program. It also indicates 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 (IIA-62). The College schedules classes to meet the needs of the diverse student population. Classes are held during the day, evening, weekends, at two locations, 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 allows 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 (IIA-63). The College’s evaluation indicated that the College was scheduling its classes in an appropriate manner. Classroom usage was relatively high, and class fill rates were also within an appropriate range.

STAR GPS is 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 Faculty Senate Alternate Class Schedule Ad Hoc 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 and Wednesday and Tuesday and Thursday, which resulted in the Faculty Senate approving a motion that flexible scheduling be implemented in spring 2019 (IIA-64, IIA-65, IIA-66). This alternate schedule will still offer once-a-week lab classes on Friday. 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 STAR GPS, 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 the implementation of flexible scheduling in spring 2019.

**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. The College scaled up these programs in 2016-2017 as part of the Acceleration Initiative, which is discussed in detail in Standard IIA.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 Wai‘anae Moku Education Center, which offers six 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 DE as the primary means of delivering the program’s courses. For example, the College’s AA in Teacher Education, the only associate degree of its kind in the UHCC System, delivers its program primarily through DE to meet the needs of students across the state interested in pursuing teaching (IIA-67). The Business programs have also found high demand for online course delivery. Finally, the College created the Health Information Technology program with online offerings as part of its development plan.

In 2017-2018, the UH System announced its intention to develop five-week online courses to target the working adults in Hawai‘i. Leeward will be taking a lead role in the development of this model due to its strong DE courses and support services (IIA-68).

Use and Evaluation of Teaching Methodologies
Faculty effectively use 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 (IIA-69). 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 a more detailed discussion of 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 (IIA-52) and implemented the DE Liaison program to help faculty connect with campus resources and other colleagues who regularly teach online (IIA-70). In addition, the iTeach website provides professional
development and learning resources to facilitate quality online learning (IIA-71). For further discussion of these professional development opportunities, see Standard III.A.14.

Leeward’s Innovation Center for Teaching and Learning focuses on providing quality workshops for instructional faculty for curriculum development, curriculum improvement, and access to new tools and resources (IIA-72). For example, in November 2017 the Teaching Guidelines and Issues for Faculty Workshop series conducted a workshop on teaching techniques and technology tips (IIA-73). 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 Educational Media Center (EMC) faculty and librarians to identify, revise, or develop textbook resources for their courses that are no cost to the students. For further discussion of OER, see Standards LA.3 and LC.6.

Use and Evaluation of Learning and Student 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 EMC provides resources for students in DE and face-to-face classes (IIA-74). For example, the EMC manages a website called iLearn that is dedicated to DE (IIA-75). Additionally, online students have access to online tutoring support through Brainfuse, an online tutoring service, and online support through the Learning Resource Center. The Pasefika Passion Pipeline aims to introduce Pacific Islander students to higher education and to support their success within the UH System (IIA-76, IIA-77). The Access to Education 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 this 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 Access to Education program assists the prospective students navigate these issues (IIA-78). The Wai‘anae Moku Education Center temporarily suspended this program at the end of 2017 with the resignation of the program counselor. See Standard II.B for more information on the College’s learning support services and Standard II.C for more information on the College’s student support services.

Analysis and Evaluation

The College continuously evaluates the effectiveness of all instructional delivery methods and teaching methodologies and adjusts accordingly to changing student needs through innovative educational programs and support services. The College’s wide variety of learning and student support programs demonstrates its commitment to support equity for all students.

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. The College’s Prior Learning Assessment (PLA) Program identifies these opportunities ([IIA-79, IIA-80]). The PLA Manual Committee has met several times this year to continue updating the PLA Manual and PLA scoring guide ([IIA-81]). The PLA Manual Committee has met with the Counseling and Advising unit to inform them of PLA process and options ([IIA-79]). In addition, the committee developed a Portfolio-Based Assessment (PBA) 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 PBA course to 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 from the Leeward area and had them attempt PBA assessments for two education courses in the Certificate of Competence in Special Education. 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 education courses ([IIA-82]). These students are now enrolled in additional education courses and are on track to earn this certificate with some planning to work towards an AA in Teaching degree.

**Analysis and Evaluation**

The College does not use department wide course and/or program examinations. 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. Instructors design evaluation methods such as exams, papers, and projects to measure student success in meeting these outcomes. In addition, instructors embed ongoing
assessment of CLOs in each course. For detailed discussion of the assessment of CLOs, see Standards 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 accepted by the Accrediting Commission for Community and Junior Colleges (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**

UHCC Policy UHCCP #5.203, Program Credentials: Degrees and Certificates, sets graduation requirements for associate degrees and certificates (IIA-83). 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.

UHCC Policy UHCCP #5.228, Credit Hour, guides the awarding of course credits, degrees, and certificates (IIA-84). 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 align with CLOs and PLOs. The College awards degrees and certificates based on student attainment of PLOs. UHCCP #5.203 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 Executive Policy EP 5.209, Student Transfer and Inter-Campus Articulation, 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 UHCC campus shall be
accepted as having filled the general education core requirements at all other UH campuses (IIA-85).

The College has transfer-of-credit procedures that it clearly communicates to its students. The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions (IIA-86). Students receive notice of credit transfer policies from the Admissions and Records office, counselors, the College website, and transfer workshops held throughout the semester (IIA-87). The Catalog provides clear information for credit transfer (IIA-80). 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 (IIA-88). 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. Additionally, the College website provides information on prior learning assessment (IIA-89).

UH Mānoa 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 UHCC campuses (IIA-90). Kaʻieʻie focuses on students successfully transferring from UHCC campuses to the Mānoa campus while completing their academic degrees.

A similar transfer agreement, Mānanawai, exists with UH West Oʻahu. This agreement provides for a smooth transfer between Leeward CC and UH West Oʻahu with a focus on dual-admission and dual-enrollment (IIA-91).

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.

**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 (IIA-92). 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 (IIA-93). Students who complete the AS degree with a pre-engineering concentration at the College may transfer as classified students to the Bachelor of Science in Engineering at UH Mānoa (IIA-94). 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 Oʻahu, and Chaminade University (IIA-95).
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, an AA degree from the College fulfills the general education core requirements at all other UH campuses. Additionally, the College has multiple articulation course and program agreements across the UH System and with some private colleges.

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 GELOs, are critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication (IIA-96). Each GELO is accompanied with a list of academic skill standards. Table 51 demonstrates how the College’s GELOs correspond to the competencies identified in this Accreditation Standard.

Table 51.
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 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>
</tbody>
</table>
GELO | GELO Statement | Competency in Standard II.A.11
---|---|---
Quantitative reasoning | Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results. | Quantitative competency
Written communication | Use writing to discover, develop, and communicate ideas appropriately. | Communication competency
Arts, humanities, and sciences | Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences. | Ethical reasoning
Cultural diversity and civics | Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues. | Ethical reasoning

All students at the College must meet the minimum general education credit requirements in order to be awarded an AA in Liberal Arts, an AA in Teaching, an Associate in Science (AS), an AS in Natural Science, 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 (IIA-97). 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. (See Standard II.A.12)
for a discussion of these requirements.) In addition, foundations and diversification courses are subject to review by their respective review boards (IIA-98).

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 assessors evaluate the collected data and use the results as a basis for change when indicated. Each instructional division and support area integrate course and program assessments into an annual ARPD. The ARPDs are instrumental in making campus wide decisions pertaining to resource allocation as well as ensuring a high quality of education. For further discussion of the assessment of CLOs, see Standards I.B.2, I.A.3, and I.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. The College ensures level-appropriate SLOs 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. 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” (IIA-96). The College adheres to UHCC Policy UHCCP #5.200, General Education in All Degree Programs, and Regents Policy RP 5.213, General Education (IIA-99, IIA-100).

**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: Foundations Focus Board; Diversification Focus Board; Writing-Intensive Focus Board; Hawaiian, Asian and Pacific Focus Board; Ethics Focus Board; and Oral Communications Focus Board. 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 (IIA-101, IIA-102, IIA-103, IIA-104, IIA-105). 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 (IIA-98).

The Catalog clearly states the requirements for each associate degree and the courses included in the general education curriculum for each associate degree. The College offers a wide range of general education courses through DE.

- The structure of the AA in Liberal Arts degree is explained in the Catalog (IIA-106). 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 (IIA-107).
- 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 (IIA-108).
- 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 (IIA-109).
- 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 Catalog (IIA-110).

- The AS in Natural Science degree is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits (IIA-111). The program provides a pathway for students planning to transfer into a Science, Technology, Engineering, and Math (STEM) program at UH Mānoa.

General education courses in specific disciplines support the institutional learning outcome for values, citizenship, and community and can be used to satisfy a general education requirement. Philosophy, global studies, political science, and education courses focus on ethical principles. Psychology, sociology, communication, and speech courses focus on civility and interpersonal skills.

Anthropology, Asian studies, theater, 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 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 (IIA-112).

**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 determines 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.

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. CTE degree programs include a specialized focus of study depending on the career track alignment.

As noted in Standard [II.A.12], the Catalog clearly states the course requirements for each associate degree. In addition to the general education requirements, program faculty design the program curriculum based on SLOs and ensure the PLOs will be met at the appropriate competency level. CTE faculty design their programs to include stackable certificates such as the Certificate of Competence and the Certificate of Achievement. Students develop higher-level competencies and mastery of key practices as they move through the certificates to the associate degree. One example of this is the AAS in Automotive Technology. Students can earn a Certificate of Competence in the first 15 credits and a Certificate of Achievement in 30 credits. The remaining 33 to 34 credits take students beyond the introductory courses and into a mastery level of automotive competencies with the earning of the AAS in Automotive Technology ([IIA-113]).

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

Evidence of Meeting the Standard

The College assures that students who complete 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 ([IIA-59]). 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. Additionally, 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 (IIA-114).

The College determines technical and professional competency levels and learning outcomes based upon national standards and input from industry representatives. Faculty who are experts in their field teach credit and non-credit courses to prepare students for today’s competitive job market (IIA-115). The College hires CTE and OCEWD instructors based on their educational credentials in the field and/or related industry work experience based on their level of education credential. For example, all Accounting program faculty meet minimum hiring requirements of a master’s degree in accounting, a master’s degree in business administration including 18 credits in accounting, or a bachelor’s degree and three years of related work experience in accounting. All Automotive Technology program faculty meet minimum hiring requirements of a bachelor’s degree in automotive engineering or industrial education, an associate degree and five years of related work experience, or 15 college credits and seven years of related work experience, which are the minimum qualifications for faculty positions. For a detailed discussion on the minimum requirements for faculty positions, see Standard III.A.1.

All non-credit courses offered through OCEWD have learning outcomes that undergo the same assessment process as credit instructional courses. Outcomes are based on national standards or state certification for certain industry licenses. Some of the programs that base outcomes on national standards are Medical Billing (American Medical Billing Association Standards), Pharmacy Technician (Pharmacy Technician Certification Board Standards), and Medical Coding (American Health Information Management Association Standards). Some of the programs that base outcomes on state licensure requirements are Nurse Aide, Adult Residential Home Care, and Commercial Motor Vehicle (IIA-116).

OCEWD assessment of outcomes follows the same process as assessment of course outcomes for credit programs. Faculty use exams, quizzes, projects, and other measuring instruments to measure outcomes as the student progresses through the course. Additionally, a capstone assessment is generally a standardized test. Course, instructor, and program evaluations take place at the completion of each course.

The College has two types of CTE and workforce development programs: those that are reviewed by an outside accrediting agency and those that are not. Table 52 indicates the accrediting body for three of the 12 credit programs and two of the seven non-credit workforce development programs.
Table 52. 
Accreditation of CTE and Workforce Development Programs

<table>
<thead>
<tr>
<th>Accreditation of Programs</th>
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<tbody>
<tr>
<td>Credit Program</td>
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<tr>
<td>Accredihting Body</td>
</tr>
<tr>
<td>Automotive Technology</td>
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<tr>
<td>Culinary Arts (Exemplary Program Recognition)</td>
</tr>
<tr>
<td>Health Information Technology</td>
</tr>
<tr>
<td>Non-Credit Workforce Development Program</td>
</tr>
<tr>
<td>Accredihting Body</td>
</tr>
<tr>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Medical Billing</td>
</tr>
<tr>
<td>Medical Coding</td>
</tr>
<tr>
<td>Patient Services Representative</td>
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<tr>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Nurse Aide</td>
</tr>
<tr>
<td>Adult Residential Care Home</td>
</tr>
<tr>
<td>Commercial Motor Vehicle and Forklift</td>
</tr>
</tbody>
</table>
The above accrediting agencies have specific competencies for students to achieve. The faculty in these programs integrate these competencies or SLOs in the curriculum and develop a process to evaluate the students through various assessments such as quizzes, exams, group projects, research papers, and hands-on activities to ensure that they have achieved the required competencies. For example, the College developed the SLOs in the Substance Abuse Counseling Program based upon the State Department of Health Alcohol and Drug Abuse Division Certified Substance Abuse Counselor educational benchmarks, which in part, are determined by the International Certification and Reciprocity Consortium Board.

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. CTE and workforce development programs that do not have a programmatic accrediting agency consult with industry employers and professional organizations to develop knowledge and skills that are relevant to the workplace.

All 12 CTE credit programs and the Industrial Technology non-credit program have advisory committees made up of industry representatives. These programs schedule between one to two advisory committee meetings per year to develop SLOs, 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.

**Analysis and Evaluation**

The College implements a variety of measures 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 credit and non-credit CTE programs offer some type of cooperative education, externship, internship, or practicum courses that require evaluative feedback and input by the participating employers. Four of the credit programs hold external accreditation. All OCEWD workforce non-credit certificate programs are recognized by their respective industry association. Additionally, the accreditation of three of the programs (Automotive Technology, Culinary Arts, and Health Information Technology) by specialized accrediting bodies has consistently affirmed the quality of these programs.

**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. Regents Policy RP 5.201, Instructional Programs, states, “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” (IIA-117). 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 elimination and modifies the Banner system to not allow future students to enroll. However, current students can continue their studies and complete the degree for up to two years after it has been eliminated.

The College clearly communicates to students procedures for program elimination. Counselors notify students when their certificate or degree program is being eliminated and advise them on their option to continue in the program if they can complete it in two years. Counselors also provide other possible majors that are available if students want to change majors.

In 2013, the UHCC System modified UHCCP #5.203, Program Credentials: Degrees and Certificates, to eliminate the Certificate of Completion and identify all certificates with four credits to 24 credits as the Certificate of Competence (IIA-83). This change prompted the College to review all Certificates of Completion and Competence and make decisions regarding modifying or eliminating certificate programs. In 2014-2015, the College converted 17 Certificates of Completion to Certificates of Competence and eliminated four Certificates of Completion. As noted in the summary document, 2012-2017 Program Eliminations, the program faculty continually review program curriculum and eliminate programs that are no longer in demand or not in alignment with current program outcomes (IIA-118).

Analysis and Evaluation

In the event of programmatic change or dissolution, the College follows established policies and procedures to ensure that students receive the necessary information. The College makes appropriate arrangements so 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 through its program review process regardless of location and delivery mode. UHCC Policy UHCCP #5.202, Review of Established Programs, requires instructional programs to complete an ARPD, which the College uses for its program review (IIA-119). The ARPD is an assessment of a program’s demand, efficiency, effectiveness, DE, degree and certificate completion, transfers, how the program met the Perkins IV Core Indicators from the previous year, how the program met the College’s Performance Measures, and other relevant factors. The UHCC website makes available completed reports (IIA-120).

Credit and non-credit programs with external accrediting bodies as indicated in Standard II.A.14 go through an annual review process, midterm report, self-evaluation and site visit during each accreditation cycle. The external accrediting bodies require additional information, such as licensure and job placement rates.

All instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education, consistently follow the program review 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 (IIA-121). The ARPD directly informs program resource requests and helps unit heads and administrators to prioritize requests. Once every four years, the College requires every program to complete a CRE that includes the ARPD data from the previous three years (IIA-122). For more information about the ARPD and the CRE, see Standards I.B.5 and I.B.9, respectively.

Continuous Improvement of Instructional Programs
The results of program evaluation guide institutional planning, and programs have improved as a result of program evaluations. The College uses data and analysis accumulated in the ARPDs, CREs, and Perkins Performance Indicators Data to implement necessary improvements. For example, the Wai‘anae Moku Education Center’s ARPD identified plans to improve pass rates by requesting funding for additional student tutors and peer mentors (IIA-122). In 2016-2017, the institutional prioritization list ranked this request second, which resulted in the College allocating appropriate resources to fulfill those plans (IIA-124).

The Perkins Performance Indicators Data that is provided by the UH Institutional Research Office and compiled in a table format by the College’s dean of career and technical education provides a means to compare and analyze various indicators between the CTE programs at the College and can also compare similar programs across the UHCC campuses (IIA-125, IIA-126). This report identifies where each program met or exceeded the performance standards and where it did not based upon the set benchmarks established by the state CTE director’s office. For 2016-2017, four of the six performance standards exceeded the state standard, one performance standard was met at 99.6 percent, and one performance standard was met at 82.6 percent (IIA-125).
Program faculty use the Perkins Performance Indicators Data to make improvements in their programs. For example, the Management program was not meeting the standard for the 2P1 indicator of completion of certificates and degrees since 2008-2009. Therefore, the program created and offered a two-semester certificate of achievement of 30 credits in fall 2012. After several years of students becoming aware of this step-laddered certificate that leads to the AS degree, the Management program exceeded the standard of 2P1 in 2016-2017.

**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.
Evidence for Standard II.A.

**Standard II.A.1.**
- IIA-1 Vision, Mission, Core Values in *Catalog 2017-2018*
- IIA-2 Degrees and Certificates Data
- IIA-3 Degrees and Certificates Webpage
- IIA-4 Sample Academic Program Webpage - AS in Natural Science
- IIA-5 Early College Programs Webpage
- IIA-6 Early College Programs Chart
- IIA-7 OCEWD Workforce Development Webpage
- IIA-8 UHCCP #4.203 Institution-Set Standards
- IIA-9 Fall 2016 VPCC Presentation
- IIA-10 Fall 2017 VPCC Presentation
- IIA-11 Bylaws of the Board of Regents, Article II.D.2.a
- IIA-12 Spring 2018 Convocation Discussion Results, pp. 4-9

**Standard II.A.2.**
- IIA-13 L5.20 Policy on Curriculum Review and Revision
- IIA-14 Curriculum Committee Website
- IIA-15 Course Outline and Program Proposal Handout
- IIA-16 Screenshot of KSCM Search Page
- IIA-17 Sample Course Outline - Sociology 100
- IIA-18 Sample Program Outline - Health Information Technology
- IIA-19 KSCM Course Outline Template
- IIA-20 Content Field 1 in *Course Proposal Guide*
- IIA-21 KSCM Program Outline Template
- IIA-22 L5.202 Policy on Annual Program Review

**Standard II.A.3.**
- IIA-23 L5.210 Policy on Assessment
- IIA-24 2017 ACCJC Annual Report
- IIA-25 2014-2016 CRE - AA Liberal Arts
- IIA-26 2016 AA Liberal Arts Assessment Report
- IIA-27 2018 AA Liberal Arts Assessment Report
- IIA-28 VCAA Email on Course Syllabi, Aug. 14, 2017

**Standard II.A.4.**
- IIA-29 Developmental English Courses in *Catalog 2017-2018*
- IIA-30 ELI Courses in *Catalog 2017-2018*
- IIA-31 Developmental ESL Courses in *Catalog 2017-2018*
- IIA-32 Developmental Math and QM Courses in *Catalog 2017-2018*
- IIA-33 *UHCC Strategic Directions 2015-2021*
- IIA-34 UHCCP #5.213 Time to Degree: Co-Requisite
- IIA-35 *Leeward CC Strategic Plan 2015-2021*
- IIA-36 Developmental Education in *Catalog 2017-2018*
- IIA-37 Memo on Grading Options, Feb. 18, 2016
Standard II.A.5.
IIA-48 Content Field 3 in *Course Proposal Guide*
IIA-49 Content Field 4 in *Course Proposal Guide*
IIA-50 BOR Info Field 3 in *Program Proposal Guide*
IIA-51 PLOs Field 1 in *Program Proposal Guide*
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IIA-53 DE Field 1 in *Course Proposal Guide*
IIA-54 DE Field 2 in *Course Proposal Guide*
IIA-55 DE Field 3 in *Course Proposal Guide*
IIA-56 Sample Curriculum Committee Report, Nov. 8, 2017
IIA-57 Sample Faculty Senate Minutes, Nov. 8, 2017, Item II.D.4
IIA-58 About Degrees and Programs in *Catalog 2017-2018*

Standard II.A.6.
IIA-59 Program Requirements in *Catalog 2017-2018*
IIA-60 STAR for Students Guide, pp. 2-3
IIA-61 STAR GPS Webpage
IIA-62 Table of Contents of Spring 2018 Class Availability
IIA-63 HGI Course Scheduling Analysis Webpage
IIA-64 Alternative Class Scheduling Committee Report
IIA-65 Faculty Senate Motion 17.58: Alternative Scheduling
IIA-66 Faculty Senate Minutes, Oct. 18, 2017, Item III.C.2

Standard II.A.7.
IIA-67 Spring 2018 DE Course Listing - Education
IIA-68 Timeline of Five-Week Online Course Development
IIA-69 Content Field 5 in *Course Proposal Guide*
IIA-70 DE Liaison Request Form
IIA-71 iTeach Website
IIA-72 ICTL Website
IIA-73 Email on Teaching Workshop, Nov. 3, 2017
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IIA-75 iLearn Website
IIA-76 Blog Post on Pacific Island Students
IIA-77 Pasefika Passion Pipeline Webpage
IIA-78 Access to Education Presentation
Standard II.A.8.
IIA-79 PLA Manual
IIA-80 PLA Program in Catalog 2017-2018
IIA-81 PLA Scoring Guide Template
IIA-82 PLA Meeting Agenda, Sept. 11, 2017

Standard II.A.9.
IIA-83 UHCC #5.203 Program Credentials: Degrees and Certificates
IIA-84 UHCC# 5.228 Credit Hour

Standard II.A.10.
IIA-85 EP 5.209 Student Transfer and Inter-Campus Articulation
IIA-86 Sample UH Course Transfer Database - English
IIA-87 Calendar Events for Transfer Workshops
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IIA-94 Articulation Agreement for Engineering
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Standard II.A.11.
IIA-96 General Education in Catalog 2017-2018
IIA-97 Content Field 2 in Course Proposal Guide
IIA-98 General Education Committee Webpage

Standard II.A.12.
IIA-99 UHCCP #5.200 General Education in All Degree Programs
IIA-100 RP 5.213 General Education
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<thead>
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</thead>
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<td>CRE Instructions and Template</td>
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<td>2016 ARPD - Waiʻanae Moku Educational Center</td>
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<td>IIA-124</td>
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### Changes and Plans Arising Out of the Self-Evaluation for Standard II.A.

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<th>Timeline</th>
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<td>AA Degree Program Review Task Force</td>
<td>Spring 2018-present</td>
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</tr>
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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 (IIB-1). 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; Kapunawai, the Hawai‘i-Pacific Resource Room; the Learning Resource Center (LRC), which includes the LRC Content Tutoring Center, the Writing Center, and the Kāko‘o ‘Ike Program for disability services; the Help Desk; and the Test Center. The Learning Commons also provides resources including desktop, laptop, and tablet computers; printing, copying, scanning, and charging stations; individual study carrels; and group study rooms (IIB-2). At the Wai‘anae Moku Education Center, the Student Resource Center and adjoining offices provide a number of learning support services (IIB-3).

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 53 indicates, comparable services are available at the Pearl City campus; the Wai‘anae Moku Education Center; and online, via phone, or at another University of Hawai‘i (UH) locations.
Table 53.
*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 Wai‘anae Moku Education Center</th>
<th>Services available online, via phone, or at another UH locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Content Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing Tutoring</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kāko‘o ‘Ike Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Help Desk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Test Center</td>
<td>✓</td>
<td>✓</td>
<td>✓</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 the Mathematics and Natural Sciences Division coordinates, and the grant-funded The Hub (Leeward Student Help Desk), which the Information and Computer Science program coordinates.

**Library Services**

The Library is open sufficient hours to meet the needs of campus students. (IIB-4). During the two weeks before final exams, the Library remains open later to accommodate students and hosts a variety of special sessions (IIB-5). Since the College’s last comprehensive self-evaluation in 2012, the Library increased its Monday through Thursday operational hours by seven hours per week (13.7 percent) and its Friday operational hours 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 (IIB-6).

The Library’s collections of print and video materials are located at the Pearl City campus (IIB-7). Students can hold or request items at another library in the UH System through an online intra-system loan request (IIB-8) and items can be routed to the Pearl City campus or Wai‘anae Moku Education Center (IIB-9). Students can retrieve items from the Pearl City campus Library Circulation Desk or at the Wai‘anae Moku Education Center by selecting their pick-up location (IIB-10).
Students and campus personnel can remotely access the Library’s digital collections 24 hours a day through the Library’s website, which includes the Hawai‘i Voyager online catalog, 141 electronic periodical databases, online guides, electronic books, and relevant websites (IIB-11, IIB-8, IIB-12, IIB-13, IIB-14). (For a detailed profile of the Library and learning support services’ holdings and resources, see Standard I.B.2.) The Library launched a new website in August 2016, the culmination of 22 months of development and testing (IIB-15, IIB-16). 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 (IIB-6).

Library faculty and staff have an established collection development process to ensure that the library collections are sufficient in quantity, currency, depth, and variety to support educational programs. Librarians are assigned subject areas with the responsibility for selecting materials using criteria that include relevance to the curriculum, perceived demand, availability and currency of existing holdings, cost, and access (IIB-17, IIB-18). The Library solicits recommendations for materials from instructional faculty through direct contact, at division and program meetings, and using an online request form (IIB-19) as well as initiates limited-time trial access to new online research databases and other electronic resources for evaluation by faculty and staff (IIB-20). The Library collects feedback and uses it along with the Collection Development Policy guidelines to select and acquire new electronic resources (IIB-21). Collections maintenance is key to providing relevant and current materials. Periodically, materials are de-selected and withdrawn based on the criteria that apply to new purchases, plus other factors such as wear and usage (IIB-18).

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 (IIB-22, IIB-23, IIB-24).

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, reference desk, and Kapunawai during regular hours of operation. At the Wai‘anae Moku Education Center, library faculty provide in-person reference services at least twice a week and when requested by Wai‘anae Moku instructors. Library faculty and staff provide comparable library services to all Leeward students using email, phone, text, and online chat (IIB-25). They communicate with instructional faculty by attending division and discipline meetings, serving as librarian subject liaisons, and maintaining a weblog (IIB-17, IIB-26).

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 Education Center (IIB-22). 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 (IIB-6).
Learning Support Services
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.

LRC Content Tutoring Center
The LRC Content Tutoring Center operating hours are sufficient to accommodate most students (IIB-27). An analysis of individual tutoring in spring and fall 2017 shows that of the eight most-tutored subjects (computer science, accounting, philosophy, Japanese, chemistry, psychology, Korean, business, and geography) only one section of Korean began before 9:00 a.m. and only two daytime sections ended later than 1:15 p.m. (one for Korean, one for philosophy). Each semester, the majority of class sections covering the eight most-tutored subjects take place during LRC hours; no more than four class sections are scheduled after LRC hours and none are scheduled on the weekend, which suggests that only a few students need extended hours.

The LRC Content Tutoring Center assists students with content courses across the curriculum. The content tutoring is sufficient in quantity, currency, depth, and variety. Each semester, students use tutoring in approximately 50 to 60 courses (IIB-28). In 2016-2017, the LRC provided 1,299 individual tutoring sessions to 472 students and 653 group visits by 194 students with each individual student’s attendance at a group counting as one visit. For example, one meeting of a group of five students would count as five visits. As these figures indicate, many students are repeat users of LRC tutoring. This fact, as well as consistently positive feedback from students, indicates they value this service.

The LRC encourages tutors to meet with instructors for the courses they support so that they are familiar with instructors’ expectations and requirements. The LRC also encourages instructors to add course tutors to their Laulima sites (online course management system) so that tutors can view current assignments. Since the College offers many courses online and some students seldom come to campus, the LRC also offers online tutoring for some courses in addition to the commercial online tutoring available through the UHCC System contract, the current vendor being Brainfuse. In spring 2018, content tutoring was available through Skype for 11 courses (IIB-29). Students can make a tutoring appointment in person, by phone, or online from the LRC website.

Before they begin tutoring, LRC tutors receive extensive training (10-11 hours), covering tutoring goals, philosophy, techniques, communication and study skills, and problem-solving strategies. The overarching goal is for tutors to help students become better learners, not just to provide homework help. The LRC offers tutoring for diverse subjects in business, computer skills, languages, humanities, social science, and sciences. Most content tutoring is one-to-one, but the LRC offers various group sessions, including popular weekly language conversation groups led by native speaker tutors or volunteers; review sessions before exams for some social science and science courses; and large workshops on science success skills led by teams of science tutors.

The LRC offers drop-in and in-class tutoring for a wide range of courses. In addition to tutoring appointments, drop-in help is available for general computer skills and a few other
subjects during most of the Center’s operating hours. Students who are new to college, especially non-traditional students, find this service especially helpful. The LRC also provides study space, including a small group study room, success skills handouts, and videos (IIB-30, IIB-31).

**Writing Center**
The Writing Center’s hours of operation are sufficient to meet the needs of campus and DE students (IIB-32). During the two weeks before final exams, the Writing Center offers additional workshops and extended hours (IIB-5). The Writing Center provides learning support to develop writing, reading, and college success skills and works with faculty to provide support in the Writing Center as well as in instructional classes. Students can work with writing consultants on class assignments for any Leeward class, scholarship essays, grammar review, reading comprehension, critical thinking, placement and exam preparation, time management, learning strategies, critical thinking, and annotation skills.

The Writing Center’s scope of services and current hours are sufficient in quantity, currency, depth, and variety in meeting the needs of a significant cross-section of Leeward students. For example, during each semester in 2016-2017, the Writing Center provided services in a variety of modes to more than 10 percent of all enrolled students assisting them with success skills development and assignments from approximately 100 courses representing every division. In response to student and faculty demand, writing consultants (peer tutors) worked with students in more than 400 workshops. Feedback from both students and faculty has been consistently positive (IIB-33).

The Writing Center offers its services in a variety of modes of delivery. Students can work with writing consultants in person in the Writing Center both individually and in groups, by phone, and online with Skype on either a drop-in or an appointment basis. Students’ use of the Writing Center’s drop-in availability for “just-in-time” support has averaged 45 percent of all Writing Center sessions for the last three academic years. The Writing Center website includes an online option to schedule appointments to support DE and on-campus students (IIB-32). Writing consultants facilitate workshops focused on specific writing, reading, and college success skills and, upon request from instructors, provide direct curriculum support during class sessions with in-class workshops. The Writing Center coordinator regularly confers with instructional faculty regarding sessions and workshops. Under the Writing Center’s coordination, faculty and staff present campus workshops on writing skills, success skills, and campus resources (IIB-34, IIB-35, IIB-36).

**Kako‘o ‘Ike Program**
The Kako‘o ‘Ike (KI) Program provides a range of support services for students with disabilities and is open sufficient hours to meet students’ needs (IIB-37). The program’s name means “support for learning” and the program strives to enable students with disabilities to maximize their independence. Services include pre-admission counseling, classroom accommodations, assistive technology, exam proctoring, and alternative text formats. The KI staff consists of two disability specialists and several student employees, called paraprofessionals, who are available to answer questions regarding KI services, schedule appointments, and provide students with assistance on how to use KI technology.
services. The staff makes adjustments to staffing in order to accommodate exam proctoring for students attending evening classes.

A disability specialist visits students at the Wai‘anae Moku Education Center every other week of the fall and spring semesters. The schedule of visits, which is posted near the counselors’ office, is responsive to students’ needs. When requested, a disability specialist visits the Wai‘anae Moku Education Center during the summer session to assist students.

The KI population continues to grow. In 2016, the KI Program had a total of 252 students, and in 2017 the population increased to 260. In 2016-2017 the KI Program had a total of 46 requests for note taker services. The program was able to provide note takers for 36 out of the 46 requests (78 percent). For unfilled note taker requests, KI staff advised students to record their lectures in order to access the information that their instructor shared in class. In 2016-2017, the KI Program had a total of 15 requests for alternative text and one request for an American Sign Language interpreter and filled 100 percent of those requests (IIB-38).

The KI Program is currently updating its intake procedures and workflow to include the electronic distribution of accommodation letters directly to instructors. This new distribution method will be used to notify course instructors of appropriate accommodations for students whether the course is taught on campus or online.

_Tutoring at the Student Resource Center, Wai‘anae Moku Education Center_
At the Wai‘anae Moku Education Center, tutoring services in math and English are available in the Student Resource Center during hours that ensure that services are available at convenient times for students.

Tutors work with students on a one-to-one or one-to-two ratio. During high traffic hours, this ratio may increase to one-to-five with students sitting at computers working on writing or math assignments while the tutor works individually with each student. There is one math tutor integrated into each math class. In these classes, the instructor and tutor are able to provide assistance on a one-to-six to one-to-ten ratio. The Student Resource Center hires additional tutors based on an instructor’s request to assist in other subject areas such as Hawaiian studies, philosophy, and psychology. For these classes, the ratio of tutors assisting students is approximately one-to-five. The low ratio of tutor to students and long hours of operation allow tutors to provide students with sustained, in-depth assistance. Students can request as many sessions as needed, with each session lasting anywhere from five minutes to two hours, thus ensuring quality and consistency of tutoring services.

The Student Resource Center hires tutors through recommendations from the math and English instructors based on appropriate class performance and interpersonal communication skills. The Center hires content course tutors as needed. For example, in fall 2016 and spring 2017, the Center hired Hawaiian language tutors to work closely with the instructor; the tutors were available prior to classes to help students. Furthermore, content instructors provide a training orientation and serve as site supervisors to help monitor quality of work and be available to help tutors troubleshoot any challenges they may encounter when assisting students. When tutors were asked to evaluate their training and supervision, 95 percent of tutor respondents (n=87) rated their training and supervision as “excellent” with the remaining 5 percent rating their support as “good” (IIB-39).
Over the past five years, the Wai‘anae Moku tutoring team serviced approximately 40 percent of students enrolled in math and English classes, and in some semesters they serviced as many as 56 percent of the students enrolled in these classes. In fall 2014, the Office of Planning, Policy, and Assessment (OPPA) examined the impact that these tutors have had on student success. While the sample size for English tutors was too small to make a clear conclusion, the sample size and success rates of tutored and non-tutored students in Math 22 and Math 103 were large enough to conclude that students who worked with the math tutors were more likely to succeed in a math class (IIB-40).

In 2014, the Community College Survey of Student Engagement (CCSSE) results indicated that 79 percent of respondents from the Wai‘anae Moku Education Center (n=34) felt that tutoring was important (IIB-41). In student evaluations collected through math and English classes from spring 2012 to fall 2016, 95 percent of student respondents who used tutoring services consistently rated the tutors as useful. When asked what the tutor did well, students indicated the tutor’s ability to teach specific technical skills effectively, explain concepts and instructor feedback in understandable ways, demonstrate patience, be receptive and understanding, build trusting relationships, and coach specific mindsets such as staying calm in the face of stress and anxiety, not giving up, and feeling confident in one’s abilities (IIB-39).

Brainfuse Online Tutoring
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 Education 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 through a link from their MyUH Services portal (IIB-42, IIB-43). 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.

Online Learning Academy
All UH System students have access to the UH Online Learning Academy (OLA), which provides free online peer tutoring in math, English, and science (IIB-44). OLA provides an additional resource for DE students and Early College students to get off-campus support.

Help Desk
The Help Desk supports students, faculty, and staff experiencing computer or network-related problems at both the Pearl City campus and the Wai‘anae Moku Education Center’s Student Resource Center (IIB-45). Help Desk staff are available to assist via phone and email. At the Wai‘anae Moku Education Center, a lab assistant helps students with computer and laptop use. A satisfaction survey conducted by the Help Desk in 2017 indicated that 98 percent of respondents were highly satisfied (n=414) with the services provided (IIB-46). Additionally, the UH Information Technology Services Help Desk provides phone and email support (IIB-47). Students using the UH course management system Laulima are able to submit an assistance request from the login page (IIB-48).

The Help Desk provides computer support services for on-campus events such as Geek Day.
the Career and Technical Education Business Fair, and the Hawai‘i Strategy Institute. The Help Desk also offers installation and assistance with campus-supported hardware and software, relocation of computer equipment and peripherals and Voice Over Internet Protocol telephone set up. Additionally, the Help Desk staff works closely with the Wai‘anae Moku IT staff to resolve computer and network issues.

**Test Center**
The Test Center at the Pearl City campus provides students with Accuplacer placement testing and proctoring services. These services include online and written tests for DE courses, make-up exams for campus courses, and out-of-state DE tests (IIB-49). Effectiveness indicators show a consistent 94 percentile of high satisfaction with the hours of operation for the past three years (IIB-50). The Test Center user survey conducted in 2017 demonstrated that students are highly satisfied with the Test Center’s atmosphere, the service provided by the staff, and the timely and efficient manner in which exams are administered (IIB-51).

**Testing Center, Student Resource Center, Wai‘anae Moku Education Center**
The Testing Center at the Wai‘anae Moku Education 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. Students attending the Pearl City campus can arrange with their instructors to use the Wai‘anae Moku Education Center for testing. Additionally, Wai‘anae Moku students may also seek services at the many UH test centers throughout the state (IIB-52).

**Math Lab**
The Math Lab at the Pearl City campus provides students with tutoring in math and quantitative methods. It also loans textbooks and calculators, provides access to computers and other learning tools, and offers the use of individual and group study areas (IIB-53, IIB-54). 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 (IIB-55).

**The Hub**
The Hub, Leeward Student Help Desk, provides Leeward students with technical assistance for their personal electronic devices including installing new software, upgrading hardware, removing malware, recovering passwords, troubleshooting network issues, and consulting on the purchase of computers and compatible accessories (IIB-56). The Hub also provides Leeward student interns who are majoring in ICS an opportunity to gain troubleshooting experience, networking skills, and customer service skills as they work independently. Since its inception, The Hub has served many students in different capacities by holding several events. For example, at a “WiFi Passthrough” event, interns set up a table outside the cafeteria to help students set up the WiFi in their devices so their computer or mobile device automatically logs into the UH System network on any of the ten campuses. Students appreciate this service and learn about The Hub’s services and location. 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 (IIB-57). In order to provide ICS student interns with a more realistic work environment, a manager supervises student employees, assigns duties and responsibilities, and coordinates a
work schedule. *The Hub Handbook*, written by the first group of student interns under the guidance of ICS faculty, codifies its policies (*IIB*-58).

**Analysis and Evaluation**

The College’s commitment to student learning and achievement is clearly demonstrated by its variety of quality learning support services for 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 Education Center, and online or by phone. Technical assistance 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. They said that the Library has a thriving information literacy program and resources that are current and available to both face-to-face and online learners. The Library assists faculty with finding appropriate OER. Tutoring through the LRC and Writing Center is comprehensive and well utilized by students. The growth of dual-enrollment programs with high schools brings the additional challenge of providing those students access to the library and tutoring services. Also, online students need more access to tutoring. (*IIC*-59).

During the roundtable discussions the following issues were brought up regarding the KI office: increased communication, collaboration between the KI office personnel and instructional faculty, and training regarding procedures on how students access disability services. As a result, the KI staff plans to create a training program for faculty and staff to include a certification component. Initially, the training module will be presented in person but eventually be accessible to faculty online.

**II.B.2.**

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

**Evidence of Meeting the Standard**

**Library 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 and student learning.

The Library’s 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 (*IIB*-11). 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 53 databases, 30,537 streaming videos, 29,766 e-journals, and 147,053 e-book titles (IIB-60, IIB-7).

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 (IIB-17, IIB-19). Library faculty also select resources based on their knowledge and expertise in subject areas, professional library journals and book review source, publisher alerts and catalogs, course syllabi review, and by helping students find materials for their research. Library faculty identify new electronic resources as potential resources supporting subject areas or disciplines. The Library initiates limited-time trials and promotes them to faculty through general announcements, blog posts, attending division meetings, and word-of-mouth communication. The Library solicits and uses faculty feedback in any acquisitions decision-making (IIB-61, IIB-62).

The Library provides students use of 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 (IIB-63). Students are able to study in two rooms with table seating for groups up to four. Student feedback is essential to maintain a student-centered learning environment, so the Library gathers feedback during annual online user surveys and through point of experience survey tablet devices (IIB-6, IIB-64). Librarians review survey responses and identify user needs. The Library acquired or implemented mobile device printing, digital scanning, additional power options, mobile device charging stations, and authenticated computer use to support student technology needs. Modification of furniture layout and new uses of space helps support a variety of learners and their needs (IIB-65). Library faculty attending professional conferences bring back ideas for new products and services (IIB-66). The Library also relies on its relationships with the other UH campus libraries for ideas for learning space improvements. Meetings of the UH Library Council, consisting of library directors, is another forum for the exchange of ideas. Library staff interactions with students also inform the acquisition of new technology. For example, based on students’ requests to improve the reservation process for booking group study rooms, the Library implemented an online reservation system in January 2018. Students can now view room availability and book rooms online.

Annual user survey results show that 96 percent of students indicated that they usually find enough books from the Library’s collections and articles from the library databases to meet their class needs (IIB-67). When asked if the computer resources in the Library contribute to their success at the College, 100 percent of students responded in the affirmative (IIB-67). While the annual survey is a useful tool and satisfaction rates are routinely in the upper 90 percentile range, the number of responses is relatively modest (n=145) because it is completed on a voluntary basis (IIB-6). The Library subscribes to the SurveyApp online point of experience customer satisfaction platform to collect ongoing feedback. Timely feedback allows the Library to immediately respond to issues or problems. The Library also engages students in a more informal manner to gather feedback. In fall 2017, librarians positioned a mobile whiteboard in a highly trafficked area with the question “What do you think we need in the Library?” and encouraged students to write their wish list items on the
board (IIB-68). As a result, the Library recently purchased comfortable bean bag chairs for students.

**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. All computers include standard MS Office software, and one includes Adobe software used in Digital Art and Digital Media courses. To support DE as well as on-campus students, the LRC website provides access to the online scheduling software TutorTrac, which allows students to schedule tutoring appointments (IIB-69). The website features information about tutors, subjects tutored, and other LRC events and services; a study skills materials section of the website is currently under development (IIB-27). The LRC also provides a comfortable study area and a small group study room that fits up to seven people.

The LRC Content Tutoring Center is operated by a faculty coordinator with 27 years of experience in the center and 10 years of prior instructional experience. The coordinator communicates frequently with instructional faculty, whose students the center serves, to ascertain what materials and equipment are needed to support students. Examples of requests from faculty that have been supported include a microphone that French students can use to record their voices and tablets that computer programming students can use for their work. The LRC also purchased a short-throw projector that is used during tutor training and that tutors can use for group sessions, especially in the language conversation group meetings. The LRC computers are all maintained and replaced by the Information Technology Group (ITG), which has the appropriate expertise for this. All of the LRC’s materials and equipment enhance the achievement of the College mission by providing students with a high-quality education and advancing their educational goals.

The Writing Center’s learning-centered layout, equipment, and resources support student learning and enhance achievement of the College mission. The Writing Center provides a comfortable study area for both individual and group study, and the Writing Center’s six desktop computers, which are connected to the Learning Commons print system, are situated to provide space for collaborative study. The Writing Center has one desktop computer on a wheelchair-accessible table; that computer is equipped with the adaptive software Dragon Naturally Speaking and Kurzweil 3000 and is attached to a scanner. The Writing Center added the assistive technology software and scanner in 2017.

Students participating in the Writing Center’s focused workshops use the Writing Center’s iPads to move through and, as needed, refer back to the workshop material (IIB-35). The writing consultants and Writing Center coordinator created and continue to update these workshops, which include opportunity for collaborative practice of reading, writing, and college success skills to foster student learning and engagement in keeping with the College mission. Student feedback has been consistently positive. For example, in 2016-2017, student feedback averaged 4.9 on a five-point scale that the workshops benefitted them academically or personally.
The Writing Center provides writing, reading, and success skills handouts and online resources (IIB-70). The writing consultants regularly incorporate the handouts and use the Writing Center’s staff laptops to refer to the online resources in sessions and workshops. These writing consultants often use the online resources in phone and online sessions. The Writing Center coordinator works with the writing consultants, reviews session and workshop data and feedback, and consults with instructional faculty to update and add to these handouts and online resources. For example, the Writing Center added its latest online resource, a grammar guide, to the Writing Center website in fall 2017 (IIB-71). The Writing Center coordinator reviewed student feedback and session data and worked with the writing consultants to develop this resource. She also sought feedback from writing faculty regarding content and worked with the ITG to add a user-friendly menu to make the resource more accessible for students.

The KI Program has four low-distraction assistive technology computer workstations to support student learning. The workstations 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.

The ITG manages and maintains the Help Desk and Test Center, both of which support student learning through their various roles. The ITG also purchases computers for the College Computer Labs classrooms, which can be used for all instructional programs with priority given to Information and Computer Science and Business Technology courses that require computers (IIB-72). Computers in a few classrooms are configured and purchased according to program specific software needs; the remaining classrooms have a basic minimum hardware configuration (IIB-73, IIB-72). The Help Desk is staffed by one full-time employee and student employees (IIB-45). The Help Desk provides quotes to Pearl City or Wai‘anae Moku faculty and staff for faculty and staff or student use computers and recommends computer systems based on the minimum hardware requirements needed (IIB-74). The Test Center has 44 computers available for students to take placement tests and proctored online and written exams. The Test Center offers placement tests to new incoming students and returning students as well as to students who are required to take a placement test for out-of-state colleges. Other proctoring services include make-up exams for campus face-to-face courses, UH System DE online and written exams, and out-of-state DE online and written exams (IIB-49).

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 (IIB-75). The lab also has study areas where students can work individually or in groups. To help students with their studying, the Math Lab provides formula sheets ranging from algebra to calculus. Students can also borrow graphing and scientific calculators and current and previous editions of math textbooks. The math discipline continually reviews current textbooks to maintain course content and relevance. When math faculty adopt new textbooks, the math
discipline gives multiple copies of the textbook and solution manual to the Math Lab. The solution manual provides students with step-by-step solutions to help them gain a better understanding of how a problem should be performed.

The math lab manager reviews and updates supplemental handouts, which include formulas, conversion tables, and procedures on topics that are common problem areas for students. In addition, the lab manager maintains scientific and graphing calculators as well as the TI-Nspire CASE, which provides students with a deeper understanding of abstract concepts. Since all math courses require computer-based homework, the computer room in the Math Lab underwent remodeling in 2017 as part of the Acceleration Initiative. The College upgraded the computers and furniture in the Math Lab to provide students with more computers and additional work space. All of the services provided by the Math Lab, including its materials and equipment, help strengthen students’ math ability and understanding, which enhances the College’s achievement of its mission.

The Hub is coordinated by the ICS program and staffed by student interns enrolled in the program’s credit-based cooperative education course, ICS 297D ([IIB-56]). From its inception, The Hub has relied on the expertise of ICS faculty. To enhance the achievement of the College mission, The Hub provides an in-house internship opportunity that benefits students in need of technical support free of charge for their electronic equipment and provides ICS students with a high-quality liberal arts and career and technical education and hands-on job experience to prepare them for the workforce.

The Hub interns, managers, and supervisors select and maintain standard, up-to-date equipment and materials most commonly used in the industry in order to provide a service to Leeward students that supports their learning. Given the diversity of electronic equipment that college students use, The Hub has equipment to diagnose and fix a variety of mobile devices ranging from phones, tablets, laptops, and desktops. Student interns also fix monitors and storage devices such as hard drives and flash drives. The Hub has tools and hardware to use for general repairs as well as a basic computer repair kit and more advanced kits.

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 ([IIB-3]). The computer lab classroom has 30 desktop computers for student use.

**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. They said that the Library, LRC, Math Lab, Writing Center, help
desk and testing center all meet students’ needs. They have appropriate and sufficient equipment and materials. The College will continue to inform new faculty and new students about the campus resources (IIB-59).

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 of 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 (IIB-76). In 2016, the Library updated its mission and SLO 2 and converted the previous goals to support area outcomes (IIB-77). The Library also identified measurements for attainment of the SLOs and SAOs (IIB-78).

The Library uses the Information Literacy Exam to assess students in English 100 and English 24 for SLO 1 (IIB-79). 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. In January 2016, 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 the new standards (IIB-80). In 2017, the instructional librarian coordinated an assessment of SLO 2 using 63 anonymized research papers collected from English 100 instructors. The assessment revealed that just 67 percent of the papers achieved SLO 2 (IIB-81). Based on this information, the instructional librarian changed the English 100 library instruction to devote additional time to teaching citations.

The Library conducts and posts its annual survey of Leeward students, faculty, and staff and uses the results to improve services and resources, including new print and online collections, furniture, laptops/computers, chat reference services, databases, and headsets (IIB-6, IIB-65). 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 designated quiet and silent study spaces (IIB-82). Survey results show that 95 percent of students indicated
that they feel comfortable being in the Library (IIB-67). 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 (IIB-83).

The Library regularly maintains usage statistics including circulation, gate counts, database usage, reference requests, circulation requests, and library instruction sessions (IIB-22, IIB-84). The Library compiles these statistics and adds them to the UH Library Council Annual Report, which includes data from all UH campus libraries. The comparison of Leeward’s data against the two-year campuses is a useful measure of how well the College is doing and helps to justify resource requests (IIB-85). For example, total library expenditures was $14 to $15 per student FTE from 2012-2015. This was substantially lower than the UHCC average of $27 per student. Reallocation of the Library’s budget to purchase more online databases plus an additional $20,000 from the College for resources has closed the spending gap from -33 percent to -6 percent in three years.

**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 (IIB-86). 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 (IIB-86). With continued high enrollment, expanded/diversified services, and the attractive setting of the Learning Commons, demand for both LRC and Writing Center services remain strong. Student responses to the CCSSE indicate a growing demand for tutoring and increased perception of its value (IIB-87). Additionally, tutors give students a feedback form at the end of every tutoring session for students to provide anonymous feedback on the session (IIB-88).

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. For example, the success rate of students using individual tutoring in summer 2015, fall 2015, and spring 2016 was 82.1 percent. In contrast, the success rate of students who took the same course and did not use tutoring was 72.8 percent (IIB-86). 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 plan how to work independently on their essays (IIB-86). 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.

To assure that they are meeting students’ needs, the KI Program regularly evaluates its services in a variety of ways: through student and faculty surveys; data collection on student visits to the KI office; percentage of filled accommodation requests; and satisfaction surveys. The KI Program ARPD uses this information to assess and analyze its performance and plan for future directions for the program. The efficiency and effectiveness of the KI Program have mostly remained consistent between fall 2013 and fall 2016. Between spring 2015 and fall 2016, there was a decline in overall student satisfaction from 92 to 85 percent. One possible explanation is that beginning in fall 2015, the College employed only one faculty disability specialist, so some students may have had longer waits to receive some services. The second disability specialist position has since been filled. In an ongoing effort to improve services, the KI program is developing a survey for faculty to provide specific data on faculty perception of the program’s effectiveness in providing information and support.

The Math Lab regularly evaluates its services through student surveys to ensure that it is meeting its mission to develop students’ proficiency in math (IIB-89). The lab also gathers statistics on tutoring sessions, computer use, and textbook and calculator loans (IIB-90). 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 (IIB-91). Although the results for the Math Lab evaluations are positive, the number of students being tutored is declining. 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 the resources it provides. The lab manager 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 its SAOs. The center regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. The assessment 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 (IIB-92).

Although the Help Desk does not assess SAOs, the Help Desk surveys both students and faculty to assure that it meets students’ needs. 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 (IIB-93).

For students, a computer or mobile device and Internet connectivity are important tools to achieve academic success, and The Hub provides students with free technology support, which directly impacts their learning. The Hub has served many students. In 2016, The Hub serviced 315 computer-related problems. The Hub received 184 service calls in spring 2016,
16 calls in summer 2016, and 115 calls in fall 2016 (IIB-94). In spring 2016, The Hub assisted 185 students at a “WiFi Passthrough” event. In spring 2016, the Hub also set up a satellite help desk in the Library where interns assisted 70 students with computer or printing problems on site (IIB-94). To ensure that it adequately supports student customers, The Hub evaluates its services through a customer satisfaction survey and keeps written surveys on file (IIB-94). An example of how The Hub uses evaluation results to make improvements concerns the open sign. A customer commented, “The Hub open sign is not too visible, especially for the students with disability. You need a sign that is more visible and appealing to students.” To address this problem, The Hub purchased an LED open sign for the students to be able to locate The Hub easily, especially for students with disabilities.

Every two years, the College uses the CCSSE to assess learning support services. 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 the 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 (IIB-95, IIB-87). These scores suggest that the College is making strides in improving student learning and achievement. 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 (IIB-87).

**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 Program, and Test Center conduct ARPDs to assess performance, which includes 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. They said that the Library and LRC provide students with the academic help, support, and coaching to help students more successfully understand and meet learning outcomes for the different courses they are enrolled in. The Library may consider developing assessment tools that measure effectiveness in terms of quality rather than quantity. The Library already counts how many students they serve but has more difficulty in measuring how well they are served (IIB-59).

**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 (IIB-96). 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 (IIB-8). 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 (IIB-97). 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 (IIB-98).

The KI Program contracts with either Isle Interpret or Hawai‘i Interpreting Service for American Sign Language services depending on which service has the lower cost and also contracts with Access Text Network and various publishers for alternative text needs. The KI office is a member of the Association of Higher Education and Disability (AHEAD), which provides training and guidance on best practices for providing services to students with disabilities. As a member of AHEAD, the KI Program has access to training materials, journals, and professional resources (IIB-99). The AHEAD annual conference allows KI staff to meet and collaborate with disabilities specialists from other institutions and gain knowledge about changing trends in the field of disability services. Both Leeward CC disability specialists are active participants in a national listserv made up of other individuals at various higher education institutions. The listserv provides the opportunity to discuss issues and receive updates on changes to disability laws and regulations. On a bi-annual basis, the KI staff participates and attends a disability service providers meeting held at UH Mānoa. During this meeting, they discuss issues surrounding disability services within the UH System, the community, as well as those trending nationally.
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 ensures security by the use of Fortinet Security subscription to protect the campus network. The Fortinet firewall monitors and protects the campus network from virus, malware, intrusion, and attacks from the internet. The proactive monitoring of the networks allows the College to find and remove any potential system that might compromise the computer environment on the campus network. In addition to network security, all College computers have installed a suite of anti-virus, anti-malware, and anti-ransomware software.

**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. The UHCC System renewed the contract for Starfish software in July 2017.

**Analysis and Evaluation**

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 and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success.
Evidence for Standard II.B.

**Standard II.B.1.**

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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 student support services to ensure that students can meet their educational and career goals. The Student Services units include Admissions and Records, Counseling and Advising, Financial Aid, Job Prep Services, Recruitment, Student Life, the Student Health Center, and Mental Health Services. The University Health Services manages the Student Health Center under a memorandum of agreement (MOA) between the University of Hawai‘i (UH) Mānoa and the College. A mental health counselor who is funded through an MOA with the Counseling and Student Development Center at UH Mānoa staffs the Mental Health Services. The College has units that provide support services to specific student populations. These units include the Veterans Resource Center (VRC), the Hālau ‘Ike O Pu‘uloa (Hālau), and the Office of International Programs (OIP). (For a description of each unit, see Standard II.C.3.)

The College provides comprehensive student support services at its Pearl City campus, the Wai‘anae Moku Education Center, and the Office of Continuing Education and Workforce Development (OCEWD). The College also provides support services to high school students participating in its dual-enrollment programs such as Early College.

Alignment with College Mission

Student support services are aligned with the College mission and core values that include Open Access and Diversity and Respect (IIC-1). 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, UH West O‘ahu, and UH Hilo. The College created a mandatory New Student Orientation (NSO) in response to the needs of students who were unaware of services and to provide an initial support system for new students utilizing the MySuccess software. The College created the VRC to support its increasing veteran and active military population. The VRC provides a place for students to meet a designated counselor and receive assistance with Veterans Affairs (VA) benefits and services.

In support of the College’s commitment to Native Hawaiian students, Leeward established the Hālau as an academically rigorous and culturally relevant pu‘uhonua (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 (IIC-2).
The OIP supports and promotes communication and cultural exchange among local and international students of diverse backgrounds. 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 (IIC-3, IIC-4).

**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 the units use to complete a narrative analysis of their 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 the CRE includes elements of the ARPD. The College requires each support unit to complete a CRE at least once every four years. Results of the Student Services’ 2014-2016 CRE show that the College is supporting students’ needs through a wide range of services (IIC-5). 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 of some of the improvements 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. For more information about the College’s ARPD and CRE, see Standards I.B.5 and I.B.9, respectively. For detailed discussion of the efforts made by the Student Services units to use assessment data for continuous improvement, see Standard II.C.2.

In an ongoing effort to address the needs of students, the College participates in Community College Survey of Student Engagement (CCSSE), which it administers every two years. Among CCSSE indicators, student frequency, satisfaction, and importance scores all appear to be remaining fairly constant over a three-year period (IIC-6). Data also indicate that students view academic advising, career counseling, and financial aid advising as among the most important services that the College provides. The ARPD and CRE templates include CCSSE indicators (IIC-7, Part I: Program Quantitative Indicators).

As an instructional support unit, the Hālau participates annually in the ARPD process and every third year in the CRE process (IIC-8). Like all other programs, the Hālau measures its demand, efficiency, and effectiveness using data from its participants in structured programs. Using a strategic enrollment management framework, Hālau staff developed programs such as Lanakila First-Year Cohort, Ho‘oulu Career Development, Native STEM Scholars, and Ke Ala ‘Ike that aim to deliver the “right touch” in the “right dosage” at each stage of students’ academic journey. The Hālau adapted the metrics for its programs’ ARPD review from the UHCC System’s metrics for student services programs; however, rather than reporting the outcomes of the general student body, the Hālau works annually with the OPPA to extract the
performance of each metric by the program’s participants. Using this evaluation process, Hālau staff can annually reflect on the quality and effectiveness of each strategy and determine how they can alter its design, delivery, or resource commitment for improved effect.

The OIP submitted an ARPD in fall 2016. Since this unit is unique in the UHCC System, the unit identifies which data metrics to collect. In the ARPD, the OIP focused on an action plan for improving the evaluation of the office while maintaining the current level of services provided (IIC-9).

The Wai‘anae Moku Education Center regularly evaluates its student services through student surveys and student and faculty comments. It uses CCSSE results, which are disaggregated by location, in its evaluation (IIC-10) and completes an ARPD to assess its performance and SAOs and to develop plans for improvement (IIC-11). The Wai‘anae Moku Education Center is halfway through a Title III grant that supports the implementation of a cohort program called Going to Finish On-Time. This cohort model has shown early success with strong completion rates of students. With the move to the new location, the faculty and staff are eager to serve more students and evaluate if this program continues to show success.

OCEWD evaluates its services annually and reports the results in the ARPD (IIC-12). The ARPD 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.

**Analysis and Evaluation**

In keeping with its mission, the College has an annual assessment process to determine that student support services at various sites and delivered through 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. They said that the Student Services units provide needed services to Leeward students. Student Services may not be evident to students, though, so roundtable participants recommended a one-stop shop for services like the one provided by the Hālau. They also said that Student Services units should continue to find ways to communicate the resources available to students (IIC-13).

**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 Student Services units engage in assessment and program review in order to assure the effectiveness of their programs and services. Admissions and Records, Counseling and Advising, Financial Aid, Job Prep Services, Recruitment, Student Life, and the Student Health Center have identified and recently updated support area outcomes (SAOs) (IIC-14). Each of these units assesses its SAOs and reports the results of those assessments in its ARPD and CRE. The Mental Health Services and the Veterans Resource Center do not complete their own ARPD because their assigned counselors function as part of the Counseling and Advising unit (IIC-15). Although not a separate unit, the Early College program completes an ARPD and a CRE (IIC-16, IIC-17).

The Student Services units use SAOs to determine the metrics to be evaluated. Financial Aid, Job Prep Services, Recruitment, Student Life, and the Student Health Center have students, prospective students, or clients complete a survey after each workshop, appointment, or service to determine satisfaction with services received. The units use those evaluation results to continuously improve student support services (IIC-18, IIC-19, IIC-20, IIC-21, IIC-22). The Counseling and Advising unit uses the UHCC’s Starfish software platform called MySuccess for student tracking reports and aggregate counseling evaluations that students complete online to determine trends, workflow, and effectiveness of services. The Counseling and Advising unit reviews this data to determine if and where improvements to service delivery need to take place (IIC-23).

Continuous Improvement of Student Support Services

Admissions and Records
The Admissions and Records unit provides a clear example of how the College regularly evaluates the quality of its student support services. In 2017-2018, the Admissions and Records office set three goals to support its SAOs (IIC-14). The first goal is that students who contact the Admissions and Records office for assistance will receive the desired service as quickly and efficiently as possible and be able to articulate that the service meets or exceeds expectations. The second goal is that student academic records will be maintained according to applicable state and federal guidelines. The third goal is that the Admissions and Records office will contribute to the College’s Wildly Important Goal (WIG) of keeping the students already enrolled at Leeward. For additional discussion of the College’s WIG, see Standard LB.3.

The Admissions and Records office improved its admissions-related processes (IIC-24). Beginning with the processing of summer 2015 applications, all College acceptance notifications are being sent through email rather than hard-copy letter. This has enabled the Admissions and Records office to spend more time processing applications, which increases the number of accepted students for each day of application processing.

Another improvement to Admissions and Records services concerns residency status. In order to expedite acceptance to the College, the Admissions and Records office updated its procedures in spring 2016 for reviewing residency. The College no longer requires that students have their residency status for tuition purposes finalized before being accepted to the
College. The Admissions and Records office instead works with new students to finalize residency information after accepting the student but prior to the student registering for classes.

Beginning with spring 2018 application processing, the Admissions and Records office has ended the practice of placing a miscellaneous admissions hold on every new or returning student’s record to prevent students from registering for courses during the priority registration period. The goal of this change is to allow both new and returning students, if eligible, to register for courses based on their number of earned credits. The Admissions and Records office implemented this change specifically to address the College’s WIG of keeping Leeward students enrolled.

The Admissions and Records office has sought to improve services for students by adding an online option for official transcript requests. The College is partnering with the National Student Clearinghouse to offer an online option to request official transcripts from the College without having to submit the request form by mail or make the request in person at the Admissions and Records office. Additionally, the Admissions and Records office will implement the UH FileDrop service to allow additional options for document submission to the office by students and/or applicants (IIC-25). Doing so will improve services by allowing for a more secure method of document delivery that will help protect students’ personally identifiable information.

Counseling and Advising
With its mission and the Counseling Process model as the foundation, the Counseling and Advising unit created its SLOs and aligned SAOs. The unit worked closely with the OPPA to develop SAOs that will support and align with the College’s WIG for student retention, the new Counseling Process (see Standard II.C.5), and the missions of the Counseling and Advising unit, Student Services, and the College (IIC-14). In the 2017-2018 academic year, the unit decided to target its assessment efforts on the SAO to “foster a safe, supportive, and caring counseling environment.” The unit formed four subcommittees to facilitate the development of a counseling “culture of care” that promotes care for students, care for others in the unit, and self-care. Subcommittees present their initiatives and activities to the larger counseling group, seeking input and participation. These committees also report on their progress and assessment measures at counseling meetings on a bi-monthly basis. For further discussion of the Counseling and Advising unit, see Standard II.C.5.

Financial Aid
The Financial Aid unit strives to improve its financial advising services and uses assessment data such as the CCSSE to identify areas for improvement (IIC-18). According to 2016 CCSSE results, Leeward students saw financial aid advising as “somewhat” important, were “somewhat” satisfied with these services, and were “somewhat” likely to use these services (IIC-6). This unit’s outcomes now state that the Financial Aid office will increase the number of students receiving financial aid and will comply with regulatory requirements necessary to participate in federal and state programs. The SAOs focus on increasing Leeward students’ ability to recognize the Financial Aid office as a source for educational financial assistance as well as increasing financial aid recipients’ recognition of important financial aid terms, definitions, and aid programs such as the FAFSA and Pell Grant (IIC-14).
To support its SAOs, the Financial Aid unit strives to increase students’ awareness about its services by conducting workshops and presentations and participating in campus activities such as NSO, the Financial Literacy Fair, and the College Bash. The Financial Aid office assists students in researching financial aid opportunities off- and on-campus, helps students complete the FAFSA and submit other forms necessary to complete their file, and maintains the scholarship bulletin board and recommended scholarship websites. As discussed in Standard LB.6, the 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 UHCC campuses to create best practices and simplify the financial aid process, particularly in light of the state legislature for Hawai‘i’s Promise scholarship that is intended to ensure that students with unmet financial need can get the financial support they need to attend college (IIC-26, IIC-27). The office has also provided training to student employees at the Wai‘anae Moku Education Center to assist students to complete the FAFSA application.

**Job Prep Services**

The Job Prep Services unit participates in the ARPD process to assess its performance and SAOs (IIC-14). The unit measures its services based on how well students and employers view the demand, efficiency, and effectiveness of the services being offered (IIC-19). The unit collects quantitative data through the Starfish software for appointments, the Job Center Online for job postings, and participant evaluations at workshops. For 2016-2017, the number of students who placed in jobs remained the same and all other quantitative indicators increased (IIC-19).

To support students as they prepare for employment, Job Prep Services staff assists students with job application materials. To help students with finding career information, Job Prep Services provides access to career resources through the online Career Coach, which was deployed in fall 2015, and the Job Center Online. Both resources provide students with information on jobs and careers in various occupational areas. The reports generated from these websites in 2016-2017 indicated an increase in student usage of Career Coach by 84 percent and the Job Center Online by 13 percent (IIC-19).

Job Prep Services provides students with opportunities to meet employers in person at the on-campus recruitment tables in the concourse area or at our job fairs every semester. In 2016-2017, employers came onto the campus for a total of 35 days to recruit. Also, 50 to 60 vendors participated in the Fall Job Fair and almost 100 vendors participated in the Spring Job Fair (IIC-28, IIC-19). Although many employers attended, they commented that they wanted to see more Leeward students since the flow of traffic at the events was very low (IIC-29). In response to this feedback, in spring 2017 Job Prep Services organized two specialized mini job fairs, one for the Automotive Technology program and one for the Culinary Arts program. These two mini fairs had excellent student attendance since faculty required students to attend. Evaluations from each event were positive (IIC-30, IIC-31).

The Job Prep Services unit provides opportunities for students to apply for jobs so that they can secure employment. Its staff works with all types of employers for recruitment needs and offers on-campus recruitment opportunities such as recruitment tabling and job fairs. Job Prep Services staff screens each new employer and job posting for legitimacy based on UHCC System criteria. The Job Prep Services office worked with the OPPA to extract data
on fall 2017 and summer 2017 graduates using the Outcomes Survey (IIC-32). Job Prep Services will use this data to provide an overview of recent graduates and to plan post-graduation activities.

Recruitment

The Recruitment unit’s mission is to encourage, motivate, and inspire students to pursue a higher education. This unit’s SAOs focus on providing students with information about higher education so they can identify the benefits of attending college, familiarizing prospective students with Leeward CC so they can identify programs and resources, and providing prospective students with application assistance so they can apply to the College (IIC-14). The current priority of this unit is to increase campus enrollment and financial aid participation.

In 2014-2015, there was a transition period in the Recruitment unit because the recruiter position was vacant; however, in October 2017, the College hired a new recruiter. During the transition period, the College did not hold certain recruitment events, which resulted in a decrease in campus tour requests and college workshops offered. The new recruiter has reinstated the activities and events previously offered. Currently, the Recruitment office is staffed by one full-time recruiter and five student peer mentors. The unit holds monthly team meetings and one-to-one peer mentor meetings to discuss upcoming activities, evaluate current activities, and plan for new, innovative ways to help increase enrollment to the College (IIC-33). In fall 2017, the Recruitment unit hosted a luncheon for high school counselors to familiarize them with the College’s programs and resources (IIC-34). In spring 2018, peer mentors helped high school students through the entire application process that includes applying to the College, creating a UH username, signing up for a NSO session, submitting a health clearance form, and taking the Accuplacer placement test. In addition, the recruiter assists high schools at their FAFSA nights and peer mentors assist prospective students complete the FAFSA. The Recruitment unit has also been working closely with the Wai‘anae Moku Education Center coordinator and faculty to help increase the enrollment of Native Hawaiian students (IIC-20).

Student Life

The Student Life unit’s SAOs focus on providing leadership training for students, promoting active student engagement through events, and running NSO (IIC-14). Student Life has a structured student leadership training series for all its programs to prepare students for leadership roles. Faculty and staff from various UHCC campuses also participate (IIC-35). In addition to these retreats, Student Life consistently provides True Colors and Safe Zone trainings for Student Life leaders to improve communication between teams and to highlight the importance of inclusivity.

To promote active student engagement through events, the Student Life office works with the Love Pono committee, which consists of a counselor, instructional faculty, a domestic violence prevention advocate, and students. The mission of Love Pono is to provide a safe environment to help the college community “build and maintain healthy relationships through education, intervention, campus and community resources, and counseling” (IIC-36). The Love Pono committee holds workshops and events such as the “Power of Love” and “Respect the Line” at both the Pearl City campus and the Wai‘anae Moku Education Center.
In 2016-2017, 99 percent of all Love Pono workshop attendees (n=101) indicated that they were more aware of available resources after participating in the workshop (IIC-37).

The Student Life unit conducts an evaluation after each NSO session to continuously improve the program (IIC-38). Since the College’s last institutional self-evaluation, NSO has improved by utilizing the MySuccess software to streamline communication and reduce manual inputting of information. MySuccess automatically emails students necessary information based on established guidelines. In 2013, NSO began hosting workshops to educate the campus on the use of MySuccess and how it can help students. For further discussion of the Student Life unit, see Standard II.C.5. For further discussion of NSO, see Standard II.C.6.

**Student Health Center**

The Student Health Center’s SAOs focus on providing medical services to students, maintaining students’ health clearances, and promoting a healthy lifestyle (IIC-14). Each semester, the Student Health Center conducts a client survey to assess satisfaction of current services and demand for other services (IIC-39). The Student Health Center monitors the number and types of visits using our electronic medical record system (IIC-22). The center promotes its services at NSO, through participation in campus events, and on posters that are displayed around the campus. The center partners with Student Life to provide guidance, health education, and first aid services for campus events. The Student Health Center collaborates with the Admissions and Records office to improve the Health Clearance process through use of Banner and Star software. The College informs the students of health requirements through direct communication, NSO, its website, and the health clearance form. The center uses the Star software to measure the number of students with TB/MMR holds per semester. The center is working to decrease the number of health clearance deficiencies by 10 percent by providing more education on the requirements. The center will continue to work with local high schools to comply with health clearance requirements for dually enrolled students. Storing the immunization records in the electronic health record system aids in a smoother transition when students transfer to other post-secondary institutions. Through its services, the Student Health Center aids in retention by assisting students in maintaining and improving their health. The College encourages students to have health insurance and the center provides students with information regarding the student plan.

**Mental Health Services**

The Mental Health Services, which is funded through an MOA with UH Mānoa, does not complete its own ARPD because the mental health counselor functions as part of the Counseling and Advising unit. The Mental Health Services presence at the College, however, is a result of the College identifying the needs of its student population and then using assessment data to continuously improve its services. In 2015, the College participated in the College Mental Health Project’s survey. Approximately 400 students, faculty, and staff took the survey in order for the College to get a baseline of the campus constituents’ knowledge of, attitudes toward, and experience with mental health and mental illness. Respondents showed a good baseline level of knowledge about mental illness. Of those who responded (n=405), 79 percent believed that mental health should be a priority on the campus (IIC-40, IIC-41).
The Student Services’ 2014-2016 CRE identifies a “more sustainable and permanent offering of mental health services” as a focus area in the coming three years because the MOA with UH Mānoa provides for a mental health counselor only on an annual basis (IIC-5). The Student Services Resource Requests for 2016-2017 includes as a priority a full-time mental health psychologist (IIC-42).

**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 annually assessed 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. They are proud of the number of campus services that are available for students. These services have helped support retention. Participants would like to see more services for DE students as well as have faculty provide information about these services to their students each semester (IIC-13).

**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 regardless of service location or delivery method. Table 54 demonstrates that comparable student services are available at most campus locations and for all types of students.
Table 54. 
*Student Support Services Unit by Location and Means of Delivery*

<table>
<thead>
<tr>
<th>Student Support Services Unit</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>Admissions and Records</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Drop-off service provided)</td>
<td></td>
</tr>
<tr>
<td>Counseling and Advising</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Peer mentors provide assistance)</td>
<td></td>
</tr>
<tr>
<td>Job Prep Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Recruitment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Life</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Veterans Resource Center</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Office of International Programs</td>
<td>✓</td>
<td>**</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Students attending classes at the Wai‘anae Moku Education Center are able to use the services at the Student Health Center on the Pearl City campus and may submit their health clearance form via facsimile.
** International students enrolled in the English Language Institute attend classes at the Pearl City campus.

The Admissions and Records unit processes all admission 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, and confers all degrees and certificates awarded by the College. The College website includes easily
accessible ways for students to apply, whether they are first-time students or international students (IIC-43). The website includes an online application, academic deadlines, admission requirements, registration information, and financial aid information.

The Counseling and Advising unit provides initial and ongoing academic advising and personal counseling for all students, prospective students, and graduates (IIC-44). This 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. Counselors have a caseload of students for whom they assume professional responsibility, including monitoring and intervening as needed. Half of the counselors are program counselors who work with specific instructional programs such as career and technical education, teacher education, business, and developmental math and English (IIC-45). General counselors work primarily with liberal arts and undecided majors. The Counseling and Advising unit also works with specific populations such as dual-enrollment students, Native Hawaiian students, and veteran students. In spring 2018, the Counseling and Advising Unit expanded their services by offering Express Counseling two nights a week in the Learning Commons (IIC-46).

The Counseling and Advising unit uses a number of methods for providing support to students. Some examples include a mandatory NSO for all students new to the College, instruction in the use of STAR as a degree planning tool for students, intrusive counseling for students who demonstrate a need for additional support, and alternative delivery methods to address students who are not readily available for in-person advising and counseling. 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 (IIC-47). Webcams and headsets are available for counselors to use during online student appointments. For a comprehensive discussion of the Counseling and Advising unit, see Standard II.C.5.

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 (IIC-48). The Financial Aid unit has provided training to students who are peer mentors at the Wai‘anae Moku Education Center.

The Job Prep Services unit supports students with their career development (IIC-49). The unit helps students understand the job search process, organize their employment documents, prepare for job interviews, and create employment strategies. JPS organizes weekly events such as recruitment tables to inform students about upcoming employment opportunities. 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 and co-sponsors events such as the Employment Expo (IIC-50).

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 (IIC-51). The Recruitment unit coordinates outreach activities, participates in college fairs, and organizes campus tours and special events to help attract
prospective students (IIC-52). 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 dual-enrollment programs (IIC-53, IIC-20).

The Student Life unit provides leadership and co-curricular learning opportunities outside of the academic classroom (IIC-54). 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.

The Student Health Center 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 (IIC-55, IIC-56). This unit works with the Admissions and Records to ensure that the College meets mandated health requirements for entrance to a post-secondary institution. Health clearance forms and medical record release forms are available for download on the Student Health Center website and may be file-dropped using secure email for evaluation and stored in an electronic medical record system. The center’s website contains helpful information regarding health requirements and services (IIC-55).

The Mental Health Services unit provides individual therapy, couples therapy, case management, emergency/crisis intervention, client-centered consultation, outreach and workshops, and relevant resources. All services to Leeward students are voluntary, free of charge, confidential, and do not affect their academic standing. The mental health counselor (referred to as a “personal counselor”) is available to meet with students four days a week at the Pearl City campus and one day a week at the Waiʻanae Moku Education Center. This counselor holds a full-time position that is funded through an MOA with the Counseling and Student Development Center at UH Mānoa (IIC-57, IIC-58). This MOA is the first of its kind at UH Mānoa to stipulate a full-time commitment of mental health services to Leeward CC.

The Veterans Resource Center offers services for the College’s current and prospective students who are veterans, active duty, reservists, National Guard members, and military dependents (IIC-59, IIC-60, IIC-61). An assigned counselor helps these students with program and graduation requirements and VA educational benefits, tuition assistance, and dependent benefits. The counselor assists students with transferring military service for equivalent credits, usually through the Joint Services Transcript. The VRC refers students to appropriate organizations regarding other VA-related services and benefits such as health and homelessness services. The VRC serves as a lending library so that students can borrow certain textbooks prior to receiving initial payment of VA benefits. The VRC is an approved VA Work Study site, which provides student employment and supervisory experience. The VRC offers a student lounge, computer/laptop use, a group study area, and information on veteran-focused resources. The VRC provides personnel support for the VetSuccess on Campus program, which includes having a counselor from the U.S. Department of Veterans Affairs on campus on three days a week (IIC-62). The VRC provides personnel support for the Veterans Integration to Academic Leadership program, which provides veterans on campus with mental health services by appointment with a clinical psychologist (IIC-63).
The VRC also partners with community organizations such as the Vet Center Mobile Truck service.

The Wai‘anae Moku Education Center is staffed with two full-time general counselors assigned to its student population in addition to one counselor who is on a federally funded Title III grant for its Going to Finish On-Time program and the UH Foundation-supported Access to Education program (IIC-64). The Going to Finish On-Time 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 this dedicated counselor and peer mentors to help monitor student progress and provide additional academic support (IIC-65). The Access to Education program consists of individuals recruited from drug-treatment programs along the Wai‘anae coast and those who were recently incarcerated. Some of the students in the Access to Education program are also participating in the Going to Finish On-Time program. The College also provides peer mentor support for this student population.

The OIP provides services for inbound students and outbound students and provides support for internationally-related matters between local, national, and international institutions (IIC-66). For short-term inbound students, the OIP provides study tours that are customized to the partner institutions’ goals and preferred SLOs (IIC-67). This includes accommodations, English as a Second Language classes, and excursions. For long-term international students, the OIP provides immigration/visa counseling, academic counseling, housing assistance, and scholarship and/or transfer advising (IIC-68). For Leeward students, the OIP offers faculty-led study abroad programs and provides advising on study-abroad programs and scholarships (IIC-69). The OIP organizes the College’s annual International Education Week for the entire campus community (IIC-70). OIP posts its informational flyers at both the Pearl City campus and the Wai‘anae Moku Education Center, and OIP is currently planning International Education Week events at the Wai‘anae Moku Education Center.

Students enrolled in OCEWD non-credit programs receive counseling and academic guidance from the College’s Counseling and Advising unit. In addition, OCEWD program coordinators act as academic advisors for their programs at student’s entry and for the duration of the student’s enrollment. Non-credit students are eligible to access other support services such as Job Prep Services and the KI Program.

**Early College and Other Dual-Enrollment Programs**

Since 2015, the College has partnered with eight high schools to run the Early College program and has dedicated three counselors to serve as liaisons. Through Early College, high school students are able to have dual credit whereby credits earned count toward high school and college requirements (IIC-71). This program allows for greater academic success, greater transition from high school to college ("college-going"), increased cost effectiveness for students and their families, and better preparation for the rigors of higher education (IIC-72). At one partner school, students have completed their Associate in Arts degree at the same time that they graduated from high school.

Through partnerships with participating high schools, the College’s Admissions and Records office, Counseling and Advising unit, Recruitment office, Student Health Center, and Test Center support Early College students from the point of college admission through their
participation and completion of coursework. The Early College program acts as the liaison between the various offices within the College and the partnering high schools, providing the school partners with information about students’ applications, testing, and course eligibility statuses so that the high schools can relay information to potential students and provide them with necessary support. The Recruitment office and three Leeward counselors designated for Early College are available to provide direct support to Early College students completing the admission and registration processes at the Pearl City campus. One counselor at the Wai‘anae Moku Education Center provides assistance to the high schools participating in Early College courses along the Wai‘anae coast. The Early College counselors regularly hold office hours at their assigned high school campuses and make themselves available to students through email, phone, and Google Hangouts.

High school students who do not attend a partner high school can also participate in the College’s other dual-enrollment opportunities using three other programs: Running Start, Early Admit, and Jumpstart. Students who participate in these programs typically pursue the opportunity on their own with the support of their sponsoring high school, and they take classes offered on the College’s campus rather than their high school campus. The College’s Early College counselors directly support these students’ efforts to enroll in the College and register for classes.

Counselors work, sometimes in tandem with partner high schools and Early College instructors, to intervene with students who experience difficulty in their classes and/or who are identified as needing an intervention through the College’s Makaʻala and No Show programs. These counselors provide academic advising and career counseling to students as they advance in their accumulation of college credit as well as train students in the use of STAR, which is a UH-developed, degree-audit software program. Dually enrolled students have access to all technological tools including STAR, MySuccess, and Laulima. As all of these products are available online, the information they provide is also available to students at all times.

All of the College’s dually enrolled students are considered Leeward CC students; therefore, all services available to the College’s regular student body are available to these students. Disabled students who require the support of the College’s Kākoʻo ‘Ike Program (KI), for example, can access the program in the same way that all of the College’s other students do. Similarly, tutoring services from the Writing Center, the Learning Resource Center, the Math Lab, and the Waiʻanae Moku Education Center are available to dually enrolled students. Online and email tutoring options offered by the Writing Center and the evening hours at the Waiʻanae Moku Education Center help to increase the likelihood that dually enrolled students who are taking classes at their high school campus have equal access to these services. Other kinds of services, such as those offered by the Student Health Center, Title IX team (which includes confidential resources), and the College’s mental health counselor are also available to dually enrolled students.

In spring 2016, the College was given an Experimental Sites Initiative (ESI) designation by the federal government, which allowed the campus to award Pell Grants to dually enrolled students (IIC-73). This ESI designation provides the College with a mechanism to ensure that low-income, dually enrolled high school students have access to coursework that is relevant and applicable to their intended college degrees. Students learn about this opportunity
through Early College high school partners as well as the Early College counselors. The College assists interested students in completing their application for admission as well as their Free Application for Federal Student Aid (FAFSA) and are fully advised on the benefits, risks, and obligations associated with using federal financial aid to support Early College coursework. Students who qualify for the Pell Grant have 100 percent of their tuition, fees, and book charges covered regardless of the amount of their Pell Grant award. The College provides these students all forms of support that it provides for dually enrolled students.

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 program as an area that needs more support (IIC-5, IIC-42). Requested funding support in the 2017-2018 Operating Expenditures Plan provides the Early College program with reimbursement of mileage costs and funds for supplies (IIC-74).

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” (IIC-1). 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” (IIC-1).

The Student Life office, 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, Ka Mana’o (student magazine), NSO, and IM LeeSports (intramural sports). The coordinator also manages the Board of Student Communications, commencement ceremonies, and Love Pono (campus violence prevention program). Student Life staff manage student ID cards, discounted movie tickets, the student lounge, the senate chambers meeting room, and campus bulletin boards.
There are policies and procedures in place to oversee the effective operation of the Student Life’s co-curricular programs and to assure the College conducts these programs 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 activities fees. The Board of Student Communications approves all fiscal purchases with board fees.

The Student Government is the governing body of the Associated Students of the University of Hawai‘i - Leeward CC (ASUH - Leeward CC) (IIC-75, IIC-76). 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 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 activities fees and establishing policies and programs for students. For further discussion of 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, increased funding for the Wai‘anae Moku Education Center, and partnered with faculty to produce a speaker series on various professions.

The Student Activities Board strives to promote student ideas and engagement (IIC-77). 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 (IIC-78).

Registered independent student organizations, 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 16 registered clubs (IIC-79). The Student Life coordinator created the Registered Independent Student Organizations (RISO) Handbook as a resource guide to assist in developing and registering official student organizations (IIC-80).

The Budget and Finance Committee is a committee of the ASUH - Leeward CC (IIC-81). This committee focuses on allocating funding to registered clubs and campus entities that co-sponsor educational and social events and programs outside the classroom at both the Pearl City campus and the Wai‘anae Moku Education Center (IIC-82). Student Government 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, Student Life inaugurated the intramural sports program IM LeeSports (IIC-83, IIC-84).
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. IM LeeSports is offered in two programs: a non-competitive campus sports program and a competitive program called IM LeeSports League, which includes all the UHCC campuses on O’ahu and UH West O’ahu. In order to provide adequate funding for the IM LeeSports program, the College increased student activities fees and charges the other campuses fees for each team they enter into the league. The IM LeeSports League program received an honorable mention for the Wo Endowment’s Community Building Award in spring 2016 (IIC-85).

The College 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 Hawaiian Studies Program brought speakers to discuss indigenous approaches to governance, and the Mauka to Makai: Political Science Lecture Series brought a speaker to discuss the Dakota Access Pipeline (IIC-86, IIC-87, IIC-88). Every year, the College’s Office of International Programs sponsors a variety of cultural activities during the annual International Education Week (IIC-70).

Additionally, the College offers co-curricular clubs that promote the College’s mission statement and core value of integrity by fostering a “culture of continuous improvement to open pathways to student success” (IIC-1). Phi Theta Kappa, Leeward’s chapter of Alpha Lambda Gamma, recognizes and encourages scholarship, leadership, and service among community college students (IIC-89). Another example is the Phi Beta Lambda/Enactus Business Club, which coordinates the annual Spring Fair and Fall Fair to promote student entrepreneurship and the Dress for Success clothing drive (IIC-90, IIC-91, IIC-92).

**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 (IIC-93, IIC-94, IIC-95). 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 (IIC-96).

**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 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

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 College also offers personal counseling to help students resolve any problems that are interfering with their ability to concentrate and complete their assignments. For a description of the Counseling and Advising unit, see Standard II.C.3.

Programs to Help Students Understand Requirements and Receive Accurate Information

To promote consistency in the delivery of services and information to students, the Counseling and Advising unit developed a Counseling Process model that identifies eight stages in the “Leeward student experience” and the counselor’s responsibility in each stage. The eight-stage process includes Prospective Student, Admissions, Mandatory New Student Orientation (NSO), Mandatory New Student Advising (NSA) Appointment, First Semester, Second Semester, Continuing Semester, and Graduation. The Counseling Process model provides a uniform standard that each counselor follows when working with students (II.C-97).

To be further responsive to the needs of students and their identified academic goals, the Counseling and Advising unit has program counselors in the areas of teacher education; automotive technology; digital media; culinary arts; television production; business; plant biology and tropical agriculture; and Science, Technology, Engineering, and Math (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 dually enrolled population who begin taking college courses while they are high school students.

In some cases, program counselors assigned to certain majors or student demographics also service other programs related to their primary student group focus. For example, the developmental English counselor also supports the OIP students who begin their academic journey at the College usually enrolling in English as a Second Language courses. Counselors also provide program and student support services for the College’s non-credit division, OCEWD.
The Counseling and Advising unit provides mandatory NSA for all incoming students to introduce them to the support resources available at the college, degree requirements, registration procedures, and career exploration tools. Based on the major a student indicates on the college application, that student is assigned a counselor who conducts this initial meeting. This not only ensures accurate communication of program services and degree requirements, but also allows for rapport building between the student and the assigned counselor. According to the counseling evaluations from 2012-2017, which assessed students’ achievement of the Counseling and Advising unit’s SLOs, over 90 percent of the respondents (n=2,709) felt that after meeting with their counselor they could identify degree/career options, outline an academic/degree plan, were aware of obstacles that might affect their academic success, could identify next steps toward their college success, and were aware of the resources and information that would help them succeed (IIC-98). Over 90 percent of the respondents, which included new students, indicated that they were satisfied with how the counselor addressed their questions and concerns and felt comfortable meeting with the counselor for academic or personal counseling in the future (IIC-99).

Mandatory advising occurs in both individual and group settings. Certain programs, such as Business, have opted to offer “A Session on Program Information and Registration” (ASPIRe) sessions in lieu of individual appointments. These sessions fulfill the same objectives as the individual advising appointments with an added component of community building among the majors with their peers and program support staff. The results of ASPIRe evaluations for 2016-2017 indicated that 75 percent of the respondents (n=79) felt that attending the group session increased their understanding of how to register for classes (IIC-100).

The Counseling and Advising unit developed an ASPIRe program in fall 2017 for Liberal Arts majors to give these students an opportunity to develop connections with Liberal Arts counselors, build community with peers, and learn about general registration information and procedures. Included in the group NSA session is an icebreaker, video, and breakout registration sessions by exploratory major (Business, Health, Arts and Humanities, and Social Sciences). Initial evaluations of the group NSA sessions were positive and the Counseling and Advising unit has decided to continue this initiative with suggested improvements by the participating counselors.

In fall 2016, the UHCC System implemented exploratory majors and tasked all UHCC System campuses to create an exploratory model and major selection system for their students declaring a Liberal Arts major. The College selected four exploratory Liberal Arts majors: Business, Health, Arts and Humanities, and Social Sciences. From spring to summer 2017, the Leeward STAR team worked on developing the degree templates for each exploratory major in STAR. By spring 2018, Liberal Arts exploratory major options appeared on the common application form, counselors organized mandatory NSA sessions by exploratory majors, and the College assigned students to their respective exploratory major counselors. Similar to program counselors, Liberal Arts counselors now operate with specific major groups in mind.

The College administers a campus wide early alert system each semester known as Makaʻala to support student success and to help facilitate communication between instructional faculty and the Counseling unit. Makaʻala gives instructors the opportunity at specific points in the
semester to either affirm students’ positive classroom performance or identify students who need more support (IIC-101). MySuccess, a student retention software, sends electronic surveys to all instructors on predetermined dates so they can provide feedback to students (IIC-102). Students who are given positive affirmations or who are noted as a concern by their instructors receive instantaneous feedback in an email. Students who are identified as needing more support in the surveys are either asked to contact their instructor for more help, are given information about the College’s tutoring services and are encouraged to contact them, or are contacted by their assigned counselor (IIC-103).

During the third week of the semester, the Maka’ala period ends and the counselors use MySuccess to view which students in their assigned population have been referred for poor attendance, not attending class, or behavioral issues. Counselors make two attempts to contact the student by phone and/or email to further discuss the referred issue. Counselors encourage the students to come in to talk about their situation, but phone conversations and email correspondence are also available. Through these conversations, counselors and students talk about what issues may be hindering the student’s success and what resources are available to help the student or what actions can be done to resolve them. Referrals close at the fifth week of the semester.

The Maka’ala Program sends faculty a Consider Withdrawing survey prior to the College’s withdrawal deadlines in order to provide students with adequate opportunity to withdraw from class if they feel this is the best course of action for themselves (IIC-104).

For the past several years, the CTE Retention Team has been sending CTE students email communications notifying them when they have reached certain degree completion benchmarks. Students receive communications through MySuccess when they have completed 25 percent, 50 percent, and 75 percent of their required coursework. These once-a-semester email messages help students gauge their progress towards degree completion and encourage them to seek academic advising in order to confirm their progress and to plan for their continued progression as well as their eventual completion.

Programs to Support Student Development and Success

The UHCC System began the Integrated Student Support (ISS) initiative in summer 2017. The Student Success Council coordinates this initiative (IIC-105). As part of the initiative, Student Services units collaborated to assist with the Returning Student Initiative (IIC-106). The College invited students who were close to graduating to return to complete their degree; this included one class at no cost upon their return in spring 2018. The College contacted 123 eligible students by email, mail, and phone to share more information about the project. A counselor then emailed the students individually with what to expect, next steps, and what classes they still needed to take to graduate. The counselors contacted the students a second time through email after Admissions and Records admitted the student and registration became available. At the beginning of the spring 2018 semester, 23 students or 19 percent registered for a course to begin the journey to complete their degree.

Some CTE programs have student peer mentors and retention specialists, which are funded through external sources such as Perkins funding. These student services personnel work closely with the program counselors to develop a comprehensive support system for CTE
majors which includes newsletters, tutoring, student success workshops, academic coaching, and routine progress checks.

Counselors refer students to the Job Prep Services unit for employment assistance, including career assessment through Career Coach (IIC-107). Counselors also refer students to this unit for assistance with the HINET program to qualify for food stamps and other reimbursements. Counselors teaching student success courses use Job Prep Services as a resource for developmental employment and career information.

In fall 2017, the Counseling Leadership team consisting of the Student Services coordinator and Counseling and Advising unit head began meeting with the student government officers on a monthly basis to hear and address any concerns from the student body. As a result of this partnership, the Counseling and Advising unit has increased participation in Student Government initiatives such as the Student Involvement Fair and has worked in partnership with student government in order to increase continuing student awareness of the registration period and counseling services (IIC-108). Future plans include working with the Student Government to conduct student focus groups on counseling and advising services.

**Evaluation and Improvement of Counseling and Advisement**

As noted in Standard II.C.1, the Counseling unit evaluates its services annually in the ARPD. The unit regularly assesses its services to determine what is working well and what needs further improvement. One area of emphasis is ensuring information about academic requirements is accurate. The College has structures in place to verify that 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 the approved curricular changes prior to fall registration. In addition, the College updates its Catalog each academic year with new curricular changes. The Catalog 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 (IIC-109).

The Counseling and Advising unit assigned 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 entire 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. Program counselors and those who service special student populations provide updates at the general counseling meetings on an as-needed basis, but at least once per semester.

Prior to fall 2017, counselors requested student evaluations after the completion of an appointment. Every six months, counselors received their individual evaluation results and the counseling unit received an aggregate review; each determined if the results of the evaluations necessitated any changes. In fall 2017, the Counseling and Advising unit began using the MySuccess software to email counselor evaluations to students following their appointments. This new practice increased the number of completed evaluations on each counselor, providing better feedback on counseling services (IIC-110).

The Counseling and Advising unit provides professional development to prepare counselors and academic advisors for their advising roles. Every year, the unit has a professional
development retreat to review goals and counseling standards and to reflect on strengths and areas of improvement. 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.

In fall 2017, the Counseling and Advising unit received funding support from the system Co-requisite Initiative Project Allocation. The funding included $4,000 to support the professional membership of all 22 counselors in the national organization of their choice in order to promote networking and keeping abreast of national trends in counseling and advising. The funding also included $36,000 towards professional development related specifically to the support of developmental education, co-requisite initiatives, and career counseling of developmental and general student populations. This funding support has allowed counselors to attend regional and national conferences of professional student support organizations such as the American Counseling Association, the National Academic Advising Association, and the Student Affairs Administrators in Higher Education. Counselors who attend these conferences share what they have learned to either improve their own practice or recommend initiatives for the larger unit.

**Analysis and Evaluation**

The College offers counseling and advising services 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 Regents Policy RP 5.211, Admissions, which is consistent with the College mission ([IIC-111](#)). 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 ([IIC-112](#)). The College website provides prospective students with additional information including qualifications for admission and online forms for admissions and enrollment ([IIC-43, IIC-113](#)).

The College uses the MySuccess software to streamline the NSO program, which includes NSO Live, NSO Online, and NSO exemptions. 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 (IIC-114, IIC-115).

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, MySuccess filters that student as exempt from attending an NSO session and possibly an initial advising appointment (IIC-116, IIC-117). MySuccess filters a student who attended a UH campus in the past three years with a GPA under 2.0 as exempt from attending an NSO session but must attend an initial advising appointment. MySuccess filters a student who has a zip code off island as a DE student, and that student is automatically sent the NSO Online session. A student who will attend the Waiʻanae Moku Education Center may attend NSO Live, NSO Online, or NSO Welcome to Waiʻanae session. Students who obtained a degree from a non-UH System campus may submit their transcript or diploma for an NSO exemption.

The College has a clear admissions process for international students, who are assisted by the OIP staff (IIC-118). The applicant must be 18 years or older or have graduated from a high school. The applicant needs to complete an international student application form (IIC-119). The applicant must also provide an original bank statement to verify that the applicant has access to sufficient funds to cover educational and living expenses for one academic year (a minimum of $18,796 is required), a copy of a current passport, and the appropriate application fee. The College does not require applicants to have a test score to apply to the English Language Institute (ELI), but the College does require an applicant to have an official and minimum TOEFL, IELTS, STEP Eiken, or GTEC score to apply directly to a credit degree program (IIC-118). Upon receiving the necessary documents, the OIP processes the application and generates necessary documents for the student’s visa application (IIC-120).

**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 (IIC-121). Figure 8 illustrates how this model provides “just-in-time” support for students.
The UH System’s STAR software program includes STAR GPS, a registration system within STAR that maps an academic pathway for students based on their identified majors (IIC-122). Counselor/academic advisors and students regularly use this program 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 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’s degree from their first day at a community college. 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 at the Wai’anae Moku Education Center (IIC-123, IIC-65). A Title III grant supports both of these programs 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 since 2016. First, students can defer their enrollment if they are unable to attend the original semester that they applied for. Second, the College replaced its placement measures with those recommended by the UHCC Student Success Council.

As of November 2016, the American College Testing (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 Accuplacer to a system of multiple measures. The Cognitive Assessment Committee, along with system wide math and English committees, explored available placement options and developed recommendations for the UHCC Student Success Council, which the College implemented in fall 2016. Students who graduated from high school within the last two years can use any of the following multiple placement measures: cumulative high school grade point average; 12th grade English grade; 12th grade Intro to College Math grade; 12th grade Algebra 3, Trigonometry, or Precalculus grade; Algebra I grade; Algebra II grade; ACT Writing/Math score; Scholastic Aptitude Test Writing/Math score; High School Equivalency Test Language Arts/Math score; or General Equivalency Diploma Language Arts/Math score (IIC-124).

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 any admissions or placement 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
The institution publishes and follows established policies for release of student records.

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 theft. The Admissions and Records office retains the records according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the registrar and the dean of student services are responsible for compliance. Current AACRAO guidelines call for the preservation of student records for a minimum of three years; however, the Admissions and Records office currently keeps physical copies of student records for five years once a student is no longer enrolled at the College. The Admissions and Records office limits access to authorized personnel only and maintains files in locked cabinets when the files are not in use by office staff. The Admissions and Records office removes older records from the active files and secures them in a separate area.

The Admissions and Records office backs up all physical copies of records contained in student files in the student information system called Banner. In some cases, the Admissions and Records office maintains the records electronically in their separate secure campus server. Banner maintains students’ academic history, including application history, registration history, course grades, and transfer course information, which the College can use in the event that the physical student record is lost or destroyed prior to the end of the record-retention period as set forth in the AACRAO guidelines.

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 (II.C-125). In all activities that involve private information, the College makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (II.C-126). The Catalog informs students what information the College considers directory information, information that may be disclosed without a student’s consent. The College gives students a two-week period at the beginning of each academic term to notify the College of their intent to keep all of their student record information confidential, including their directory information. The procedures relating to the protection of the educational rights and privacy of students is set forth in Administrative Procedure AP 7.022 (II.C-127). The College complies with Executive Policies EP 2.214, EP 2.215, EP 2.216, and EP 2.217 that govern how the College handles student data (II.C-128, II.C-129, II.C-130, II.C-131). For further discussion on data governance and information security, see Standard III.A.15.

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. The Admissions and Records office considers requests received from a student’s official UH email account valid as the student’s
identification is verified by the act of signing into the account. 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 College no longer considers it appropriate to use a student’s social security number as the student’s identification number on student forms. Instead, the College issues each student a computer-generated Banner (UH ID) identification number when the student is admitted into the College.

The Admissions and Records office has created an application input manual for all of its employees to codify routines and procedures related to the creation of admission and student records in Banner (IIC-132). 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.
Evidence for Standard II.C.

**Standard II.C.1.**
- IIC-1 Vision, Mission, Core Values in *Catalog 2017-2018*
- IIC-2 Hālau Website
- IIC-3 OIP Website
- IIC-4 OIP Handout (Chinese Translation)
- IIC-5 2014-2016 CRE - Student Services
- IIC-6 2016 CCSSE Means Report, Items 13.3g, 13.2g, and 13.1g
- IIC-7 2016 ARPD - Student Services
- IIC-8 2014-2016 CRE - Hālau
- IIC-9 2017 ARPD - OIP
- IIC-10 2014 CCSSE Results
- IIC-11 2016 ARPD - Wai‘anae Moku Education Center
- IIC-12 2016 ARPD - OCEWD
- IIC-13 Spring 2018 Convocation Discussion Results, pp. 13-16

**Standard II.C.2.**
- IIC-14 List of Student Services SAOs
- IIC-15 Counselors Webpage
- IIC-16 2017 ARPD - Early College
- IIC-17 2014-2016 CRE - Early College
- IIC-18 2014-2016 CRE - Financial Aid
- IIC-19 2014-2016 CRE - Job Prep Services
- IIC-20 2014-2016 CRE - Recruitment
- IIC-21 2014-2016 CRE - Student Life
- IIC-22 2014-2016 CRE - Student Health Center
- IIC-23 2014-2016 CRE - Counseling
- IIC-24 2014-2016 CRE - Admissions and Records
- IIC-25 Screenshot of UH FileDrop Login Page
- IIC-26 Hawai‘i Promise Brochure
- IIC-27 Hawai‘i Promise at Leeward Webpage
- IIC-28 Blog Post on Job Fair
- IIC-29 2017 Job Fair Employer Evaluation Results
- IIC-30 2017 Automotive Technology Fair Evaluation Results
- IIC-31 2017 Culinary Arts Fair Evaluation Results
- IIC-32 Email on Survey for Leeward Graduates, Sept. 13, 2017
- IIC-33 Sample Recruitment Office Minutes, Jan. 31, 2018
- IIC-34 Recruitment Luncheon Evaluation Results
- IIC-35 2017 Student Life Retreat Evaluation Results
- IIC-36 Love Pono Webpage
- IIC-37 2016-2017 Love Pono Workshop Evaluation Results
- IIC-38 2017 NSO Evaluation Results
- IIC-39 2017 Student Health Center Survey Results
- IIC-40 2015 Mental Health Survey Results
- IIC-41 2015 Mental Health Presentation
- IIC-42 2016-2017 Resource Requests - Student Services
Standard II.C.3.
IIC-43 How to Apply Webpage
IIC-44 Counseling Webpage
IIC-45 Meet Counselors Webpage
IIC-46 Blog Post on Express Counseling
IIC-47 Scheduling Appointments Webpage
IIC-48 Financial Aid Webpage
IIC-49 Job Prep Services Webpage
IIC-50 Blog Post for Employment Expo
IIC-51 Discover Leeward Webpage
IIC-52 Flyer for Leeward Open House
IIC-53 List of Recruitment Employee Expectations
IIC-54 Student Life Website
IIC-55 Student Health Center Webpage
IIC-56 Student Health Center Newsletter
IIC-57 UH Mānoa Counseling and Student Development Center Website
IIC-58 Mental Health Counseling Brochure
IIC-59 Announcement of Veteran Resource Center Opening
IIC-60 For Our Military Webpage
IIC-61 Blog Post on Military Friendly Recognition
IIC-62 VetSuccess on Campus Program Webpage
IIC-63 Email on Veteran Students Workshop, Feb. 21, 2018
IIC-64 Wai‘anae Moku Services Webpage
IIC-65 Going to Finish On-Time Webpage
IIC-66 OIP Webpage
IIC-67 OIP Short-Term Program Handout
IIC-68 OIP Advising Webpage
IIC-69 Study Abroad Webpage
IIC-70 Flyer for International Education Week
IIC-71 Early College Programs Chart
IIC-72 Early College Logic Model
IIC-73 UH News Article on Pell Grant Pilot Project
IIC-74 FY 2018 Operational Expenditure Plan

Standard II.C.4.
IIC-75 Student Government Webpage
IIC-76 ASUH - Leeward CC Constitution and Operating Rules
IIC-77 Student Activities Board Webpage
IIC-78 Student Activities Board Charter
IIC-79 Student Organizations Webpage
IIC-80 RISO Handbook
IIC-81 Budget and Finance Committee Webpage
IIC-82 Budget and Finance Committee Operating Rules
IIC-83 IM LeeSports Webpage
IIC-84 IM LeeSports Handbook
IIC-86 Flyer for Jamaica Heolimeleikalani Osorio’s Lecture
IIC-87  Flyer for Kalei Laimana’s Lecture
IIC-88  Flyer for Andre Perez’s Lecture
IIC-89  Alpha Lambda Gamma Chapter Webpage
IIC-90  Announcement of the Spring Fair
IIC-91  Calendar Event for the Fall Fair
IIC-92  Flyer for Dress for Success Clothing Campaign
IIC-93  2013-2014 Student Life Events Evaluation Results
IIC-94  2013 Food Truck Evaluation Results
IIC-95  2014-2015 College Bash Evaluation Results
IIC-96  2015-2017 IM Evaluation Results

Standard II.C.5.
IIC-97  Counseling Process Model
IIC-98  2012-2017 Counselors Evaluation Results
IIC-99  2016-2018 Counselors Aggregate Evaluation Results
IIC-100  2016-2017 ASPIRe Evaluation Results
IIC-101  Email on No-Show Reporting and Makaʻala, Jan. 15, 2017
IIC-102  MySuccess (Starfish) Webpage
IIC-103  Sample MySuccess Emails
IIC-104  Email on Consider Withdrawing Survey, Mar. 6, 2017
IIC-105  Student Success Council Initiatives Webpage
IIC-106  Returning Adults Initiative Webpage
IIC-107  Screenshot of Career Coach Login Page
IIC-108  Calendar Event for Student Involvement Fair
IIC-109  Online Counseling Handbook
IIC-110  2016-2018 Counselor Evaluation Data

Standard II.C.6.
IIC-111  RP 5.211 Admissions
IIC-112  Admissions Information in Catalog 2017-2018
IIC-113  Admissions and Records Forms Webpage
IIC-114  NSO Website
IIC-115  NSO FAQs Handout
IIC-116  NSO “Emails You Receive” Webpage
IIC-117  NSO Online Webpage
IIC-118  OIP How to Apply Webpage
IIC-119  OIP Forms Webpage
IIC-120  OIP Promotional Brochure
IIC-121  Spring 2017 VPCC Presentation
IIC-122  STAR GPS Webpage
IIC-123  Lanakila Webpage

Standard II.C.7.
IIC-124  Memo on Cognitive Assessment Options, Feb. 17, 2016

Standard II.C.8.
IIC-125  FERPA in Catalog 2017-2018
IIC-126  Family Educational Rights and Privacy of Students Webpage
IIC-128  EP 2.214 Institutional Data Classification and Information Security Guidelines
IIC-129  EP 2.215 Institutional Data Governance
IIC-130  EP 2.216 Institutional Records Management and Electronic Approvals/Signatures
IIC-131  EP 2.217 HIPAA Policy
IIC-132  Application Input Manual
STANDARD III: RESOURCES

Student Spotlight
Kristina Nip

The new facilities at Wai‘anae Moku have opened up the campus in a way that allows for better collaboration and studying areas. The layout of the campus is structured well in the sense that the "Common Area" is in the middle of the area where students have easy access to it. There are also always tutors available in the Common Area so that students can access them easily as well. The inside of the campus is always kept clean, including the bathrooms. The testing center is now larger and more secluded so that students using the center can do so without interference or noise. Seeing Wai‘anae Moku through its transition, the new facilities have only heightened the campus' ability to function this way with better amenities and facilities. I always feel welcomed and know that the people who work here truly care about me and my educational journey.
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 appointees who are subject to classification and qualification rules include executive and managerial personnel; faculty; and administrative, professional and technical (APT) (III-A-1, III-A-2, III-A-3, III-A-4). 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 (III-A-5). All personnel except executive/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. The UH System’s Executive Policy EP 9.212, Executive and Managerial Classification and Compensation, provides for the establishment of executive and managerial classes (III-A-2). The class specifications broadly describe the functionality, responsibility, and authority of positions in the class (III-A-6). 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 (III-A-7). 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 the human resources manager then reviews.
For faculty positions, the Board of Regents 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) (IIIA-1, IIIA-8). The plan defines primary and other responsibilities as well as classification ranks.

For APT positions, the Board of Regents defines the personnel criteria, and the UH System Office of Human Resources provides a classification and compensation plan based on four bands or levels of work complexity (IIIA-9). Within each band, the system office 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 (IIIA-5). The plan provides a systematic means to describe civil service positions. The state of Hawai‘i Department of Human Resources Development sets the minimum qualifications for these positions (IIIA-10).

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. The College requires employees who serve on a hiring committee to attend mandatory training to learn about the hiring process and the responsibilities of screening committee members (IIIA-11).

The UH System and the UHCC System policies set minimum qualifications for each position, but the supervisor writes the job description to include duties, responsibilities, and appropriate desirable qualifications, which ensures that a person familiar with the position and the College mission writes the description. 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 (IIIA-12, IIIA-13, IIIA-14, IIIA-15, IIIA-16).

All job descriptions are directly related to the College mission and core values. For example, the Automotive Technology Instructor job description listed as a desirable qualification the “understanding of and experience working with a diverse student population, including students with disabilities and students from a variety of economic backgrounds,” which aligns with the College’s mission to deliver high-quality career and technical education and the College’s core values of open access and diversity and respect (IIIA-17, IIIA-18, IIIA-19).

The job description for the College’s Native Hawaiian Career and Technical Education Academic Advisor provides an example of how the duties and responsibilities of the position
are directly related to the College’s “special commitment to Native Hawaiians” (IIIA-18, IIIA-19). This job description states that the academic advisor “provides enrollment, persistence, and professional skill-building strategies appropriate for Native Hawaiian students” and “develops and implements programs and activities to facilitate student academic career, cultural well-being, and personal success” (IIIA-18, IIIA-19, IIIA-20).

The College advertises open positions using appropriate venues to attract quality candidates. Once the HRO approves the job description, the College posts executive and managerial, faculty, and APT positions on the Work at UH website (IIIA-21). The College also posts designated executive and managerial positions in The Chronicle for Higher Education. The College initially posts civil service positions internally on the Work at UH website and then posts them on the State of Hawai‘i’s Civil Service Government Jobs Listing website if there are no qualified internal applicants (IIIA-22).

The College uses methods to ensure that it closely matches qualifications for each position to specific programmatic needs and that it clearly defines the duties, responsibilities, and authority for each position. The hiring committee drafts interview questions and a scoring rubric. The EEO/AA coordinator for EEO compliance reviews both 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 College designed the process to enable a group of people who are familiar with the job position to choose the most qualified candidate from the pool of applicants.

The College has a process to verify the qualifications of applicants and newly hired personnel. 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 website (IIIA-23).

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 (IIIA-24).

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, the job advertisement lists them 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.
During 2017-2018, the Faculty Senate DE Committee worked on recommended interview questions that screening committees may use during the recruitment process for instructional faculty (IIIA-25). The committee drafted the questions based on the DE Guidelines (IIIA-26) and sent a preliminary set of questions to the HRO for feedback. The committee revised the questions based on the feedback, and the HRO approved a final version in February 2018 (IIIA-27, IIIA-28, IIIA-29).

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 system policies in hiring, retention, and promotion decisions (IIIA-3, IIIA-8).

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 for each faculty position (IIIA-30). Minimum qualifications 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 official 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 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 desirable qualifications 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 English as a Second Language and the English Language Institute Instructor includes 12 desirable qualifications (IIIA-31).

The College has a formal process for vetting credentials to ensure that hiring committees hire qualified faculty. 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 Annual Report of Program Data (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) and may include a community member with a vested interest in the position.

The UH System’s Executive and Managerial (E/M) Class and Compensation executive policy (EP 9.212) provides for the establishment of EM classes. The class specifications broadly describe the functionality, responsibility, and authority of positions in the class (IIIA-2). 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. 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 (IIIA-7). 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 its academic programs, the College vets administrators and employees responsible for academic programs and services 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 (IIIA-30). The HRO screens each transcript to determine whether it comes from an accredited institution. If a transcript comes from a non-accredited institution, the HRO rejects the application. The College checks the equivalency of degrees from non-U.S. institutions by referring to the National Association of Credential Evaluation Services website (IIIA-23).

**Analysis and Evaluation**

All degrees held by employees at the College are from U.S.-accredited institutions or from a non-U.S. institution that has been established as being equivalent to a U.S.-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 evaluate all personnel on a regular basis. The UH System and/or UHCC System established evaluation policies and processes for each classification of employee at the College: executive and managerial, faculty, lecturer (adjunct), APT (professional staff), and civil service. State of Hawai‘i civil service policies are on the Department of Human Resources Development Performance Management webpage (IIIA-32). 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 (III-A-33).

Evaluation criteria accurately measure the effectiveness of personnel in performing their duties. The UHCC Faculty Classification Plan provides the criteria to evaluate faculty members (III-A-8). The UHPA collective bargaining agreement requires an evaluation every two years of tenure-track faculty who are serving probation (III-A-34). A different set of criteria guides the evaluation of faculty applying for tenure and/or promotion (III-A-35). 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. Each review level documents feedback and comments, which are returned to the applicant in a timely manner (III-A-36, III-A-37). 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 an UHPA representative. The College encourages newly hired faculty and those applying for tenure and/or promotion to attend these workshops (III-A-38).

Tenured faculty members must be evaluated every five years. Evaluation is done either through 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 UHCC Policy UHCCP #9.203, Faculty Five-Year Review (III-A-37). 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 the division chair (or equivalent) decides that there is need of significant improvement, the division chair (or equivalent) and the faculty member develop a professional improvement plan together.

UHCC Policy UHCCP #9.104, Lecturer Evaluation, outlines the lecturer evaluation process, which requires that a lecturer must submit an evaluation document in order to be eligible to continue teaching classes (III-A-40). The criteria for evaluation are focused primarily on teaching effectiveness with the primary goal of continued improvement. The rank of the lecturer determines the frequency of evaluation: 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 Regents Policy RP 9.212 and UHCC Policy UHCCP #9.202 (III.A-2, IIIA-41). 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-degree assessment survey to personnel who support or work with the executive or managerial employee (III.A-42, IIIA-43). 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. For further discussion of the 360-degree assessment survey, see Standard IV.C.3.

Administrative Procedure AP 9.170 outlines the annual performance evaluation of APT personnel (IIIA-44). The immediate supervisor performs a review of the employee’s performance and documents the results electronically (IIIA-45). 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 retraining and professional development opportunities.

The State of Hawai‘i’s Performance Appraisal System outlines the civil service employee evaluation (IIIA-46, IIIA-47). 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 retraining 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 L5.210, 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 (IIIA-48).

Evaluation instruments, where appropriate, include evidence of engagement with SLOs. UHCC faculty classification plans and evaluation processes for contract renewal, tenure and/or promotion, and post-tenure review include the use of SLO assessment results as a job responsibility and evaluation criteria (IIIA-34, IIIA-35, IIIA-39, IIIA-40). 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 (IIIA-35). 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 (IIIA-49).

L5.210 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 (IIIA-48). 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 they use the results of SLO assessment.

**IIIA.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 UHCC System and the College monitor the ratio to assure compliance with the Accreditation Standard. In fall 2017, the full-time to part-time/adjunct faculty headcount ratio was 63 percent, or 215 full-time faculty to 126 part-time/adjunct faculty.

At the College, each instructional division, instructional program, and support unit completes an ARPD each year. As part of the report, there is an assessment of the “health” of the program, division, or unit using 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, the College can reallocate a vacant position from another area (III-A-50).

Administration discusses staffing sufficiency with the deans and division chairs and reviews ARPD personnel requests to determine if divisions, programs, or units require permanent and/or temporary positions to fulfill the College mission. The campus continually recruits lecturers to teach in disciplines that are deficient in staffing due to a temporary increase in course offerings when demand arises. The campus keeps a list of qualified lecturers to hire on short notice to fill this need.

Each academic year, the College publishes a roster of faculty, including their degrees, in the Catalog (III-A-51, III-A-52). Each semester, the College publishes a current schedule of classes that identifies faculty responsible for each class on the College website for both the Pearl City campus and the Wai‘anae Moku Education Center (III-A-53).

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 faculty) have opportunities for professional development, are appropriately oriented to the College and its student populations, and are engaged in key academic processes. Lecturers teaching half time or more are members of the faculty collective bargaining unit UHPA and are covered by the collective bargaining agreement (III-A-54). UHCC policies govern the step advancement and evaluation of lecturers (III-A-40).

The College is responsible for the orientation, oversight, evaluation, and professional development of lecturers and integrates the lecturers into the campus culture. They can attend faculty events, including most of the professional development programs coordinated by the ICTL (III-A-55). Lecturers may serve on committees and participate in campus events. They can also apply for a professional development award (III-A-56). Additionally, each year the College recognizes one lecturer through the Outstanding Lecturer Award, which is presented at a campus ceremony in the spring semester (III-A-57, III-A-58).

The College has a Lecturers’ Group, a committee that meets to discuss matters that are important to lecturers (III-A-59, III-A-60). Through these meetings, this group has helped develop lecturer-specific programs such as the New Lecturer Workshop and the Lecturer
Mentoring program ([IIIA-61, IIIA-62, IIIA-63]). 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 ([IIIA-64]).

**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 a sufficient number of staff with appropriate qualifications to support the effective educational, administrative, physical, and 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 the UHCC System has not established formal staffing ratios, UHCC System administrators review and compare staffing levels for various classifications of employees across campuses.

As of July 1, 2016, the organization charts for the College had 350 positions ([IIIA-65]). Table 55 shows the distribution of those positions.

**Table 55.**

*Positions at Leeward Community College.*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Positions</th>
<th>Percentage of Total Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>210</td>
<td>60.0%</td>
</tr>
<tr>
<td>Administrative, Professional, and Technical</td>
<td>54</td>
<td>15.4%</td>
</tr>
<tr>
<td>Clerical</td>
<td>41</td>
<td>11.7%</td>
</tr>
<tr>
<td>Civil Service</td>
<td>37</td>
<td>10.6%</td>
</tr>
<tr>
<td>Executive and Managerial</td>
<td>8</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
Each division and academic support unit performs an ARPD in which there is a discussion about staffing levels. If an ARPD demonstrates that a division or academic support unit needs more staff, the state legislature may award a new position, but this is determined by the state’s ability to fund these positions. The College may also reallocate positions within its authorized number of position counts.

A more common practice to achieve appropriate staffing levels is the temporary hiring of staff during a time of need. The ARPD process determines if a division or unit requires a new position to support its proper operation, and the College determines if funding is available for a specified period. Prior to the end of the temporary hire’s employment period, the College reviews the need for the position and the budget to decide if the position should be terminated or extended.

By hiring staff that meets the UH System, the UHCC System, or State of Hawai‘i Department of Human Resources Development minimum qualifications, the College ensures that the new hires are capable of performing the duties of the position. Official College organization charts and functional statements determine the organizational structure of the College (IIIA-65). Administrative Procedure AP 3.101 governs any amendments to these charts and statements (IIIA-66). 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 (IIIA-67). The College may also reallocate positions within its authorized number of position counts. While the UHCC System has not established formal administrative staffing ratios, UHCC System administrators review and compare staffing levels of executive and managerial employees across the campuses.

The College’s Organization Charts are the UHCC-approved organization of all administrative and faculty positions (IIIA-65). As stated in AP 3.101, the chancellor annually reviews the organization charts (IIIA-66). 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 (III-A-68, III-A-52). The rigorous hiring process helps ensure that administrators are well qualified to perform their duties; the hiring process is further discussed in 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**

The College establishes, publishes, and adheres to multiple levels of personnel policies, including UH 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 Systemwide Policies and Procedures Information System (PPIS) website, the UHCC System Policies webpage, and the College’s Policies webpage (III-A-69, III-A-70, III-A-71). 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 (III-A-72, III-A-73). 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 and the UH Legal Affairs and University General Counsel Office. All new hires receive a briefing of the major personnel policies on campus through the New Hire Orientation (III-A-74). 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 sexual misconduct to the proper authorities (III-A-75). 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 UH 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 (IIIA-76, IIIA-77, IIIA-78, IIIA-79). The College’s L1.202, Policy on Nondiscrimination and Affirmative Action, reaffirms that commitment (IIIA-80). The UH System adheres to procedures for the recruitment and selection of all personnel, which ensures compliance with system hiring policies, affirmative action and equal employment opportunity guidelines, and respective collective bargaining agreements (IIIA-81). The UH System regularly evaluates all policies and procedures 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. The UHCC System office conducts formal EEO/AA action analysis on a regular basis and incorporates it into the recruitment/hiring processes. Each UHCC campus has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measurement of affirmative action efforts, and remedial action when necessary.

As part of the affirmative action program, the director of EEO/AA at the Office of the Vice President for Community Colleges develops affirmative action plans for minorities and women on an annual basis for the seven community college campuses in accordance with federal contractor requirements. In addition, the director of EEO/AA develops affirmative action plans for protected veterans and individuals with disabilities that are 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 affirmative action plans 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.

The College holds regular training sessions 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 non-discrimination policies and practices ([IIIA-74]). New employees receive the Faculty and Staff For Your Information (FYI) Guidebook ([IIIA-82]). 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 ([IIIA-83]).

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 ([IIIA-84]). In 2016, the state of Hawai‘i mandated that all UH faculty are designated as “responsible employees” with a duty to report sexual harassment and other misconduct to the proper authorities, and that all UH employees are required to complete an online training program on Title IX, the Violence Against Women Act, and relevant UH policies ([IIIA-85]). 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 ([IIIA-86]). Additionally, the UH Office of Institutional Equity conducted a Title IX campus training in February 2016, and the compliance and training officer held sessions during the fall 2016 and spring 2017 convocations ([IIIA-87], [IIIA-88]).

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 educate the UH System community on students’ rights and available resources ([IIIA-89], [IIIA-90]). Additionally, the College’s vice chancellor of administrative services provides faculty with a suggested course syllabus statement regarding Title IX ([IIIA-91]).

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 College publishes the names of all coordinators on the College website along with Title IX resources for UH employees and students ([IIIA-84]). In fall 2017, the College’s Teaching Guidelines and Issues for Faculty 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 ([IIIA-92]).

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 ([IIIA-93], [IIIA-94], [IIIA-95]). In compliance with Executive Policy EP 7.302, Preferred Name, students may change their student identification card to reflect a first name that is concurrent with their gender identity ([IIIA-96], [IIIA-97]).

The College provides resources designed to assist women, minorities, veterans, and disabled groups including Bridge to Hope, the Children’s Center, a Mother’s Room for nursing mothers, the Veterans Resource Center, the Military and Veterans Coordination Program, and the Kāko‘o ‘Ike program ([IIIA-98], [IIIA-99], [IIIA-100], [IIIA-101], [IIIA-102]). The College
has a representative who participates on the system wide advisory commission on the status of women (IIIA-103).

**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 Colleges chooses the best candidate.

**Analysis and Evaluation**

Through established policies and procedures, the College creates and maintains programs and services that support its diverse personnel and regularly assesses its 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 that delineate consequences for violation. The UH System established formal ethics policies and procedures for various employee classifications (IIIA-104, IIIA-105, IIIA-106, IIIA-107, IIIA-108, IIIA-109). The UHCC System has a published policy statement of professional ethics for faculty (IIIA-110). The policy establishes that faculty must maintain academic integrity given their role as educators and scholars. The College references the Hawai‘i State Ethics Commission website on the new hire checklist, which contains an ethics guide for state employees (IIIA-111, IIIA-112).

Employees are subject to state of Hawai‘i ethics rules and regulations. The College adheres to Hawai‘i Revised Statutes (HRS) §84, Standards of Conduct (IIIA-113). 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, employees at the College read and sign a required disclosure form from the State of Hawai‘i Ethics Commission (IIIA-111). Every election year, the UH System 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 that are consistent with the College mission for all personnel.

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’s mission is to facilitate professional development to improve teaching and learning by encouraging collaboration, inspiring innovation, and recognizing excellence at the College. The EMC’s mission is to inspire, facilitate, and support teaching and learning using technology.

The ICTL has a full-time faculty coordinator, a half-time staff member, and selected faculty coordinators on reassigned time to plan, organize, implement, support, and evaluate professional development for faculty, lecturers, and staff. The ICTL coordinator also recruits and trains faculty and staff to voluntarily coordinate or conduct professional development programs. The ICTL Advisory Committee, consisting of 14 faculty and staff members from across the campus, oversees the programs and operations of the center. 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. The ICTL staff also works with staff groups to plan, organize, and request professional development programs and activities for their constituencies (IIIA-55). Table 56 provides a comprehensive list of the ICTL’s professional development programs.
Table 56.
ICTL Professional Development Programs

<table>
<thead>
<tr>
<th>ICTL Program Type</th>
<th>ICTL Program Title</th>
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<tbody>
<tr>
<td>General Programs</td>
<td>● New Hire Orientation (campus and online)</td>
</tr>
<tr>
<td></td>
<td>● Service 101 (Customer Service for Student Assistants)</td>
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<td></td>
<td>● Service 102 (Customer Service for Faculty and Staff)</td>
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<td></td>
<td>● Supervisory skills workshops</td>
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<td>● Convocation</td>
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<td>● Safety and legal liability workshops</td>
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<td></td>
<td>● Leadership Excellence Program</td>
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<tr>
<td>Teaching and Learning Programs</td>
<td>● Hawai‘i National Great Teachers Seminar</td>
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<td></td>
<td>● Hawai‘i Great Leaders Seminar</td>
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<td></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</td>
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<tr>
<td></td>
<td>● Teaching Excellence Program</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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<td></td>
<td>● Administrative Support Group Summer Institute</td>
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<td></td>
<td>● Learning and Mentoring Program</td>
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<tr>
<td>Funding Programs</td>
<td>● Travel Grant Program</td>
</tr>
<tr>
<td></td>
<td>● Professional Development Award</td>
</tr>
<tr>
<td></td>
<td>● Staff Development Fund</td>
</tr>
</tbody>
</table>

The ICTL also conducts an annual fundraising drive to raise funds to provide food and lei in support of professional development programs at the College. Headed by members of the ICTL Advisory Committee, the fundraising drive has exceeded its annual goal of $3,000 for the past few years with donations from current and retired faculty and staff (IIA-114). This fundraising effort has also resulted in larger gifts for professional development, leading to the creation of awards for innovation and sustained excellence.

Professional development funding awards by the ICTL support faculty and staff in maintaining their expertise, certification, and relevance to their industry. Travel grant awards assist automotive and culinary staff in fulfilling program accreditation annual training requirements and in learning new program technologies and trends. These awards also help send teams of faculty and staff to conferences. Innovative initiatives on campus also receive professional development funds to develop new programs or support faculty and staff development. For example the Student Success Awards and Innovation Awards provided funds to develop the Teaching Excellence Program, New Lecturer Training, and Lecturer Mentor 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 (III-A-115). The faculty and staff within the unit work together in partnership with the College’s administration and instructional faculty to provide meaningful professional development opportunities, which will inspire students to learn. Four full-time educational technologists develop and facilitate all of the EMC’s professional development programs. Table 57 provides a comprehensive list of the EMC’s professional development programs.

Table 57. 
*EMC Professional Development Programs*

<table>
<thead>
<tr>
<th>EMC Program Type</th>
<th>EMC Program Title</th>
</tr>
</thead>
</table>
| Learning with Technology for Teaching (classroom) | • Starter Instructional Technologies  
  ○ Syllabus Makeover Challenge  
  ○ Laulima Challenge  
  ○ Smart Classroom Challenge  
  ○ SMART Board Basics Challenge  
  ○ Gmail Challenge  
  ○ Google Docs Challenge  
  • 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  
  • 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 Online Activity Challenge  
  ○ Creating an Online Course  
  • This Week in iTeach Blog |
For further discussion of the support and training provided by the EMC for information technology, see Standard III.C.4.

Faculty and staff at the Waiʻanae Moku Education Center participate in the College’s professional development activities. They have also held professional development activities at the Waiʻanae Moku facility to meet their specific needs. Activities have included a review and revision of the mission and two retreats to support faculty concerns with classroom management issues.

The UH System supports faculty and staff professional development by offering tuition waivers for up to six credits each semester (IIIA-116). The UHCC System offers sabbatical opportunities each year for qualified faculty with appropriate sabbatical proposals (IIIA-117, IIIA-118).

The College supports professional development for all employees, including training required to maintain certification to meet the minimum qualifications for the job. The College also supports additional training for employees to keep current in specialized areas such as automotive technology, culinary arts, information and computer science, and digital media.

Assessment of Professional Development Needs
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 ICTL helped launch the Lecturer Mentoring program in February 2017 (IIIA-63).

The ICTL bases its professional development funding decisions on the proposal’s relationship to the College mission. For example, the ICTL judges applications for professional development awards “on the benefits to be gained by the applicant and relevancy to the UH system and/or college goals/mission.” Also, one of the guidelines on the travel grant award rubric is that the application “clearly shows direct relationship to college mission, goals, and strategic plans” (IIIA-119). 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 up to $500 per faculty and staff ($4,000 annual
The Staff Development Fund provides small grants of up to $200 to support professional development programs and activities.

The ICTL Advisory Committee provides regular guidance and oversight of the professional development program and activities. This committee approves funding requests throughout the year and selects winners for professional development awards. They assist in the development or provide recommendations or approval of new professional development programs. They revise program policies and bring concerns or recommendations for professional development.

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 (IIIA-120). 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. 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.

**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 ARPD as part of the College’s program review process (IIIA-119). 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 (IIIA-121). For example, in response to comments that some new personnel had difficulty attending the new hire orientation, which is typically held the week before the semester begins, the ICTL created an online orientation for new hires in September 2015 (IIIA-74). The ICTL coordinator is also responsive to requests. For example, in response to division chairs’ concerns that new lecturers are not aware of college policies, in 2017 the ICTL coordinator developed a one-day orientation designed for new lecturers. This program received positive evaluations from its participants.

Follow-up surveys on the Teaching Excellence Program showed that participants found the program beneficial as they developed partnerships with other participants and program presenters. This information led to an application and award for the Wo Learning Champions Community Building Award in 2017, validating the program’s effectiveness (IIIA-122).

The ICTL conducts a professional development needs assessment every three years for each staff/faculty group. In 2017, the ICTL sent out an online survey and the results (n=97) indicated that faculty and lecturers approved of the professional development programs and funding. Approximately 90 percent of the respondents said that the ICTL programs have had a positive impact on their job effectiveness (IIIA-123, IIIA-124).
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 ARPD as part of the College’s program review process (IIIA-125). The EMC primarily uses surveys to measure the effectiveness of programs and workshops. 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 (IIIA-125).

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 (IIIA-126).

**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. The UH System establishes personnel records policies, including security and confidentiality, in accord with law and collective bargaining agreements (IIIA-127, IIIA-128). In spring 2018, the UH Institutional Data Governance Program held an information briefing at the College on data governance and information security (IIIA-129, IIIA-130). 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 (IIIA-131, IIIA-132, IIIA-133). The HRO doors require a special key that tracks usage including the date and time of entry. The HRO securely locks all computers 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 HRS §92F, Uniform Information Practices Act, all employees are able to see their own personal files upon request (IIIA-134).
Analysis and Evaluation

The UH System establishes records retention policies, including security and confidentiality, in accordance with the law and collective bargaining agreements. While the records are kept secure and confidential at the College, each employee has access to view that employee’s records.
Evidence for Standard III.A.

**Standard III.A.1.**

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<td>IIIA-6</td>
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<tr>
<td>IIIA-7</td>
<td>EP 9.212 Attachment C Sample Executive and Managerial Job Description</td>
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<td>IIIA-8</td>
<td>EP 5.221 Attachment 3 UHCC Faculty Classification Plan and Compensation</td>
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<td>IIIA-9</td>
<td>AP 9.210 Classification and Compensation Plan for APT Personnel</td>
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<tr>
<td>IIIA-10</td>
<td>2018 State of Hawai‘i Compensation Plans</td>
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<td>IIIA-11</td>
<td>Fall 2017 Convocation Handout</td>
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<td>IIIA-12</td>
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<td>IIIA-20</td>
<td>Job Advertisement for Academic Advisor</td>
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<td>Screenshot of Civil Service Government Job Listing Login Page</td>
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<td>IIIA-23</td>
<td>National Association of Credential Evaluation Services Website</td>
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<td>IIIA-24</td>
<td>Screenshot of Career Opportunities at UH Search Page</td>
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<td>IIIA-25</td>
<td>List of Approved DE Screening Questions</td>
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<td>DE Committee Minutes, Dec. 11, 2017, Item 4</td>
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<td>IIIA-28</td>
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<td>IIIA-29</td>
<td>DE Committee Minutes, Feb. 12, 2018, Item 3</td>
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**Standard III.A.2.**

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<tr>
<th>IIIA-30</th>
<th>Minimum Qualifications for Faculty Positions</th>
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<td>IIIA-31</td>
<td>Job Advertisement for ESL/ELI Instructor</td>
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**Standard III.A.5.**

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<tr>
<th>IIIA-32</th>
<th>Resources Development Performance Management Website</th>
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<tr>
<td>IIIA-33</td>
<td>RP 9.213 Evaluation of Board of Regents’ Appointees</td>
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<td>IIIA-34</td>
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<td>IIIA-35</td>
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<tr>
<td>IIIA-36</td>
<td>2017-2018 Contract Renewal Timeline</td>
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<td>IIIA-37</td>
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<td>IIIA-38</td>
<td>Email on Personnel Evaluation Workshops, Aug. 16, 2017</td>
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<td>IIIA-39</td>
<td>UHCCP #9.203 Faculty Five-Year Review</td>
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III A-43  Sample Email on 360 Assessment, Apr. 2, 2018
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III A-53  Sample Spring 2018 Class Availability - Math

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III A-59  Lecturers’ Group Webpage
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III.A-77 RP 1.205 Nondiscrimination and Affirmative Action
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IIIA-131 EP 2.214 Institutional Data Classification and Information Security Guidelines
IIIA-132 EP 2.215 Institutional Data Governance
IIIA-133 EP 2.217 HIPAA Policy
IIIA-134 HRS §92F Uniform Information Practices Act
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 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 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 manager oversee campus compliance of all federal and state laws, statutes, and regulations.

The College assures that its physical facilities at both the Pearl City campus and the Wai‘anae Moku Education Center are accessible to students, faculty, staff, and the general public. The State of Hawai‘i’s Disability and Communication Access Board reviews all plans and designs for construction and renovation-related projects that occur at either location. One of the board’s primary roles is to “review and provide recommendations on all State and County plans and specifications for buildings, facilities, and sites, as required under Hawaii Law HRS §103-50, in order to ensure that they are designed and constructed to be accessible to persons with disabilities” (IIIB-1). The board must approve all construction and renovation plans for any campus facility improvement prior to the finalization of the project’s design plans.

Periodically, the College in conjunction and coordination with the UHCC System office, undergoes an assessment and evaluation of facility accessibility. In 2018, the College and all UHCC campuses are undergoing an Americans with Disabilities Act (ADA) assessment and evaluation through the use of external consultants. The consultants are scheduled to complete the assessment of the facilities in 2018 and provide a review with specific project recommendations in 2019. The College, through the UHCC System office, will then seek legislative funding of these projects shortly thereafter.

The College’s Emergency Operations Plan and Emergency Guides highlights accessibility evacuation points and routes (IIIB-2). The College updates these plans periodically and distributes them electronically and in hard-copy form to the campus community.
Two separate support offices provide access- and accommodation-related services for students and employees on a case-by-case basis. For students, the Kako’o ‘Ike (KI) Program provides disability and accommodation services while employees work with the Affirmative Action/Equal Employment Opportunity unit within the Human Resources Office (IIIB-3, IIIB-4).

Finally, the College’s updated Long Range Development Plan (LRDP) addresses the access, circulation, and parking improvements for both campuses (IIIB-5, IIIB-6). The UH Board of Regents approved the LRDP in April 2018, which provides an updated blueprint for future facility improvements for the College (IIIB-7, IIIB-8).

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 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 (IIIB-9).

The second prong is ongoing monitoring and assessment of daily operations. The auxiliary and facilities services officer 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 at both the Pearl City and Wai‘anae Moku Education Center. Security officers monitor and report physical resource safety concerns and maintenance issues. They regularly contact the Operations and Maintenance unit regarding safety concerns and necessary repairs. Another campus group that provides reports on campus facilities is the Academic and Institutional Support Committee, a standing committee of the Faculty Senate that seeks to improve the academic and institutional support services for faculty, staff, and students (IIIB-10). During the 2016-2017 academic year, this committee brought forth concerns that included sidewalk safety, parking safety, and designated smoking areas (IIIB-11).

A centralized Environmental Health and Safety unit supports all community colleges in the UH System. It works collaboratively with the College to develop and administer 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,
storm water discharge, and many others. The College provides these training programs on a continuous basis to ensure that faculty and staff are familiar with the best practices in the field and to make certain that the College maintains a safe learning and working environment.

The College has recently implemented several initiatives as part of its continued emphasis on providing a healthy learning and working environment. These initiatives include designated smoking areas, the Waiawa Mile Fitness Trail, a Mothers Room, and the College’s Wellness Committee.

The current campus smoking policy went into effect in 2013, and the College created designated smoking areas at both locations (IIIB-12). These measures support and are consistent with the UH Tobacco Products Policy whereby enforcement is not through disciplinary measures but through the “thoughtfulness, consideration and cooperation of smokers and nonsmokers” (IIIB-13).

The campus and community members worked together to complete the Waiawa Mile Fitness Trail and the installation of several outdoor pieces of fitness equipment in 2015 (IIIB-14). Participants who contributed to this project include the College’s Sustainability Committee, Student Life office, Student Government, Creative Services office, the Shade House, and a local Boy Scout troop.

To support parents who are either students, faculty, or staff and assist in their transition back to school or the workplace following the birth of a child, the College implemented Lactation Support Guidelines in August of 2013 by creating a Mother’s Room for nursing mothers at the Pearl City campus (IIIB-15, IIIB-16). In January 2018, the UH System provided further support by the release of Executive Policy EP 1.205 on Inclusive Facilities. This policy sets forth standards and expectations for safe and accessible facilities that support a “campus community of diverse students, faculty, staff, and visitors inclusive of their gender identity and/or gender expression” (IIIB-17).

The College’s Health and Wellness Committee supports a healthful learning and working environment. This grassroots committee had its modest start in 2012 within the Student Services area and has quickly grown into a robust campus constituency. The committee’s mission is “to create a work/life balance by improving positive well-being through educational activities and information for individuals and groups” (IIIB-18). The many activities and programs sponsored by this committee include the Annual Health and Wellness Fair, participation in the Great Aloha Run, Instagram challenges, and regular speakers and presenters all geared toward health, fitness, and individual well-being (IIIB-19, IIIB-20, IIIB-21).

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 (IIIB-22). At the Waiʻanae Moku Education Center, security services are on duty during the facility’s
operational hours. In addition, during business hours, Wai‘anae Moku Education 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.

In addition to the College’s security officer workforce, a contracted security firm, U.S. Security Associates, provides additional safety and security. These security guards provide supplemental resources and support at both locations on an as-needed basis. The College has an annual contract for this supplemental service which expired in May 2018 and was recently renewed. In order to renew a contract, the College must follow strict personnel and procurement guidelines for this outsourced service.

In recognition of the critically important role of safety and security on our campuses, the College in coordination with the UHCC System office has requested additional security officer staffing from the state legislature. The College’s request is for the addition of four additional security officer positions and nearly $140,000 in salaries. In fall 2017, the Board of Regents approved this request, which is being considered during the 2018 state legislative session (III.B-23).

Analysis and Evaluation

The College provides safe and sufficient physical resources at both the Pearl City campus and the Wai‘anae Moku 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

Integrated Planning and Budgeting Process

The College uses several mechanisms to ensure objectivity and transparency in decisions regarding the planning, budgeting, and requests for campus facilities and space needs. The Annual Report of Program Data (ARPD) process, initiated at the individual unit or division level, captures relevant facility and space data. Facility maintenance informs institutional planning and budgeting and is incorporated into the ARPD process. The College uses its Strategic Plan and Long Range Development Plan (LRDP) as guides when making decisions about physical resources (III.B-6). 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. Refer to 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 projects. The College is in adherence with Regents Policies RP 10.201 and RP 10.202 on interests in and planning and management of real property (IIIB-24, IIIB-25). To ensure safe and sufficient physical resources, the different levels of the UH System share facilities planning and management. The UHCC System Office of Facilities and Environmental Health manages projects that are larger and typically require professional design consultants. This office, when appropriate, assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. This office prioritizes projects based on the needs of the UH System and UHCC System.

**Physical Resources Support Programs and Services**

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 (IIIB-26, IIIB-27).

The College considers program and service needs when planning and maintaining its physical resources. This is accomplished through the College’s ARPD and Integrated Planning and Budgeting Process where units and departments initiate requests for facility improvements. Once the College undertakes a facility improvement project, unit or department personnel are involved throughout the various phases of planning, design, and construction, and these representatives meet frequently with the College’s facility staff, consultants, contractors, and project managers during the course of the project. Between 2012 and 2017, the College undertook over 50 active renovation, modernization, deferred maintenance, and major construction projects through this process. Active involvement by unit/department representatives ensures that the College incorporates their programmatic and service-related requirements into the project.

An example of this type of project is the recently completed office and classroom building complex for the Office of Continuing Education and Workforce Development (OCEWD). The College constructed four new buildings, two new parking lots, two new motorcycle range lots, and a forklift training lot at no cost to the College due to the City and County of Honolulu’s rail project and the site of the College’s new rail station. Throughout the 18-month design and build process, OCEWD program coordinators worked side-by-side with campus officials and consultants and contractors on a weekly basis to properly design, configure, and construct facilities that would meet their specific programmatic requirements. The new OCEWD facilities opened in May 2016 (IIIB-28).

**Equipment Requests in Support of Programs and Services**

The College is actively engaged in ensuring that its faculty, staff, programs, and services have adequate resources to fulfill their teaching and support roles. Campus members request new equipment through the College’s ARPD process, which requires a direct tie to specific College or unit goals. Requests that the College prioritizes are subject to College funding availability.
In FY 2017, the College, in conjunction and coordination with the UHCC System office, implemented an equipment replacement process. In the two years of its existence, the UHCC System provided the College with nearly $1.5 million in equipment replacement funds for high priority needs. The College’s Operational Expenditure Plan (OEP) allocates nearly $1.2 million annually to units and departments in support of modernization of its equipment, technology, smart classrooms, classroom furnishings, and library acquisitions (IIIB-29). These funds help the College support its programs and services that are working to achieve the mission.

**Effective and Efficient Resource Utilization**

The Wai‘anae Moku Education Center project demonstrates effective and efficient resource utilization. Operating budget cost savings as a result of the College acquiring and renovating the Wai‘anae Moku facility is more than $278,000 per year due to the expiration of lease payments at its previous facility. While some of these funds have been redirected to provide services and support to the new campus, the majority of these funds have been reallocated to meet the budget priorities identified through the College’s annual Integrated Planning and Budgeting Process (IIIB-29, Exhibit 8).

Taking a balanced approach to facility-related improvements ensures that the College reduces operating costs wherever possible, supports the UH, State of Hawai‘i, and incorporates the College’s energy goals and strategic plan into continuous improvement and efficiency efforts (IIIB-30, Modern Teaching and Learning Environments, Objective 1). Among the most visible and significant of these projects is the Energy Conservation Measures and Alternative Energy projects that the College implemented (Phase I) and is currently constructing (Phase II). Phase I, which was completed in 2015-2016, resulted in the College reducing its electrical power consumption by 29 percent and having solar production generate 14 percent of its power needs. More than $830,000 in verifiable cost savings resulted from upgrades to campus lighting, chiller plant, and power production through solar energy (IIIB-31). Upon completion of Phase II, the College will achieve 97 percent of its net zero energy goal to produce as much renewable energy as it consumes. This was achieved through a robust expansion of solar power generated and stored at the campus in addition to upgrading indoor and outdoor lighting and replacing electrical transformers (IIIB-26). The College is close to meeting its net zero energy goal well in advance of the state of Hawai‘i’s goal for the state and the UH System to be net zero by the year 2035.

**Physical Resources Support the Mission**

A key element of facilities planning is connecting each new physical resource to the College mission. The College integrates the LRDP into the campus planning process to ensure effective use of 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 evidence and alignment to campus goals and the Strategic Plan. Each division and support area ranks its needs based on agreed upon priorities. The Campus Council votes on institutional priorities. These procedures assure
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 (IIIB-32). In spring 2015, the faculty and staff of the Hālau moved into the newly renovated first floor space of the DA building (IIIB-33). 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 (IIIB-34). 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 state legislature appropriated funds for the project. In 2011, the state legislature reauthorized $3 million in CIP funds to be used for the initial planning, design, renovation, and equipment of the facility and dedicated an additional $2.5 million in UH revenue bonds for facility acquisition purposes. Phase I of the project replaced existing leased facilities with a new center of similar size, which opened in the fall of 2017. To continue the quality of the programming and increase student access to course availability, Phase II renovation plans will include a science lab, an additional classroom, enlarged meeting capabilities, and other amenities including additional restrooms, a Mother’s Room for nursing mothers, and food service options. Phase II construction is scheduled to begin late summer or early fall of 2018 and be complete by summer 2019. A Title III grant award from the U.S. Department of Education provides the funding for Phase II (IIIB-35).

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 responded 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 (IIIB-36).

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. Building tenants and custodial staff 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 Operations and Maintenance unit, who is the primary point of contact for campus facility needs. The College uses the computerized maintenance management system Sightlines to identify problem subsystems and their rate of recurrence. Additionally, the Operations and Maintenance unit uses eFacilities AiM, 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 (IIIB-9). 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 campuses. The VCAS uses current space utilization to identify 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. If the needed improvement requires resources, units include them in a resource request list, which is prioritized, vetted, and eventually voted on by the Campus Council.

Planned science labs at the Wai‘anae Moku Education Center provide an example of using data to plan for future needs. The Wai‘anae 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 (IIIB-37). This modernization will allow for multiple science courses at the Wai‘anae 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. The chemistry lab is part of Phase II renovations (IIIB-6).

Using systematic and regular inspection, assessment reports from programs, units, and areas, 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 it effectively uses the institution’s physical resources in support of its academic programs and support services. The ARPD process is the primary mechanism for evaluating facilities and identifying needed improvements.

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 (IIIB-36). The overall satisfaction rate for the cleanliness of campus facilities has consistently improved since 2011 (IIIB-38). The Administrative Services unit conducted a more detailed survey in fall 2017 to gather more data on areas to improve and evaluated 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 College has three mechanisms in place to address long-range capital plans: the LRDP, Executive Policy EP 4.201, and the Strategic Plan (IIIB-6, IIIB-39, IIIB-30). 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 support the College’s mission and strategic goals, and it guides the future expansion and growth of the College. The LRDP includes a Phase I plan addressing facility needs and campus improvement plans to be implemented within the near-term (within five to seven years) and an Ultimate Plan to guide campus development over the long term (20+ years). The College updates its LRDP every five to ten years, and the chancellor recommends it for approval by the UH administration and the UH Board of Regents.

The Board of Regents approved the College’s 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, Phase I acknowledges capital improvement funding realities and also responds to guiding principles, accomplishes design goals, and prepares the campus for the opening of the Leeward Transit Station, part of 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 (IIIB-6).
A fundamental element in the cost estimation of any major CIP construction- or renovation-related project is the completion and submission of the Capital Project Information and Justification Sheet. This document includes the project’s scope of work and its direct planning, design, and construction cost projections. It also requires information on the need and assessment of existing conditions, alternatives that the College would undertake if the project is deferred, benefits associated with completion of the project, and future operating cost impacts of the project. By requesting this level of detail, the College, the UH System, and the state of Hawai‘i ensure that all facility construction projects factor in the total cost of ownership prior to the project receiving funding approval by the legislature and the governor. The College is requesting a major CIP project for 2019 related to fascia and sidewalk improvements. This project received UH Board of Regent approval and is before the state legislature for funding consideration (IIIB-40).

The *UHCC Strategic Directions 2015-2021* is committed to developing a system of planned equipment replacement that accounts for the expected life of equipment, the cost of replacement, and a systemwide budget for capital equipment replacement (IIIB-41). This systematic approach regulates the influence of equipment replacement on campus budgets so that large items do not impact the budget in unexpected ways. The replacement schedule will also provide a clearer picture of the amount of deferred equipment within the system.

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 has received nearly $1.5 million in equipment replacement funds using this process during the first two years of the program’s inception (IIIB-42).

**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.
Evidence for Standard III.B.

**Standard III.B.1.**
III-B-1 Disability and Communication Access Board Website
III-B-2 Emergency Operations Plan Webpage
III-B-3 KI Program Webpage
III-B-4 Nondiscrimination and Affirmative Action Webpage
III-B-5 LRDP Webpage
III-B-6 LRDP 2016 (Condensed Version)
III-B-7 LRDP Approval Recommendation Letter, Mar. 15, 2018
III-B-8 LRDP Presentation to the UH Board of Regents
III-B-9 Screenshot of eFacilities AiM Login Page
III-B-10 Academic and Institutional Support Committee Webpage
III-B-11 2016-2017 Academic and Institutional Support Committee Report
III-B-12 Smoking Policy Webpage
III-B-13 UH Tobacco Products Policy Webpage
III-B-14 Waiʻawa Mile Fitness Trail Webpage
III-B-15 Lactation Support Guidelines
III-B-16 VCAS Email Announcements, Jan. 8, 2018
III-B-17 EP 1.205 Policy and Guidelines on Inclusive Facilities
III-B-18 Health and Wellness Committee Website
III-B-19 Flyer for Health and Wellness Fair
III-B-20 Email on Great Aloha Run, Jan. 4, 2018
III-B-21 Flyer for Healthy Lunch Instagram Challenge
III-B-22 Security Webpage
III-B-23 FY 2019 Operating Budget Requests

**Standard III.B.2.**
III-B-24 RP 10.201 Interests in Real Property
III-B-25 RP 10.202 Planning and Management of Real Property
III-B-26 Fall 2017 Budget and Facilities Update
III-B-27 Sample Email on Construction Advisory, Oct. 27, 2017
III-B-28 Rail Turnover of Facilities Letter, June 22, 2016
III-B-29 FY 2018 Operating Expenditure Plan
III-B-30 *Leeward CC Strategic Plan 2015-2021*
III-B-31 Fall 2016 Budget and Facilities Update
III-B-32 Vision, Mission, Core Values in *Catalog 2017-2018*
III-B-33 Blog Post on Title III Grant
III-B-34 Office of the Dean of Arts and Sciences Webpage
III-B-35 Title III Part F Project Narrative
III-B-36 Fall 2016 Employee Satisfaction Survey Report

**Standard III.B.3.**
III-B-37 2016 ARPD - Waiʻanae Moku Education Center
III-B-38 Fall 2016 Employee Satisfaction Presentation
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<td>Capital Project Information and Justification Sheet</td>
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<td><em>UHCC Strategic Directions 2015-2021</em></td>
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<td>IIIB-42</td>
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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
The College ensures that it identifies its various types of technology needs and makes decisions about the use and distribution of technology services, facilities, hardware, and software based on these needs. 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 telephone systems, web servers, networking services, networked printers, information technology security, the Student Test Center, and Help Desk operations (IIIC-1).

The Educational Media Center (EMC) maintains 74 smart classrooms at the Pearl City campus and five smart classrooms at the Wai‘anae Moku Education Center. These classrooms 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 has 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 have a touch panel control, SMART Board, HDMI connector for laptops and other devices, Airplay, room microphone, and moveable tables 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 (IIIC-2, IIIC-3, IIIC-4, IIIC-5, IIIC-6, IIIC-7). 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 (IIIC-8).

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 (IIIC-9).

The Library’s technology resources 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 and 30 iPads that students can borrow for a four-hour interval and use anywhere on campus. Instructors can also borrow iPads to use in their classes. 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 (IIIC-10).

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 (IIIC-10). 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 Wai‘anae Moku Education Center’s desktop computers, laptops, or their own devices.

The Library provides access to 140 online databases for all faculty, staff, and students (IIIC-11). 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 learn about how to access the many resources the Library offers such as the Hawai‘i Voyager catalog and online databases (IIIC-12, IIIC-13).

To ensure that current technology is adequately supporting operations, programs, and services at the College, the campus uses 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 goes to the Technology Support account, $50,000 to smart classroom upgrades, and $20,000 to the Library for electronic resources for students and faculty (IIIC-14). 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.

The Information and Computer Science (ICS) program coordinates the College’s grant-funded The Hub, Leeward Student Help Desk, which is staffed by ICS student interns. The Hub provides student customers with technical assistance for their personal electronic devices. ICS faculty identify and make decisions about the technology services, facilities, hardware, and software at The Hub. Student interns and The Hub customers make additional recommendations for technology resources. The Hub adheres to clear policies to protect the privacy and security of students and the College (IIIC-15). Because The Hub is a
troubleshooting environment, it is isolated in its own network to prevent an infected device from infecting the campus network. Student interns do not back up a customer’s information onto any of The Hub devices to prevent the storage of illegal materials.

**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 Annual Report of Program Data (ARPD) and generates resource request lists, which detail requested items. These items include technology resources needed by the division or unit. The Academic Services area has primary responsibility for evaluating technology resources for the campus. The Academic Services units review the institutional area resource request priorities and use this information to inform its Academic Services Area Prioritized Resource Request List. See Standard [I.B.9](#) for a detailed discussion of the Integrated Planning and Budgeting Process.

Until 2016, the Information Technology Standing Committee provided an additional review and recommendations on future technology needs to meet the current and future needs of the campus, instructional programs, support services, and students. The standing committee was comprised of a the ITG coordinator, the dean of academic services, digital media and information and computer science faculty, the Help Desk coordinator, and the EMC coordinator ([IIIC-16](#)).

The IT Standing Committee reviewed all of the resource request lists that College units and divisions develop through the ARPD. During the review process, the committee identified needs and examined future directions for IT. They presented a memo to the chancellor with recommendations for IT needs and resource implications. The administrative team and the Campus Council used these recommendations as part of the institutional prioritization of resource requests process ([IIIC-17](#)).

In fall 2016, the IT Standing Committee was disbanded as it was the last standing committee that remained from the 2007 Planning Process. The current Ad Hoc Planning Process Review Committee is reviewing the need for an IT advisory committee and will make a recommendation in the next academic year.

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 faculty and student satisfaction with the technology components of the Computer Classroom Lab and how they help or hinder 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 ([IIIC-18](#)).

To help identify technology needs in smart classrooms, computer classrooms, and with faculty computers, the Help Desk keeps a log of all trouble calls received and sends out a post-trouble call survey ([IIIC-19](#)). This log and survey help the EMC and ITG identify
technology need areas, which the units discuss 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 the EMC sends a DE student survey to all DE students to assess their DE learning experience, which includes an evaluation of the technology, and posts survey results on the iTeach website (IIIC-5). The EMC collects evaluation data from each technology training session. The DE coordinator analyzes the results and feedback from the surveys and evaluations and includes any technology recommendations in the EMC ARPD in accordance with the approved Integrated Planning and Budgeting Process (IIIC-20).

**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 leap 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 implements single sign-on, multi-factor authentication via the UH System’s identity management system. This is an option available to all faculty, staff, and students at the College. Multi-factor authentication is implemented using Duo Security, a trusted third-party cloud-based authentication system, integrated with the UH System’s web login system (IIIC-21). Widely adopted by higher education institutions, Duo Security is an excellent way to strengthen security by reducing the risks associated with standard password-based systems.

**Analysis and Evaluation**

The College’s numerous designated technology resources demonstrate its commitment to supporting technology infrastructure and services. The ITG, EMC, Library, and KI Program work together to ensure that technology services, facilities, and equipment adequately support 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 uninterrupted power supply (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 (IIIC-22).
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 tuition and fee funds set aside for 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 (III.C-23). The Wai‘anae Moku Education Center has a new computer classroom lab that 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 (III.C-24). See Standard III.C.1 for details on smart classrooms. The EMC manages the smart classrooms using $20,000 annually from the Technology Support account to maintain them. In 2016-2017, the College allocated an additional $50,000 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 resource request lists, which detail 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 resource request lists follow the procedure in the approved planning and budgeting 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 on its resource request list as part of its ARPD and the approved planning and budgeting 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 Academic Services area evaluates all technology items on the ARPD’s resource request lists submitted by each division and unit and prioritizes the items as part of the Academic Services Area Prioritized Resource Request List. (III.C-25).

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 are reliable, safe, and secure. The UH System Technology Infrastructure Office provides additional support for state wide connectivity among and between all UH locations ([IIIC-26](#)). ITG and the EMC manage and maintain the same services at both locations. The process in which technology is prioritized and allocated, as detailed in Standards [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 UPS units 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 to four hours. For longer power outages, the generator will be able to provide continuous power to the server room.

**Analysis and Evaluation**

The ITG assures reliable access, safety, and security to technological resources at the Pearl City 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 (IIIC-27). 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 the Sakai platform), 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 (IIIC-4, IIIC-20, IIIC-28). For further discussion of 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 (IIIC-29).

In addition to professional development workshops, Intec (part of the EMC) supports the effective use of technology through the Technology Equipment Loan program (IIIC-3). This program provides faculty and staff with technological equipment and instructions on how to properly use it in the classroom.

The Video Production unit offers faculty and staff 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 (IIIC-6).

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” (IIIC-30, IIIC-31). The ITG conducts these workshops as part of the Success Connection workshops offered by the Writing Center. Student feedback has been consistently
positive. For example, in spring 2017 and fall 2017, student feedback averaged 4.75 on a five-point scale that the workshops benefitted them academically or personally (IIIC-32).

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 of 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 Systemwide Policies and Procedures Information System (PPIS) (IIIC-33). 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. The PPIS defines and provides effective protection, equitable access, and administrative guidelines for the use of those resources. The PPIS also supplements existing laws, regulations, general codes of conduct, agreements, and contracts that are currently in place. For a detailed discussion of the PPIS, see Standard IV.C.7.

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 UH System 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 (IIIC-34).

The College has a Personal Equipment Use on Campus Network policy governing the use of personal technology on the College’s network (IIIC-35). 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 the 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.
Evidence for Standard III.C.

**Standard III.C.1.**
- IIIC-1 ITG Website
- IIIC-2 Smart Classroom Webpage
- IIIC-3 Intec Services Webpage
- IIIC-4 Learning with Technology Website
- IIIC-5 iTeach Website
- IIIC-6 Video Production Webpage
- IIIC-7 Copy Center Webpage
- IIIC-8 Brainfuse Webpage
- IIIC-9 KI Program Website
- IIIC-10 Help and Services Webpage
- IIIC-11 Research Tools Webpage
- IIIC-12 English 100 Information Literacy Website
- IIIC-13 English 24 Information Literacy Website
- IIIC-14 FY 2017 Operational Expenditure Plan, p. 12
- IIIC-15 The Hub Handbook
- IIIC-16 IT Standing Committee Webpage
- IIIC-17 Memo on IT Recommendations
- IIIC-18 2016 Smart Classroom Report
- IIIC-19 2017 Help Desk Survey Results
- IIIC-20 2016 ARPD - EMC
- IIIC-21 UH Login Webpage
- IIIC-22 List of ITG Network Devices
- IIIC-23 Table of CCL Replacement Cycle
- IIIC-24 Smart Classroom Webpage
- IIIC-25 2017-2018 Resource Requests - Academic Services

**Standard III.C.3.**
- IIIC-26 Technology Infrastructure Office

**Standard III.C.4.**
- IIIC-27 EMC Mission Webpage
- IIIC-28 Pacific Region Learning Summit Website
- IIIC-29 iLearn Website
- IIIC-30 Calendar Event for Online Identity Workshop
- IIIC-31 Calendar Event for IT Tips Workshop
- IIIC-32 2017 IT Workshops Evaluation Results

**Standard III.C.5.**
- IIIC-33 PPIS Website
- IIIC-34 ITG Policies Webpage
- IIIC-35 Personal Equipment Policy

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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 supporting and sustaining student learning programs and services and improving institutional effectiveness. (For further discussion of the UHCC System’s allocation of resources, see Standard IV.D.3.) The College maintains sufficient revenue streams to cover base operations as well as to support initiatives that innovate and enhance programs and services. The College’s Integrated Planning and Budgeting Process identifies institutional priorities that align with strategic goals and objectives and determines sources of revenue to fund, to the extent possible, some of these institutional priorities. The College manages this inclusive process with integrity to ensure that it maintains financial stability.

The campus administration approved the College’s operating budget for FY 2018 with a projected $41,603,055 in unrestricted revenue to fund an unrestricted expenditure budget of $39,733,896 (III.D.1). Projected revenues exceed expenditures by $1,869,159. Excess funds will be combined with internal budget reallocations to fund high priority resource needs that the College identified through the Integrated Planning and Budgeting Process. These funds will also be used to cover unanticipated or contingency-related expenditures. Reserve requirements exceed both the minimum 5 percent and targeted 10 percent thresholds (III.D.2).

All of the UH Community College (UHCC) campuses rely on state-appropriated revenues (general funds) to subsidize a significant portion of their 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 community college 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 base budget reductions, plus funds for new initiatives (program change requests). Downturns in the state economy normally drive reductions in the general fund base budget; however, there have been no significant budget reductions since FY 2011.

The general funds received by the campuses combined with tuition generated from credit instruction comprise the general operating budget of the campuses. In 1995, the legislature authorized the establishment of the Tuition and Fees Special Fund and permitted the UH System to retain and expend revenues from tuition in order to “maintain and improve the university’s programs and operations” (III.D.3). Prior to this action, the state retained tuition revenues and the UH System received general fund appropriations for all of its general
operating expenses. This change allowed the community college campuses to implement planned tuition increases designed to 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 community college campuses remain affordable. The 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education identified the UHCC campuses as the most affordable two-year public higher education institutions in the nation (IIID-4).

The funding of the operating budget through a combination of general funds and Tuition and Fees Special Fund has a significant stabilizing effect on campus operations. General fund allocations remain relatively stable even when enrollments go down, mitigating the impact of the loss of Tuition and Fees Special Fund 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 often have increases in enrollment as students leave the workforce to further their education.

Other special and revolving funds finance certain aspects of campus operations. Unlike general funds and Tuition and Fees Special Fund that support general operations, these funding sources support specific program activities, including non-credit instruction, summer session instruction, conferences, and student activities. The individual funds, after being established by statute, operate on a self-sustaining basis. The programs must cover direct costs and 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. The College obtains these funds through competitive grants or contracts and focuses the funds on specific improvements or on services provided to the contracting agency. The University Office of Research Services administers all extramural funds.

The UHCC System requires that each campus maintains adequate financial resources to ensure financial stability (IIID-5). All community college 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) (IIID-1).

The UHCC System supports all campuses by securing and allocating capital improvement program (CIP) funding to fund major construction and renovation projects. The primary revenue source for UH System CIP projects comes from state-issued general obligation bonds where the state funds debt service payments to retire the bonds. Individual campuses do not pay for these long-term obligations.

The framework of financial planning begins with a comprehensive operating financial plan submitted to the UH Board of Regents (BOR) for its approval prior to the start of each fiscal year. The financial plan provides the BOR with oversight to ensure that the UH System is managing its resources in a fiscally responsible manner.
The financial 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. The College analyzes the budgets on a quarterly basis; variances exceeding established thresholds at the UHCC System level must be explained to the BOR at the close of each quarter (IIID-1). As the third largest institution in the UH System, Leeward CC is able to effectively and efficiently deliver a quality educational experience for students while receiving the least amount of funding on a per student basis in the UH System (IIID-6).

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 for the College’s annual operating budget. The institutional priorities that the College develops through the completed Annual Report of Program Data (ARPD) templates are incorporated into the plan. The plan is a more detailed and focused budget planning document than the operating budget that the BOR approves. The Operational Expenditure Plan articulates specific objectives that directly support student learning and improvements to institutional effectiveness using line item budget allocations, strategic reallocations, and incremental budget adjustments (IIID-1).

The UHCC System office provides additional funding allocations to the College for priority initiatives that support institutional improvements and strategic plan goals. The Hawai‘i Graduation Initiative is an example of a high priority, strategic plan initiative. This initiative aims to increase the number of college graduates within the state. Its strategies reflect the UHCC System’s commitment to expand workforce development opportunities across the state and to support increased student participation and completion, particularly for students from underserved populations and regions.

Performance-based funding is a strategy to generate greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance-based funding encourages efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. The UHCC System and the seven community college 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 (IIID-7).

Performance-funding allocations support the Hawai‘i Graduation Initiative 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 the initiative’s strategies.

The College uses innovation and strategic initiative funding allocations to address critical needs identified through the strategic planning process and support the goals of the Hawai‘i Graduation Initiative. 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 UHCC System office holds the funds used to support these initiatives and distributes them on an annual basis to the community college campuses.

The campus fiscal officer enters all operating budgets and other special and revolving fund budgets 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). The College monitors the budgets in several ways: with monthly budget to actual financial reports that are available on the UHCC Budget website, through the UH System’s online Kuali Financial System, and through various hardcopy financial reports that the College’s Business Office distributes on a monthly basis (IIID-8).

Each account manager, such as division chairs and unit heads, monitors and adjusts the operating budgets (general funds and tuition and fees special fund) throughout the year as needed. For other special and revolving funds, the College monitors business and financial plans to track revenue and expenditure projections. Finally, the College follows best practices regarding budget and cash management to ensure that it can cover cash flow requirements, long-term obligations, and other unanticipated costs 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. 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 it provides a quality education to students at the lowest per student cost in the UHCC 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 UH System 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 that the system campuses use to develop their
own strategic plans (IIID-9, IIID-10, IIID-11). For further discussion of the *UH Strategic Directions*, see Standard IV.C.8.

The timing of the financial planning process at the College is tied to the state and UH budget processes. The UH System president prepares a budget for submission to the BOR.

Upon approval by the BOR, the UH System submits its budget to the governor for review and incorporation into the executive budget request. The legislature considers the executive budget during its regular session in January. The legislature usually passes appropriations in May and transmits them to the governor for approval. After the governor approves them in June, the state sends allocation notices to the UH System, 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.

The College’s Integrated Planning and Budgeting Process begins with its 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 meets in late summer to prepare and plan for the upcoming academic year. For a more detailed description of the planning process, see Standard I.B.9.

The BOR conducts budget and financial reviews. Regents Policy RP 8.204 sets the UH System’s fiscal management, budget process, legislative budget proposal, and preparation processes (IIID-12). The BOR follows best practices to establish policies that ensure that resources are strategically invested in the UH System's mission, vision, and plans.

The College disseminates information about the annual budget and OEP via email upon final approval by the chancellor, usually at the beginning of each academic year, and the VCAS provides budget updates to the campus community at convocation each semester. The VCAS posts these budget-related documents and convocation presentations on the College intranet (IIID-13, IIID-1).

In addition, the College shares its budget and financial information 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 the College’s fiscal administrator and VCAS facilitate (IIID-14).

**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 Strategic Directions* and the *UHCC Strategic Directions*. Policies and procedures related to this process ensure sound financial practices and financial stability. The VCAS distributes budget and financial information to the campus community on a regular basis at the fall and spring
convocations and upon final approval of the Operational Expenditure Plan. Additionally, the College shares quarterly updates related to the budget, fiscal, and business operations of the College with the Financial Management Group. All budget and financial information is available online on 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 Policy Paper and budget instructions outline the budget development process (IIID-16). The Budget Policy Paper provides 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. The budget instructions also explain the operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections. Finally, the budget instructions provide assumptions for developing CIP revenue and expenditure projections and outlines expectations for increased efficiencies and productivity.

Budget development documents are available on the UH website (IIID-15). These documents include the following:

- Budget policy paper and budget instructions (IIID-16)
- Proposed budget request to the Board (IIID-17)
- Status of both operating and CIP budgets through the various stages of the budget development cycle (IIID-18)

The Budget, Planning and Finance office distributes UHCC System budget execution documents at monthly VCAS meetings and/or posted on the UHCC Budget and Planning and Finance website (IIID-19). These documents include the following:

- General Operating Budget Allocations (IIID-20)
- Capital Improvement Program (IIID-21)
- Consolidated Financial Statements (IIID-22)

The College uses the Integrated Planning and Budgeting Process described in Standard 1.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 VCAS and the fiscal administrator refer to the Institutional Priorities after completing an initial draft budget. The draft budget uses 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 VCAS and fiscal administrator draft the budget, the College allocates any remaining available funds based on the Institutional Priorities. An example is the Operational Expenditure Plan for FY 2018 (IIID-23). The College was able to fund the top five Institutional Priorities from the Operating Budget Requests (IIID-24).

**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 uses 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. This is a broad-based process that is 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 and works towards the further development of 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 in the College’s *Strategic Plan* (IIID-11). The UHCC System has successfully maintained this balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs and 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 its students such as re-allocating support positions to those areas that have the greatest need. 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, from which the College received 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 the Hālau ‘Ike O Pu‘u’ula, several science labs, expanding space and services to the Wai‘anae Moku Education Center, and modernizing and renovating the Shade House (IIID-25, IIID-26, IIID-27).

The UH and UHCC System offices provide the College with access to several financial forecasting models, which are an integral component of assessing realistic financial resource availability for institutional operations and facility planning. The College makes use of multi-year financial models for tuition and fee revenue projections and financial projections related to campus operations across all fund types (IIID-28). To assist with facility planning, the College has access to a six-year CIP plan, annually updated by UH, which provides
construction-related project and funding details for all institutions (IIID-29). Additionally, the College’s revenue-generating accounts annually complete business plans that document and forecast all sources of revenue and anticipated expenditure levels. These planning and financial models present data that the College uses to 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 each proposal’s appropriateness and resource requirements as well as how 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**

The College uses several UH administrative software systems to conduct the business affairs of the College. These systems provide the framework and structures for the College to manage financial resources and business processes. Systems include Banner for students, PeopleSoft for human resources and payroll, and Kuali for financial management. The UH System manages these administrative systems, which 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 reports. The College incorporates this information into the financial planning models and systems for budget and resource allocation as well as uses it for management purposes. The College uses the data to develop a formal budget, which it analyzes and reviews throughout the fiscal year (IIID-8).

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 is the implementation of UHCC Policy UHCP #8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs. UHCC developed this policy following recommendations made by, and in concert with, the UH Office of Internal Audit and the Community College campuses. Following an evaluation process, UHCC developed this policy to improve internal control systems and subsystems related to accounting, cash handling, reconciliation, billing, and inventory management practices for revenue-generating activities of the colleges (IIID-30). When the College implemented the policy requirements,
it received a favorable opinion from the UH Office of Internal Audit in February 2017 following an audit of selective revenue-generating programs (IIID-31).

The College incorporates revenue and expenditure budgets for all funds and programs 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. The College ties all financial decisions regarding existing allocations, reallocations, or requests for new funding to the strategic plans of the College, the UH System, and the UHCC System. Various supporting data, including student learning outcome assessment data or service-related outcome measures, help justify these financial decisions. See Standard I.B.9 for more detailed information on the planning process.

External audits of the entire UH System financial statements further support the College’s integrity and internal controls. On December 15, 2016, Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 (IIID-32). 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.” Additionally, the audit’s management letter noted no material deficiencies following completion of the A-133 audit (IIID-33).

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. The College regularly reviews and updates financial management practices 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 validation of the financial statements at the macro level ensures financial stability and cash flow position (IIID-32). To ensure accuracy and credibility of financial and budget related documents at the institutional level, 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, the fiscal administrator and the VCAS perform internal and
independent reconciliation procedures to ensure accuracy and to maintain integrity in financial and budgeting planning (IIID-34).

The College provides direct support to student learning programs and services through 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. The College makes allocations 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 of any material weaknesses or deficiencies during the last six years. Previous external audits are available on the College’s Budget intranet (IIID-35).

Should the College receive an audit finding or management letter, the College would take timely and thorough corrective action to address the issue(s) (IIID-33). The College would discuss audit findings with affected departments to ensure clear communication of the reason for the finding and the regulations or requirements upon which the audit based the finding (IIID-32). Campus administrative officials and campus or system support departments will also receive the audit findings if they impact the officials or departments or if the officials or departments 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. The Destiny administrative software system is an example of a new administrative software system implemented at the UHCC System and campus level. This system, designed specifically for continuing education and non-credit programs, improves regulatory compliance, increases and enhances financial and programmatic data available for monitoring and decision making, and improves internal controls.

The College would then communicate corrective action plans to the auditor in accordance with deadlines set by the auditor or coordinating office such as the Office of Research Services (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 take place on a regular basis and procedures are in place to ensure that the College addresses and communicates its responses to audit findings or management letters in a timely and thorough manner. The College has not received any audit finding or management letter over the past six years. The College shares information regarding past external audits, institutional responses to external audits, and financial and resource planning with the campus community and posts the information on 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**

Several external and internal agencies or departments evaluate and assess the UH, UHCC, and College’s financial and internal control systems for validity and effectiveness on a regular basis.

External financial audits take place on an annual basis and include a report on internal control over financial reporting and compliance with respect to provisions of laws, regulations, contracts, and award agreements. This report describes the scope of testing of internal control and compliance. Noncompliance could have a material effect on the consolidated financial statements. The 2016 external audit reported on the internal control over financial reporting: “[W]e did not identify any deficiencies in internal control that we consider to be material weaknesses” ([IIID-32](#)).

The audit also provides a report on compliance for each major federal program and a report on internal control over compliance. The 2016 external audit reported on compliance for each major federal program: “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.” Finally, the same external audit reported on internal control over compliance: “We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.”

The State of Hawai’i’s Office of the Auditor conducts additional reviews and audits of the UH, UHCC, and the College’s funds and financial reports per the Hawai’i Revised Statutes (HRS). HRS §23-12 requires that independent auditors review the UH special, revolving, and trust funds and accounts once every five years and that this review includes 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. Independent auditors completed the last report in December 2014 and stated that the UHCC Special Fund “continues to serve the purpose for which it was created…” ([IIID-36](#)).

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The UH Office of Internal Audit performs audits and reviews of select programs and may identify internal control deficiencies and recommendations for improvements. The office reports findings and recommendations from internal audit reviews to the BOR Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. One example of action taken due to an audit comes from the internal audit review of the UHCC’s revenue generating programs, which is highlighted in Standard III.D.5. Through this audit review and a follow-up consultation process between the Office of Internal Audit, the UHCC System office, and the College, the UHCC System office developed UHCCP #8.200 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 FMG (IIIID-30, IIIID-14).

The creation of the College’s FMG in fall 2016 provides an additional level of accountability in support of this standard. The 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 a 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 is an annual business plan that the College requires from all of its revenue-generating activities and programs. The business plan provides revenue, expenditure, and cash flow estimates, and the College incorporates the plans into its 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. The College and the UHCC System campuses use various comparable measures to capture financial and internal control metrics. The College reviews and assesses these measures, and they are ultimately included in the Administrative Services ARPD (IIIID-37). This process helps administrative services develop strategies and action plans to improve efficiencies and performance.

**Analysis and Evaluation**

The College has demonstrated through various external and internal audits and reviews, coupled with the College’s own self-assessment and evaluation processes contained within the Integrated Planning and Budgeting Process and the FMG, that they regularly evaluate and assess financial and internal control systems and use the results 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 Policy UHCCP #8.201 on Unrestricted Fund Reserve, the College maintains sufficient cash reserves in order to provide for financial stability (IIID-5). All community college 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 (IIID-38).

The College has two primary sources of revenue to support its operating budget: state general fund appropriations and tuition revenue. The state legislature appropriates general funds to the community college campuses. 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. The College uses state general fund revenues almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and expends these funds over the course of each term. Tuition revenue projections can be adjusted according to actual enrollments, and the College modifies the budget to reflect the adjustment. The College uses revenue from tuition to support salaries and other operational expenses. 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 programs provide annual business plans that project revenues, expenditures, and cash balances. Financial reports and the Kuali Financial System regularly compare the budget to actual performance of these programs to prevent cash flow issues.

The state of Hawai‘i, which includes the UH and its ten campuses, is self-insured and provides comprehensive oversight of 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 they properly assess these programs and activities to minimize or prevent liability concerns. The UH Office of Risk Management provides the College with oversight for all insurance-related requirements and issues. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect resources (IIID-39, IIID-40).

The projected unrestricted Tuition and Fees Special Fund cash balance of the College is $2,418,871 for FY 2018 (IIID-1). In addition, campus reserves are 20.05 percent of the combined prior year expenditures of the General Fund and Tuition and Fees Special Fund. The College has direct access to these resources should a financial emergency occur or extraordinary financial obligations exist (IIID-41).

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**

The College uses a variety of financial management tools, reports, and models to plan, project, monitor, and assess its financial condition. The reports help to monitor extramural funds, loan funds, and non-extramural funds. These include quarterly expenditure reports, monthly budget status reports, monthly cash management reports, and the Kuali Financial System.

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) exist, that the College reviews proper expenditure authorizations, 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**, 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 fairly presented the financial position and cash flows of the UH System (**IIID-32**). 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. The external UH System annual financial and compliance audit and the legislative audit of special funds includes an audit and review of the College’s special funds.

The UH Foundation manages monies from scholarships, fundraisers, and donations and has an internal control system to monitor the accounts. The UH Foundation has a responsibility to ensure that they properly process authorized transactions in a timely manner and that they make disbursements that are in compliance with account restrictions.
The UH Central Accounting Office and the Office of Research Services provide oversight, policies, and procedures for all grants to ensure that they are managed in compliance with all regulations, internal restriction, 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 planning and resource allocation decisions incorporate payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments (IID-34, IID-42). The College uses the same type of financial planning and information in developing an annual budget, short-term planning, and other fiscal-related planning efforts.

The community college campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs or repairs, and maintenance projects, which the state funds. The items currently financed with long-term debt are projects that directly create revenue streams that offset debt service costs. Refer to Standard III.D.14 for further discussion.

**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 state general fund pays the employer's share of Other Post-Employment Benefits (OPEB) obligations for general funded positions for all state agencies. Therefore, employer OPEB obligations for general funded positions are not part of the College’s operating budget.

The College is, however, obligated 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 UH System’s annual OPEB cost for non-general funded employees is calculated based on the annual required contribution of the employer, an amount actuarially determined in accordance with the Governmental Accounting Standards Board Statement No. 45. The annual required contribution 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 business and financial plans of the College’s revenue-generating accounts and funds recognizes and accounts for the employers’ OPEB obligations for non-general funded positions. (III.D-43).

As part of the annual audit of the UH System consolidated financial statements, the report of independent auditors conducts a review of the OPEB obligations at the UH System level. Financial statements reflect the UH System’s liability for OPEB, but campuses do not budget for OPEB obligations since the state allocates and pays OPEB for general fund position (III.D-22).

Analysis and Evaluation

The College is responsible for the OPEB for only a small number of non-general-funded positions. The College includes the OPEB costs associated with these positions in the fringe benefit rate on employees’ salaries and factors them 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. The College transfers funds to the UHCC System on an annual basis for repayment of these debt instruments. The College used locally incurred debt instruments to fund energy conservation measure projects that have been implemented campus wide and to fund alternative energy projects.
(photovoltaic) projects. It used additional debt instruments 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 and, in FY 2018, used an estimated 1.7 percent of the College’s operating budget to repay all locally incurred debt service (IIID-34, IIID-42).

**Analysis and Evaluation**

The College plans and budgets adequate resources to repay all locally incurred debt. The College’s and UHCC System’s planning and budget documents separately identify and account for each debt instrument.

**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 Standards [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) and used bond funds to purchase an existing building and site for the Wai‘anae Moku Education Center. The College allocates and transfers funds for debt service 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. They use bond funds to purchase and install new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utility cost for the College. The UHCC pays the debt service and receives annual reimbursement from the College based on energy savings. The College’s Integrated Planning and Budgeting Process annually allocates the funds for this debt service reimbursement. The percentage of the College’s operating budget used for this debt service reimbursement is 1.4 percent.

UH System policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the UH System, and the purpose of the funding source (IIID-30, IIID-44, IIID-45).

Auxiliary activities are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities, conducted for the benefit of students, faculty, and staff, include activities such as the bookstore, food
service, and the copy center. The UH Mānoa Bookstore unit administers the bookstore. The College annually reviews the other auxiliary activities as part of the College’s revenue-generating program planning and budget process. This process ensures that these activities actively engage in the financial management responsibilities of the enterprise and ensures the activities are financially solvent.

UH System policies and procedures require that the funds be used in accordance with state and federal requirements and the purpose of the funding source (IIID-46).

UH System policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure that the College properly expends the funds in compliance with donor restrictions and the usual and common business and regulatory practices (IIID-47, IIID-48, IIID-49, IIID-50).

**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 16.5 percent (IIID-51). The student loan default rate has remained fairly consistent over the past four years hovering between 14.4 percent and 17.7 percent, which is well below the 30 percent federal guideline threshold that would require the creation of a student loan default prevention task force and the subsequent development and implementation of default prevention action plans (IIID-52, IIID-53, IIID-54).

The College’s financial aid manager is responsible for the management, oversight, and compliance with Title IV financial aid programs. The College does not award student loans during the initial packaging of financial aid. Upon financial aid award notifications, the College informs students that loans are available, and this process includes counseling students about their obligations to the grantor of the loan and responsibilities associated with being a responsible borrower. In addition, starting in 2018-2019, all financial aid staff will be trained to review and manage the cohort default rate data, so they can submit a challenge, adjustment, or appeal to the U.S. Department of Education as needed to determine whether the College’s cohort default rate is inaccurate. If these challenges, adjustments, or appeals are successful, the cohort default rate may be lowered, raised, or not impacted. If the U.S Department of Education lowers the College’s cohort rate, the College may avoid sanctions or become eligible for a benefit.
Alternative revenues for student financial aid are in conformance with Executive Policy EP 6.204, Student Financial Assistance Program, whereby the College dedicates a minimum of 8.8 percent of its tuition revenues to need-based financial aid (IIID-55). In addition, the College’s annual budget dedicates additional tuition revenues to other financial aid programs that serve need- and non-need based students (IIID-1, IIID-56). In total, the College will dedicate more than 16 percent of its FY 2018 tuition revenue to student financial assistance programs.

**Analysis and Evaluation**

The College monitors and manages its student loan default rates to ensure compliance with federal requirements. Programs are in place to counsel students on student loan responsibilities. The College’s budget process identifies alternative revenue streams to maximize student financial assistance and minimize student dependence on loans.

**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**

The College’s Administrative Services staff provides oversight of contractual agreements with external entities and follows several BOR, UH, and UHCC policies, procedures, and guidelines to review and approve all contracts 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 integration of the contractual agreements with the Integrated Planning and Budgeting Process demonstrates the alignment of these agreements with the College’s mission and goals.

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 BOR, in consultation with the UH System’s colleges and universities through the UH Office of General Counsel, adopted Executive Policy EP 8.200 on Contracts and Signing Authority, which is applicable to all contractual agreements between the UH System and non-University entities. This policy went into effect November 1, 2017 (IIID-57).

Several other UH and/or UHCC policies and procedures address various types of contractual agreements for the College. For instance, Administrative Procedures AP 8.200 through AP 8.299 provide procurement guidelines for contracts and purchasing; UHCC Policy UHCCP
#8.102A covers memoranda of agreements for sponsored or sheltered class; Regents Policies RP 8.201 through RP 8.212 cover internships and externships; and AP 8.270 covers lease agreements (**IIID-46**, **IIID-58**, **IIID-59**, **IIID-60**).

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 Kapiʻolani Community College’s Nursing program. The VCAS and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. The College uses SuperQuote to request bids on purchase orders for any service or items costing more than $2,500. For amounts under $2,500, the unit or division head must approve the purchase order, submit it to the Business Office, and get approval from the fiscal officer prior to any commitment of funds.

To limit liability, the College utilizes the UH service contract that the UH General Counsel office approved (**IIID-61**). The appropriate dean or director must complete and approve UH service contracts prior to their review 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.

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.” Administrative Procedure AP 8.275 on 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” (**IIID-62**). It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required. This administrative procedure 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. UH and UHCC System staff provide oversight, ensuring that the College maintains its integrity in contractual agreements. The College monitors contracts to ensure consistency with the College’s mission statement and strategic goals. Efforts to improve institutional integrity in contractual agreements and to reduce risk to the UH System resulted in Executive Policy EP 8.200 on Contracts and Signing Authority that is applicable to all contractual agreements between the UH System and non-University entities. This policy went into effect November 1, 2017.
Evidence for Standard III.D.

**Standard III.D.1.**

IIIID-1 FY 2018 Operational Expenditure Plan
IIIID-2 Table of FY 2017 Operating Budget
IIIID-3 HRS §304A-2153 UH Tuition and Fees Special Funds
IIIID-4 2016 College Affordability Diagnosis National Report
IIIID-5 UHCCP #8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
IIIID-6 Table of General Funds and TFSF Expenditures Ratio to Headcount Enrollment
IIIID-7 Tables of FY 2017 Performance Funding
IIIID-8 UHCC Budget Reports Webpage

**Standard III.D.2.**

IIIID-9 UH Strategic Directives 2015-2021
IIIID-10 UHCC Strategic Directives 2015-2021
IIIID-11 Leeward CC Strategic Plan 2015-2021
IIIID-12 RP 8.204 University Budget (Operating and Capital Improvements)
IIIID-13 Intranet Webpage for Budget Presentations
IIIID-14 Intranet Webpage for Financial Management Group
IIIID-15 UH Budget Office Website

**Standard III.D.3.**

IIIID-16 FY 2017-2019 Budget Policy Paper
IIIID-17 FY 2017-2019 Operating Budget Request
IIIID-19 UHCC Budget and Planning and Finance Webpage
IIIID-20 Table of General Fund Allocation and TFSF Budget
IIIID-21 UHCC Capital Improvement Program Webpage
IIIID-22 UHCC Consolidated Financial Statements Webpage
IIIID-23 Exhibit 7 from FY 2018 Operational Expenditure Plan
IIIID-24 Exhibit 8 from FY 2018 Operational Expenditure Plan

**Standard III.D.4.**

IIIID-25 Title III Part F Project Narrative
IIIID-26 2015 Annual Performance Report
IIIID-27 2016 Annual Performance Report
IIIID-28 Table of Tuition and Fee Revenue Projection Model
IIIID-29 UH Six-Year Capital Improvement Projects Plan

**Standard III.D.5.**

IIIID-30 UHCCP #8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs
IIIID-31 2017 UHCC Revenue Generating Programs Internal Audit Report
IIIID-33 2016 Internal Control and Business Issues Report
IIID-34 FY 2018-2023 Operating Budget Multi-Year Financial Plan

Standard III.D.7.
IIID-35 Intranet Webpage for Budget

Standard III.D.8.
IIID-37 2016 ARPD - Administrative Services

IIID-38 Tables of Historical Cash Balance Reserves
IIID-40 UH Risk Management Webpage
IIID-41 FY 2017 Reserve Status Report

Standard III.D.11.
IIID-42 FY 2018 Financial Projection

Standard III.D.12.
IIID-43 FY 2019 Revenue Generating Program Budget Projection Template

IIID-44 RP 10.201 Interests in Real Property
IIID-45 EP 2.212 Management of University Bond System
IIID-46 Table of Contents of Administrative Procedures, Chapter 8
IIID-47 EP 8.209 Gifts
IIID-48 RP 8.210 Fund Raising
IIID-49 EP 8.209 Fund Raising
IIID-50 AP 8.620 Gifts

Standard III.D.15.
IIID-51 FY 2015 Three-Year Cohort Default Rate Letter
IIID-52 FY 2014 Three-Year Cohort Default Rate Letter
IIID-53 FY 2013 Three-Year Cohort Default Rate Letter
IIID-54 FY 2012 Three-Year Cohort Default Rate Letter
IIID-55 EP 6.204 Student Financial Assistance Program
IIID-56 2017-2018 Achievement Scholarship Allocation

Standard III.D.16.
IIID-57 EP 8.200 Policy on Contracts and Signing Authority
IIID-58 UHCCP #8.102A Affiliation, Sponsored/Sheltered Class Agreements
IIID-59 Table of Contents of Regents Policies, Chapter 8
IIID-60 AP 8.270 Types of Contracts
IIID-61 UH Services Contract Form
IIID-62 AP 8.275 Contract Formation and Administration
STANDARD IV: LEADERSHIP AND GOVERNANCE

Student Spotlight
Keokolo Akina

I was inspired to take the plunge and be a part of Student Government. I think one of the most rewarding experiences was being a student representative at the many campus committees. It was such a wonderful feeling to know that the campus department heads, staff, and educators were so receptive and encouraging and took time to listen to what we had to say. I truly believe that student government played a big part in who I am today; I finally felt like I could face insecurities, challenge myself, and be open to learn from failure. Not only do I have a college education but through all those leadership skills gained, I have been able to secure a job that isn’t a job at all; it’s a hobby that I get paid to do.
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 all campus constituents to bring forward ideas for institutional improvement.

The College’s Office of the Vice Chancellor for Academic Affairs (VCAA) 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” (IVA-1, IVA-2, IVA-3). 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 (IVA-4).

Administrative leaders look for opportunities to encourage faculty and staff to innovate in the classroom. One recent example is the Acceleration Initiative, a system initiative that supports faculty leaders in their efforts to try innovative teaching strategies to either move students through the developmental education sequence faster or to develop a co-requisite
course to support identified students in college-level math and English courses. For a detailed discussion of 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 (IVA-5). For example, the Job Prep Services received a Carl D. Perkins grant of $51,000 to promote the use of the Job Center Online system that enables students to search and apply for job opportunities, manage multiple resumes and cover letters, and learn about career and recruiting events on campus (IVA-6, IVA-7).

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 (IVA-8). 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. The College recognizes award recipients at the annual spring awards reception held on campus (IVA-9). The Open Educational Resources (OER) Campus Committee created an Open Educator Award to recognize faculty who promote or contribute to a culture of utilizing OER to reduce the financial burden on students and overall cost of a college education (IVA-10). The College gave this award for the first time at the spring 2018 awards reception.

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 career and technical education 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 (IVA-11).

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 community college campuses (IVA-12, IVA-13).

The UH System’s President’s Emerging Leaders Program provides UH System employees with the opportunity to develop as future campus and system leaders (IVA-14). Each academic year, two Leeward faculty are nominated to participate in the program (IVA-15).

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. A current Leeward faculty member created and funded this program. 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 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 (IVA-16).

**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 Pūko'a no na ʻEwa Council (Nā ʻEwa 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” (IVA-17).

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, the Administrative Support (Clerical) Group, the Administrative, Professional, and Technical (APT) Group, the Lecturers’ Group, the Nā ʻEwa 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 UH 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” (IVA-18).

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. Upon recommendation by the lecturers and approval by senate members, one lecturer may serve on the senate. One Student Government representative serves as a non-voting member. To ensure that the senate represents all constituencies, the faculty senate chair will solicit a recommendation for a senator to represent a constituency not represented by an elected senator (IVA-18).
The Faculty Senate has 11 standing committees (IVA-19). 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 through the senate chair.

The UH System is committed to serving the Native Hawaiian community. The Pūko’a Council is the UH President’s advisory group “dedicated to increase the number of Native Hawaiian students, faculty, staff, and administrators in the university system to 23%, which mirrors the percentage of Hawaiians in Hawai’i’s general population” (IVA-20). In order to represent the College’s Native Hawaiian interests and needs at the Pūko’a Council, in 2002 the College established the Pūko’a no na ‘Ewa Council (Nā ‘Ewa Council), whose charter states it will “provide advocacy, leadership, and support for Native Hawaiians through higher education” (IVA-21).

The Nā ‘Ewa 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 Pūko’a Council.

The Student Government is the governing body of the Associated Students of the University of Hawai‘i - Leeward CC (ASUH - Leeward CC). The ASUH - Leeward CC Constitution begins with a preamble 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” (IVA-22). 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” (IVA-23). For a more detailed discussion of ASUH, see Standard IV.A.2.

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 (IVA-24).

To continually encourage an open exchange of ideas, the VCAA implemented Talk Story sessions in 2016-2017 to encourage campus dialogue on system initiatives and critical issues for faculty and staff. These sessions will continue in 2017-2018. In addition, the College developed a format of breakout sessions at recent convocations. 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 of these practices, see Standard IB.1.
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 of 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 ‘Ewa Council, and the Student Government, as well as the Integrated Planning and Budgeting Process.

**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 academic administrators in curricular and other educational matters.

The College’s L1.201, 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 (*IVA-25*). 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. Shared governance empowers campus committees, governance groups, divisions, and units to make formal recommendations on College issues.

The College’s L1.101, Policy on the Policy Development Process, requires organized involvement of all appropriate governing bodies (*IVA-26*). 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. The VCAA and the Faculty Senate review and approve all academic policies, and if an academic policy involves significant planning or budget allocations, the Campus Council also reviews and approves that policy. The vice chancellor of administrative services and the Campus Council review and approve non-academic policies. The chancellor provides final approval of all college policies.
The College’s L4.100, 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. 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 UH Board of Regents (IVA-27).

**Evaluation of Decision-Making Policies and Procedures**

The College regularly evaluates whether these policies and procedures are functioning appropriately. The Campus Council established the Shared Governance Policy Revision Ad Hoc Committee in fall 2017, which assessed L1.201. 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 L5.202, Policy on Annual Program Review. For further discussion of 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 considers their views during decision-making. The College empowers the student voice through the Student Government, which the College’s student body elects 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 and one designated Waiʻanae Moku Education Center senator. 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. Student Government senators train over the summer to understand their roles as student leaders, to prepare themselves to be the voice for the students once the academic year is underway, and to learn about the campus organizational structure and the role of each campus committee. A key committee of the Student Government is the Budget and Finance Committee. This committee allocates funding for student organizations and campus divisions. 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 serve as members on 16 campus or system committees or groups and have voting rights in all except the Faculty Senate (IVA-28). As voting members of various committees, student government representatives attend monthly or biannual meetings, 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 Waiʻanae Moku Education Center’s representative attends weekly student support and retention team meetings to ensure that the students’ voices are heard. 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 (IVA-29). Additionally, campus administrators regularly attend student government meetings and the student government president meets monthly with the chancellor to continue open dialogue and discussion.

**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. The College empowers the student voice through Student Government where representatives serve on 16 campus or system 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 further discussion of 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. Eighty 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 (IVA-30).

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 Ad Hoc Planning Process Review Committee, which is a joint committee between these two governance groups facilitated by the VCAA (IVA-31). The membership of the committee reflects individuals who are directly responsible and/or experienced in producing the Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE). Nine of 16 members of the ad hoc committee are faculty. The committee will make recommendations for improvements on the Integrated Planning and Budgeting Process and review and update L.5.202. The group will report on its progress to the Campus Council and the Faculty Senate at the end of the 2017-2018 academic year.
Administrators have both formal and informal roles in governance at the College. Administrators have a decision-making role as part of their position descriptions. In terms of policy, administrators often have specific roles in the development and implementation of policy. An example is the College’s L1.101, Policy on the Policy Development Process (IVA-26). This policy specifically provides approval authority to the VCAA or the VCAS, depending on the type of policy being approved. As an administrator, the VCAA has responsibility for coordinating the Integrated Planning and Budgeting Process, and the VCAS has responsibility for developing and implementing the annual budget, Operating Expenditure Plan. Administrators also have an informal role in governance through their participation on Campus Council as non-voting members and as conveners for committees that make recommendations on a range of topics. The VCAA is the convener and facilitator for the Ad Hoc Planning Process Review Committee outlined above. The VCAS convened the Sustainability Committee and continues to serve as a member in support of this cross-disciplinary group.

**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 (IVA-24).

**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.

Regents Policy RP 1.210, Faculty Involvement in Academic Decision-Making and Academic Policy Development, recognizes the critical role that faculty play in the academic governance of the UH System (IVA-32). A memorandum of agreement between the Board of Regents and the bargaining agent for faculty, the University of Hawai’i Professional Assembly (UHPA), designates topics that the UH System will refer to faculty senates. This memorandum authorizes senates 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” (IVA-33).

The Curriculum Committee, a standing committee of the Faculty Senate, is responsible for the development, review, recommendation, and approval of new, modified, and deleted academic courses and programs. 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 (IVA-34, IVA-35). During the 2017-2018 academic year, this committee reviewed 234 courses and programs. To put this in perspective, the committee reviewed 106 courses and programs in AY 2016-2017. Due to the enormous volume of courses and programs submitted for review, the Curriculum Committee met weekly to fulfill its obligations and ensure the Faculty Senate’s vital role in matters of curricula (IVA-36). For further discussion of the Curriculum Committee, see Standard II.A.2.

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 (IVA-37).

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 instructional division who have experience teaching DE courses and at least one non-faculty member (IVA-38).

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 DE and correspondence education and provided examples of instructor-initiated substantive interaction (IVA-39). 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 (IVA-40, IVA-41). The DE Committee held additional training sessions during the fall 2017 semester at various dates and times (IVA-42). To ensure quality online courses, division chairs will refer those needing further assistance or training to their division’s DE liaison (IVA-43). In spring 2018, the DE Committee distributed a survey to faculty teaching DE courses to identify their needs. The committee will compile the results from both surveys and make general recommendations to the Faculty Senate (IVA-44, IVA-45, IVA-46).

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 L5.201, Policy on Curriculum Review and Revision, a new course evaluation system, and an alternative class schedule (IVA-47). The various committees presented
recommendations to the senate and resolutions to the relevant administrators through the senate chair.

For example, the Faculty Senate Course Evaluation System (CES) Ad Hoc Committee has been working to ensure the College’s compliance with the UH System’s plans to implement the new CES for every student enrolled in a credit-based course in fall 2018. The CES Ad Hoc Committee surveyed faculty and lecturers using an online ballot and shared the survey results with division chairs. To ensure full faculty input, the ad hoc committee administered a second survey through academic divisions. In spring 2018, the ad hoc committee worked with the designated CES campus administrator to create a central repository for existing survey questions and to arrange that these questions be accessible to faculty. Workshops to train faculty on the new CES are being planned for fall 2018 (IVA-48).

The VCAA, 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 (IVA-49).

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 Five-Week Course Development Program resulted in ongoing meetings between the VCAA, division chairs, student services faculty, and academic services faculty (IVA-50).

**Analysis and Evaluation**

Faculty Senate is authorized through UH Regent and UHPA 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 L1.201, Policy on Shared Governance, provides an overview of constituency roles in participatory governance processes. (IVA-25). 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 decision-making role of faculty in areas of academic decision-making and policy development. For additional discussion of this policy, see Standard IV.A.2.

Administrators are responsible for educating faculty and staff of their right to share diverse perspectives and for providing opportunities for faculty and staff to do so. L1.201 specifies that ample campus input should be incorporated into decision-making especially relating to academic policies, academic procedures, and financial and budgetary matters.

Data from the 2016 Employee Satisfaction Survey prompted the Executive Committee of the Campus Council to propose a review of L1.201 to determine if it reflects current needs, best practices, policy alignment, and Accreditation Standards. In 2017-2018, an ad hoc committee reviewed the policy and proposed amendments (IVA-25, IVA-51, IVA-52, IVA-53, IVA-54).

The College values diverse perspectives and considers those perspectives when setting institutional priorities. When decisions are contrary to the wishes of constituency groups and other recommending bodies, administrators and other decision makers are obligated to provide reasons for their decisions.

Various groups collaborate on campus improvements and document those efforts. Campus governance groups provide input based on their respective expertise and responsibilities. The Campus Council reviews non-academic policies and practices that pertain to the entire campus and then advises administration on decision-making. Examples of the Campus Council’s contributions to campus improvements includes discussions about revision to the College Integrated Planning and Budgeting Process, campus technology and duplicating contracts, the College’s mission statement, and reviews of College policies on facilities access control and animals on campus (IVA-55, IVA-56, IVA-57, IVA-27, IVA-58, IVA-59). Faculty Senate reviews academic policies and practices and then advises administration on decision-making. For example, the Faculty Senate Course Evaluation System (CES) Ad Hoc Committee has been working with administration to ensure the College’s compliance with the UH System’s plans to implement the new CES for every student enrolled in a credit-based course in fall 2018 (IVA-48). The Student Government reviews policies and practices that pertain to students and advises administration as needed. One example of this is their collaboration with administration to implement designated smoking areas and recycling bins. Finally, the Nā ‘Ewa Council reviews policies and practices regarding Native Hawaiian issues and advises administration as needed. For example, the Nā ‘Ewa Council’s Ad Hoc Committee on Indigenizing Leeward is developing a biennium budget request for Hawaiian signage for division and unit offices (IVA-60).

**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 (IVA-24). 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. They noted that the shared governance process is more transparent and that the VCAA shares budget priority lists. Some participants expressed interest in learning more about shared governance, perhaps with a blog or Frequently Asked Questions site (IVA-61).

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 throughout the institution. The College’s campus communication system includes resources that are always available as well as periodic communication distributed at multiple levels. 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 UHCC System website, on-campus digital signage system, campus bulletin, official College social media sites (Twitter and Facebook, for example), and media distribution through news releases. The College also emails the bulletin to everyone on the faculty and staff listserv and posts the bulletin on the College website.

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 (IVA-62, IVA-63). The College posts all documents shared at each convocation on the intranet for all faculty and staff to access. The VCAA holds regular Talk Story sessions on current topics that need campus discussion and input; Talk Story sessions are discussed in more detail in Standard I.B.1. Additionally, the VCAA provides updates to the planning process throughout the academic year and sends email distributions of division or unit priorities (IVA-64, IVA-65).

The Campus Council, the Faculty Senate, and Nā ‘Ewa Council send out monthly meeting notices with an agenda (IVA-66, IVA-67, IVA-68, IVA-69). The Campus Council webpage on the College intranet hosts agendas, minutes, and pertinent documents (IVA-70). The Faculty Senate website hosts agenda, minutes, and supporting documents in order to keep the campus community current on the business being considered (IVA-71). The Nā ‘Ewa Council and the Student Government post agendas and meeting minutes to either the College
website or intranet (IVA-72, IVA-73). 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 (IVA-74). During convocation week, divisions and/or disciplines have meetings to discuss issues specific to them. 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 of the vice president’s presentations, see Standards I.B.3, I.B.6, and IV.D.6.

Communication with Students about College Decision-Making

The College uses three digital messaging methods to communicate with students:

- UH Announce, an email messaging system (IVA-75)
- UH Alert, an emergency email and SMS messaging system (IVA-76, IVA-77)
- Starfish, an early-alert retention system to distribute various messaging to students (IVA-78).

The College has used the UH Announce and UH Alert systems for several years. As part of UHCC System’s Integrated Communications for Recruitment and Retention, the College launched the Starfish campaign in June 2016, which provides customized email messages to assist students from application through completion (IVA-79).

The College uses social media as an additional method to communicate with students. The College’s Facebook page, Twitter account, and Instagram account are the primary digital channels used to share news, announcements, event information, and emergency messaging (IVA-80, IVA-81, IVA-82). The College uses the social media sites as a means for digital engagement, providing a forum for students to ask questions, connect to each other, and share concerns and comments.

The College communicates with students through weekly emails sent by the Student Life office and through updates on the Student Life website (IVA-83, IVA-23). Digital signage provides reminders of Student Life activities and campus news at the Pearl City campus and the Wai‘anae Moku Education Center.

The Chancellor has regular meetings with executive members of Student Government. To further ensure that the student perspective is heard, student government representatives serve as members on 16 campus or system committees or groups and have voting rights in all except the Faculty Senate. For further discussion of the role of Student Government in college decision-making, see Standard IV.A.2.

The College uses UH Announce, which can be sent to all Leeward students, to disseminate the results of decisions that affect students. At the beginning of each semester, the VCAS uses UH Announce to send a recap of policies and campus announcements (IVA-84). The
College sent an email message using UH Announce to inform the campus of Chancellor Cabral’s impending retirement and the appointment of an interim chancellor (IVA-85).

Communication with the Public about College Decision-Making
The College performs annual program reviews and publishes results on the UHCC ARPD website (IVA-86). 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.

The marketing staff uses social media, UH News, and the Leeward Communication’s blog to share news and announcements with the public. The marketing staff sends news releases to the UH News distribution system, which posts articles on UH News (online webpages and emailed messages). Information is also disseminated by news media, bloggers, and influencers (IVA-87).

The homepage of the College website features Leeward Communication’s blog entries (IVA-88). The posts share information, announcements, news, and feature articles. The College’s social media accounts provide additional avenues to communicate with the public. Its Facebook page, Twitter account, and Instagram account are the most active of the social media accounts (IVA-80, IVA-81, IVA-82).

Many items shared on social media have a high engagement rate. The Facebook event post on February 21, 2018, had 2,000 views (IVA-89). The Facebook news post on December 18, 2017, had 26,000 views (IVA-90). The Facebook news post on November 26, 2017, had 1,700 views (IVA-91). The Facebook event post on November 2, 2017, reached 12,000 people with 4,600 views (IVA-92).

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 UHCC System websites, on-campus digital signage system, 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. The faculty and staff recognize that the College has a decision-making process and many expressed interest in learning more about the process and possibly increasing their involvement in the process (IVA-61).

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 it communicates to the campus community. For detailed discussion of how the College regularly evaluates its policies to ensure their effectiveness, see Standard IV.A.2. For further discussion of how the College communicates the results of evaluations, see Standard IV.A.6.

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 (IVA-24).

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 (IVA-62, IVA-93).

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 (IVA-94). During spring 2017, the council conducted its own member survey (IVA-95). 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 (IVA-68). Council members suggested starting in-person conversations with their constituents to solicit specific feedback (IVA-96). Additionally, because the College had not reviewed L1.201, Policy on Shared Governance, 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 (IVA-25).
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 it distributed to the campus community (IVA-97, IVA-98). In fall 2017, the committee evaluated the results and suggested improvements (IVA-99). Results indicated that 77 percent of faculty agree that the Faculty Senate works on relevant issues and concerns. To improve faculty satisfaction, 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. New and returning senators attended and were available to answer questions (IVA-100).

Survey results also indicated that 71 percent of faculty believe that the monthly blog, News from Faculty Senate, is an effective way to communicate with the campus. The Faculty Senate Executive Committee created the blog to increase communication about the senate and its role. 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” (IVA-101).

The Student Government consistently seeks feedback from students using a suggestion box outside of its office at the Pearl City campus and at the Wai‘anae Moku Education Center and through weekly Student Life emails indicating office hours, social media sites, and an email address for making suggestions (IVA-102). The Student Life office communicates the results of these suggestions to the campus community through email and on its website. In fall 2017, the Student Government conducted an effectiveness survey that will gain student, faculty, and staff perspectives (IVA-103). The office will share the results on the Student Life website and in an email 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. The College shares findings from the survey with the entire campus community at convocation, and campus governance groups further discuss findings relevant to them. 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.

The College demonstrates regular and thoughtful review of feedback within each of the governance bodies. Results of campus surveys are shared with the campus community at large, and constituents are provided an opportunity to offer suggestions for improvement. The governance bodies are currently reviewing of L1.201, Policy on Shared Governance, and all constituents have been encouraged to participate in this process of reviewing how decisions are made within a shared governance model.
Evidence for Standard IV.A.

**Standard IV.A.1.**
IVA-1 VCAA Email on Innovation Funds, Sept. 13, 2017  
IVA-2 Innovation Funds Application Form  
IVA-3 Innovation Funds Application Instructions  
IVA-4 Blog Post on Turnitin Testers  
IVA-5 FY 2018-2019 Perkins IV College Plans Guidelines  
IVA-6 2014-2015 Taking Notice Handout  
IVA-7 Job Prep Services Online System Guide  
IVA-8 On Track Webpage  
IVA-9 Intranet Webpage for Recognition Programs  
IVA-10 Email on Open Educator Award, Mar. 3, 2018  
IVA-11 Award Winners Webpage  
IVA-12 Wo Learning Champions Applications Webpage  
IVA-13 Wo Learning Champions Winners Webpage  
IVA-14 President’s Emerging Leaders Program Website  
IVA-15 Email on President’s Emerging Leaders Program, Feb. 2, 2018  
IVA-16 Email on Kosasa Innovation Award Winner, Dec. 4, 2017  
IVA-17 Campus Council Constitution and Bylaws  
IVA-18 Faculty Senate Constitution and Bylaws  
IVA-19 Faculty Senate Standing Committees Webpage  
IVA-20 Pūko’a Council Website  
IVA-21 Nā ‘Ewa Council Charter and By-Laws  
IVA-22 ASUH - Leeward CC Constitution and Operating Rules  
IVA-23 Student Life Website  
IVA-24 Fall 2016 Employee Satisfaction Survey Report

**Standard IV.A.2.**
IVA-25 L1.201 Policy on Shared Governance  
IVA-26 L1.101 Policy on the Policy Development Process  
IVA-27 L4.100 Policy on Institutional Mission  
IVA-28 List of Student Government Committee Involvement  
IVA-29 Student Government Minutes Webpage

**Standard IV.A.3.**
IVA-30 2017 Program Review and Planning Survey Results  
IVA-31 Email on Planning Process Review Ad Hoc Committee, May 12, 2017

**Standard IV.A.4.**
IVA-32 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development  
IVA-33 MOA on Roles and Consultation Protocols Involving UH, UHPA, and Faculty Senates  
IVA-34 Curriculum Committee Webpage  
IVA-35 Course Outline and Program Proposal Handout  
IVA-36 Sample Curriculum Committee Report, Nov. 8, 2017
IVA-37  Assessment Committee Website
IVA-38  DE Committee Website
IVA-39  Spring 2017 DE Breakout Session Notes
IVA-40  DE Federal Requirements Self-Assessment Form
IVA-41  2017-2018 DE Federal Requirements Self-Assessment Results
IVA-42  Faculty Senate Minutes, Oct. 18, 2017, Item III.D.5
IVA-43  DE Liaison Program Handout
IVA-44  Email on Online Teaching Survey, Mar. 1, 2018
IVA-45  Online Teaching Survey Form
IVA-46  DE Committee Minutes, Mar. 12, 2018, Item 4
IVA-47  Faculty Senate Ad Hoc Committees Webpage
IVA-48  Faculty Senate Minutes, Feb. 21, 2018, Item III.E.1
IVA-49  Sample Division Chairs Meeting Minutes
IVA-50  Timeline of Five-Week Online Course Development

Standard IV.A.5.
IVA-51  Campus Council Minutes, Sept. 18, 2017, Item 4.f
IVA-52  Campus Council Minutes, Nov. 20, 2017, Item 5.b
IVA-53  Shared Governance Ad Hoc Committee Agenda, Mar. 16, 2018
IVA-54  Shared Governance Ad Hoc Committee Report
IVA-55  Campus Council Minutes, Dec. 7, 2015, Item 5.c
IVA-56  Campus Council Minutes, Feb. 1, 2016, Items 5.a and 6.b
IVA-57  Campus Council Minutes, Apr. 4, 2016, Items 5.a and 6.a
IVA-58  L10.901 Facilities Access Control Policy and Procedures
IVA-59  L11.102 Policy on Animals on Campus
IVA-60  Nā ‘Ewa Council Minutes, Feb. 2, 2018, Item I.b
IVA-61  Spring 2018 Convocation Discussion Results, pp. 16-17

IVA-62  Spring 2017 Convocation Handout
IVA-63  Fall 2017 Budget and Facilities Update
IVA-64  VCAA Blog
IVA-65  Sample VCAA Emails on Planning
IVA-66  Sample Email on Faculty Senate Meeting, Oct. 12, 2017
IVA-67  Calendar Event for Faculty Senate Meeting
IVA-68  Sample Email on Campus Council Meeting, Nov. 15, 2017
IVA-69  Sample Email on Nā ‘Ewa Council Meeting, Feb. 26, 2018
IVA-70  Intranet Webpage for Campus Council Minutes
IVA-71  Faculty Senate Minutes Webpage
IVA-72  Intranet Webpage for Nā ‘Ewa Council Minutes
IVA-73  Student Government Minutes Webpage
IVA-74  Spring 2018 Convocation Handout
IVA-75  Sample Alert Message for Water Main Break, Nov. 23, 2016
IVA-76  Sample Announcement Confirmation for Transfer Day, Feb. 20, 2018
IVA-77  Sample Announcement Message for MySuccess, Nov. 1, 2017
IVA-78  Starfish Mahalo for Applying Message
IVA-79  Sample ICRR Messaging Calendar
IVA-80  Screenshot of Leeward Facebook Page
IVA-81 Screenshot of Leeward Twitter Page
IVA-82 Screenshot of Leeward Instagram Page
IVA-83 Student Life Email Announcements, Aug. 21, 2017
IVA-84 VCAS Email Announcements, Jan. 8, 2018
IVA-85 Sample Announcement Confirmation for Chancellor’s Retirement, Feb. 26, 2018
IVA-86 UHCC ARPD Website
IVA-87 UH News Website
IVA-88 Leeward’s Blog
IVA-89 Sample Facebook Event Post, Feb. 21, 2018
IVA-90 Sample Facebook News Post, Dec. 18, 2017
IVA-91 Sample Facebook News Post, Nov. 27, 2017
IVA-92 Sample Facebook Event Post, Nov. 2, 2017

Standard IV.A.7.
IVA-93 Spring 2017 Governance Breakout Session Notes
IVA-94 Campus Council Minutes, Feb. 6, 2017, Item 4.a
IVA-95 2017 Campus Council Members Survey Results
IVA-96 Campus Council Minutes, Oct. 16, 2017, Item 4.c
IVA-97 Faculty Senate Minutes, Aug. 23, 2017, Item 5.a
IVA-98 Faculty Senate Motion 17.52: Satisfaction Survey
IVA-99 2017 Faculty Senate Satisfaction Survey Results
IVA-100 Invitation to Faculty Senate Breakout Session
IVA-101 Inaugural Faculty Senate Blog Post
IVA-102 Student Government Suggestion Cards
IVA-103 2017 Student Government Survey Form
### Changes and Plans Arising Out of the Self-Evaluation for Standard IV.A.

<table>
<thead>
<tr>
<th>Accreditation Standards</th>
<th>Change or Plan</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Achieved or Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.A.2.</td>
<td>Review L1.201, Policy on Shared Governance.</td>
<td>Campus Council</td>
<td>Fall 2017-present</td>
<td>The revised Policy on Shared Governance has been shared with the campus. Feedback is being collected. Policy will be approved in spring 2018 or fall 2018.</td>
</tr>
<tr>
<td>IV.A.3. I.B.7.</td>
<td>Conducted the Program Review and Planning Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee was convened to make recommendations for changes.</td>
</tr>
<tr>
<td>IV.A.4. I.B.1.</td>
<td>DE faculty attended training on faculty-initiated interaction.</td>
<td>DE Committee</td>
<td>Fall 2017 – present</td>
<td>Faculty gained awareness of the requirement to provide faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.</td>
</tr>
<tr>
<td>IV.A.7.</td>
<td>Conducted the Campus Council Members Survey.</td>
<td>Campus Council</td>
<td>Spring 2017</td>
<td>Feedback from survey used to improve Campus Council meetings and communication with the campus.</td>
</tr>
<tr>
<td>Accreditation Standards</td>
<td>Change or Plan</td>
<td>College Leads</td>
<td>Timeline</td>
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<tr>
<td>IV.A.7.</td>
<td>Conducted the Faculty Senate Campus Satisfaction Survey.</td>
<td>Faculty Senate</td>
<td>Spring 2018</td>
<td>Feedback from survey used to improve Faculty Senate meetings and communication with the campus.</td>
</tr>
<tr>
<td>IV.A.7.</td>
<td>Created the Faculty Senate Blog.</td>
<td>Faculty Senate</td>
<td>Spring 2017</td>
<td><em>News from the Faculty Senate</em> provides timely updates to the campus community.</td>
</tr>
</tbody>
</table>
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 (CEO) 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 (IVB-1). 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 (IVB-2). On March 29, 2017, the Native Hawaiian Education Association honored him as Native Hawaiian Educator of the Year 2017 (IVB-3).

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 Hawai‘i 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. (IVB-4)

For further discussion of the selection of the chancellor and the newly drafted UHCC Policy UHCCP #9.xxx, Recruitment, Selection, and Appointment of Community College Chancellors, see Standard IV.C.3.

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; the College also posts the handouts on the College intranet (IVB-5). In addition to the convocation presentation, the chancellor regularly communicates updates, goals, and accomplishments to all faculty and staff through the campus email listserv (IVB-6).

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 (IVB-7).

**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 and managerial positions and the Creative Services (Marketing and Public Relations) office (IVB-8). The chancellor maintains an open door policy to his office and is often in communication, either in person, 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 (IVB-9, IVB-10, IVB-11). 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 and 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, campus constituents provide input into the Integrated Planning and Budgeting Process, which 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 (IVB-12). See Standard I.B.3 for further discussion.

The chancellor is responsible for institutional planning and supports the continual improvement of the planning process. The Office of Planning, Policy, and Assessment
(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 and is 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 the Accrediting Commission for Community and Junior Colleges (ACCJC). The chancellor delegates responsibility for the Annual Report to the ALO, and the Annual Fiscal Report to the VCAS (IVB-13, IVB-14). 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 Community College 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 (IVB-15).

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 trainings 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 College’s L1.101, Policy on the Policy Development Process (IVB-16).

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 in an email (IVB-17). The VCAS regularly discusses the budget with the chancellor, VCAA, deans, and the Business office. The chancellor actively participates in the Campus Council, which reviews budget planning and recommends resource allocations.

**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 Budgeting and 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 represents the College and acts on its behalf within the community. The chancellor sends frequent emails through the facstaff email listserv sharing new partnerships and programs and utilizes social media to raise awareness across campus ([IVB-18]).

The chancellor connects with the community through various events like the Discovery Fair, L’ulu (Culinary Arts fundraiser), Geek Day, the Volunteer Income Tax Assistance Program, the Theatre, the annual luncheon for local high school principals, the Department of Education’s Robotics Competition, and the Wai‘anae Moku Education Center Graduate Recognition Ceremony ([IVB-19], [IVB-20], [IVB-21], [IVB-22], [IVB-23]). In 2013, Chancellor Cabral received the first Hawai‘i State Science Olympiad STEM Appreciation Award for “having the foresight to recognize the potential of the Science Olympiad program [and] how it could positively impact K–12 students and teachers throughout the State of Hawai‘i” ([IVB-24], [IVB-25]). The chancellor is visible in the community and posts pictures of events on the College website and social media.

The chancellor understands his role as the spokesperson for Leeward CC 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
- 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
- Aloha United Way
- Kauhale Youth Leadership Training
- Wai‘anae Coast Comprehensive Health Center
- State of Hawai‘i Department of Education partnerships
- James and Abigail Campbell Family Foundations
- Asian Pacific Islander Council
- InPEACE
- Hakuoh University
- Asian American and Native American Pacific Islander-Serving Institutions
- Military activities
- Community marches
- Neighborhood board meetings

In 2017, Kala‘eia Partners LP, a community-focused electrical energy provider, gifted the College $100,000 in scholarships (IVB-26). 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.
Evidence for Standard IV.B.

**Standard IV.B.1.**
- IVB-1 Board of Regents Minutes, May 29, 2008, Item IX
- IVB-2 Office of the Chancellor Webpage
- IVB-3 Blog Post on Chancellor Cabral’s Award
- IVB-4 Leeward CC Chancellor Job Listing
- IVB-5 Chancellor Letter on Convocation, Dec. 21, 2017
- IVB-6 Chancellor Email on CCSSE, Mar. 2, 2018
- IVB-7 Fall 2016 Employee Satisfaction Survey Report

**Standard IV.B.2.**
- IVB-8 Leeward CC Organization Charts 1 and 2
- IVB-9 Leeward CC Organization Charts 3 through 3-D
- IVB-10 Leeward CC Organization Charts 4 and 4-A
- IVB-11 Leeward CC Functional Statements

**Standard IV.B.3.**
- IVB-12 UHCCP #4.203 Institution-Set Standards

**Standard IV.B.4.**
- IVB-13 2018 ACCJC Annual Report
- IVB-14 2018 ACCJC Annual Fiscal Report

**Standard IV.B.5.**
- IVB-15 UHCCP #1.101 Council of Community College Chancellors
- IVB-16 L1.101 Policy on the Policy Development Process
- IVB-17 VCAS Email on Budget Updates, Jan. 19, 2018

**Standard IV.B.6.**
- IVB-18 Chancellor Email on ASNS, Feb. 2, 2017
- IVB-19 *UH News* Article on Leeward Discovery Fair
- IVB-20 L’ulu Webpage
- IVB-21 Geek Day Website
- IVB-22 Volunteer Income Tax Assistance Webpage
- IVB-23 Theatre Webpage
- IVB-24 Hawai‘i State Science Olympiad Webpage
- IVB-25 *UH News* Article on HSSO Award
- IVB-26 *UH News* Article on Kala’eloa Partners Gift
IV.C.  Governing Board

IV.C.1.  
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai‘i (UH) is established under Hawai‘i Revised Statutes (HRS) §304A-104. The fifteen-member board is responsible for the general management and control of the UH System that incorporates all of public higher education, including the University of Hawai‘i Community College (UHCC) System. The regents are appointed to five-year terms (with one exception noted below) 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 term. One regent must be a student of the UH System. The student regent is appointed for a two-year term and may be reappointed (IVC-1, IVC-2).

The governor appoints members of the board, who are drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC) and the state senate confirms them. 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 (IVC-3, IVC-4).

The bylaws of the BOR include the specific organization and responsibility of the board and its committees for academic matters, financial oversight, and general control of the UH System. This authority is further delineated through Regents Policies (IVC-5, IVC-6). Several policies, including Regents Policy RP 4.201, Mission and Purpose of the University, 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 (IVC-7). 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 (IVC-8).

Analysis and Evaluation

State statute establishes the governing board, which is appointed through a process of open recruitment for board member candidates followed by gubernatorial appointment and senate confirmation.
State constitution and statute establishes the authority of the board for the governance of the UH System, and the board has organized its bylaws, 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 UH System, including the UHCC 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:

“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 UH System administration, including the requesting and providing of information to and from the board and the administration (IVC-9).

The BOR handbook that is made available to all incoming regents and published on the board website further emphasizes this policy. 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” (IVC-10).

The 2017 Board Self-Assessment includes several items focused on “acting as a unit.” Responses to the self-assessment questionnaire indicate that regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together” (IVC-11, IVC-12, IVC-13).
Analysis and Evaluation

As noted, RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of board minutes did not disclose any instances of board members acting outside the policy guidelines.

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 UH System, the BOR selects and evaluates the university president. Regents Policy RP 2.203, Evaluation of the President, 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 (IVC-14).

System CEO Selection

There has not been a search for the vice president for community colleges (VPCC) since the position was re-established in 2005 and the current vice president was appointed to oversee the reorganization of the community college system. Should the position of vice president become vacant, the president would follow the recruitment and other procedures outlined in Regents Policy RP 9.212, Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the BOR, which has the final approving authority for that position (IVC-15).

Campus CEO Selection

The VPCC manages the process for selecting the chancellor (CEO) of a college. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee, composed of representatives from various college constituencies and the community that the college serves. The VPCC solicits nominations for members of the screening committee from governance groups and determines the final composition of the committee based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of chancellors, UHCC Policy UHCCP #9.xxx, Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies. A detailed set of procedures, which has been used consistently for several years in this process, is appended to the policy (IVC-16).

The authority for appointment of the college chancellor is delegated to the VPCC 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 BOR to ensure that the regents are fully informed of the selection process and the selected candidate.

**UH CEO Evaluation**

Regents conduct evaluations in executive session at a public board meeting with the summary results of the evaluation made public and included in board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence (IVC-17, IVC-18, IVC-19).

**UHCC and Campus CEO Evaluation**

The board delegates the evaluation of the VPCC to the university president and the evaluation of the individual college chancellors to the VPCC. Executive Policy EP 9.203, Evaluation of Board of Regents Appointees, and Executive Policy EP 9.212, Executive and Managerial Classification and Compensation, govern the annual evaluation of both the VPCC and the chancellors (IVC-20, IVC-21).

Executive Policies establish an annual review of an executive’s performance that includes a 360-degree assessment by the individual as well as peers, subordinates, and constituents. The individual’s 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 supervisor and the executive being evaluated discuss the results of the evaluation, which impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCC Policy UHCCP #9.202, Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360-degree assessment and also adds the college’s attainment of its strategic goals as a component of the chancellor’s evaluation (IVC-22).

The UH System Office reviews the evaluation system on a periodic basis. In the 2016-2017 review, the office adopted two changes. First, the office added an additional item to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda (IVC-23). Second, the office changed the categories of performance rating to better reflect the gradations in overall performance. Each executive and managerial employee is now rated as exceptional, exceeds expectations, meets expectations, or does not meet expectations (IVC-24).

**Analysis and Evaluation**

**CEO Selection**

The procedures used to recruit and select the VPCC and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The president of the university makes the final selection of the vice president, subject to approval by the BOR.
The VPCC makes the final determination of the chancellor, subject to approval by the president.

**CEO Evaluation**

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 on which continued employment may be based, and determine 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 UH System and related independent authority of the BOR is embodied in Article X of the state constitution. Section 6 of Article X specifically states:

“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.” (IVC-25)

In carrying out its responsibilities, the board leadership often testifies at legislative hearings on matters relating to the UH System and meets with key state legislators on various bills and budget matters. The board and the UH System’s administrative legislative coordinator coordinate these legislative communications.

**Analysis and Evaluation**

The state constitution establishes the autonomy of the UH System. Given the authority of the legislature to enact laws of statewide concern, the board remains attentive to whether such laws might impede the UH System and board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for UH athletics led to extensive legislative hearings and bills introduced relating to management and control within the UH System. The BOR responded by creating an Advisory Task Group on Operational and Financial Controls.
Improvement to conduct its own audit of UH System operations. The task group, 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 (IVC-26, IVC-27, IVC-28, IVC-29, IVC-30).

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 UH System, but also its authority to act on matters relating to the UH System and protect 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 of and responsibilities established for its standing committees, and by its regents policies, the board acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies are aligned with strategic plans and both guide the UH System in fulfilling its overall mission. The role of community colleges within the UH System is further defined in Regents Policy RP 4.207, Community College System (IVC-31).

The board has modified the UH System mission statement twice in the past several years. In 2009 the regents adopted a change in the mission that made explicit the UH System’s responsibility and commitment to the success of Native Hawaiian students and the desire for the UH System to be a model indigenous serving institution (IVC-7). 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 UH System. This subsequently led to the creation of a new policy, Regents Policy RP 4.208, Sustainability, illustrating the alignment of mission and policy (IVC-32). Work on a new policy focused on alignment of programs with the mission is currently in progress.

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.” 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.
**Analysis and Evaluation**

BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system and 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 BOR website includes links to the Board bylaws and policies (IVC-2). 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 (IVC-5).

**Analysis and Evaluation**

The bylaws are published and made 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**

The board reviews regents policies on a staggered three-year cycle with current iterations posted at the board’s website. As a result of a recommendation from the previous comprehensive accreditation review, the UH System and board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH System executive policies and administrative procedures (IVC-33).

The features of the PPIS include

- Description of the PPIS with frequently asked questions on the PPIS website
- Easy public access to all policies, including from the BOR website
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While regents policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
• Links from the executive policy and/or administrative procedure to the related regents policy
• Automatic notification to interested parties of any change in policy (IVC-34)

When the UH System and the board implemented the PPIS in 2014, they re-codified all policies 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 (IVC-35).

The BOR began reviewing the 28 policies in Chapters 1-4 in summer 2017. They reviewed the policies for both content and format under the aegis of the Personnel Affairs and Board Governance Committee. The committee made recommendations as to whether a policy would remain unchanged, be subject to editing for clarity or alignment with current practice, undergo substantive review and modification, or be repealed. Based on this assessment, the committee determined that one policy will be repealed and six will undergo substantive review. One new policy may be created. The board will complete this cycle in summer 2018 before the next cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the BOR at its November 16, 2017 meeting (IVC-36, IVC-13). A further update was given to the Committee on Personnel Affairs and Board Governance on April 5, 2018 (IVC-37).

Analysis and Evaluation

The regents policies are publicly available through the BOR website 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 summer 2017 and resulted in the review of 28 policies. Six policies were substantially updated through the review process. All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of board minutes confirmed that board actions were in compliance with 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.

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, endorsing the UH Strategic Directions 2015-2021 in January 2015 (IVC-38, IVC-39).

• Hawai‘i Graduation Initiative focusing on student success
The board regularly monitors progress made on reaching the strategic goals set for the system for the current period 2015-2021. The system provided an initial report for 2015-2016 to the board at its January 26, 2017, meeting and provided a midterm report in January 2018 (IVC-40, IVC-41).

These key goals, endorsed by the board in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures (IVC-42, IVC-43).

The board regularly receives updates on the UH System’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. 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 (IVC-44).

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. Leeward CC hosted the board meeting on January 21, 2017 (IVC-45).

**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.

**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 UH System 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 BOR General Overview as a part of the orientation.
New board members also receive a copy of an extensive *New Regent Orientation Book* and receive a tutorial from the UH System’s chief financial officer on the “State of Hawai‘i Budget 101.” Additionally, beginning in 2017, the board pairs new board members with a more experienced board member, who serves as a mentor to the incoming member (IVC-5, IVC-46, IVC-47, IVC-48).

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 (IVC-49).

The board also organizes training for its members as a part of regular board retreats or board committee meetings. For example, during 2016-2017, the UH external auditor conducted a four-part training session for the board independent audit committee, drawn from the American Institute of Certified Public Accountants 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 (IVC-50).

**Analysis and Evaluation**

New board members receive a comprehensive orientation and related materials and are paired with a mentor from among the experienced board members. Attendance at national board professional association conferences and training at board meetings provides board members with professional development.

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 RP 2.204 establishes the process for board self-evaluation. In 2017, the board amended its bylaws to expand the role of the Personnel Committee to a Committee on Personnel and Governance with explicit responsibility for managing the board evaluation process (IVC-51, IVC-52). At the same time, the board acted to create a committee on research and innovation also in alignment with the UH System’s strategic directions.

The board conducted self-evaluations in 2014 (IVC-53) and 2017 (IVC-54, IVC-11). Additionally, in 2012-2013, the board undertook a comprehensive audit of the UH System operations, including board functions and structure, and implemented significant changes in
response to the audit recommendations (IVC-55). The board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations (IVC-56).

**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 UH System. 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 uncoordinated 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.

While the board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation had 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. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

**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 BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation (IVC-5).

Regents Policy RP 2.206, Regents as Employees, also describes the conflicts of interest that may arise when regents are also active employees of the UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status (IVC-57).

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 (IVC-58).

**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. The board informs its members of the ethics requirements through their initial orientation and through regular board professional development.

The board routinely identifies potential ethics concerns during board meetings and the regent in question is either recused from action and deliberation on the agenda item or the potential conflict is determined not to preclude participation. The UH System 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 RP 2.202, Duties of the President, clearly documents the relationship between the BOR and the UH System president and establishes the authority of the president to implement and administer board policies (IVC-59).

The general policy on duties of the president is further refined in specific actions. For example, Regents Policy RP 9.218, 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 (IVC-60).

The structure of the UH System establishes this line of authority with the UH system president and through the president to the VPCC and the individual college chancellors.

When the board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. The chairperson may establish task groups 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.

For example, the board formed a task group to create an Integrated Academic and Facilities Plan for the UH System. The task group included both regents and UH System administrative officials. The task group held several meetings that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System (IVC-61, IVC-62, IVC-8, IVC-11).

**Analysis and Evaluation**

While the board maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.
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 community colleges routinely inform the BOR about the status of their accreditation.

In preparation for the Institutional Self-Evaluation Report (ISER), the VPCC presented the board committee on academic and student affairs with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the board acted to create a permitted interaction group to assist in the evaluation of board-related standards (IVC-63). 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. The VPCC provided the board with a further briefing on preparing for accreditation at its March 2017 meeting (IVC-64).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017 and met with representatives from the community colleges (accreditation liaison officers and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the governing board, before the six campuses presented their completed ISERs for review by the Academic and Student Affairs Committee, the BOR, and the UH president in early summer 2018.

Analysis and Evaluation

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.
Evidence for Standard IV.C.

**Standard IV.C.1.**
- IVC-1  HRS §304A-104 Regents; appointment; tenure, qualifications; meetings
- IVC-2  Board of Regents Website
- IVC-3  HRS §304A-104.6 Candidate advisory council for the board of regents
- IVC-4  RCAC Website
- IVC-5  Bylaws of the Board of Regents
- IVC-6  Table of Contents of Regents Policies Chapters 1-12
- IVC-7  RP 4.201 Mission and Purpose of the University
- IVC-8  Board of Regents Minutes and Materials, Apr. 20, 2017, Items V.A.3 and V.A.4

**Standard IV.C.2.**
- IVC-9  RP 1.202 Relationship of the Board to Administration and University
- IVC-10  Board of Regents General Overview Handbook, Item II.A
- IVC-11  Board of Regents Minutes, Oct. 31, 2017, Item V.D
- IVC-12  2017 Board Self-Assessment (Board of Regents Meeting Materials for Item V.D)
- IVC-13  Board of Regents Minutes, Nov. 16, 2017, Item IV.A.1.b

**Standard IV.C.3.**
- IVC-14  RP 2.203 Policy on Evaluation of the President
- IVC-15  RP 9.212 Executive and Managerial Personnel Policies
- IVC-16  UHCC #9.xxx Recruitment, Selection, and Appointment of Community College Chancellors (Draft)
- IVC-17  Board of Regents Minutes, July 16, 2015, Item VII.A
- IVC-18  Board of Regents Minutes, Aug. 18, 2016, Items IX.A and IX.B
- IVC-19  Board of Regents Minutes, Aug. 24, 2017, Item IX.A
- IVC-20  EP 9.203 Evaluation of Faculty and APT Personnel
- IVC-21  EP 9.212 Executive and Managerial Classification and Compensation
- IVC-22  UHCCP #9.202 Executive Employees Performance Evaluation
- IVC-24  President Memo on New 360 Categories, Mar. 29, 2017

**Standard IV.C.4.**
- IVC-25  State Constitution, Article X, Section 6 Board of Regents
- IVC-26  Advisory Task Group Report on Phase 1, Nov. 12, 2012

**Standard IV.C.5.**
- IVC-31  RP 4.207 Community College System
- IVC-32  RP 4.208 Sustainability Policy

**Standard IV.C.7.**
- IVC-33  PPIS Website
IVC-34  Sample Notification from PPIS
IVC-35  PPIS FAQs, Topic: Effective and Review Dates
IVC-36  Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
IVC-13  Board of Regents Minutes, Nov. 16, 2017, Item IV.B
IVC-37  Personnel Affairs and Board Governance Agenda, April 5, 2018

**Standard IV.C.8.**
IVC-38  Board of Regents Minutes and Materials, Jan. 22, 2015, Item IV.B.1
IVC-39  Board of Regents Minutes and Materials, Nov. 19, 2015, Item VIII.2
IVC-41  UH Strategic Directions Midterm Report, Jan. 2018
IVC-42  *UHCC Strategic Directions 2015-2021*
IVC-43  *Leeward CC Strategic Plan 2015-2021*
IVC-44  Fall 2017 VPCC Presentation
IVC-45  Board of Regents Minutes and Materials, Sept. 21, 2017, Item III

**Standard IV.C.9.**
IVC-46  Board Orientation Agenda for 2017-2018
IVC-47  Board of Regents Reference Guide
IVC-48  State of Hawaii Budget 101 Presentation
IVC-49  Regents Attendance List at AGB/ACCT Conferences
IVC-50  Board of Regents Minutes, Oct. 6, 2016

**Standard IV.C.10.**
IVC-51  RP 2.204 Policy on Board Self-Evaluation
IVC-52  Cynthia Quinn Memo on Changes to BOR Bylaws
IVC-53  Board of Regents Minutes, Nov. 7, 2014, Item III.1
IVC-54  Personnel Affairs and Board Governance Minutes, Sept. 7, 2017, Item B.1
IVC-55  2012-2013 Advisory Task Group Audit Report
IVC-56  AGB Workshop on Evaluating Operations

**Standard IV.C.11.**
IVC-57  RP 2.206 Policy on Regents as Employees
IVC-58  Board of Regents Minutes and Materials, Jan. 26, 2017, Item V.B.1

**Standard IV.C.12.**
IVC-59  RP 2.202 Duties of the President
IVC-60  RP 9.218 Delegation of Personnel Actions
IVC-61  Board of Regents Minutes, Sept. 17, 2015, Item VI.B
IVC-62  Integrated Academic and Facilities Plan (IAFP) (penultimate draft, March 2017)
IVC-64  Board of Regents Minutes, Mar. 8, 2017, Item IV.B.2
IV.D. Multi-College District or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

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. Regents Policy RP 3.201, Major Organizational Units of the University of Hawai‘i, establishes the overall structure of the UH System. The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC) System, which is comprised of seven community colleges (see Figure 9). Regents Policy RP 4.207, Community College System, further establishes the UHCC System. UH Maui College is accredited by the Western Association of Schools and Colleges, Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges and function as the multi-campus system now being evaluated (IVD-1, IVD-2).

![Figure 9. The University of Hawai‘i System.](image)

The vice president for community colleges (VPCC), the chief executive officer (CEO) of the system, now provides the overall leadership of the UHCC System, an outcome of a reorganization in 2005. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president (IVD-3). The UHCC System 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 and an associate vice president for administrative affairs to ensure support for the effective operation of the colleges at the system level (IVD-4, IVD-5).
The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (IV-D-6). (See also IV-D.4.) The chancellors may report through the VPCC to the president of the UH System for system wide policy-making and decisions affecting all campuses and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and system wide coordinated operations (IV-D-7).

The UHCC System’s functional map summarizes the delineation of functions and the differentiation of responsibilities between system and campus level. The community colleges most recently reviewed and updated the map in fall 2017 (IV-D-8).

**Analysis and Evaluation**

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (the VPCC) 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 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.

Two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative affairs oversee the operations of the office of the vice president for community colleges (OVPCC). The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC 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; and 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 (IV-D-9).
The associate vice president for administrative affairs 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 (IVD-10). Facilities management is one area that requires an additional level of coordination and prioritization. The UH Office of Capital Improvements (now designated as the Office of Project Delivery), established by the BOR, manages capital improvement projects (CIP) for all campuses. The associate vice president for administrative affairs manages general UHCC repair and maintenance and minor CIP projects, and individual colleges have responsibility for routine maintenance and health and safety issues. Individual colleges have Long Range Development Plans (LRDPs), which the UHCC and UH Systems use to develop and justify minor and major CIP (IVD-11, IVD-12).

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 (IVD-13); Community College Council of Faculty Senate Chairs (IVD-14); and Community Council of Native Hawaiian Chairs (IVD-15).

Each campus also mirrors the system-level structure in having executive leadership for academic affairs and administrative affairs. Where the associate vice president for academic affairs coordinates student services functions at the system level, the colleges maintain separate executive management for student services with either vice chancellors or deans. Vice chancellors for academic affairs, vice chancellors for administrative affairs, and vice chancellors for student affairs or deans for student services also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making and mutual support (IVD-16). For further discussion of the College’s executive team, see Standard IV.B.2.

In addition to these councils based on administrative positions, the UHCC 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 (IVD-17). 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. For a discussion of these campus-based activities, see Standards I.B.6 and II.C.5.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are sustainability and distance education. Executive Policy EP 4.202, Sustainability, and new Regents Policy RP 4.208, Sustainability Policy, 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 UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses (IVD-18, IVD-19, IVD-20, IVD-21).

**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, while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for 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**

State law, primarily Chapter 37 of the Hawaii Revised Statutes, governs the UH System’s budget preparation and receipt of and further distribution of resources (IVD-22) The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the legislature in odd-numbered years; the UH System may also submit supplemental budget requests (to amend any appropriation for the current fiscal biennium) in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and CIP funds for the UH System.

The UHCC System office, under the guidance of the associate vice president for administrative affairs, 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 (IVD-23). 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 (IVD-24) 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. UHCC Policy UHCCP #4.101, Strategic Academic Planning, codifies the guiding principles of the community college Strategic Academic Planning Process, which defines the role of the SPC. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges (IVD-25).
Each college develops its own budget request (as described in more detail in Standard III.D). At the UHCC System level, the seven UHCC chancellors, with support from the associate vice presidents 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. Each college may also generate and retain other sources of internal and extramural funds (for example, special funds, revolving funds, grant funds, UH Foundation). UHCC Policy UHCCP #8.000, General Fund and Tuition and Fees Special Fund Allocation, and UHCC Policy UHCCP #8.201, Unrestricted Fund Reserve—General, Special, Revolving Funds guide the management of sources of funding other than general funds. Each college’s budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors (IVD-26, IVD-27, IVD-28).

Campuses have also had access to additional funds from the OVPCC and more recently from the office of the UH president, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives (IVD-29). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or system initiatives, such as those associated with student success

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 order 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 objectively and equitably manage and reassign vacant positions. This policy, UHCCP #9.495, Long-Term Vacancy, created a system pool of those positions, from which campuses may request reallocation, based on documented need (IVD-30).

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 conducted operational reviews of the Culinary Arts programs at Leeward Community College and Kapi‘olani Community College. 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, the Office of Internal Audit conducted follow-up reviews to ensure implementation of recommendations (IVD-31). The Internal Audit report was on the agenda of the May 12, 2015, meeting of the BOR’s Committee on Independent Audit. Subsequent to
the December 15, 2016, meeting 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 (IVD-32, IVD-33, IVD-34). 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 (IVD-35).

**Analysis and Evaluation**

Clearly established policies guide allocation of key resources (particularly funding and personnel). 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 the colleges use resources most effectively to support their 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 CEOs accountable for the operation of the colleges.**

**Evidence of Meeting the Standard**

The UH System has a president, a VPCC (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. The VPCC is the CEO of the system of the seven UHCC campuses. Each college has a chancellor, the CEO of the institution. RP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System (IVD-2). In 2005, the BOR approved the reorganization of the community college system and created the new executive position of VPCC (IVD-36). A subsequent memo to the college chancellors provided detailed organizational charts as well as a functional statement for the OVPCC (IVD-37). 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 EP 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” (IVD-38). UHCC Policy UHCCP #8.000 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” (IVD-26). Executive Policy EP 9.112 Attachment B delegates responsibility for a broad range of personnel actions to the chancellors (IVD-39).
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. UHCC Policy UHCCP #9.202, Executive Employees Performance Evaluation, thoroughly codifies this process (IVD-40, IVD-41).

**Analysis and Evaluation**

Several policy and procedural documents clearly document 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 state wide system of public higher education operate within a three-tiered system: the UH System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UHCC System; and the individual community college campuses located on the four major islands in the state. The community colleges and UH Maui College manage satellite learning centers, providing additional outreach across the state (see Figure 9). 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.

There are multiple structures in place at the UH- and the UHCC-system level (for example, 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 (IVD-42, IVD-43, IVD-44). For further discussion of the College’s strategic plan and its alignment with the UHCC strategic plan, see Standard I.A.2.

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration (IVD-23). 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 UHCC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in Standard IV.D.3 (IVD-29).
Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan (IAFP) for the UH 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” (IVD-45). The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three UH universities and the seven UHCC campuses) 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, six-year CIP plans and academic program approvals and reviews” (IVD-45).

**Analysis and Evaluation**

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH System, the UHCC System, and the individual community colleges use 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 VPCC and the administrative staff in the 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 BOR Standing Committee on Academic and Student Affairs. When the colleges forward items to the BOR for approval (for example, strategic plans, Institutional Self Evaluation Reports), they do so under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and board meetings, the VPCC receives memos summarizing BOR-approved actions (IVD-46). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure (IVD-47).

The VPCC 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. Each council documents its meetings and completes an annual self-assessment (IVD-13, IVD-14, IVD-15).
The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both UHCC 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 (IVD-48). Spring semester visits generally provide a summary as well as a prospective view of upcoming work (IVD-49).

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, the 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 (for example, 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 indicate that there are varying degrees of effective campus- and constituent-focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level (for example, agendas and minutes of councils and other deliberative bodies: 1) system committees will provide orientations as needed to those serving as campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC will updating its website to enhance the accessibility and currency of the information posted there.

Analysis and Evaluation

Just as the VPCC serves as an important point of connection between the UH System and the UHCC 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 recognizes 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 set standards of best practices and minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed (IVD-50), new policies are created when need is recognized (for example, a new UHCC policy on selection process for chancellors), roles and responsibilities are delineated in the functional map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals (IVD-51).

Of specific importance in this last context is the role of the community colleges’ Strategic Planning Council, the primary body for assuring system wide participation in the UHCC strategic planning process, as codified in UHCCP #4.101. 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 (IVD-25).

**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.
Evidence for Standard IV.D.

**Standard IV.D.1.**
- IVD-1 RP 3.201 Major Organizational Units of the University of Hawai‘i
- IVD-2 RP 4.207 Community College System
- IVD-3 UHCC Organization Chart 1
- IVD-4 UHCC Organization Chart 3
- IVD-5 UHCC Organization Chart 4
- IVD-6 UHCC Organization Chart 2
- IVD-7 UH System Leadership Webpage
- IVD-8 UHCC Functional Map by Major Accreditation Topic and Detailed Functional Map by Standard

**Standard IV.D.2.**
- IVD-9 OVPCC Academic Affairs Office Webpage
- IVD-10 OVPCC Administrative Affairs Office Webpage
- IVD-11 UH System Office of Project Delivery Webpage
- IVD-12 Leeward CC LRDP (Condensed Version)
- IVD-13 UHCCP #1.101 Council of Community College Chancellors
- IVD-14 UHCCP #1.102 Community College Council of Faculty Senate Chairs
- IVD-15 UHCCP #1.104 Community College Council of Native Hawaiian Chairs
- IVD-16 Sample VCAA and VCAS Meeting Minutes
- IVD-17 OVPCC Student Success Council Webpage
- IVD-19 RP 4.208 Sustainability Policy
- IVD-20 OVPCC Sustainability Webpage
- IVD-21 OVPCC Distance Learning Webpage

**Standard IV.D.3.**
- IVD-22 Table of Contents for HRS, §37 Budget
- IVD-23 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- IVD-24 OVPCC Strategic Planning Council Webpage
- IVD-25 UHCCP #4.101 Strategic Academic Planning
- IVD-26 UHCCP #8.000 General Fund and Tuition and Fees Special Fund Allocation
- IVD-27 UHCCP #8.201 Unrestricted Fund Reserve – General, Special, Revolving Funds
- IVD-28 Tables of CC Revenue Summaries
- IVD-29 Crosswalk of UH System and UHCC System Performance Funding Measures
- IVD-30 UHCCP #9.495 Long-Term Vacancy Policy
- IVD-31 Kapi‘olani CC and Leeward CC Culinary Arts Programs Status of Corrective Action, March 2015
- IVD-32 Committee on Independent Audit Minutes, May 12, 2015
- IVD-33 Committee on Independent Audit Minutes, Dec. 15, 2016
- IVD-34 2017 UH System Annual Report on Material Weakness and Fraud
- IVD-35 UHCCP #8.200 Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs
IVD-36  Board of Regents Minutes, June 21, 2005, pp. 8-11
IVD-37  Memo on Functional Statements and Organization Charts, July 8, 2005
IVD-38  EP 1.102 Authority to Manage and Control the Operations of the Campus
IVD-40  UHCCP #9.202 Executive Employees Performance Evaluation
IVD-41  Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.4

Standard IV.D.5.
IVD-42  UH Strategic Directions 2015-2021
IVD-43  UHCC Strategic Directions 2015-2021
IVD-44  Leeward CC Strategic Plan 2015-2021
IVD-45  UH Integrated Academic and Facilities Plan, p. 2 and p. 8

IVD-46  Sample Board of Regents Memos to VPCC
IVD-47  Sample PPIS Memos to VPCC
IVD-48  Fall 2016 VPCC Presentation
IVD-49  Spring 2017 VPCC Presentation

Standard IV.D.7.
IVD-50  Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
IVD-51  UHCCP #9.xxx Recruitment, Selection, and Appointment of Community College Chancellors
QUALITY FOCUS ESSAY

Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self-evaluation on which the institution has decided to act (action projects), and which will have significance in improving student learning and student achievement over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail approaches to improving student learning and student achievement, including responsible parties, timeline, and anticipated outcomes. The projects described in the QFE should be realistic and culminate in a set of observable and measurable outcomes. The Essay should be consistent in its factual basis and analysis with the other portions of the college’s Self-Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and demonstrate the institution’s commitment to excellence. The areas identified in the Essay will become critical focal points for the institution’s Midterm Report. Evaluation teams and the Commission will comment on the institution’s QFE and may offer constructive advice or assistance.

The Manual states, “The Essay should be consistent in its factual basis and analysis with the other portions of the college’s Self-Evaluation Report.” I can’t remember which ISERs, but I do remember some of them referring to the QFE in each relevant Standard’s Analysis and Evaluation section and changes and plans.

Speaking of changes and plans, when you read through the report this weekend, please check if we need to include any change or plan that isn’t mentioned, especially in those standard chapters that don’t have any.

Introduction

As part of the College’s continuing efforts to improve student learning and achievement as well as demonstrate a commitment to excellence, the Self-Evaluation Core Team used the self-evaluation process to reflect on the College’s successes as well as areas that need improvement. Two areas of needed improvement are detailed in this Quality Focus Essay.

Background

During the self-study process, the Self-Evaluation Core Team met regularly to develop the Institutional Self-Evaluation Report and to discuss areas of success and needed improvements. The team determined retention and persistence is one gap area, which led the College to focus on a Wildly Important Goal (WIG), a concerted effort to keep the students the College has. Focus on the WIG began in fall 2017 when the College set the WIG as “keeping the students we have”. This is the first time the College has set one overall goal for
the campus with a request that individual areas also set their own goal that aligns with the WIG for the 2017-2018 academic year.

A second gap area concerns assessment. Since 2010, the College has made use of Tk20, a comprehensive online assessment planning, data management, and reporting system. In the process of writing the Self-Evaluation Report, the team noted feedback from users on the challenging interface and usability of Tk20. At the January 2018 roundtable discussions, faculty and staff shared the challenges they have experienced using Tk20 and some requested assessment mentoring. In addition, the Assessment Coordinator has been introducing “gamification” to faculty as a way to encourage more interactive and engaged assessment practices. To this end, the Self-Evaluation team is setting a goal to further train faculty in more engaging assessment techniques and entering results into Tk20 while at the same time having the College determine the best product assessment tool to suit its current needs.

The WIG and the efforts surrounding assessment will help “provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and demonstrate the institution’s commitment to excellence.”

Action Projects

1. Increase student retention and completion rates by keeping the students the College has.
2. Improve student learning by making assessment more meaningful for faculty and identify the best tool for collecting assessment results.

**Action Project 1:** Increase student retention and completion rates by keeping the students the College has. (Standard I.B.3.)

**Rationale**

The Office of Planning, Policy, and Assessment prepares regular updates to its student retention and completion rates. The data show that the College loses approximately 25 to 30 percent of its students between fall to spring semesters. In August 2017, the College announced a new goal, or Wildly Important Goal (WIG), to increase student retention and persistence by 10 percent over the previous year. This WIG is also known as “Keeping the Students We Have” and is the focus for the year’s theme of “The Student Experience.”

The WIG is a multi-year effort based on the book, *The 4 Disciplines of Execution* by Covey, McChesney, and Huling, also known as 4DX. The VCAA was introduced to this book at a system wide CCSSE workshop on date. One of the speakers was Tonjua Williams of St. Petersburg College. The work her campus was implementing inspired the VCAA to bring the books and its process to Leeward CC.

The concept was introduced at the fall 2017 convocation. Once the idea was introduced, the Counseling unit, in particular, took the initiative to begin implementing specific strategies that aligned with the WIG. One of the early strategies was the #IGotClass campaign. This campaign included encouraging faculty and staff to remind students to register before they leave for winter break since this has the greatest impact on retention (VCAA Email).
By registering early, students can also get their preferred courses, class times, and instructors. The counselors also planned a registration event in front of the Learning Commons in the concourse area. Counselors were available to meet individually with students to assist with registration, and student STAR Ambassadors were trained to assist students with using the STAR GPS online registration system. To further encourage students to register early, free pizza slices were given to students who successfully registered.

**Strategies**

Implementing the 4DX is anticipated to take at least three years. This multifaceted approach is being coordinated by the WIG Design Team. This team was convened in November 2017 and includes representation from all areas and units in the College (evidence). While the team was organizing, the Counseling unit moved forward with several strategies within their area. These strategies included:

- The WIG’s #IGotClass initiative in fall 2017 was designed to encourage students to register before the end of the semester.
- The vice chancellor for academic affairs (VCAA) asked faculty to tell students how much the College appreciates them and to encourage students in their classes to register early.
- Faculty received #IGotClass mini-flyers to distribute to students and #IGotClass stickers to wear on campus.
- Counselors, in partnership with Student Government and STAR Ambassadors held a #IGotClass awareness event on campus on November 14-16, 2017. Counselors and Star Ambassadors were available to help students register. Those who had already registered received free food and prizes.
- Students who registered by December 7, 2017, were entered into a raffle to win gift cards.

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).

Future plans for the WIG initiative include:

- The WIG Design Team is meeting every two weeks in spring 2018 in order to identify the students to focus on in the coming year.
- OPPA is working with the WIG Design Team to analyze student data to support current ideas for next steps and guide our decisions going forward.
- The WIG Design Team will identify specific student groups to target and assign units on campus with responsibility for setting a WIG and planned action items.

**Timeline**

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<th>Task</th>
<th>Completion Date</th>
<th>Responsible Parties</th>
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Resources

The VCAA’s office will continue to implement the WIG throughout instructional and support areas at the College.

Measurable Outcomes

Increase in graduation rate of 10% by
Increase in retention rate of 10% by

**Action Project 2**: Improve student learning by making assessment more meaningful for faculty and identify the best tool for collecting assessment results.

Rationale

At Leeward CC’s convocation in spring 2018, faculty and staff gathered at moderated roundtable discussions to participate in conversations about the College and how it meets and can improve in various Accreditation Standards. One area that generated much discussion is assessment. The roundtable facilitator for discussions about Standard II.A.3 noted, “A lot of the discussion centered on how TK20 was not very intuitive and how there should be more tutorials or training. Another area of discussion focused on mentoring or specifically, the lack of mentoring that we have at the college. We had several lecturers and tenured faculty in both sessions that mentioned the need for mentoring.” Other roundtable attendees echoed the facilitator’s comments in written feedback.

To help with Tk20, the College has Faculty Senate’s Assessment Committee, which is made up of representatives from the five main organizational areas and one non-voting representative from the administration or Office of Planning, Policy, and Assessment (OPPA) (Assessment Org Chart).

The committee’s mission is “COMMUNICATE -Review and make recommendations to the Faculty Senate on policies and procedures relating to assessment. FACILITATE -Work with the Administration and Office of Planning, Policy & Assessment to facilitate the assessment process and establish a culture of assessment” (Assessment Committee Website).

The committee gives between four and seven Tk20/assessment training sessions per semester to provide faculty and staff with assistance in these areas. Additionally, the committee encourages the campus body to contact their assessment representative for any assistance.

Strategies

While the College has made a concerted effort to address the need for Tk20 assistance, the 2018 roundtable discussions indicate that more needs to be done. To that end, the College plans to
- Continue offering training sessions but will ask the Assessment Committee to explore offering them on different days/times or upon request for individualized sessions.
- Consider added exposure for each division’s Assessment Committee Representative. Individuals assigned to this role will provide ancillary services to division team members.
- Consider using an enterprise software solution that addresses the need for faculty/staff engagement and performance management. This approach has been proven to increase productivity and collaboration via use of positive interest and intrinsic motivation. This creates an opportunity for revealing value, meaning, and purpose in assessments.
- Hold a meeting with the assessment sub-committee (Assessment Think Tank) to discuss the continued use of TK20 as a viable Assessment Management System (AMS). Based on feedback from our recent convocation roundtable discussion, we may consider using an alternative means of collecting assessment data.
- Take actionable steps toward “closing the loop” within the assessment process. There is interest in aligning assessment data with the curriculum so assessment results are proven to be meaningful and useful, with an emphasis on operationalizing the data findings for effective pedagogic improvement, programmatic adjustments, and resource allocations.

**Timeline**

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<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>Locate and Implement Engagement Software</td>
<td>Summer 2018</td>
<td>Adam Halemano</td>
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<tr>
<td>Create an alternative platform for collecting assessment data</td>
<td>Summer 2018</td>
<td>Adam Halemano</td>
</tr>
<tr>
<td>Conduct evaluation session with Think Tank on continued use of TK20</td>
<td>March 1, 2018</td>
<td>Adam Halemano</td>
</tr>
<tr>
<td>Assessment Training</td>
<td>Ongoing</td>
<td>Adam Halemano</td>
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**Resources**

The VCAA’s office will move forward with an initiative to create a culture of learning founded on motivational interest and active engagement. OPPA is currently evaluating viable software solutions as a potential platform for collaborative engagement with fellow colleagues. OPPA will also be considering the use of AirTable, an online software solution, as a means of collecting and managing assessment data.
Measurable Outcomes

1. Faculty and staff will provide evidence of *increased knowledge of assessment practices* by way of learning and collaborative engagement opportunities with colleagues.

2. Faculty and staff will provide evidence of *completed assessment processes* based on clearly defined expectations (for example, process completions, process frequency).

3. Faculty and staff will provide evidence of *learning outcome assessments* that show course/program alignment with institutional standards and expectations.