



Leeward Community College

**2018**

**INSTITUTIONAL  
SELF-EVALUATION  
REPORT**



UNIVERSITY of HAWAII®  
**LEEWARD**  
COMMUNITY COLLEGE

Leeward Community College

## **Institutional Self-Evaluation Report**

Support of Reaffirmation of Accreditation

Submitted by:

Leeward Community College

96-045 Ala 'Ike

Pearl City, Hawai'i 96782

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

August 15, 2018

# Certification of the Institutional Self-Evaluation Report

Date: May 11, 2018

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Leeward Community College  
96-045 Ala 'Ike  
Pearl City, Hawai'i 96782

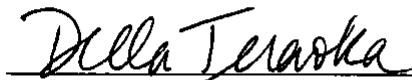
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was effective participation by the campus community, and we believe that the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:



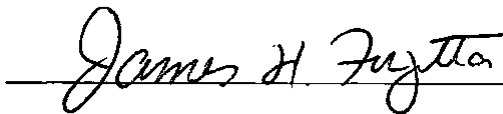
Manuel J. Cabral  
Chancellor, Leeward Community College



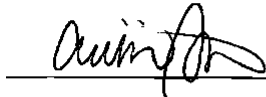
Della Teraoka  
Accreditation Liaison Officer  
Vice Chancellor for Academic Affairs



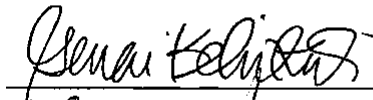
Donna Matsumoto  
Self-Evaluation Core Team Co-Chair



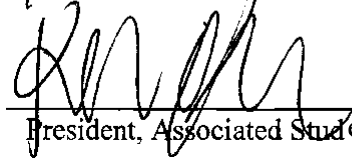
James Fujita  
Chair, Faculty Senate



Auli'i Silva  
Chair, Campus Council



Genai U'ilani Keli'ikuli  
Chair, Pūko'a no nā 'Ewa Council








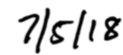

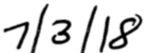
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President, Associated Students of University of Hawai'i – Leeward Community College

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Manuel Cabral, Chancellor  
Leeward Community College  
96-045 Ala Ike, Pearl City, HI 96782

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I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

 _____ John Morton, Vice President for Community Colleges	 _____ Date
 _____ David Lassner, President, University of Hawai'i	 _____ Date
 _____ Michelle Tagorda, Chair, Committee on Academic and Student Affairs	 _____ Date
 _____ Jan Naoe Sullivan, Chair, UH Board of Regents	 _____ Date

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## ABBREVIATIONS

<b>AA</b>	Associate in Arts
<b>AAS</b>	Associate in Applied Science
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALO</b>	accreditation liaison officer
<b>AP</b>	Administrative Procedure
<b>APT</b>	administrative, professional, and technical
<b>ARPD</b>	Annual Report of Program Data
<b>ARRA</b>	Annual Review and Resource Allocation
<b>AS</b>	Associate in Science
<b>ASPIRe</b>	A Session on Program Information and Registration
<b>ASUH</b>	Associated Students of the University of Hawai‘i
<b>BOR</b>	Board of Regents
<b>CEO</b>	chief executive officer
<b>CCSSE</b>	Community College Survey of Student Engagement
<b>CIP</b>	capital improvement program
<b>CLO</b>	course learning outcome
<b>CRE</b>	Comprehensive Review and Evaluation
<b>CTE</b>	career and technical education
<b>DE</b>	distance education
<b>EEO/AA</b>	Equal Employment Opportunity and Affirmative Action
<b>ELI</b>	English Language Institute
<b>EMC</b>	Educational Media Center
<b>EP</b>	Executive Policy
<b>ESL</b>	English as a Second Language
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>GELO</b>	general education learning outcome
<b>GPS</b>	Guided Pathway Selection
<b>HRO</b>	Human Resources office
<b>ICS</b>	Information and Computer Science
<b>ICTL</b>	Innovation Center for Teaching and Learning
<b>ILO</b>	institutional learning outcome
<b>IM LeeSports</b>	Intramural Leeward Sports
<b>IPEDS</b>	Integrated Postsecondary Education Data System
<b>ISER</b>	institutional self-evaluation report
<b>IT</b>	information technology
<b>ITG</b>	Information Technology Group
<b>KI</b>	Kāko‘o ‘Ike
<b>KSCM</b>	Kuali Student Curriculum Management
<b>Leeward CC</b>	Leeward Community College

<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Queer, +
<b>LRDP</b>	Long Range Development Plan
<b>NSA</b>	New Student Advising
<b>NSO</b>	New Student Orientation
<b>OCEWD</b>	Office of Continuing Education and Workforce Development
<b>OER</b>	Open Educational Resources
<b>OIP</b>	Office of International Programs
<b>OPEB</b>	Other Post-Employment Benefits
<b>OPPA</b>	Office of Planning, Policy, and Assessment
<b>OVPCC</b>	Office of the Vice President for Community Colleges
<b>PLA</b>	Prior Learning Assessment
<b>PLO</b>	program learning outcome
<b>PPIS</b>	Policies and Procedures Information System
<b>QFE</b>	Quality Focus Essay
<b>QM</b>	Quantitative Methods
<b>RP</b>	Regents Policy
<b>SAO</b>	support area outcome
<b>STAR</b>	online advising system (brand name)
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>Tk20</b>	assessment software (brand name)
<b>UH</b>	University of Hawai‘i
<b>UH Mānoa</b>	University of Hawai‘i at Mānoa
<b>UH West O‘ahu</b>	University of Hawai‘i-West O‘ahu
<b>UHCC</b>	University of Hawai‘i Community Colleges
<b>UHCCP</b>	University of Hawai‘i Community Colleges Policy
<b>UHPA</b>	University of Hawai‘i Professional Assembly
<b>USDE</b>	United States Department of Education
<b>VCAA</b>	vice chancellor for academic affairs
<b>VCAS</b>	vice chancellor of administrative services
<b>VPCC</b>	vice president for community colleges
<b>WASC</b>	Western Association of Schools and Colleges
<b>WIG</b>	Wildly Important Goal

## WELCOME

The oli komo, or welcoming chant, is a gift offered to those who visit our home. “Hālau Pu‘uloa” tells of the beauty and abundance of our lands of Wai‘awa and the harbor of Pu‘uloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ‘Ewa<sup>1</sup> 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 Pu‘uloa to our guests as we invite them into our home.<sup>2</sup>

### **Hālau Pu‘uloa**

Hālau Pu‘uloa he awa lau no ‘Ewa  
He awa lau moana na ke Kēhau  
He ki‘owai lua he muliwai no ‘Ewa  
No ua ‘āina kai (i‘a) hāmau leo  
E hāmau ana ka leo o ke kanaka  
‘O pānea mai auane‘i hilahila  
Ke‘eo ua i‘a la i loko o ke kai  
O ke kai puakai ‘ula ai ke kai o Kuhia – e  
He mai, he mai  
Eia no mākou nei.

#### Translation

*Expansive is Pu‘uloa a harbor for ‘Ewa  
An extensive harbor belonging to the Kēhau breeze  
An abundant, overflowing estuary for ‘Ewa  
To this land belongs the i‘a that silences voices  
The voices of people will be silenced  
Yet, a response is always given lest there be shame  
The aforementioned i‘a 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 - Wai‘anae Moku Education Center also has an oli that is specific to that location. “Hālau Wai‘anae” is a traditional chant that is used to celebrate the Wai‘anae Moku area.

### **Hālau Wai‘anae**

Hālau Wai‘anae molale i ka lā  
Ala panoa ke kula o kūmanomano

<sup>1</sup> ‘Ewa refers to the leeward or west side of the island.

<sup>2</sup> Source: “Translation and Transcription of ‘Hālau Pu‘uloa’” ([W-1](#)).

Kūnihi ka noho a Mauna Lahilahi  
Ho‘omaha aku i ka wai o Lualualei  
Lei ana Nu‘uanu i ke kāmakahala  
I paukū ‘ia me ka ‘āhihi  
I ho‘ohihi nō ho‘i au  
Na‘u nō ho‘i ‘oe  
‘O ko‘u kuleana pa‘a nō ia  
He ‘ike haole,  
E lūlū lima ke aloha ē

Translation

*Wai‘anae 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  
Nu‘uanu is adorned by the lei kāmakahala  
Combined with the lei ‘āhihi  
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

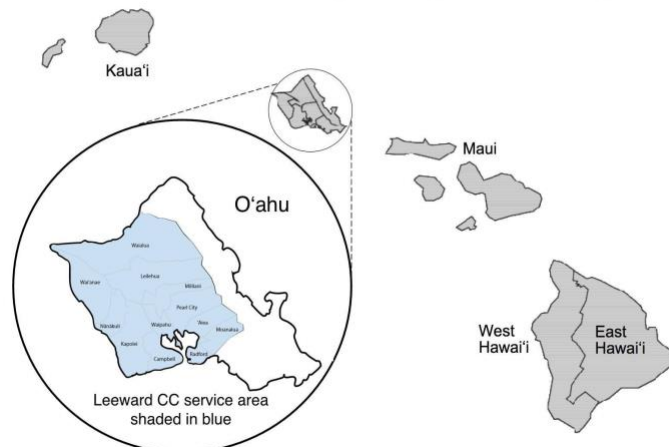
### History and Description of Leeward Community College

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 UHCC 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'uloa (Pearl Harbor). Centuries ago, Pu'uloa harbor was the aquacultural center of O'ahu. It was lined with fishponds and provided a significant portion of the island's food supply. The surrounding freshwater springs and streams allowed for an abundant agricultural yield for all of the area's residents.

Today, Pearl City is known for its proximity to the inland side of the Pearl Harbor military base, and it is considered a central point between Honolulu and the west side of the island, the Wai'anae coast. From this location, Leeward CC has one of the largest service areas of the UHCC campuses (see Figure 1).

#### State of Hawai'i, by Geographic Region



*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 as the operating agency. In 1977, this center was fully integrated into Leeward’s operations and organization. The Wai‘anae-Nānākuli Education Center was renamed the Leeward CC - Wai‘anae Moku Education Center in fall 2017 in conjunction with its recent move to a permanent facility. The Wai‘anae Moku Education Center offers credit and noncredit courses and a full range of learning and student support services. In fall 2017, it had a headcount enrollment of 417 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 (AS) in Plant Biology and Tropical Agriculture, AS 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 AS in Natural Science and the Associate in Arts in Hawaiian Studies. Finally, the College received program accreditation for the AS in Health Information Technology. The Board of Regents approved this program for established status in June 2018.

### *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 that is the home of Leeward CC's Teacher Education program. Designed and built to meet the Leadership in Energy and Environmental Design's silver certification, Ka 'Imi 'Ike has features such as 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 College relocated its Office of Workforce Development and Continuing Education 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 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 12 Early College students graduate from two different high schools having also earned an associate 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 Guided Pathway Selection (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 2017***

In fall 2017, there were 6,805 students enrolled at the College. Of those students, 41 percent attended full time and 59 percent attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Females 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 2017, 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 (ten 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 26 percent over the last five years, or 1,808 students receiving Pell Grant funds out of 6,805 total enrollment in fall 2017.

### **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.

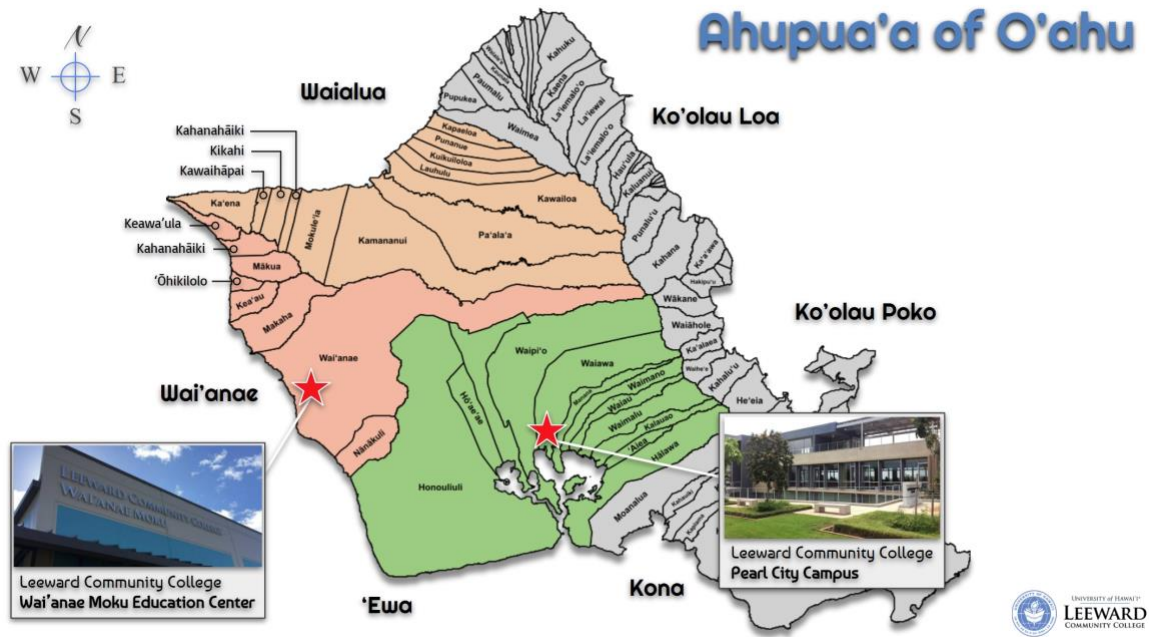


Figure 2. Ahupua'a of O'ahu (Land divisions in the districts of O'ahu).<sup>3</sup>

Instructional Sites	Address
Leeward Community College	96-045 Ala 'Ike Pearl City, HI 96782
Leeward Community College - Wai'anae Moku Education Center	87-380 Kula'akupuni Street Wai'anae, HI 96792

### 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.

<sup>3</sup> 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 University of Hawai‘i Community Colleges Policy (UHCCP) 4.203, Institution-Set Standards, established seven institution-set standards that apply to the colleges within the UHCC System (L-1). Each standard has a baseline, or minimum level of achievement, and an aspirational target for improvement.

Table 1.  
*College Wide Student Achievement*

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Successful Course Completion	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.	Actual	72.4%	73.3%	73.8%	74.0%	74.6%
		Baseline	70.0%	70.0%	70.0%	70.0%	70.0%
		Target	75.0%	75.0%	75.0%	75.0%	75.0%
Degrees and Certificates Awarded	The number awarded during the fiscal year. The baseline value listed under the fiscal year 2015 is the average for fiscal years 2012-2015. The target value represents five percent growth per year from the baseline year.	Actual	770	1,090	1,000	1,057	1,019
		Baseline			953	953	953
		Target	-	-	953	1,001	1,051
Certificates and Degrees Awarded to Native Hawaiian Students	The number awarded during the fiscal year to students of Native Hawaiian descent. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2012-2015. The target value represents five percent growth from the baseline year.	Actual	194	253	236	259	264
		Baseline			228	228	228
		Target	-	-	228	239	251

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Pell Certificates and Degrees Awarded	The number awarded during the fiscal year to students who received Pell awards. The baseline value listed under the fiscal year 2015 is the three-year average for fiscal years 2013-2015. The target value represents five percent growth per year from the baseline year.	Actual	459	476	480	518	527
		Baseline			455	455	455
		Target	-	-	455	478	502
Transfer to Baccalaureate Institutions	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.	Actual	1,257	1,332	1,365	1,410	1,349
		Baseline			1,296	1,296	1,296
		Target	-	-	1,296	1,316	1,358
Integrated Postsecondary Education Data System (IPEDS) Student Success Rate	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 fiscal year 2020-2021.	Actual	-	31.9%	34.4%	32.8%	36.2%
		Baseline			30.9%	30.9%	30.9%
		Target		32.8%	34.8%	37.0%	39.3%
Licensure and Certification Examination Success Rate	Leeward CC does not require licensure or certification exams.	N/A	N/A	N/A	N/A	N/A	N/A

Institution-Set Standard (Data Element)	Definition of the Measure		AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Job Placement Rate	The job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the state plan for career and technical education that includes an expectation of continuous improvement. Programs with fewer than ten students exiting the program are not reported. The baseline value is the Perkins established placement rate for AY 2014.	Actual	65.0%	44.8%	66.6%	63.9%	53.3%
		Baseline		68.9%	68.9%	68.9%	68.9%
		Target	64.9%	68.9%	69.0%	63.9%	64.5%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH, IRO\_BASE\_UH; IPEDS Student Success Rates; Hawai'i Graduation Initiative Performance Funding Model; OVPCC Data Extraction.

## Student Demographic Information - Quick Look Fall 2017

Native Hawaiian or Part-Hawaiian	26.1%
Filipino	22.9%
Other Asian	17.3%
Two or More Ethnicities	15.7%
Caucasian or White	10.3%
Other Pacific Islander	2.7%
All Other	5.0%

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

*Figure 3. Age*

33% Under 20 years

36% Between 20 to 24

31% 25 years old and over

*Figure 3. Full-time and part-time*

41% Full-Time

59% Part-Time

*Figure 4. Curriculum category*

53% General & Pre-Prof Ed

20% Career & Technical Ed

27% Other

## Student Achievement Data

### Enrollment

The College headcount has decreased by 15 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, 2013-2017*

Enrollment	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Part-Time	4,835	60.6%	4,547	58.7%	4,468	59.3%	4,311	59.4%	4,006
Full-Time	3,141	39.4%	3,195	41.3%	3,067	40.7%	2,951	40.6%	2,799	41.1%
Total Headcount	7,976		7,742		7,535		7,262		6,805	

Note. Retrieved from Fact Sheets 2013-2017.

### 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, 2013-2017*

Curriculum Category	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	General & Pre-Prof Ed	4,374	54.8%	4,272	55.2%	4,019	53.3%	3,753	51.7%	3,624
Career & Tech Ed	1,558	19.5%	1,517	19.6%	1,609	21.4%	1,521	20.9%	1,347	19.8%
Other	2,044	25.6%	1,953	25.2%	1,907	25.3%	1,988	27.4%	1,834	27.0%
Total Headcount	7,976		7,742		7,535		7,262		6,805	

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. Females constitute close to 60 percent and males about 40 percent of the total student population.



Table 5.  
*Student Headcount by Gender, 2013-2017*

<b>Gender</b>	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
Female	4,579	57.4%	4,518	58.4%	4,436	58.9%	4,289	59.1%	4,007	58.9%
Male	3,289	41.2%	3,158	40.8%	3,064	40.7%	2,946	40.6%	2,721	40.0%
No Data <sup>a</sup>	108	1.4%	66	0.9%	35	0.5%	27	0.4%	77	1.1%
<b>Total Headcount</b>	7,976		7,742		7,535		7,262		6,805	

<sup>a</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System 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, 2013-2017*

<b>Age</b>	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
Under 18	445	5.6%	550	7.1%	593	7.9%	686	9.4%	664	9.8%
18 to 19	2,162	27.1%	1,984	25.6%	1,964	26.1%	1,742	24.0%	1,588	23.3%
20 to 21	1,617	20.3%	1,600	20.7%	1,481	19.7%	1,444	19.9%	1,366	20.1%
22 to 24	1,249	15.7%	1,227	15.8%	1,145	15.2%	1,107	15.2%	1,050	15.4%
25 to 59	2,441	30.6%	2,317	29.9%	2,294	30.4%	2,229	30.7%	2,090	30.7%
60 and over	62	0.8%	63	0.8%	58	0.8%	54	0.7%	47	0.7%
<b>Total Headcount</b>	7,976		7,742		7,535		7,262		6,805	

*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 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 mission and strategic plan: Native Hawaiians, Filipinos, and other Pacific Islanders.

Table 7.  
*Student Headcount by Ethnicity (Condensed Representation), 2013-2017*

<b>Ethnicity</b>	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
Native Hawaiian or Part-Hawaiian	2,124	26.6%	2,141	27.7%	2,037	27.0%	1,913	26.3%	1,779	26.1%
Filipino	1,792	22.5%	1,745	22.5%	1,661	22.0%	1,644	22.6%	1,558	22.9%
Other Asian	1,386	17.4%	1,327	17.1%	1,327	17.6%	1,260	17.4%	1,177	17.3%
Other	1,338	16.8%	1,202	15.5%	1,152	15.3%	1,135	15.6%	1,040	15.3%
Two or more ethnicities	1,145	14.4%	1,157	14.9%	1,177	15.6%	1,128	15.5%	1,069	15.7%
Other Pacific Islander	191	2.4%	170	2.2%	181	2.4%	182	2.5%	182	2.7%
<b>Total Headcount</b>	<b>7,976</b>		<b>7,742</b>		<b>7,535</b>		<b>7,262</b>		<b>6,805</b>	

*Note.* Spreadsheet rounding errors may result in total percentages that do not equal 100 percent. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

In fall 2017, 26.1 percent of Leeward CC’s student population identified as Native Hawaiian or part-Hawaiian, the largest ethnic group. Filipinos follow at 22.9 percent and Other Asians (Asian Indian, Chinese, Japanese, Korean, Laotian, Thai, Vietnamese, Mixed Asian, and other Asian not listed) make up the third largest group at 17.3 percent of the population.

Those who identify with two or more ethnicities make up 15.7 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 15.3 percent of the student population. Other Pacific Islanders (Guamanian and Chamorro, Micronesian, Samoan, Tongan, Mixed Pacific Islander, and Other Pacific Islanders) are the smallest group with 2.7 percent. Table 8 shows the distribution of all categories of ethnicity at Leeward CC.

Table 8.  
*Student Headcount by Ethnicity, 2013-2017*

<b>Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
African American or Black	2.2%	2.4%	2.5%	2.5%	2.6%
Amer Indian or Alaskan Native	0.3%	0.4%	0.3%	0.3%	0.3%
Asian Indian	0.1%	0.2%	0.3%	0.3%	0.2%
Caucasian or White	11.7%	10.4%	10.6%	10.5%	10.3%
Chinese	1.5%	1.8%	1.6%	1.8%	1.7%
Filipino	22.5%	22.5%	22.0%	22.6%	22.9%
Guamanian or Chamorro	0.3%	0.3%	0.3%	0.3%	0.4%
Hispanic	1.7%	1.8%	1.6%	1.9%	1.9%
Japanese	5.9%	5.3%	5.1%	4.9%	4.3%
Korean	1.2%	1.2%	1.1%	0.9%	1.0%
Laotian	0.2%	0.1%	0.2%	0.1%	0.2%
Micronesian	0.5%	0.4%	0.3%	0.4%	0.5%
Mixed Asian	7.5%	7.6%	8.2%	8.3%	9.0%
Mixed Pacific Islander	0.2%	0.2%	0.3%	0.3%	0.3%
Mixed Race (2 or more)	14.4%	14.9%	15.6%	15.5%	15.7%
Native Hawaiian or Part-Hawaiian	26.6%	27.7%	27.0%	26.3%	26.1%
No Data	0.8%	0.5%	0.4%	0.3%	0.2%
Other Asian	0.4%	0.3%	0.3%	0.3%	0.4%
Other Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%
Samoan	1.1%	1.1%	1.1%	1.2%	1.1%
Thai	0.1%	0.1%	0.1%	0.1%	0.1%
Tongan	0.1%	0.1%	0.2%	0.2%	0.2%
Vietnamese	0.6%	0.5%	0.7%	0.6%	0.5%

Note. Retrieved from Fact Sheets 2013-2017.

### *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, 2013-2017*

	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
Pell Recipients	2,157	27.0%	2,087	27.0%	2,011	26.7%	1,881	25.9%	1,808	26.6%
Non-Pell Recipients	5,819	73.0%	5,655	73.0%	5,524	73.3%	5,381	74.1%	4,997	73.4%
Total Headcount	7,976		7,742		7,535		7,262		6,805	

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

### *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 Desired for First-Time, Degree-Seeking Students, 2013-2017*

<b>Outcome</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Associate in Arts (AA)	64.8%	66.2%	60.8%	61.1%	63.9%
Associate in Applied Science (AAS)	8.7%	3.7%	3.6%	2.8%	2.1%
Associate in Science (AS)	18.6%	25.5%	29.5%	29.7%	28.0%
Certificate of Achievement (CA)	1.7%	1.5%	2.6%	2.4%	2.7%
Certificate of Completion/Competence (CC/CO)	6.2%	3.1%	3.6%	4.0%	3.1%
Advanced Professional Certificate					0.2%
<b>Total First-Time, Degree-Seeking (FTDS)</b>	<b>1,732</b>	<b>1,724</b>	<b>1,683</b>	<b>1,484</b>	<b>1,409</b>
% of Total Headcount	21.7%	22.3%	22.3%	20.4%	20.7%

Table 11.

*Student Headcount by Outcome Desired for First-Time, Degree-Seeking Students, 2013-2017*

<b>Outcome</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Associate in Arts (AA)	1,122	1,141	1,023	906	901
Associate in Applied Science (AAS)	151	64	61	41	29
Associate in Science (AS)	322	439	496	441	394
Certificate of Achievement (CA)	30	26	43	36	38
Certificate of Completion/Competence (CC/CO)	107	54	60	60	44
Advanced Professional Certificate					3
<b>Total First-Time, Degree-Seeking (FTDS)</b>	<b>1,732</b>	<b>1,724</b>	<b>1,683</b>	<b>1,484</b>	<b>1,409</b>
Total Headcount	7,976	7,742	7,535	7,262	6,805

*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 have taken at least one distance education (DE) course. The data over the last five years show a slight but consistent rise in the ratio of students who take DE courses. As the College makes more classes available in a DE format

and as more students become familiar with the delivery system, the College expects this number will continue to grow in the next few years.

Table 12.

*Student Headcount by Course Delivery Method, 2013-2017*

<b>Course Delivery Method</b>	<b>Fall 2013</b>		<b>Fall 2014</b>		<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
DE Students <sup>b</sup>	3,082	38.6%	3,054	39.4%	3,089	41.0%	3,082	42.4%	3,189	46.9%
Non-DE Students	4,894	61.4%	4,688	60.6%	4,446	59.0%	4,180	57.6%	3,616	53.1%
<b>Total Headcount</b>	7,976		7,742		7,535		7,262		6,805	

<sup>b</sup>The 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 successful course completion rate is the percentage of students receiving a grade of C or better in a course. For the denominator, the calculation uses the number of students who receive valid grades, including W, at the end of the semester. The institution-set target value is 70 percent. In the past five years, the successful completion rate has increased slightly each year. At around 75 percent, it has gone up about two percentage points since 2013.

Table 13.

*Overall Course Completion, 2013-2017*

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Overall Successful Course Completion</b>	72.4%	73.3%	73.8%	74.0%	74.6%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

### *Distance Education vs. Face-to-Face Courses*

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

Table 14.

*Course Completion by Course Delivery Method, 2013-2017*

<b>Course Delivery Method</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
DE Courses	73.5%	73.9%	74.0%	73.8%	74.0%
Face-to-Face Courses	72.0%	73.0%	73.5%	73.4%	74.2%

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 and Filipino students enrolled in DE courses have been comparable to those in face-to-face courses.

Pacific Islander students have had inconsistent successful completion rates in DE classes compared to face-to-face classes. In 2017, the completion rate for DE courses was slightly better in DE classes than face-to-face classes.

Table 15.  
*Course Completion by Ethnicity for Course Delivery Method, 2013-2017*

Ethnicity	2013		2014		2015		2016		2017	
	DE	Face-to-Face	DE	Face-to-Face	DE	Face-to-Face	DE	Face-to-Face	DE	Face-to-Face
Native Hawaiian	70.9%	68.2%	69.6%	68.8%	68.3%	68.9%	68.5%	68.1%	69.7%	70.5%
Filipino	73.2%	73.8%	73.2%	76.5%	75.0%	76.2%	74.8%	76.4%	75.3%	78.6%
Other Pacific Islander	50.0%	56.4%	68.9%	58.4%	61.6%	65.2%	62.4%	64.7%	63.5%	60.8%

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, typically a little over 18 percentage points higher.

Table 16.  
*Overall Student Persistence, 2013-2017*

All Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Overall	68.2%	68.4%	67.2%	68.2%	67.8%
Full-Time	76.5%	77.3%	76.5%	77.2%	76.9%
Part-Time	59.6%	58.8%	57.4%	58.7%	58.1%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGS\_UH.

*Curriculum Category*

Students enrolled in degree-seeking programs have higher persistence, typically 21 percentage points higher.

Table 17.  
*Student Persistence by Curriculum Category, 2013-2017*

Curriculum Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Career & Technical	67.3%	70.6%	69.0%	70.4%	71.6%
General & Pre-Professional	69.9%	69.7%	69.4%	70.6%	70.1%
Other <sup>c</sup>	54.5%	50.4%	46.1%	48.3%	47.5%

<sup>c</sup>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\_REGGS\_UH.

### Gender

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

Table 18.  
*Student Persistence by Gender, 2013-2017*

Gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	69.1%	67.9%	66.9%	67.5%	67.4%
Male	67.2%	69.1%	67.4%	69.2%	68.8%
No Data <sup>d</sup>	66.7%	59.0%	86.2%	69.6%	52.9%

<sup>d</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System 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\_REGGS\_UH.

### Age

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

Table 19.  
*Student Persistence by Age, 2013-2017*

Age	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Recent high school	77.2%	81.8%	79.4%	81.0%	82.7%
Less than 21	70.2%	68.9%	67.4%	68.4%	66.8%
21 to 24	63.7%	61.6%	62.9%	63.8%	64.3%
25 to 49	66.3%	66.1%	64.3%	65.9%	65.9%
Greater than 49	62.7%	70.2%	68.5%	69.3%	67.5%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGGS\_UH.

### Ethnicity

Filipino students have the highest persistence rate, averaging 70 percent. Most other ethnicities have a 67 percent persistence rate with Pacific Islanders having the lowest persistence rate at 62 percent.

Table 20.  
*Student Persistence by Ethnicity, 2013-2017*

<b>Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Other Asian	71.6%	70.5%	68.3%	69.4%	66.3%
Filipino	70.2%	70.0%	70.1%	72.4%	71.2%
Native Hawaiian or Part-Hawaiian	69.0%	68.2%	66.2%	67.4%	67.0%
Two or more ethnicities	68.6%	66.2%	66.6%	66.7%	68.4%
Pacific Islander	61.3%	65.1%	64.2%	66.5%	62.0%
Other	60.9%	65.1%	66.1%	62.2%	64.7%
White	62.6%	67.6%	64.2%	65.6%	66.8%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGGS\_UH.

*Pell Grant Recipients*

Federal Pell Grant recipients fare better than non-Pell Grant recipients in persistence with an average persistence of 76 percent compared to 64 percent for those not receiving Pell funds.

Table 21.  
*Student Persistence by Pell Grant Recipients, 2013-2017*

	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
<b>Pell Recipients</b>	76.2%	76.0%	75.7%	76.1%	76.1%
<b>Non-Pell Recipients</b>	64.2%	64.6%	63.2%	64.6%	63.9%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGGS\_UH.

*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, 2013-2017*

<b>Outcome for First-Time, Degree-Seeking Students</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Associate in Arts (AA)	72.8%	75.3%	75.4%	76.5%	75.6%
Associate in Applied Sciences (AAS)	66.9%	65.6%	57.4%	70.7%	69.0%
Advanced Professional Certificate (APC)					33.3%
Associate in Science (AS)	73.6%	76.1%	75.6%	73.2%	75.4%
Certificate of Achievement (CA)	53.3%	65.4%	72.1%	63.9%	63.2%
Certificate of Completion (CO)	65.4%	64.8%	75.0%	75.0%	56.8%
Overall	71.7%	74.7%	74.7%	75.0%	74.4%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH, IRO\_REGGS\_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 24 course. Students can complete English 24 in one semester and take English 100 in their second semester. For students who are almost ready for English 100, the Accelerated Learning Program (ALP) accelerates students into English 100 and enrolls them in a co-requisite course, ALP English 22.

For students that place two levels below college-level English, English 24 is helping them complete their developmental preparation more quickly. However, students who place in the ALP model successfully complete English 100 at a rate of almost 70%. This is a significant improvement over the past five years.

Table 23.

#### *Progression from English 24 to English 100*

Term	# Enrolled	% Successful Completion	% Enrolling in English 100	English 100 Success Rate	% English 24 Students Successfully Completing English 100	Average # of Terms to Successfully Complete English 100
Fall 2012	115	62.8%	65.2%	74.7%	48.7%	3.1
Spring 2013	88	64.8%	58.0%	66.7%	36.4%	3.2
Fall 2013	179	69.1%	65.4%	69.2%	45.3%	2.8
Spring 2014	86	61.9%	50.0%	65.1%	32.6%	2.6
Fall 2014	210	64.1%	62.9%	69.2%	42.9%	2.6
Spring 2015	124	63.7%	54.8%	78.8%	41.9%	2.5
Fall 2015	161	67.5%	67.1%	83.0%	54.7%	2.3
Spring 2016	120	51.7%	40.8%	66.0%	25.8%	2.3
Fall 2016	175	67.1%	60.6%	66.3%	33.7%	2.2

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

Table 24.

*English 22 and English 100 Concurrently (Accelerated Learning Program English 22/100)*

Term	# Enrolled	% Successful Completion	% Enrolling in English 100	% Students Successfully Completing English 100
Fall 2012	108	89.8%	99.1%	76.6%
Spring 2013	112	69.6%	91.1%	61.8%
Fall 2013	116	74.1%	93.1%	73.1%
Spring 2014	88	72.7%	94.3%	68.7%
Fall 2014	144	70.8%	91.0%	67.9%
Spring 2015	128	70.3%	100.0%	66.3%
Fall 2015	238	82.4%	99.6%	74.7%
Spring 2016	252	67.5%	99.6%	62.5%
Fall 2016	351	72.4%	99.7%	68.4%

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*

Course	Course Description	Purpose	Track
Math 75	Intro to Math Reasoning	Preparation for Math 100, Math 100C, Math 111, Math 115, or QM 107C	College Math
Math 78	College Math Companion	Co-Requisite with Math 100, Math 100C, Math 111, or Math 115	College Math
Math 82	Algebraic Foundations	Preparation for Math 103	College Algebra
Math 88	College Algebra Companion	Co-requisite with Math 103	College Algebra
QM 78	QM Companion	Co-requisite with QM 107C	QM

### *College Math Track*

The progress of students through Math 75 to college-level math is a huge improvement over their progress in the previous sequence of developmental math courses.

Table 26.

*Progression from Math 75 through Math 100/100C/111/115*

Term	# Enrolled	% Successful Completion	% Enrolling in Math 100	Math 1nn Success Rate
Fall 2016	467	71.0%	62.0%	80.6%
Spring 2017	236	65.7%	32.0%	100.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

Table 27.

*Math 78 and Math 100/115 Concurrently*

With the co-requisite Math 78/1nn combination, the time to successful completion is one semester compared to a previous model that required up to four semesters of the traditional developmental math sequence.

Term	# Enrolled	% Successful Completion	% Enrolled Math 1nn	Math 1nn Success Rate
Fall 2016	191	77.0%	100.0%	66.0%
Spring 2017	63	65.0%	98.0%	60.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

*College Algebra Track*

The average number of terms to successfully complete Math 1nn continues to show improvement with a drop of about one semester since fall 2012.

Table 28.

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

Term	# Enrolled	% Successful Completion	% Enrolling in Math 1nn	Math 1nn Success Rate	% Math 82 Students Successfully Completing Math 1nn	Avg. # of Terms to Successfully Complete Math 1nn
Fall 2012	676	65.7%	61.5%	69.1%	41.0%	3.1
Spring 2013	585	50.1%	46.0%	57.1%	25.3%	2.9
Fall 2013	593	59.9%	51.6%	64.0%	31.2%	2.5
Spring 2014	545	50.9%	33.9%	53.5%	14.1%	2.2
Fall 2014	671	66.6%	56.6%	66.5%	36.7%	3.2
Spring 2015	508	51.8%	52.6%	63.6%	33.1%	3.1
Fall 2015	462	66.2%	56.3%	62.8%	32.5%	2.8
Spring 2016	421	54.3%	51.5%	64.2%	30.6%	2.5
Fall 2016	304	60.3%	51.3%	61.9%	28.3%	2.3

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

Co-requisite Math 88/103 resulted in successful completion rates of 79 to 88 percent. Traditional, stand-alone Math 103 had successful completion rates in the low 50 percent range.

Table 29.  
*Math 88 and Math 103 Concurrently*

<b>Term</b>	<b># Enrolled</b>	<b>% Successful Completion</b>	<b>% Enrolled Math 103</b>	<b>Math 103 Success Rate</b>
Fall 2016	57	82.0%	100.0%	79.0%
Spring 2017	26	88.0%	100.0%	88.0%

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_REGS\_UH.

### ***Quantitative Methods Track***

Concurrent QM 78/107C has resulted in successful completion rates equal to or less than the rates for stand-alone QM 107C.

Table 30.  
*QM 78 and QM 107C Concurrently*

<b>Term</b>	<b># Enrolled</b>	<b>% Successful Completion</b>	<b>% Enrolled QM 107C</b>	<b>QM 107C Success Rate</b>
Fall 2016	10	40.0%	90.0%	22.0%
Spring 2017	10	70.0%	100.0%	70.0%

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

From 2013-2016, approximately 75 percent of Leeward students declared an intention to pursue a general and/or pre-professional degree and about 25 percent a degree in a career or technical program. However, there is a change in 2017 with more students declaring an intention to pursue a career and technical program.

Table 31.

*Degrees and Certificates Awarded by Curriculum Category, 2013-2017*

<b>Curriculum Category</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
General and Pre-Professional	585	76.0%	854	78.3%	755	75.5%	783	74.1%	680	66.7%
Career and Technical	185	24.0%	236	21.7%	245	24.5%	274	25.9%	339	33.3%
<b>Total Degrees &amp; CAs<sup>e</sup></b>	770		1,090		1,000		1,057		1,019	

<sup>e</sup>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\_BASE\_UH, IRO\_REGS\_UH.

### *Distance Education*

#### *Overall*

Between 2013 and 2017, the number of degrees and certificates awarded to students who had taken at least one DE course increased by 42 percent.

Table 32.

*Degrees and Certificates Awarded to Students Taking at Least One DE Class, 2013-2017*

	2013		2014		2015		2016		2017	
DE Students	601	78.1%	869	79.7%	767	76.7%	832	78.7%	856	84.0%
Non-DE Students	169	21.9%	221	20.3%	233	23.3%	225	21.3%	163	16.0%
<b>Total Degrees &amp; CAs<sup>f</sup></b>	770		1,090		1,000		1,057		1,019	

<sup>f</sup>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\_REGGS\_UH.

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

Students who earned at least 12 credits from DE courses account for 43 percent on average of the total degrees and certificates awarded.

Table 33.

*Degrees and Certificates Awarded to Students Earning 12 Credits Minimum from DE Courses, 2013-2017*

	2013		2014		2015		2016		2017	
DE Students	335	43.5%	428	39.3%	412	41.2%	435	41.2%	496	48.7%
Non-DE Students	435	56.5%	662	60.7%	588	58.8%	622	58.8%	523	51.3%
<b>Total Degrees &amp; CAs<sup>f</sup></b>	770		1,090		1,000		1,057		1,019	

<sup>f</sup>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\_REGGS\_UH.

*Students Earning a Degree or Certificate with 12 Credits Minimum Earned from DE Courses by Native Hawaiian, Filipino, and Other Pacific Islander.*

The College regularly tracks three ethnicities: Native Hawaiian, Filipino, and Other Pacific Islander. Of those ethnicities, more Native Hawaiian students received degrees or certificates with at least 12 credits earned from DE courses.

Table 34.

*Degrees and Certificates Awarded with 12 Credits Minimum Earned from DE Courses by Ethnicity, 2013-2017*

	2013			2014			2015			2016			2017		
	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI
<b>Graduating (Earning Any Degree or Certificate)</b>	96	60	4	114	80	7	110	82	3	106	94	10	146	107	12
<b>Total</b>	12.5%	7.8%	0.5%	10.5%	7.3%	0.6%	11.0%	8.2%	0.3%	10.3%	8.9%	1.0%	14.3%	10.5%	1.2%
<b>Earned an Associate Degree</b>	80	47	4	106	75	7	102	69	3	99	83	8	127	85	9
<b>Total</b>	10.4%	6.1%	0.5%	9.7%	6.9%	0.6%	10.2%	6.9%	0.3%	9.4%	7.9%	0.8%	12.5%	8.3%	0.9%
<b>Total Degrees &amp; CAs<sup>h</sup></b>	770			1,090			1,000			1,057			1,019		

<sup>h</sup>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\_REGG\_UH.

### *Age*

Students less than 25 years old earned approximately 60 percent of the degrees and certificates awarded. The next largest group is those between the ages of 25 and 49 who earned about 37 percent of the degrees and certificates awarded.

Table 35.

*Degrees and Certificates Awarded by Age, 2013-2017*

Age	2013		2014		2015		2016		2017	
Less than 25 years	456	59.2%	651	59.7%	629	62.9%	626	59.2%	609	59.8%
25 to 49 years	294	38.2%	405	37.2%	335	33.5%	391	37.0%	380	37.3%
50 years or more	20	2.6%	34	3.1%	36	3.6%	40	3.8%	30	2.9%
<b>Total Degrees &amp; CAs</b>	770		1,090		1,000		1,057		1,019	

*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 females to males earning a degree or certificate is 3:2.

Table 36.  
*Degrees and Certificates Awarded by Gender, 2013-2017*

<b>Gender</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
Female	493	64.0%	640	58.7%	570	57.0%	580	54.9%	601	59.0%
Male	271	35.2%	440	40.4%	416	41.6%	472	44.7%	417	40.9%
No Data <sup>i</sup>	5	0.6%	10	0.9%	14	1.4%	5	0.5%	1	0.1%
<b>Total Degrees &amp; CAs<sup>j</sup></b>	770		1,090		1,000		1,057		1,019	

<sup>i</sup>The category “No Data” includes students who did not indicate “male” or “female.” The UH System student information system does not contain a field for students who identify as transgender, genderqueer, questioning, or non-conforming. <sup>j</sup>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.

### *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, 2013-2017*

<b>Ethnicity</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
Native Hawaiian or Part-Hawaiian	194	25.2%	253	23.2%	236	23.6%	259	24.5%	264	25.9%
Filipino	143	18.6%	250	22.9%	236	23.6%	249	23.6%	253	24.8%
Pacific Islander	15	1.9%	20	1.8%	14	1.4%	24	2.3%	22	2.2%
Other	418	54.3%	567	52.0%	514	51.4%	525	49.7%	480	47.1%
<b>Total Degrees &amp; CAs<sup>k</sup></b>	770		1,090		1,000		1,057		1,019	

<sup>k</sup>The 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 36 percent.



Table 38.

*Degrees and Certificates Awarded by Native Hawaiian Students, 2013-2017*

	2013	2014	2015	2016	2017
<b>Actual</b>	194	253	236	259	264
<b>Aspirational Target<sup>l</sup></b>	-	-	228 <sup>m</sup>	239	251
<b>Actual vs. Aspirational Target</b>	-	-	+3.5%	+8.4%	+5.2%

<sup>l</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 Federal 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, 2013-2017*

	2013	2014	2015	2016	2017
<b>Pell Recipients</b>	329	479	449	470	488
<b>Non-Pell</b>	441	611	551	587	531
<b>Total</b>	770	1,090	1,000	1,057	1,019

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 Wai‘anae Moku Education Center. When the campus moved in fall 2017, enrollment dropped impacting the number of students who were awarded a degree or certificate.

Table 40.

*Degrees and Certificates Awarded to Students Who Have Taken at Least 12 Credits at Wai‘anae Moku, 2013-2017*

Location	2013		2014		2015		2016		2017	
Wai‘anae Moku Education Center	57	7.4%	69	6.3%	65	6.5%	75	7.1%	42	4.1%
Pearl City Campus	713	92.6%	1021	93.7%	935	93.5%	982	92.9%	977	95.9%
<b>Total Degrees &amp; CAs</b>	770		1,090		1,000		1,057		1,019	

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 stable or increasing before a slight drop occurred in 2017.

Table 41.

*Student Transfer to UH Baccalaureate Institutions, 2014-2017*

<b>Transfers</b>	<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
UH Baccalaureate Institution	602	45.2%	613	44.9%	792	56.2%	698	51.7%
Non-UH Baccalaureate Institution	730	54.8%	752	55.1%	618	43.8%	651	48.3%
<b>Total</b>	1,332		1,365		1,410		1,349	

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_BASE\_UH.

### Distance Education

Students who take 12 or more credits from DE courses are more likely to transfer to a UH baccalaureate institution without earning an associate degree.

Table 42.

*Student Transfer to UH Baccalaureate Institutions with 12 Credits Minimum Earned from DE Courses, 2014-2017*

	<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>
<b>Transferred with Associate Degree</b>	96	15.9%	87	14.2%	92	11.6%	75	10.7%
<b>Transferred to UH Baccalaureate Institution<sup>p</sup></b>	126	20.9%	115	18.8%	119	15.0%	110	15.8%
<b>Total Transfers to UH Baccalaureate Institution</b>	602		613		792		698	

<sup>p</sup>This category includes Leeward CC students who transferred to UH Mānoa, UH Hilo, and UH West O‘ahu with 12 or more DE-earned credits.

Note. Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGGS\_UH.

### *Transfers with at Least 12 Credits from Distance Education Courses by Native Hawaiian, Filipino, and Pacific Islander*

About eight percent of those who transfer with an associate degree and about ten percent of pre-degree transfers with at least 12 credits earned from DE courses are Native Hawaiian or part-Hawaiian students. About six percent of students who transfer to a UH baccalaureate institution and about seven percent of students who transfer with an associate degree are Filipino. About one percent of students who transfer to a UH baccalaureate institution and

about 0.7 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, 2014-2017*

	2014			2015			2016			2017		
	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI	NH	FIL	PI
<b>Transferred with Associate Degree</b>	45	28	3	73	42	3	36	39	4	55	42	5
<b>% Total</b>	7.5%	4.7%	0.5%	11.9%	6.9%	0.5%	4.5%	4.2%	0.5%	7.9%	6.0%	0.7%
<b>Transferred to UH Baccalaureate Institution<sup>p</sup></b>	61	33	4	87	47	4	67	45	4	73	52	8
<b>% Total</b>	10.1%	5.4%	0.7%	14.2%	7.7%	0.7%	8.5%	4.3%	0.4%	10.5%	7.4%	1.1%
<b>Total Transfers to UH Baccalaureate Institution</b>	602			613			792			698		

<sup>p</sup>This category includes Leeward CC students who transferred to UH Mānoa, UH Hilo, and UH West O’ahu with 12 or more DE-earned credits.

*Note.* Retrieved from OPPA Data Extraction, ODS, IRO\_DEGREE\_UH, IRO\_REGGS\_UH.

## Job Placement 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. A 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 by the number of students who have stopped program participation.

Table 44.  
*Job Placement Rate, 2013-2017*

Program	2013-2014		2014-2015		2015-2016		2016-2017	
	Adjusted	Actual	Adjusted	Actual	Adjusted	Actual	Adjusted	Actual
Accounting	68.9%	39.1%	69.0%	62.7%	63.9%	60.9%	64.5%	52.8%
Automotive Technology	68.9%	57.6%	69.0%	81.6%	63.9%	81.6%	64.5%	74.4%
Business Technology	68.9%	46.9%	69.0%	68.1%	63.9%	71.8%	64.5%	45.5%
Culinary Arts	68.9%	45.2%	69.0%	63.4%	63.9%	65.8%	64.5%	71.9%
Digital Media Production	68.9%	41.4%	69.0%	43.3%	63.9%	37.8%	64.5%	40.0%
Health Information Technology	68.9%	N/A	69.0%	66.7%	63.9%	58.8%	64.5%	44.0%
Information & Computer Science	68.9%	50.0%	69.0%	87.1%	63.9%	63.2%	64.5%	49.1%
Integrated Industrial Technology <sup>r</sup>	-	-	-	-	-	-		
Management	68.9%	46.9%	69.00%	68.9%	63.9%	68.3%	64.5%	53.9%
Substance Abuse Counseling	68.9%	31.3%	69.0%	80.0%	63.9%	44.4%	64.5%	60.0%
Television Production	68.9%	55.6%	69.0%	31.3%	63.9%	90.0%	64.5%	28.6%

<sup>r</sup>The Integrated Industrial Technology program was approved in fall 2017, so data has not been collected.

Note. Retrieved from OPPA Data Extraction, OVPCC MDB files for Perkins Analysis IV 2013-2017.

## Organization of the Self-Evaluation Process

### Timeline

Semester	Tasks
Summer 2016	<ul style="list-style-type: none"> <li>● The accreditation liaison officer (ALO) identified the self-evaluation co-chair and members of the self-evaluation core team.</li> </ul>
Fall 2016	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The ALO, core team, and administrators participated in a two-day accreditation workshop conducted by consultant Dr. Robert Pacheco for all community college campuses.</li> <li>● The ALO, core team, and administrators met with Dr. Pacheco at the Pearl City campus to design tactics and create a timeline.</li> <li>● The core team worked to better understand the Accreditation Standards and began to collect evidence.</li> </ul>
Spring 2017	<ul style="list-style-type: none"> <li>● Faculty, staff, and administrators participated in breakout sessions on accreditation topics at the College's spring convocation.</li> <li>● 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.</li> </ul>
Summer 2017	<ul style="list-style-type: none"> <li>● Five members of the core team met to analyze, evaluate, and revise the Evidence of Meeting the Standard sections.</li> <li>● Standard IV team leads participated in the UHCC System task force to compose system response to Standard IV.C and IV.D.</li> </ul>
Fall 2017	<ul style="list-style-type: none"> <li>● The ALO distributed the first draft of the institutional self-evaluation report (ISER) to the campus.</li> <li>● The campus community provided feedback on the draft.</li> <li>● The campus community engaged in dialogue about the ISER findings.</li> <li>● Standard IV team leads continued to participate in the UHCC System task force.</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>● The core team collected broad campus input at convocation through structured roundtable discussions on accreditation topics.</li> <li>● The ALO distributed the second draft of the ISER to the campus.</li> <li>● The ALO, co-chair, and editor finalized the report and the evidence.</li> <li>● The ALO distributed the final draft of the ISER to the campus.</li> <li>● Campus governance groups approved the ISER.</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>● The evaluation team visits in October.</li> </ul>

For Standards IV.C and IV.D, the UHCC System convened teams with representatives from each of the six community colleges; the UHCC System office; and, for Standard IV.D, representatives from the Board of Regents. 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 governing board's participation in the accreditation process, see Standard [IV.C.13](#).

Self-Evaluation Core Team

<b>Name</b>	<b>Responsibilities</b>	<b>Position</b>
Della Teraoka	ALO and Self-Evaluation Co-Chair	Vice Chancellor for Academic Affairs
Donna Matsumoto	Self-Evaluation Co-Chair	Professor, English
Susan Wood	Editor	Professor, English
Jayne Bopp	Contributing Editor	Assistant Professor, Sociology, Women's Studies
Brent Hirata	Standard I	Associate Professor, Educational Technology Developer
Eiko Kosasa	Standard I	Assistant Professor, Political Science
Jenny Watada	Standard I Standard II (Summer Team) Data and Evidence Reviewer	Associate Professor, Mathematics
Kathryn Fujioka- Imai	Standard II	Associate Professor, English
Junie Hayashi	Standard II Standard III (Summer Team)	Associate Professor, Librarian
Pi'ikea Hardy-Kahaleo'umi	Standard II	Assistant Professor, Counselor
Helmut Kae	Standard III	Associate Professor, Biology
Warren Kawano	Standard III Standard IV (Summer Team)	Assistant Professor, Business Technology
Jan Shimabukuro Lee	Standard III	Associate Professor, Counselor
William Albritton	Standard IV	Associate Professor, Information and Computer Science
Lexer Chou	Standard IV Standard I (Summer Team)	Associate Professor, Student Life Coordinator
Tracie Losch	Standard IV Standard II (Summer Team) Student Achievement Data Commission Policies	Associate Professor, Hawaiian Studies

## Self-Evaluation Contributors

The College received input and feedback from over 150 contributors during the fall 2017 and spring 2018 semesters.

### **Name, Division/Unit/Area**

Martine Aceves-Foster, Language Arts  
Kelsie Aguilera, Social Sciences  
San Albers, Language Arts  
Mapuana Antonio, Social Sciences  
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Randall Araki, Academic Services  
Milton Ayakawa, Professional Arts and Technology  
Kepa Badis, Language Arts  
Michael Bauer, Math and Sciences  
Tommylynn Benavente, Professional Arts and Technology  
Darwin Bohnet, Wai‘anae Moku Education Center (Math and Sciences)  
Jeremiah Boydston, Language Arts  
Eunice Brekke, Social Sciences  
Merissa Brown,, Language Arts  
Robert Bullen, Veterans Outreach  
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Kathleen Cabral, Creative Services  
Manny Cabral, Chancellor  
Weirong Cai, Social Sciences  
Katie Cashman, Business  
Cara Chang, Language Arts  
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Cori Conner, Student Services  
Daniel Cordial, Math and Sciences  
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Nicky Davison, Math and Sciences  
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Matthew Egami, Professional Arts and Technology  
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Jeff Eligio, Professional Arts and Technology  
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James Fujita, Arts and Humanities  
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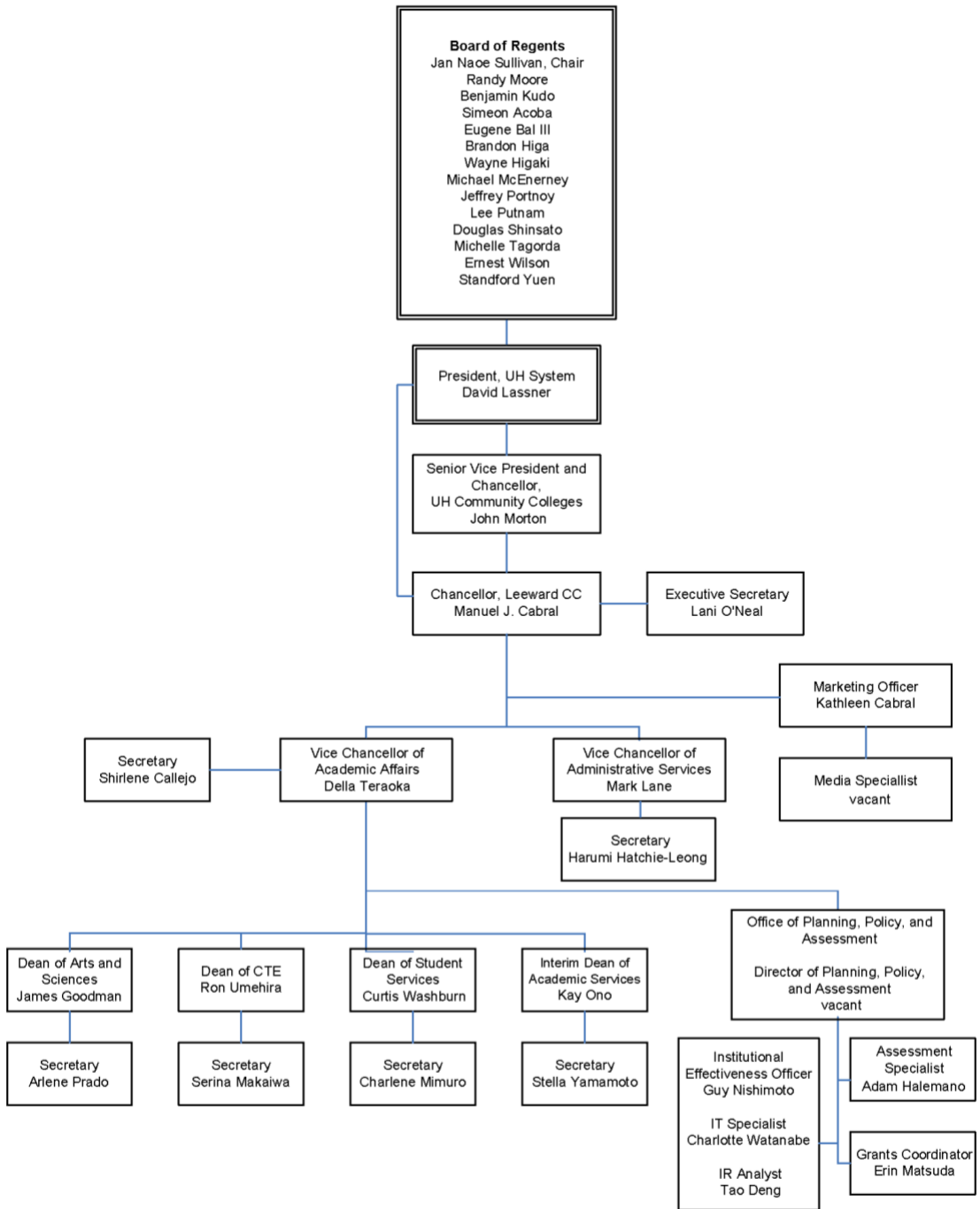
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Lucille Gilbert, Language Arts  
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Pete Gross, Math and Sciences  
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Lori Lei Hayashi, Human Resources  
Grant Helgeson, Student Services  
Kris Hernandez, Academic Services  
Sharon Hiu, Student Services  
Amy Humphrey, Student Services  
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Wayde Oshiro, Academic Services  
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# Organizational Information

## Organization of Leeward Community College



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, the UHCC System, and the College by Major Accreditation Topic

Accreditation Topic	UH System/UHCC System	College
I.A. Mission	The UH System mission is adopted by the Board of Regents (BOR) and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH System mission and approved by the BOR. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
I.B. Academic Quality	The UHCC System establishes system wide 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.	Colleges manage the process of establishing course- and program-based learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
I.B. Institutional Effectiveness	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.	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.
I.C. Institutional Integrity	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 system wide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information including accreditation information to students, prospective students, and the general public.
II.A. Instructional Programs	The UHCC System establishes policies relating to degrees and certificates in alignment with UH Executive and BOR policies. All degree and certificate programs require BOR approval after review by the college, the UHCC System, and the UH System. The UH System and the UHCC System establish internal UH articulation agreements, general education core agreements, and transfer policies.	Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program learning outcomes and assessment, and ensuring that both programs and courses meet commonly understood higher education standards.

Accreditation Topic	UH System/UHCC System	College
II.B. Library and Learning Support Services	The UH System provides a common library services software and shared services agreements to all ten UH System campuses. The UH and/or the UHCC System provide some learning support services such as course management software and online tutoring to all students.	Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.
II.C. Student Support Services	The UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.	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.
II.A. Human Resources	The UH System, the UHCC System, and applicable collective bargaining agreements determine human resource policies and classifications. 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 human resource-related matters. System and colleges share professional development responsibilities.	Colleges implement the applicable human resource policies and collective bargaining contracts. Most hiring and other human resource decisions are based on the campus. Selected higher-level appointments and classifications require system approval.
III.B. Physical Resources	Development of long-range physical plans and implementation of capital improvement plan projects are the responsibility of the UH System and the UHCC System.	Colleges provide input into plans and priorities for capital improvement plan projects. Colleges are responsible for regular maintenance of the physical plant at the college.
III.C. Technology Resources	The UH System manages technology resources including network infrastructure and enterprise software systems. The UH System and the UHCC System plan and coordinate system wide online learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support.

Accreditation Topic	UH System/UHCC System	College
III.D. Financial Resource Planning	<p>The UH System and the BOR set reserve policies, approve the annual operating budgets, and approve the UH System 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 BOR.</p> <p>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 a full-time equivalent or other formula basis from the legislature.</p>	Colleges are involved in the system budget planning including adhering to all reserve requirements established by the BOR. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
III.D. Financial Resource Stability	The UH System manages university fiscal systems. 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.	Colleges implement fiscal systems in accord with university system fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.
III.D. Financial Resource Liabilities	The UH System does not manage or fund fringe benefits, including post-retirement pensions and other post-retirement benefits. These expenses and liabilities are funded and managed by the state of Hawai'i. The UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
III.D. Financial Resource Contractual Agreements	The UH System establishes and manages all contracts in accordance with state procurement laws.	Colleges adhere to UH System policies and practices in the procurement of all contracts for goods, services, and professional services.
IV.A. Decision-Making Roles and Responsibilities	Board policy establishes a commitment to shared governance. The UH System and the UHCC System confer regularly with college governance groups. State statute governs formal consultation with collective bargaining units.	Colleges implement shared governance policies and processes for internal college decision-making.

Accreditation Topic	UH System/UHCC System	College
IV.B. Chief Executive Officer (CEO)	The UH System and the UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH System policies and delegation of authority as reflected in board policy, UH executive policy, and UHCC System policies.
IV.C. Governing Board	<p>The BOR is established by statute. Members are selected by the governor with the consent of the Senate from a list recommended by a review committee.</p> <p>Board policies are regularly reviewed and posted. BOR bylaws govern board and board member behavior. All board actions are subject to state open meeting and public information laws and regularly published.</p> <p>The vice president for the UHCC System acts as the liaison to the BOR for all UHCC matters including accreditation.</p>	Colleges submit action items to the BOR through the vice president for the UHCC System and the UH System.
IV.D. Multi-College Districts or Systems	<p>The BOR appoints the UH System president who is responsible for the entire ten campus system of higher education in Hawai'i. The UH president appoints the vice president for community colleges who is responsible for the seven-campus community college system. The vice president appoints and supervises the individual community college chancellors.</p> <p>The UH System is responsible for UH executive policies, UH System planning and coordination, and for selected system wide 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.</p>	Colleges operate within the policy and planning framework established by the UH System and the UHCC System.

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 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 University of Hawai'i Community Colleges (UHCC) operating under the authority of the state of Hawai'i and the UH Board of Regents (BOR) to award academic degrees and certificates (L-6). The College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (L-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 fall 2017, the College enrolled 6,805 credit students down from 7,976 students enrolled in fall 2013. The College awarded 770 degrees and certificates in 2013 with an increase to 1,019 in 2017. A current schedule of classes is available on the College website (L-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 (L-9, L-10). Data on degrees and certificates awarded by program can be found on the Institutional Research Data webpage of the College intranet (L-11). The largest program awarding degrees is the Associate in Arts in Liberal Arts. The College also provides noncredit certificates for students to acquire skills for job placement directly into the workforce through the Office of Continuing Education and Workforce Development (L-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 BOR. The College's chancellor is Manuel J. Cabral, who the board officially appointed 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). After more than 11 years, the chancellor will retire on July 1, 2018, and Suzette Robinson will assume the position of interim chancellor.

### 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 BOR. 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 through 21 are addressed in the responses to the following Accreditation Standards:

Eligibility Requirement (ER)	Accreditation Standards
ER 6 Mission	I.A.1, I.A.4
ER 7 Governing Board	IV.C.1, IV.C.4, IV.C.11
ER 8 Administrative Capacity	III.A.9, III.A.10
ER 9 Educational Programs	II.A.1, II.A.6
ER 10 Academic Credit	II.A.9, II.A.10
ER 11 Student Learning and Achievement	I.B.2, I.B.3, II.A.1
ER 12 General Education	II.A.5, II.A.12
ER 13 Academic Freedom	I.C.7
ER 14 Faculty	III.A.2, III.A.7
ER 15 Student Support Services	II.C.1, II.C.3
ER 16 Admissions	II.C.6

Eligibility Requirement (ER)	Accreditation Standards
ER 17 Information and Learning Support Services	II.B.1, II.B.4
ER 18 Financial Resources	III.D.1
ER 19 Institutional Planning and Evaluation	I.B.9, I.C.3
ER 20 Integrity in Communication with the Public	I.C.2
ER 21 Integrity in Relations with the Accrediting Commission	I.C.12, I.C.13

## Certification of Continued Institutional Compliance with Federal Regulations and Commission Policies

<p><b>Public Notification of an Evaluation Team Visit and Third Party Comment</b> [Regulation Citation: 602.23(b)]</p>
<p>Leeward Community College has made an appropriate and timely effort to solicit third-party comment in advance of its comprehensive evaluation visit.</p> <ul style="list-style-type: none"> <li>● The College posted a draft of its institutional self-evaluation report on the College website in spring 2018 (<a href="#">I-17</a>).</li> <li>● The College’s accreditation webpage also includes the visit dates and provides a link to an online feedback form (<a href="#">I-17</a>).</li> <li>● See responses to Standards <a href="#">I.C.12</a>, <a href="#">I.C.13</a>, <a href="#">IV.B.4</a>, and Eligibility Requirement 21.</li> </ul>
<p>The College cooperates with the Accrediting Commission for Community and Junior Colleges (ACCJC) evaluation team in any necessary follow-up related to the third-party comment.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● See responses to Standards <a href="#">I.C.5</a>, <a href="#">I.C.12</a>, and Eligibility Requirement 21.</li> </ul>
<p><b>Standards and Performance with Respect to Student Achievement</b> [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]</p>
<p>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.</p> <ul style="list-style-type: none"> <li>● The College has established institution-set standards for student achievement based on the University of Hawai‘i Community Colleges Policy (UHCCP) 4.203, Institution-Set Standards, and the <i>UHCC Strategic Directions 2015-2021</i> (<a href="#">I-1</a>, <a href="#">I-18</a>). These standards are aligned with the College’s mission statement and <i>Strategic Plan 2015-2021</i> (<a href="#">I-19</a>).</li> <li>● Successful course completion is one of the institution-set measurements.</li> <li>● See <a href="#">Presentation of Institution-Set Standards and Student Achievement Data</a>.</li> <li>● See responses to Standards <a href="#">I.A.1</a>, <a href="#">I.B.3</a>, and Eligibility Requirement 11.</li> </ul>
<p>The College has defined other elements of student achievement performance for measurement that have been determined as appropriate to the College mission.</p> <ul style="list-style-type: none"> <li>● The other measurements of student achievement include, but are not limited to, degrees and certificates awarded, transfer to baccalaureate institutions, Integrated Postsecondary Education Data System Student Success Rate, licensure and certification examination success rate, and job placement rate (<a href="#">I-1</a>).</li> <li>● See <a href="#">Presentation of Institution-Set Standards and Student Achievement Data</a>.</li> <li>● See responses to Standard <a href="#">I.B.3</a> and Eligibility Requirement 11.</li> </ul>
<p>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</p>

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).
- See responses to Standards I.B.3, I.B.4, I.B.5, I.B.9, and Eligibility Requirement 11.

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

- The College regularly assesses learning outcomes for courses, programs, academic services, and student services units (I-23).
- Student achievement data are integral to the College's planning process (I-22).
- See responses to Standards I.B.2, I.B.3, I.B.4, I.B.5, I.B.9, and Eligibility Requirement 11.

### **Credits, Program Length, and Tuition**

[Regulation Citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

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

- The College's course credit hour conforms to the Carnegie Unit as well as to federal and state guidelines that define a course credit hour.
- The UHCC 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 distance education (DE) instruction, laboratory work, studio work, and internships.
- See responses to Standard II.A.9 and Eligibility Requirements 9, 10, and 12.

The College verifies the assignment of credit hours and degree program lengths, ensuring they are reliable and accurate across classroom-based courses, laboratory classes, DE classes, and courses that involve clinical practice, if applicable.

- 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 grade point average 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. The Catalog and the College website list any additional fees 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 ensures that all programs are sufficient in content, breadth, and length through the Curriculum Committee’s approval process ([I-31](#)). The College offers a variety of programs of various lengths of study to meet the needs of students pursuing educational goals at the College. All programs have published learning outcomes developed by the faculty within the program. Program-level learning outcomes are assessed as part of ongoing assessment processes at the College ([I-32](#)). The University of Hawai‘i (UH) Board of Regents (BOR) reviews and approves all programs.
- 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 Admissions and Records office and counselors distribute the College’s transfer of credit policies.
- The College website and the Catalog list the transfer of credit policies, 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 U.S. Department of Education (USDE) definitions.

- The College has a DE coordinator who provides DE support with iLearn (for students), iTech (for instructors), as well as through workshops for campus constituents who teach both credit and noncredit 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 must complete three additional fields and discuss DE components as part of the curriculum approval process before the course can be offered in a DE format. The three required fields include the following questions:
  - 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](#); [II.A.7](#); [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 Lulima, a Sakai-based learning management system, for online, hybrid, and web-enhanced classes. Lulima provides secure login for both faculty and students (I-41).
- See responses to Standards I.C.8; IIL.C.1; IIL.C.2; IIL.C.3; IIL.C.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 a portable cart 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; IIL.C.1; IIL.C.2; IIL.C.3; IIL.C.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 institutional 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 institutional 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 ACCJC/WASC as the accrediting organization overseeing the College's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies. The website also identifies program accreditation information and provides contact information for filing complaints with such entities (I-17).
- The Catalog contains the same accreditation information as the College website.
- 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 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, institutional learning outcomes, history and accreditation status with ACCJC and programmatic accreditors, programs of study (degrees and certificates offered including 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 I.C.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 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. The UH Administrative Procedures 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 BOR ([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 USDE as to financial responsibility requirements, program record-keeping, and so forth. If the College does not address issues in a timely manner, the College demonstrates it has the fiscal and administrative capacity to do so 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. The College undertakes remedial efforts 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

<p>implementation of default prevention action plans (<a href="#">I-54</a>).</p> <ul style="list-style-type: none"> <li>● The College monitors its student loan default rates to ensure compliance with federal requirements.</li> <li>● See responses to Standards <a href="#">III.D.10</a>, <a href="#">III.D.15</a>, and Eligibility Requirement 5.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>● Contractual agreements are subject to various UH System policies and procedures. UH System staff provides oversight of the agreements, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are consistent with the College’s mission statement and goals.</li> <li>● The Library and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success.</li> <li>● Administrative Services staff follow EP 8.200, Administrative Procedure (AP) 8.270, UHCCP #8.102A, Regents Policies in Chapter 8, and Administrative Procedures in Chapter 8 to ensure the review and approval of all contracts on multiple levels prior to implementation (<a href="#">I-55</a>, <a href="#">I-56</a>, <a href="#">I-57</a>, <a href="#">I-58</a>, <a href="#">I-59</a>).</li> <li>● See responses to Standards <a href="#">III.D.10</a>, <a href="#">III.D.15</a>, <a href="#">III.D.16</a>, and Eligibility Requirement 5.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>● The College does not participate in any contractual relationship with a non-regionally accredited organization.</li> <li>● See responses to Standards <a href="#">III.D.10</a>, <a href="#">III.D.15</a>, and Eligibility Requirement 5.</li> </ul>

## Evidence for Introduction

- [L-1](#) UHCCP 4.203 Institution-Set Standards
- [L-2](#) Developmental Education in *Catalog 2017-2018*
- [L-3](#) Leeward CC Organization Charts 1 through 4-A
- [L-4](#) Leeward CC Functional Statements
- [L-5](#) UHCC Detailed Functional Map by Standard
- [L-6](#) State Constitution, Article X, Education
- [L-7](#) ACCJC Reaffirmation Letter, Feb. 11, 2013
- [L-8](#) Sample Spring 2018 Class Availability - Math
- [L-9](#) Programs of Study in *Catalog 2017-2018*
- [L-10](#) Program Requirements in *Catalog 2017-2018*
- [L-11](#) Intranet Webpage for Institutional Research (IR) Data
- [L-12](#) *Office of Workforce Development and Continuing Education Catalog, Jan.-Apr. 2018*
- [L-13](#) Leeward CC Chancellor Job Listing
- [L-14](#) Office of the Chancellor Webpage
- [L-15](#) Table of Contents of Administrative Procedures, Chapters 1-12
- [L-16](#) 2016 Annual Financial Report
- [L-17](#) Accreditation Webpage
- [L-18](#) *UHCC Strategic Directions 2015-2021*
- [L-19](#) *Leeward CC Strategic Plan 2015-2021*
- [L-20](#) Fall 2017 VPCC Presentation
- [L-21](#) 2018 ACCJC Annual Report
- [L-22](#) Integrated Planning and Budgeting Process Overview
- [L-23](#) Assessment Webpage
- [L-24](#) UHCCP #5.228 Credit Hour
- [L-25](#) UHCCP 5.203 Program Credentials: Degrees and Certificates
- [L-26](#) L5.201 Curriculum Review and Revision
- [L-27](#) Financial Information in *Catalog 2017-2018*
- [L-28](#) Paying for College Webpage
- [L-29](#) Tuition and Fees Webpage
- [L-30](#) What You'll Save Webpage
- [L-31](#) BOR Info Field 3 in *Program Proposal Guide*
- [L-32](#) PLOs Field 1 in *Program Proposal Guide*
- [L-33](#) Transcript Request Webpage
- [L-34](#) PLA Program in *Catalog 2017-2018*
- [L-35](#) Sample UH Course Transfer Database - English
- [L-36](#) EP 5.209 Student Transfer and Inter-Campus Articulation
- [L-37](#) About iTeach Webpage
- [L-38](#) DE Committee Website
- [L-39](#) DE Fields 1, 2, and 3 in *Course Proposal Guide*
- [L-40](#) ARPD Template
- [L-41](#) Screenshot of Laulima Login Page
- [L-42](#) ITG Website
- [L-43](#) About the College in *Catalog 2017-2018*
- [L-44](#) Refund Policy in *Catalog 2017-2018*
- [L-45](#) Policies in *Catalog 2017-2018*

- [L-46](#) Transfer Information in *Catalog 2017-2018*
- [L-47](#) Leeward CC Policies Webpage
- [L-48](#) Services for Students Webpage
- [L-49](#) Dean of Student Services Webpage
- [L-50](#) *Catalog 2017-2018*
- [L-51](#) Intranet Webpage for Creative Services
- [L-52](#) Intranet Webpage for Communication and PR
- [L-53](#) Leeward CC Website
- [L-54](#) Fiscal Year 2014-2015 Default Rate Letter
- [L-55](#) EP 8.200 Contracts and Signing Authority
- [L-56](#) AP 8.270 Procurement
- [L-57](#) UHCCP #8.102A Affiliation, Sponsored/Sheltered Class Agreements
- [L-58](#) Table of Contents of Regents Policies, Chapter 8
- [L-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'uoloa supported my academic journey as a Native Hawaiian. For example, they provided academic and career counseling services. In addition, Hālau 'Ike O Pu'uoloa provided cultural enrichment workshops and activities, which allowed for hands-on immersion into Hawaiian culture. Finally, Hālau 'Ike O Pu'uoloa 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.

## STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

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

### I.A. Mission

#### I.A.1.

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

### **Evidence of Meeting the Standard**

#### **Mission of Leeward Community College**

Leeward Community College (Leeward CC)'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 University of Hawai'i Community Colleges (UHCC)'s 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 Nu'ukia**

Ma ke Kulanui Kaiaulu o 'Ewa, alu like mākou ma ka mālama a me ke kīpaipai i nā haumāna. Kōkua 'ia nā haumāna ma ka huli a loa'a kā lākou mau pahuhopu ma o nā polokalamu hana no'eau laulā a me nā polokalamu 'oihana pākōlea like 'ole. Paipai 'ia nā haumāna i ka lilo i hoa maka'āinana pono ma ke kaiāulu, ma ke aupuni, a ma ke kau'āina. Kāko'o 'ia nā pahuhopu ho'ona'auao a nā haumāna a pau me ke kūpa'a nō ho'i i nā 'ōiwi Hawai'i.

## **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.

## **Nā Kahua Hana**

Kaiāulu: He mea nui loa ke alu a me ka hana like me ka mālama nō ho‘i i ke kanaka ma ke kūkulu kaiāulu i loko a i waho a‘e o ke kahua kulanui.

Kāko‘o a Hō‘ihi i nā kānaka like ‘ole: He mea nui loa ke kāko‘o i nā kuana‘ike like ‘ole a he waiwai nō ia ‘ike i ke a‘o pono. Pōmaika‘i nā haumāna i ke komo i ke kaiāulu o nā ‘ike like ‘ole, ‘o nā ‘ike mo‘omeheu like ‘ole o ke ao nei nō ho‘i kekahi, a me ka launa pū me nā po‘e o nā mo‘olelo like ‘ole.

Kūpono: He mea nui loa ka hana pono o ne‘i nei a hō‘ike ‘ia ma o ka ho‘omōhala a ho‘oikaika mau i nā ala pono hele ‘ia e ka haumāna. Ho‘ohiki ‘ia nō ka pō‘aiapili a‘o pono loa.

Kūākea: He mea nui loa nā huamāna a pau. Ho‘okō ‘ia nā mea e pono ai ka haumāna a me ke kaiāulu ma o ka ho‘omākaukau i ka papa, ke kekelē, a me ka papahana palapala ma ke a‘o ‘ana i ke kahua kula a ma o nā ‘enehana like ‘ole. (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 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)

RP 4.201 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 system wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the UH System 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 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, Item VI). 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, an Academic Subject Certificate 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 (26.1 percent), Filipino (22.9 percent), Other Asian (17.3 percent), mixed ethnicities (15.7 percent), Caucasian (10.3 percent), other Pacific Islander (2.7 percent), and other ethnicities (5.0 percent) (IA-9).

The College has 26.1 percent Native Hawaiian students enrolled in its overall student population with 1,779 students in fall 2017. The College educates the most Native Hawaiian students of the seven campuses in the 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 enrollment (duplicated counts) at the College is in DE courses, which translates to approximately 40 percent of total student headcounts (unduplicated) enrolling in at least one DE class each semester. (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; semiprofessional, 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 2017, 73 percent of its classified students were enrolled in transfer programs, and 27 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. These include the Associate in Science (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 noncredit 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 noncredit side. OCEWD quickly develops and offers noncredit 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 critical components of all of the College's programs. Learning outcomes are discussed further in Standard [LB.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, assessment 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. 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 of the program review process, see Standard [LB.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 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 the College aligned with its 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, General Equivalency Diploma 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 by 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 2015-2021* 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 year. 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 [LB.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. Additionally, the College offers one CTE certificate program in Substance Abuse Counseling. 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 12 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, Television Production, and Substance Abuse Counseling.

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 statement affirms, "We 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 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 (federal funding for Native Hawaiian serving institutions) 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 a certificate in Hawaiian language (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. They also 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 and *Strategic Plan 2015-2021*. Figure 6 illustrates how the College mission and strategic plan are the beginning point for the creation of a program or unit and the ending point to measure a program’s or unit’s alignment.

**Integrated Planning and Budgeting Process**

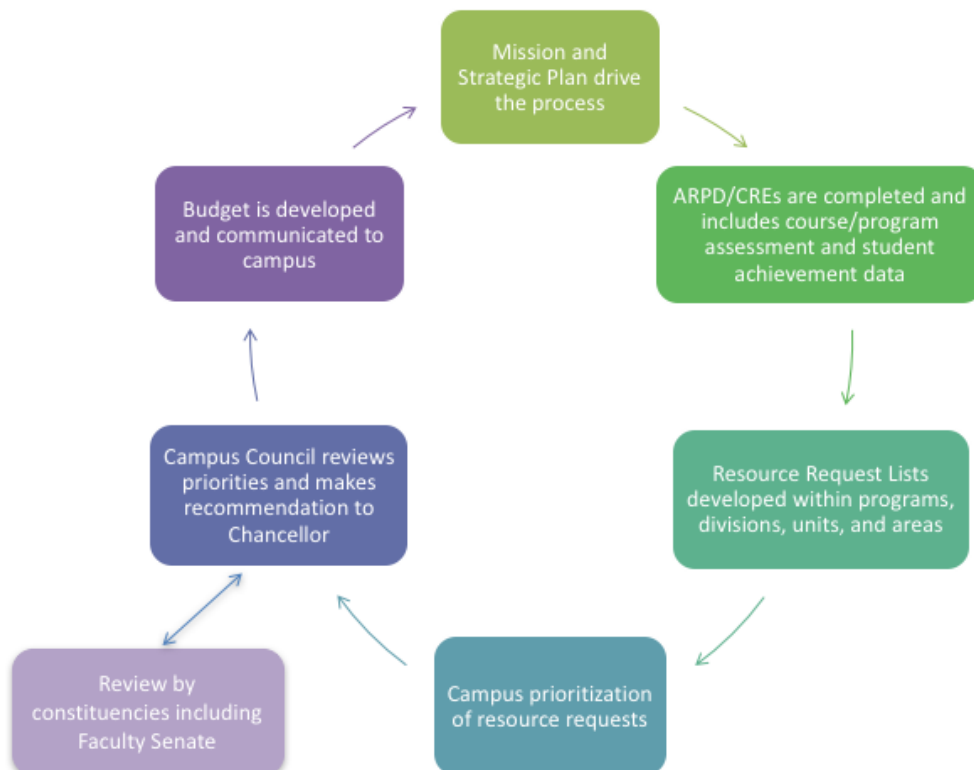


Figure 6. Integrated Planning and Budgeting Process.

The College mission informs institutional goals for student learning and achievement. An example of this alignment is the piloting and implementation of a program 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. 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 2015-2021*. Both the mission and strategic plan are the beginning point for the creation of a program and the ending point to measure a program or unit's alignment. The College consistently strives to improve student learning and achievement through the planning and resource allocation of programs, pilot programs, and support services.

I.A.4.

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

### **Evidence of Meeting the Standard**

#### **Publication of Mission Statement**

The College articulates its mission in a widely-publicized mission statement approved by the UH Board of Regents (BOR) 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 College publishes its mission statement 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, which 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](#), Item 5.a). 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](#), Item a). 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](#), Item III.B.1). 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 BOR. The board approved the mission statement that the College revised in 2012 ([IA-34](#), p. 17).

### **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.

- [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 Wai‘anae Moku Opening
- [IA-4](#) *UH News* Article on Wai‘anae Moku Opening
- [IA-5](#) Hawai‘i Census 2010 Webpage
- [IA-6](#) Hālau Webpage
- [IA-7](#) Nā ‘Ewa Council Charter and By-Laws
- [IA-8](#) Nā ‘Ewa Council Ad Hoc Minutes, Oct. 19, 2016, Item VI
- [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*
- [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
- [IA-21](#) OIP Promotional Brochure
- [IA-22](#) OIP Mission Webpage
- [IA-23](#) Kapunawai Webpage
- [IA-24](#) Hawaiian Studies Webpage
- [IA-25](#) Hawaiian Language Webpage
- [IA-26](#) Timeline of OER @ Leeward
- [IA-27](#) OER Professional Learning Webpage
- [IA-28](#) Spring 2018 OER Update
- [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](#) BOR Minutes, May 17, 2012, Item VII, p. 17

## Changes and Plans Arising Out of the Self-Evaluation for Standard I.A

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
I.A.4	Reviewed the mission statement.	Campus Council and Faculty Senate	Spring 2017	The mission statement was reviewed and approved without changes.
I.A.4	Perform a comprehensive review of the mission statement.	Campus Council and Faculty Senate	Estimated Fall 2020	Use institutional assessment data and seek broad campus input to update the mission statement.

## 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. The College uses assessment data to evaluate student learning and student achievement. Analysis of assessment data helps the College 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 ([IB-1](#)). 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 ([IB-2](#)). 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 ([IB-3](#), [IB-4](#)). The membership of the committee is made up of instructional division area representatives, support area representatives, and one nonvoting member from the administration or OPPA ([IB-5](#)).

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 (informal campus conversations) on student success topics such as the early alert and intervention system Maka'ala, the University of Hawai'i Community Colleges (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), 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](#), Item V.D.3). 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 VCAA's updates, see Standard [IV.A.6](#).) Additionally, in spring 2017, the Campus Council made recommendations for improving the planning process and forwarded the recommendations to the Ad Hoc Planning Process Review Committee.

Another campus event that provides an opportunity for dialogue on academic quality and institutional effectiveness is the campus forum with the University of Hawai'i (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 2015-2021* ([IB-9](#), [IB-10](#), [IB-11](#)). Attendees can ask questions and make comments on the issues at hand. Additionally, administration later meets 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 Pūko‘a no na ‘Ewa Council (Nā ‘Ewa 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 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*

<b>Roundtable Discussion Topic</b>	<b>Accreditation Standard and Eligibility Requirement (ER)</b>
Dialogue and Continuous Improvement	I.B.1
Campus Communication and Priorities	I.B.8
Integrated Planning and Budgeting Process	I.B.9
Mission and Instructional Programs	II.A.1 and ER 9
Faculty and Curriculum Development	II.A.2
Course and Program Assessment	II.A.3
Library and Learning Support Services	II.B.1 and ER 17
Mission and Support Services	II.B.2, II.C.1, and ER 15
Library and Learning Support Services Program Review	II.B.3

Roundtable Discussion Topic	Accreditation Standard and Eligibility Requirement (ER)
Student Support Services Program Review	II.C.1 and ER 15
Student Support Services	II.C.2
Shared Governance	IV.A.5
Campus Communication and Decision-Making	IV.A.6

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 mini-retreat to review the proposed planning template and timeline, and they 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](#)). In August 2017, a leadership retreat focused on “The Student Experience” at the College ([IB-27](#)).

### **Analysis and Evaluation**

The College engages in a wide variety of ongoing, meaningful dialogue 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 the College provides numerous opportunities for dialogue including convocations, 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](#), pp. 1-2).

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**

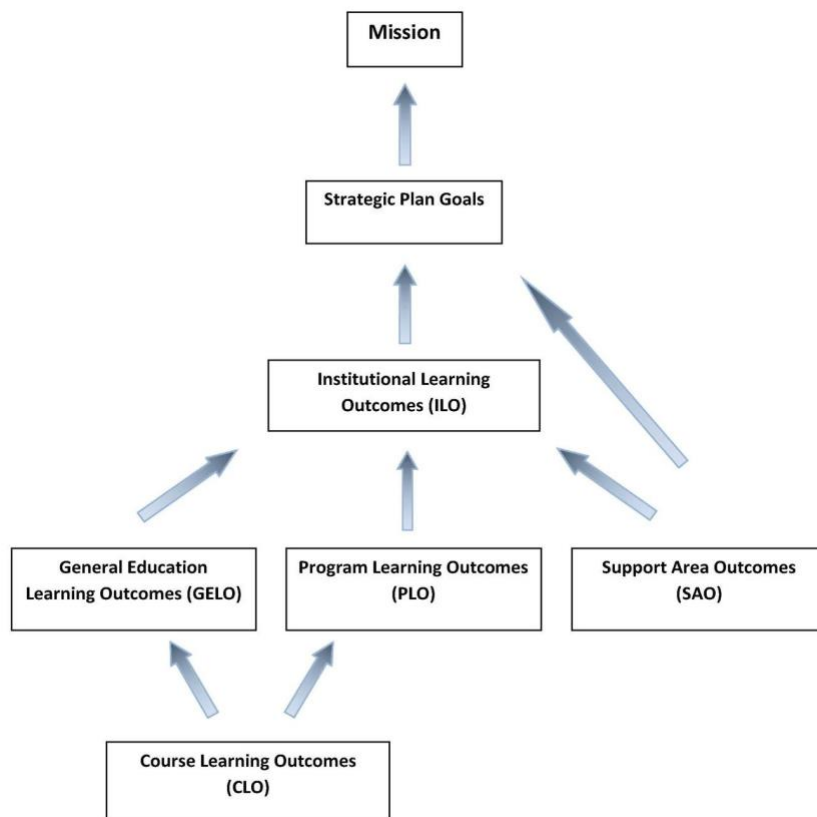
#### **Mapping of Learning Outcomes**

At the College, learning outcomes are organized into a hierarchy in order to map the College mission, *Strategic Plan 2015-2021*, and levels of 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. A small group of faculty representing the specific learning outcome developed the GELOs; 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 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 College mission.



*Figure 7. Mapping of learning outcomes.*



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 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 2015-2021*, and the *UHCC Strategic Directions 2015-2021*.

### **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 noncredit 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 learning outcome statements into the Quali Student Curriculum Management database where they go through an approval process. The Curriculum Committee, the Faculty Senate, and administration review and approve learning outcomes 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](#).

Outcomes 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 learning outcome statement, instructional faculty from their respective division enter into Tk20 the measures to assess that 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, and then they use the plan and list to make improvements.

Program review often leads to improvements in courses and programs. 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 noncredit courses and short-term programs that address community workforce needs and provide training in high demand areas. Certificate programs have defined PLOs that OCEWD faculty regularly assess 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 Wai'anae Moku Education Center.

All units in the Academic Services and Student Services areas have SAOs, and some units such as the Library, the Learning Resource Center, and the Writing Center have learning outcomes. 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.

Outcome evaluation has led to improvements in support services. 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 assesses its performance against those standards. Each instructional credit course has clear and measurable learning outcomes at the course and program level regardless of delivery method.

All Academic Services and Student Services units have regularly assessed learning outcomes and/or SAOs. Non-credit programs also regularly assess learning outcomes

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 U.S. Department of Education (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 determine 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 2015-2021*. The institution-set standards as defined in UHCCP 4.203 are

1. Course Completion
2. Degrees and Certificates Awarded
3. Degrees and Certificates Awarded to Native Hawaiian Students
4. Federal Pell Grant Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System 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 that the UHCC System implemented 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), was to increase student retention and persistence by ten 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 administrators, faculty, and other support positions. 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). For further discussion of the WIG implementation, refer to the College’s [Quality Focus Essay](#).

**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 the Accrediting Commission for Community and Junior Colleges (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 2015-2021*. 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 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 awarded, Native Hawaiian degrees and certificates awarded, Federal Pell Grant recipient degrees and certificates awarded, and transfer to baccalaureate institutions. Table 46 identifies the UHCC Performance-Based Funding Metrics.

Table 46.  
*UHCC Performance-Based Funding Metrics*

UHCC Performance-Based Funding Metrics	Weight Percentage
Graduates (Associate Degrees and Certificates of Achievement)	35%
Native Hawaiian Graduates (Associate Degrees and Certificates of Achievement)	10%
Science, Technology, Engineering, and Math (STEM) Graduates (UHCC Associate Degrees and Certificates of Achievement and UH STEM baccalaureate graduates)	10%

UHCC Performance-Based Funding Metrics	Weight Percentage
Federal Pell Grant Graduates (Associate Degrees and Certificates of Achievement)	10%
Annual Transfers to Baccalaureate Colleges	35%

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 2015-2021*, and these standards are aligned with the College’s *Strategic Plan 2015-2021* 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 CLOs, PLOs, and SAOs. For a detailed discussion of the Integrated Planning and Budgeting Process, see Standard [LB.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](#)). The CRE template requires that the program, area, or unit 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 [LA.2](#) and [LB.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 [LB.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 analysis in Part II of the template. 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.

### *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 support 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 institutional priorities list for resources.

### *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 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 analyze and discuss 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, 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. 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 [LC.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 2016-2017, 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 (brand name), 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 Guided Pathway Selection (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 [I.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. In addition, the UH Foundation-sponsored Access to Education program, which is discussed in Standards [I.A.7](#) and [I.C.3](#), also serves this student subpopulation.

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 Native Hawaiian students.

To increase the success of Filipino students, Philippines studies faculty applied for and received grants that led to the creation of the Dap-ayan room. The indigenous Cordillera word *dap-ayan* refers to a place where community members can meet, learn, and resolve issues and conflicts. This room, which is equipped with computers, printers, and supplies, is critical for students of Filipino descent 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 associate 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. All these students continued at Leeward during 2016-2017 and received additional support that 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 Free Application for Federal Student Aid application. In 2017-2018, the UHCCs received additional funding from the state legislature for Hawai‘i Promise scholarships (IB-71, IB-72). Hawai‘i 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 Federal 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 (BOR) 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.<sup>4</sup>

The College publishes its policies on the College website ([IB-75](#)). Table 47 identifies the College policies and their effective dates. During 2016-2017, 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](#)). During 2017- 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 have not been recently reviewed. 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*

<b>Policy Number</b>	<b>Policy Title</b>	<b>Effective Date</b>
L1.101	Policy on the Policy Development Process	02-20-2018
L1.201	Policy on Shared Governance	03-18-2003 (Under review)

<sup>4</sup> In April 2018, the Office of the Vice President for Community Colleges recodified UHCCP 1.101 through UHCCP 5.211. This process included removing the “#” symbol from the policy title. The office will continue to recodify the remaining UHCC policies.

<b>Policy Number</b>	<b>Policy Title</b>	<b>Effective Date</b>
L1.202	Policy of Nondiscrimination and Affirmative Action	August 2017
L4.100	Policy on Institutional Mission	02-16-2010 (Under review)
L5.190	Policy on Administrative Disenrollment for Failed Prerequisites	05-03-2018
L5.200	Policy on Course and Program Prerequisites	02-1992
L5.201	Policy on Curriculum Review and Revision	03-22-2017
L5.202	Policy on Annual Program Review	03-02-2012 (Under review)
L5.210	Policy on Assessment	03-02-2017
Policy number not assigned.	Student Conduct Code	05-01-2010 (Waiting for system review)
Policy number not assigned.	Student Conduct Code Procedures	05-01-2010 (Waiting for system review)
L10.201	Facilities Use Guidelines and Procedures	08-2012
L10.501	Policy on the Designation of Electrical Vehicle Parking Stalls	03-03-2018
L10.901	Facilities Access Control Policy and Procedures	04-10-2017
L11.102	Animals on Campus Policy	03-06-2017



### **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 OPPIA 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 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 ensure academic quality. Leeward Community College 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 covers 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 associate degree, and support areas such as Academic Services, Student Services, Administrative Services, OCEWD, and the Wai‘anae Moku Education Center. Deans, program coordinators, and faculty analyze data to assess programs, develop action plans for the coming year, and create resource allocation lists. They assess program health using standard benchmarks that the UHCC System has defined and set. Each academic program, educational unit, and support area uses the strengths and weakness identified in the ARPD to set priorities. The OVPCC reviews and summarizes the completed ARPDs and reports results to the BOR 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](#)).

The College uses the CRE to identify long-term goals ([IB-51](#)). 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](#)).

### **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 BOR 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 some 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 BOR, 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 program-specific pages on the website current ([IB-21](#), pp 2-3).

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. The College designed this process to support its 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-96](#)). 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 continue using the Resource Request template, but to discontinue using the ARRA template since this form needed to be submitted in conjunction with the ARPD reports submitted to the UHCC System ([IB-99](#)). 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.

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 meeting on May 1, 2017 ([IB-101](#), Item 4.a). 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 ten percent over the previous year. Refer to Standard [LB.3](#) for further discussion.

### Program Review

The administration disseminated an overview and timeline of the Integrated Planning and Budgeting Process for 2017-2018 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. Outcomes assessment at the course and program levels is an ongoing process. Each academic program, area, and unit includes outcomes 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 outcomes assessment data, the academic programs, areas, and units use institutional research data to complete the ARPD template, including student achievement data, such as demographic information and disaggregated data comparing DE and face-to-face classes. 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 programs, areas, and units complete their ARPD, each creates a resource request list and indicates 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 2017-2018 ([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](#), Item 4.b).

**Resource Allocation**

Each year the VCAS reviews the operating budget and 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 ten-campus system, which the president presents for approval to the BOR 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*

2012-2013	<ul style="list-style-type: none"> <li>● Used comprehensive Annual Program Review (APR) template.</li> <li>● Created an ad hoc committee to review and make recommendations for improving the planning process.</li> <li>● Conducted a survey of the planning process in April 2013.</li> <li>● The Campus Council approved the revised planning process.</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>● Introduced ARRA template.</li> <li>● Decided to make additional changes based on confusion with ARRA and ARPD templates.</li> </ul>

2014-2015	<ul style="list-style-type: none"> <li>Continued to use the Resource Request template combined with the ARPD template.</li> <li>Developed the CRE template.</li> <li>The Campus Council approved the revised Integrated Planning and Budgeting Process.</li> </ul>
2015-2016	<ul style="list-style-type: none"> <li>Introduced the revised process including the ARPD template and/or CRE template.</li> <li>Continued to use the Resource Request template.</li> </ul>
2016-2017	<ul style="list-style-type: none"> <li>Expanded the use of the ARPD template to all units and areas, even those not included in the UHCC ARPD.</li> <li>All remaining programs, units, and areas completed the CRE template.</li> </ul>
2017-2018	<ul style="list-style-type: none"> <li>New cycle of the CRE template to begin.</li> <li>Move towards better use of data in the ARPD process with less reliance on UHCC System data.</li> <li>An ad hoc committee will review and evaluate the Integrated Planning and Budgeting Process.</li> </ul>

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 requires each academic program, educational unit, and support area to complete a CRE every four years and uses the CRE to identify long-range goals that direct efforts and create action plans. The comprehensive template includes data sets that the academic program or support area defines. 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 [LB.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 learning outcomes. All ARPDs report on program learning outcomes and the results of assessments. The College provides the ARPDs on the UHCC ARPD website and the College 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 College's Integrated Planning and Budgeting Process helps faculty to plan for and request budget items that support outcomes assessment. While the College annually communicates this process, 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 revision 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, pp. 3-4).



## Evidence for Standard I.B.

- [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 Council 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
- [IB-28](#) 2016 ARPD - AA in Liberal Arts
- [IB-29](#) Assessment Webpage
- [IB-30](#) L5.210 Policy on Assessment
- [IB-31](#) Assessment Resources Presentation
- [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
- [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
- [IB-41](#) Blog Post on #IGotClass Winners
- [IB-42](#) 2017-2018 Institutional Effectiveness Report
- [IB-43](#) Flyer for Wildly Important Gathering
- [IB-44](#) Email on Wildly Important Gathering, Feb. 28, 2018
- [IB-45](#) Wildly Important Gathering Brochure
- [IB-46](#) 2018 ACCJC Annual Report

[IB-47](#) Intranet Webpage for Weekly Bulletin  
[IB-48](#) Performance Funding Model Webpage  
[IB-49](#) Integrated Planning and Budgeting Process Overview  
[IB-50](#) Appendix C 2015-2016 ARPD Instructions and Template  
[IB-51](#) CRE Instructions and Template  
[IB-52](#) ARPD Template  
[IB-53](#) UHCC Health Call Scoring Rubric  
[IB-54](#) Resource Implications Template  
[IB-55](#) UHCCP 5.202 Review of Established Programs  
[IB-56](#) Disaggregated Data by Student Populations  
[IB-57](#) 2015 ARPD - Developmental Math  
[IB-58](#) 2015 ARPD - Developmental Writing  
[IB-59](#) 2016-2017 Acceleration Initiative Funded Requests  
[IB-60](#) Math 75 to Math 100 Data  
[IB-61](#) Lanakila Webpage  
[IB-62](#) Ho‘oulu Webpage  
[IB-63](#) STEM Scholars Webpage  
[IB-64](#) Hālau Newsletter  
[IB-65](#) Ke Ala ‘Ike Webpage  
[IB-66](#) Ke Ala ‘Ike Brochure  
[IB-67](#) Waipahu High School Status Report  
[IB-68](#) *UH News* Article on Leeward’s Early College Student  
[IB-69](#) *UH News* Article on Early College Honor Students  
[IB-70](#) Pacific Islander Program Overview  
[IB-71](#) Hawai‘i Promise Brochure  
[IB-72](#) Hawai‘i Promise Program Webpage  
[IB-73](#) Disaggregated Data by Delivery Mode  
[IB-74](#) Timeline of Five-Week Online Course Development  
[IB-75](#) Leeward CC Policies Webpage  
[IB-76](#) Final Committee Report on L5.201  
[IB-77](#) L5.210 Policy on Assessment  
[IB-78](#) Faculty Senate Minutes, Feb. 21, 2018, Item III.D.2  
[IB-79](#) 2017 Program Review and Planning Survey Results  
[IB-80](#) Leadership Excellence Program Handout  
[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  
[IB-88](#) UHCC ARPD Website  
[IB-89](#) Planning Process Webpage  
[IB-90](#) Blog Post on 2016 CCSSE Results  
[IB-91](#) Email on Ad Hoc Planning Committee, Sept. 14, 2012  
[IB-92](#) Ad Hoc Planning Committee Agenda, Oct. 26, 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
- [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

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
I.B.1	Provided feedback to improve the College's Integrated Planning and Budgeting Process and increase transparency.	Faculty Senate and Administration	Fall 2016-present	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.
I.B.1 II.A.7 IV.A.4	Provided required training on faculty-initiated interaction in DE courses.	DE Committee	Fall 2017-present	DE faculty gained awareness of the requirements to document faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.
I.B.1	Conducted breakout sessions during convocation to seek feedback on specific Accreditation Standards and Eligibility Requirements (ERs).	Self-Evaluation Core Team	Spring 2018	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.
I.B.1 I.B.7 I.B.9 IV.A.3	Improve the Integrated Planning and Budgeting Process.	Ad Hoc Planning Process Review Committee	Fall 2017-present	The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
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.B.2	Clarify the relationship between GELOs and ILOs.	Faculty Senate Assessment Committee	Fall 2017-present	Faculty Senate Assessment Committee will make recommendations in 2018-2019.
I.B.3	Initiated the College's WIG to increase student retention and persistence by ten percent over the previous year.	VCAA	Fall 2017-present	WIG Design Team was convened in Fall 2017. Work continues and planned activities are included in Quality Focus Essay (QFE).
I.B.5	Published the College's Institutional Effectiveness Report.	OPPA	Spring 2018	Administration is reviewing the report and will use the results to inform decisions.
I.B.7 IV.A.2	Reviewed L4.100, Policy on Institutional Mission.	Campus Council and Faculty Senate	Fall 2017-Fall 2018	Faculty Senate and Campus Council reviewed. Both groups to review the revised policy for final approval in fall 2018.
I.B.7 IV.A.2	Review L1.201, Policy on Shared Governance.	Campus Council and Faculty Senate	Fall 2017-Fall 2018	Revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.
I.B.7 IV.A.4	Reviewed L5.201, Policy on Curriculum Review and Revision.	Faculty Senate Ad Hoc Committee	Fall 2016-Spring 2017	Revised policy approved in spring 2017.

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
I.B.7	Reviewed L5.210, Policy on Assessment.	Faculty Senate Assessment Committee	Fall 2017-Spring 2018	Revised policy approved in spring 2018.
I.B.7 IV.A.3	Conducted the Program Review and Planning Survey.	Campus Council	Fall 2017-present	Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee convened in fall 2017 to make recommendations.
I.B.7	Conducted the Employee Satisfaction Survey.	Leadership Excellence Cohort	Fall 2016	Institutional strengths and areas for improvement were identified.
I.B.7	Conducted the Administrative Services Customer Satisfaction Survey and used the results to make improvements.	Office of the VCAS	Fall 2017-present	Administrative Services strengths and areas for improvement were identified.
I.B.9	Communicated more clearly the results of program reviews, resource requests, and institutional priorities to the campus community in response to the Employee Satisfaction Survey.	VCAA and Ad Hoc Planning Process Review Committee	Fall 2016-present	For 2016-2017, the VCAA shared regular updates with the campus during the prioritizing process.  For 2017-2018, an Ad Hoc Planning Process Review Committee was convened to continue to explore ways to improve the planning and budgeting process.

## **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 to current and prospective students, campus employees, the public, and the College's accreditors. The College regularly reviews the information 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 ensures 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 ensures the clarity, accuracy, and integrity of information provided to all campus constituencies and stakeholders through varied dissemination channels. The College clearly and accurately describes itself to stakeholders through its website, which includes information related to its mission, learning outcomes, educational programs, and student support services. An

accreditation webpage provides students and the general public with information about the College’s accreditation status with all its accreditors.

I.C.2.

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

**Evidence of Meeting the Standard**

The College provides a print and online version of the Catalog that is easily accessible to current and prospective students. Every academic year, the College updates and publishes its Catalog in hard 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 the catalog requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) ([IC-12](#)).

Table 49.

*ACCJC’s Catalog Requirements and Catalog Page References*

<b>Catalog Requirements</b>	<b>Page(s) in <i>Catalog 2017-2018</i></b>
<b>General Information</b>	
Official Name, Addresses, Telephone Numbers, and Website Address of the Institution	2, 10
Educational Mission (Vision, Mission Statement, Core Values, and Institutional Learning Outcomes)	7-8
Representation of Accredited Status with ACCJC and with Programmatic Accreditors	9
Course, Program, and Degree Offerings	18-104, 137-194
Learning Outcomes for Programs and Degrees	32-104
Academic Calendar and Program Length	2

<b>Catalog Requirements</b>	<b>Page(s) in <i>Catalog 2017- 2018</i></b>
Academic Freedom Statement	209
Available Student Financial Aid	114-121
Available Learning Resources	196-200
Names and Degrees of Administrators and Faculty	221-230
Names of Governing Board Members	220
<b>Requirements</b>	
Admissions	106-113
Student Fees and Other Financial Obligations	114-121
Degrees, Certificates, Graduation, and Transfer	24-26, 122-125
<b>Major Policies Affecting Students</b>	
Academic Regulations, Including Academic Honesty	126-136, 207
Nondiscrimination	214
Acceptance and Transfer of Credits	122-125
Transcripts	115
Grievance and Complaint Procedures	215
Sexual Harassment	217
Refund of Fees	118

All student policies can be found on the Policies webpage of the College website and the Services for Students webpage ([IC-24](#), [IC-8](#)).

The Catalog describes the instructional delivery modes applied in distance education (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-25](#)). 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 and bases the annual catalog revision schedule on the Faculty Senate's curricular deadlines, student registration dates, and STAR Guided Pathway Selection (GPS) input requirements ([IC-26](#)). 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, approves, and then houses in an online database, Quali Student Curriculum Management. (For more detailed discussion of the Curriculum Committee, see Standard [II.A.2.](#)) The College publishes program learning outcomes (PLOs) for programs, certificates, and degrees in the Catalog where students and the general public can see them. The Catalog is available to the public in an electronic format 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-27](#)). Program review includes quantitative and qualitative data including program outcomes 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 [LB.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-28](#), [IC-29](#)). Program coordinators extract and summarize data from Tk20 to demonstrate learning outcome 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 outcomes assessment information to demonstrate student achievement. Learning outcome creation and assessment are done at least every five years to ensure quality. The College publicly posts program review documents on their website. Program reviews contain quantitative and qualitative data including outcomes 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 Science (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 ([IC-30](#)).

For all degrees, students must complete a set number of the general education courses. The AA degree requirements also include four foundation courses and five focus courses. The Catalog lists an explanation of the general education requirements ([IC-31](#), [IC-32](#), [IC-33](#)). The College expects graduating students to meet seven general education learning outcomes ([IC-31](#)).

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-34](#), [IC-4](#)).

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, learning outcomes, 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-35](#)).

Division chairs and discipline/program coordinators ensure that all course syllabi have learning outcomes 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 ensure 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-36](#)). The University of Hawai'i (UH) Board of Regents (BOR), campus governance groups, and administration regularly review and evaluate respective policies and procedures, which are discussed in more detail in Standard [LB.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 ensure integrity, consistency, and transparency, which is discussed in Standard [LC.1](#).

### **Analysis and Evaluation**

The College has several mechanisms in place to regularly review institutional policies, procedures, and publications in order to ensure 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, nonresident, and nonresident

Pacific Island jurisdiction. The Catalog highlights other costs such as late registration fee, transcript fee, and installment payment plan fee ([IC-37](#)).

The College website provides current and prospective students with accurate information on tuition, fees, and required textbook and instructional material costs ([IC-38](#), [IC-39](#), [IC-40](#)). In addition, the online Leeward Bookstore allows students to compare textbook prices ([IC-41](#), [IC-42](#)).

The College has undertaken an Open Educational Resources (OER) initiative since 2016 ([IC-43](#)). Courses that offer OER or no cost textbooks include the statement “Textbook Cost: \$0” on the Course Availability webpage and in STAR GPS ([IC-44](#), [IC-45](#)). 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 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-46](#)). 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-46](#)).

The University of Hawai‘i Community Colleges (UHCC) Policy (UHCCP) 5.211, Statement on Professional Ethics (Faculty), outlines the academic freedom and responsibility for faculty ([IC-47](#), [IC-48](#)). This policy is easily accessible on the UHCC System Policies website and reviewed on a regular basis ([IC-49](#)). The VCAA reminded faculty of the policy in an email sent in fall 2017 ([IC-50](#)).

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-51, IC-52). This collective bargaining agreement is easily accessible on the University of Hawai‘i Professional Assembly (UHPA) website (IC-53).

### **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 BOR 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-54, IC-55, IC-56). 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 System 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-57, IC-58). 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-58).

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-47).

The Hawai'i Administrative Rules, Section 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-48](#)).

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 BOR ([IC-59](#), p. 36).

The College promotes academic integrity and honesty in the delivery of online courses through student identity and verification processes. See the [Certification of Continued Institutional 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, and the College expects faculty 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-47](#), [IC-60](#)). 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-51](#), [IC-52](#)). 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. Hawai'i Administrative Rules, Section 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-48).

### **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 report on April 3, 2018 ([IC-61](#), [IC-62](#)). The College meets requirements and reporting deadlines set by the Commission and discloses information required by the Commission to communicate matters of educational quality to the public.

In the Catalog, 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 ACCJC did not need the College to submit a substantive change request. The ALO also sought feedback on the need for a substantive change proposal regarding the recent move of the Wai'anae Moku Education Center. The location change required a substantive change proposal, which the ALO submitted to ACCJC on January 24, 2018, and ACCJC approved on March 2, 2018 ([IC-63](#), [IC-64](#)).

## **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 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 populations, 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-65](#)).

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 5.211 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-47](#)).

## **Analysis and Evaluation**

The College places its educational responsibility above all other objectives including external contributions and financial interests.

## Evidence for Standard I.C.

- [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
- [IC-24](#) Leeward CC Policies Webpage
- [IC-25](#) Distance Education in *Catalog 2017-2018*
- [IC-26](#) Timeline of 2018-2019 Catalog Revision
- [IC-27](#) College Planning Reports Website
- [IC-28](#) OPPA Webpage
- [IC-29](#) Email on Tk20 Training, Aug. 17, 2017
- [IC-30](#) Online Degrees and Certificates Webpage
- [IC-31](#) General Education in *Catalog 2017-2018*
- [IC-32](#) Associate Degrees in *Catalog 2017-2018*
- [IC-33](#) General Education Course Listing in *Catalog 2017-2018*
- [IC-34](#) About Degrees and Programs in *Catalog 2017-2018*
- [IC-35](#) L5.201 Policy on Curriculum Review and Revision
- [IC-36](#) L1.101 Policy on the Policy Development Process
- [IC-37](#) Financial Information in *Catalog 2017-2018*
- [IC-38](#) Paying for College Webpage
- [IC-39](#) Tuition and Fees Webpage
- [IC-40](#) What You'll Save Webpage
- [IC-41](#) Leeward Bookstore Textbook Webpage
- [IC-42](#) Sample Textbook Price Comparison - Culinary Arts 150
- [IC-43](#) "Textbook Cost: \$0" in OER @ Leeward
- [IC-44](#) Sample Spring 2018 Class Availability - Sociology
- [IC-45](#) List of "Textbook Cost: \$0" Classes

- [IC-46](#) Academic Rights and Grievance Procedures in *Catalog 2017-2018*
- [IC-47](#) UHCCP 5.211 Statement on Professional Ethics (Faculty)
- [IC-48](#) Hawai'i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community
- [IC-49](#) UHCC Policies Webpage
- [IC-50](#) VCAA Email on Academic Affairs, Sept. 29, 2017
- [IC-51](#) *2017-2021 Agreement between the University of Hawai'i Professional Assembly*
- [IC-52](#) Article IX Academic Freedom Webpage
- [IC-53](#) UHPA-BOR Contract Reference Webpage
- [IC-54](#) Leeward CC Student Conduct Code
- [IC-55](#) Leeward CC Conduct Code Procedures
- [IC-56](#) EP 7.208 Systemwide Student Conduct Code
- [IC-57](#) Student Conduct Code in *Catalog 2017-2018*
- [IC-58](#) Policies in *Catalog 2017-2018*
- [IC-59](#) Faculty and Staff FYI Guidebook, p. 36
- [IC-60](#) AAUP Statement on Professional Ethics Webpage
- [IC-61](#) 2018 ACCJC Annual Fiscal Report
- [IC-62](#) 2018 ACCJC Annual Report
- [IC-63](#) Substantive Change Application for New Location, Oct. 25, 2017
- [IC-64](#) ACCJC Approval Letter, Mar. 2, 2018
- [IC-65](#) *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 have 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 (Leeward CC)'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 2017, the College awarded 1,019 degrees and certificates. Of those, 67 percent were transfer degrees. The remaining 33 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 CC - 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 the Pearl City campus and Wai'anae Moku Education Center 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 noncredit 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 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, an Academic Subject Certificate 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.

### **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 UH 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, administration later meets 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](#), Article II.D.2.a).

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

The College assesses learning outcomes at the course level and the program level. (See Standard [LB.2](#) for a more detailed discussion of the College's hierarchy of learning outcomes.) 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 College uses the ARPD template 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 a range of associate degrees and certificates through various 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](#), pp. 4-5).

#### **II.A.2.**

***Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional***



*courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

## **Evidence of Meeting the Standard**

### **Review of Content and Methods of Instruction**

At the College, faculty ensure that the content and methods of instruction meet accepted academic and professional standards. Faculty, including full-time and part-time employees, initiate curriculum proposals and modifications after a collaborative discussion with faculty in their respective discipline or program. Faculty ensure that the quality of courses, regardless of delivery mode, adheres to the College's 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 Kualu Student Curriculum Management (KSCM) database, an online curriculum management system, which 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](#), [IIA-21](#)).

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: 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: After 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 Lulima, the UH System's collaborative learning environment based on the Sakai platform. The Educational Media Center (EMC) regularly offers additional training classes on effective online instructional design and online facilitation. For a discussion of the College's compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC)'s Distance Education and Correspondence Education Policy, see the [Certification of Continued Institutional Compliance with Federal Regulations and 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 assesses 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 noncredit, 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 U.S. 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. The 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 and student evaluations to make improvements. Faculty expressed a need for more professional development and more opportunities to collaborate with colleagues. Suggestions include online professional development, professional development at the Wai‘anae Moku Education Center, and more division-level opportunities ([IIA-12](#), pp. 5-7).

### **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 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 learning outcomes 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 learning outcomes. If a course requires modification, faculty submit a modified curriculum proposal for discussion and approval using the process outlined in Standard [IIA.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 2018 ACCJC 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.*

Division	Number of Courses in Catalog	Number of Courses Assessed	Percentage of Courses Assessed
Arts and Humanities	126	93	73.8%
Business	65	46	70.8%
Counseling	9	4	44.4%
Language Arts	81	69	85.2%
Math and Science	143	125	87.4%
Professional Arts and Technology	67	53	79.1%
Social Science	67	63	94.0%
Total	558	453	81.2%

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 a separate 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 associate 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 revised the PLOs for oral communication, quantitative reasoning, information literacy, arts and humanities, and social sciences ([IIA-27](#)). The task force plans to assess the PLOs in the next academic year.

### **Learning Outcomes in Course Syllabi**

All approved and current course outlines include 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 learning outcomes 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 procedures, the ARPD 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 learning outcomes. 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 to 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 GELOs ([IIA-26](#)).

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 learning outcomes, 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](#), pp. 7-9). For further discussion of Tk20 and outcomes assessment, refer to the College's [Quality Focus Essay](#)

#### 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 regard to credit type, location, and delivery mode of pre-collegiate courses. 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 within one year. The College expects the initiative 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, English 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 learning outcomes. Developmental education instructors attend 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, math faculty have assessed all CLOs for each developmental math course. 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. Results of the 2016 Remedial/Developmental Math ARPD indicate that the program is improving (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 the College 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 significant improvements in the program (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; the low number is 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. 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](#)).

ESL faculty regularly assess pre-collegiate ESL courses 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 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 the appropriate sequencing of courses, 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 Guided Pathway Selection (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 how the course will integrate and use technology (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 for further approval (IIA-56, IIA-57). For a detailed discussion of the Curriculum Committee, see Standard IIA.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 revises 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 STAR, 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, pp.2-3). Students can see their progress towards degree completion by selecting the Academic Journey tab.

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 IIC.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 campuses 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-minute classes primarily scheduled on Monday and Wednesday and Tuesday and Thursday. The analysis resulted in the Faculty Senate approving a motion that flexible scheduling be implemented in spring 2019 ([IIA-64](#), [IIA-65](#); [IIA-66](#), pp. 5-6). 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 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 [II.A.4](#).

### **Use and Evaluation of Delivery Modes**

The College utilizes a wide range of delivery modes in order to meet the needs of its diverse student populations. These delivery modes are face-to-face, hybrid, and online. 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 24 percent of course sections offered online and six percent offered in a hybrid format. 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 Teaching, 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 course offerings 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 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 created a mandatory DE training session, which includes an instructor self-evaluation survey on practices used for interaction and collaboration with students ([IIA-70](#)). In addition, the DE Committee developed best practice guidelines regarding course design, interaction and collaboration, and learner support services and implemented the DE Liaison program to help faculty connect with campus resources and other colleagues who regularly teach online ([IIA-52](#)). In 2018-2019, the DE Committee plans to revise the DE peer evaluation form to provide feedback on regular and substantive interaction. 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 TGIF: 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 [IIA.14](#).

A recent faculty-driven initiative is Open Educational Resources (OER) and no cost textbooks courses. Faculty have participated in professional development workshops and work with the EMC faculty and librarians to identify, revise, or develop textbook resources for their courses that are no cost to the students. For further discussion of OER, see Standards [IA.3](#).

### **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, students have access to online tutoring support through the Learning Resource Center and through Brainfuse, an online tutoring service. 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 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 recruitment into 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 in 2017-2018 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 the PLA process and options ([IIA-79](#)). In addition, the committee developed a portfolio-based assessment course on Lualaba for any student in the UH System to earn course credit by documenting life/work experience. This course was part of a pilot project funded by the UH System office.

The pilot program for PLA uses a portfolio-based assessment course to award college credits for incoming students' life experiences. The UH System has provided funding support for instructional faculty to develop portfolio-based assessment courses and assess the 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 portfolio-based 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 portfolio-based 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 learning outcomes. The College awards degrees and certificates based on student attainment of PLOs. Each instructor is responsible for assessing students' success in meeting the learning outcomes 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 learning outcomes in each course. For detailed discussion of outcomes assessment, see Standards [LB.2](#), [IIA.3](#), and [IIA.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 ACCJC. Course outlines, corresponding syllabi, and class schedules provide evidence that faculty assign an appropriate amount of work 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**

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.

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, degrees, and certificates based on student attainment of learning outcomes. 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 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 System campuses. The policy states that students who have earned an articulated associate degree from a UHCC campus shall be accepted as having filled the general education core requirements at all other UH System 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 System 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).

The University of Hawai‘i at Mānoa (UH Mānoa) created a dual-admission, dual-enrollment program, Ka‘ie‘ie, 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). Ka‘ie‘ie focuses on students successfully transferring from UHCC campuses to the Mānoa campus while completing their academic degrees.

A similar transfer agreement, Mānanawai, exists with the University of Hawai‘i-West O‘ahu (UH West O‘ahu). This agreement provides for a smooth transfer between Leeward CC and UH West O‘ahu 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 associate 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 Associate in Science (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 O‘ahu, 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. A procedure is in place to ensure that learning outcomes for courses transferred to the College are comparable. To further facilitate student success, an associate degree from the College fulfills the general education core requirements at all other UH System 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 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*

<b>GELO</b>	<b>GELO Statement</b>	<b>Competency in Standard II.A.11</b>
Critical thinking	Make critical judgments and apply critical reasoning to address challenges and solve problems.	Analytic inquiry skills
Technology and information literacy	Make informed choices about uses of technology and information literacy for specific purposes.	Information competency Ethical reasoning
Oral communication	Gather information appropriately and communicate clearly both orally and in writing.	Communication competency



<b>GELO</b>	<b>GELO Statement</b>	<b>Competency in Standard II.A.11</b>
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  Ability to engage diverse perspectives
Cultural diversity and civics	Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.	Ethical reasoning  Ability to engage diverse perspectives

All students in a degree program at the College must meet minimum general education credit requirements. 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 degree. 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. Course core outlines, which are located in the KSCM database, list the course CLOs ([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 the College is providing a high-quality education 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](#), [II.A.3](#), and [II.A.16](#).

### **Analysis and Evaluation**

To meet the minimum general education credit requirements at the College, all students must demonstrate competency in the areas of communication, information, ethics, analytic inquiry, quantitative reasoning, and the ability to engage diverse perspectives. The College ensures level-appropriate learning outcomes 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 it publishes 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 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. The College divides its general education core requirements 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 ensure 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](#)). Graduates must have 12 credits in foundations, 19 credits in diversification, and five focus courses. The Catalog lists the qualifying general education courses ([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 15 credits of general education requirements that typically include 3 credits of arts/humanities/literature, 3 credits of natural science, 3 credits of social science, and 3 credits of oral communication. The Catalog lists the courses that meet general education requirements for these degrees and specific degree requirements for CTE programs ([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 as 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 help students develop 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 learning outcomes, 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 includes 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 CLOs 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. An 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 ensures 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, OCEWD offers noncredit 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 noncredit 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 [IIIA.1](#).

All noncredit 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 assessment 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 external accrediting agency and those that are not. Table 52 indicates the accreditor for credit and non-credit programs that have an external accrediting body.

Table 52.  
*Accreditation of CTE and Workforce Development Programs*

<b>Accreditation of Programs</b>	
<b>Credit Program</b>	<b>Accrediting Body</b>
Automotive Technology	National Automotive Technicians Education Foundation
Culinary Arts (Exemplary Program Recognition)	American Culinary Federation Education Foundation Accrediting Commission
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education
Teacher Education Alternative Certification for Career and Technical Education	Council for the Accreditation of Educator Preparation.
<b>Noncredit Workforce Development Program</b>	<b>Accrediting Body</b>
Industrial Technology	International Certification Accreditation Council
Medical Billing	American Medical Billing Association
Medical Coding	American Health Information Management Association
Patient Services Representative	National Association of Healthcare Access Management
Pharmacy Technician	Pharmacy Technician Certification Board
Nurse Aide	State Licensure
Adult Residential Care Home	State Licensure
Commercial Motor Vehicle and Forklift	State Licensure

The above accrediting agencies have specific competencies for students to achieve. The faculty in these programs integrate these competencies or learning outcomes 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.

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 noncredit program have advisory committees made up of industry representatives. These programs schedule between one to two advisory committee meetings per year to develop learning outcomes, 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 noncredit programs hold regularly scheduled advisory committee meetings to discuss learning outcomes, 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 noncredit 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 noncredit certificate programs are recognized by their respective industry association.

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. 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 registration 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 the program's elimination.

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 4 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. 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 noncredit 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 learning outcomes, 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 [LB.5](#) and [LB.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 ARPD identified plans to improve pass rates by requesting funding for additional student tutors and peer mentors ([IIA-123](#)). 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; this is based on the 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 better 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 learning outcomes and achievement. As improvements are made, the College conducts the evaluation process again to ensure the improvements had the intended result.

## Evidence for Standard II.A.

- [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
- [IIA-13](#) L5.201 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
- [IIA-23](#) L5.210 Policy on Assessment
- [IIA-24](#) 2018 ACCJC Annual Report
- [IIA-25](#) 2014-2016 CRE - AA in Liberal Arts
- [IIA-26](#) 2016 AA in Liberal Arts Assessment Report
- [IIA-27](#) 2018 AA in Liberal Arts Assessment Report
- [IIA-28](#) VCAA Email on Course Syllabi, Aug. 14, 2017
- [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
- [IIA-38](#) ELI Webpage
- [IIA-39](#) ELI Mission Webpage
- [IIA-40](#) ESL Courses Webpage
- [IIA-41](#) Math and English Placement Data
- [IIA-42](#) List of English CLOs
- [IIA-43](#) 2016 ARPD - Developmental Math
- [IIA-44](#) 2016 ARPD - Developmental Writing
- [IIA-45](#) 2016 ARPD - Office of International Programs

[IIA-46](#) 2016 ARPD - ELI  
[IIA-47](#) 2017 ARPD - ELI  
[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*  
[IIA-52](#) DE Guidelines  
[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*  
[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](#) 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, pp. 5-6  
[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](#) Fall 2017 DE Training Presentation  
[IIA-71](#) iTeach Website  
[IIA-72](#) Innovation Center for Teaching and Learning Webpage  
[IIA-73](#) Email on Teaching Workshop, Nov. 3, 2017  
[IIA-74](#) EMC Website  
[IIA-75](#) iLearn Website  
[IIA-76](#) Blog Post on Pacific Island Students  
[IIA-77](#) Pasefika Passion Pipeline Webpage  
[IIA-78](#) Access to Education Presentation  
[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  
[IIA-83](#) UHCCP 5.203 Program Credentials: Degrees and Certificates  
[IIA-84](#) UHCCP 5.228 Credit Hour  
[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  
[IIA-88](#) Transcript Request Webpage  
[IIA-89](#) PLA Webpage  
[IIA-90](#) Ka'ie'ie Webpage  
[IIA-91](#) Mānanawai Agreement  
[IIA-92](#) UH System Articulation Agreements Webpage  
[IIA-93](#) Articulation Agreement for Plant Bioscience Technology

- [IIA-94](#) Articulation Agreement for Engineering
- [IIA-95](#) Summary of Transfer Agreements for AA in Teaching Majors
- [IIA-96](#) General Education in *Catalog 2017-2018*
- [IIA-97](#) Content Field 2 in *Course Proposal Guide*
- [IIA-98](#) General Education Committee Webpage
- [IIA-99](#) UHCCP 5.200 General Education in All Degree Programs
- [IIA-100](#) RP 5.213 General Education
- [IIA-101](#) Foundations Focus Board Website
- [IIA-102](#) Diversification Focus Board Website
- [IIA-103](#) Writing-Intensive Focus Board Website
- [IIA-104](#) Hawaiian, Asian and Pacific Focus Board Webpage
- [IIA-105](#) Ethics Focus Board Website
- [IIA-106](#) Associate Degrees in *Catalog 2017-2018*
- [IIA-107](#) General Education Course Listing in *Catalog 2017-2018*
- [IIA-108](#) Hawaiian Studies in *Catalog 2017-2018*
- [IIA-109](#) Education (Teaching) in *Catalog 2017-2018*
- [IIA-110](#) General Education Electives in *Catalog 2017-2018*
- [IIA-111](#) Natural Science in *Catalog 2017-2018*
- [IIA-112](#) OIP Mission Webpage
- [IIA-113](#) Automotive Technology in *Catalog 2017-2018*
- [IIA-114](#) OCEWD Website
- [IIA-115](#) OCEWD Opportunities Webpage
- [IIA-116](#) OCEWD Learning Outcomes Webpage
- [IIA-117](#) RP 5.201 Instructional Programs
- [IIA-118](#) 2012-2017 Program Eliminations
- [IIA-119](#) UHCCP 5.202 Review of Established Programs
- [IIA-120](#) UHCC ARPD Website
- [IIA-121](#) ARPD Template
- [IIA-122](#) CRE Instructions and Template
- [IIA-123](#) 2016 ARPD - Wai‘anae Moku Educational Center
- [IIA-124](#) 2016-2017 Proposed Institutional Priorities
- [IIA-125](#) 2008-2017 Perkins Performance Indicators by Major
- [IIA-126](#) 2016-2017 Perkins Performance Indicators for Automotive Program by Campus

## Changes and Plans Arising Out of the Self-Evaluation for Standard II.A

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
II.A.3	Conduct the AA in Liberal Arts Assessment.	AA Degree Program Review Task Force	Fall 2016-present	The assessment of the AA in Liberal Arts program and GELOs is an ongoing process that will continue in 2018-2019.
II.A.7	Revise and implement the DE peer evaluation form to provide feedback on regular and substantive interaction.	DE Committee	Fall 2018-Spring 2019	Revised DE peer evaluation form will be implemented by Fall 2019.
II.A.7 IV.A.4 I.B.1.	Provided required training on faculty-initiated interaction in DE courses.	DE Committee	Fall 2017-present	DE faculty gained awareness of the requirements to document faculty-initiated interaction in DE courses and developed plans for integrating activities into their online course work.

## 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 other University of Hawai‘i (UH) locations.



Table 53.

*Learning Support Services by Location and Means of Delivery*

Learning support service	Services available at the Pearl City campus	Services available at the Wai‘anae Moku Education Center	Services available online, via phone, or at another UH location
Library	✓	✓	✓
Content Tutoring	✓	✓	✓
Writing Tutoring	✓	✓	✓
Kāko‘o ‘Ike Program	✓	✓	✓
Help Desk	✓	✓	✓
Test Center	✓	✓	✓

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 a sufficient number of 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 institutional 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 and items can be routed to the Pearl City campus or Wai‘anae Moku Education Center (IIB-8, 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 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 [IIB.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 as well as initiates limited-time trial access to new online research databases and other electronic resources for evaluation by faculty and staff ([IIB-19](#), [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 students ([IIB-27](#)). The LRC 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 Lulima 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 Brainfuse, a commercial online tutoring service. 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.

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 nontraditional 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 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 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 campus and DE students ([IIB-32](#)). For example,

during each semester in 2016-2017, the Writing Center provided services in a variety of modes to more than ten 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). During the two weeks before final exams, the Writing Center offers additional workshops and extended hours (IIB-5).

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).

### *Kāko'ō 'Ike Program*

The Kāko'ō 'Ike (KI) Program provides a range of support services for students with disabilities (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.

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 face-to-face or through DE.

*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 to 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](#), Item 13.3d). 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 tutors did well, students indicated the following: effectively teach specific technical skills, explain concepts and instructor feedback in understandable ways, demonstrate patience, 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, Early College students, and those who are unable to obtain services at the Pearl City campus or the 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 University of Hawai'i 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, which provides free online peer tutoring in math, English, and science ([IIB-44](#)). This service 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. The Help Desk conducted a satisfaction survey in 2017 that 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 System 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 Education Center's information technology 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 staff administers exams ([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. Likewise, Wai‘anae Moku students may also seek services at the many UH System 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 Information and Computer Science (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 System 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. 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 ([IIB-59](#), pp. 9-12).

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 sources, 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 for decision-making about acquisitions ([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 30 iPads. Students can also use two scanners and three printers that are 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 System 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.

#### *LRC Content Tutoring Center*

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 ten 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 Information Technology Group (ITG) maintains and replaces the LRC computers. All of the LRC's materials and equipment enhance the achievement of the College mission by providing students with a high-quality education and support for them to advance their educational goals.

### *Writing Center*

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 5.0-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.

### *Kāko 'o 'Ike Program*

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.

### *Help Desk and Test Center*

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 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 Lab*

Math faculty work directly with the Math Lab to ensure the lab provides students with the support they need 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 9 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 solved.

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*

The ICS program coordinates The Hub, which is staffed by student interns enrolled in the program's credit-based cooperative education course ([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 free technical support for their electronic equipment and provides ICS students with 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.

#### *Student Resource Center at Wai'anae Moku Education Center*

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. The previous testing center had 5 desktop computers while the new facility has 15 computers. The new computer lab/classroom has 30 desktop computers whereas the previous location had 17 computers. The facility also 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](#)).

### **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 Test 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](#), p. 12).

#### 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 learning outcomes 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 outcomes. The Library conducts an ARPD to assess its performance, which includes assessment of learning outcomes ([IIB-76](#)). In 2016, the Library updated its mission and learning outcome 2 and converted the previous goals to support area outcomes ([IIB-77](#)). The Library also identified measurements for attainment of the learning outcomes ([IIB-78](#)).

The Library uses the Information Literacy Exam to assess students in English 100 and English 24 for learning outcome 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 learning outcome 2 using 63 anonymized research papers collected from English 100 instructors. The assessment revealed that just 67 percent of the papers achieved learning outcome 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 System 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, the total library expenditure was \$14 to \$15 per full-time student 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 six 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 SAOs and learning outcomes. 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, Items 13.1d, 13.2d, 13.3d). 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 learning outcomes for tutoring, comparing pass rates and persistence rates for students who have used tutoring services with 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 learning outcome has been met consistently. The other learning outcome 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 learning outcomes. In 2015-2016, 100 percent of the students who attended an individual content tutoring session (n=1,165) agreed that the tutor improved their understanding of the subject and that the session was a positive and helpful experience. In the same academic year, 100 percent of the students who attended an individual writing session (n=2,228) agreed that the writing consultant helped them to improve their writing and/or their understanding of the work discussed. They also agreed that working with the writing consultant helped them plan how to work independently on their essays (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 ensure that they are meeting students' needs, the KI Program regularly evaluates its services in a variety of ways: 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, overall student satisfaction declined from 92 to 85 percent. A 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 include 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 the needs of students (IIB-92).

Although the Help Desk does not assess SAOs, the Help Desk surveys both students and faculty to confirm 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).

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 a light-emitting diode sign so all students can easily locate The Hub.

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, Item 13.2).

### **Analysis and Evaluation**

To ensure 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 their performance. The ARPDs include the assessment of outcomes in order to make correlations between services and their impact on learning, and the Library, LRC, KI Program, and Test Center use these assessment 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, pp. 12-13).

#### 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**

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 System 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, which provides training and guidance on best practices for providing services to students with disabilities. As a member of this organization, the KI Program has access to training materials, journals, and professional resources ([IIB-99](#)). The 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 of the College's 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 the University of Hawai'i at 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.

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

### **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.

- [IIB-1](#) Academic Services Webpage
- [IIB-2](#) *Ka Mana'o* Article on the Learning Commons
- [IIB-3](#) Wai'anae Moku Services Webpage
- [IIB-4](#) Library Hours Webpage
- [IIB-5](#) Blog Post on Finals Countdown
- [IIB-6](#) 2017 Library User Survey Results
- [IIB-7](#) Library Collections Webpage
- [IIB-8](#) Screenshot of Hawai'i Voyager Search Page
- [IIB-9](#) Holds and Intra-Library System Loans Webpage
- [IIB-10](#) Blog Post on Books Available at Wai'anae Moku
- [IIB-11](#) Library Website
- [IIB-12](#) A-Z Databases Webpage
- [IIB-13](#) Guides to Databases Webpage
- [IIB-14](#) Find e-Books Webpage
- [IIB-15](#) Library Website Survey Form
- [IIB-16](#) New Library Website Presentation
- [IIB-17](#) Librarian Subject Liaison Webpage
- [IIB-18](#) Library Collection Development Policy
- [IIB-19](#) Book, Periodical, and Audio/Visual Order Request Form
- [IIB-20](#) Blog Post on Rosetta Stone Trial Account
- [IIB-21](#) Trial Database Feedback Form
- [IIB-22](#) Annual Statistics Webpage
- [IIB-23](#) 2016 Acquisition and Use Webpage
- [IIB-24](#) 2017 Acquisition and Use Webpage
- [IIB-25](#) Library Contact Us Webpage
- [IIB-26](#) Library Blog
- [IIB-27](#) LRC Website
- [IIB-28](#) Courses Tutored Webpage
- [IIB-29](#) LRC Online Tutoring Webpage
- [IIB-30](#) Accounting Workshops Webpage
- [IIB-31](#) Videos for Smart Study Webpage
- [IIB-32](#) Writing Center Website
- [IIB-33](#) 2017 ARPD (Part I) - Tutoring Services
- [IIB-34](#) Writing Center Sessions Webpage
- [IIB-35](#) Focused Workshops Webpage
- [IIB-36](#) Success Connection Workshops Webpage
- [IIB-37](#) KI Program Webpage
- [IIB-38](#) 2017 ARPD - KI Program
- [IIB-39](#) 2012-2016 Wai'anae Moku Tutor Evaluation Results
- [IIB-40](#) 2015-2016 Wai'anae Moku Tutoring Data
- [IIB-41](#) 2014 CCSSE Frequency Distributions Report, Item 13.3d
- [IIB-42](#) Brainfuse Handout
- [IIB-43](#) Brainfuse Student Guide
- [IIB-44](#) Online Learning Academy Website
- [IIB-45](#) Help Desk Webpage

[IIB-46](#) 2017 Help Desk User Survey Results  
[IIB-47](#) UH ITS Help Desk Webpage  
[IIB-48](#) Lulima Request Assistance Webpage  
[IIB-49](#) Test Center Webpage  
[IIB-50](#) 2016 ARPD - Testing Services, Part I  
[IIB-51](#) 2017 Test Center User Survey Results  
[IIB-52](#) UH Test Centers Webpage  
[IIB-53](#) Math Lab Webpage  
[IIB-54](#) Math Lab Tutoring Webpage  
[IIB-55](#) Math Placement Test Review Webpage  
[IIB-56](#) The Hub Webpage  
[IIB-57](#) Blog Post on The Hub  
[IIB-58](#) The Hub Handbook  
[IIB-59](#) Spring 2018 Convocation Discussion Results, pp. 9-13  
[IIB-60](#) List of Library Materials  
[IIB-61](#) Blog Posts on Database Trials  
[IIB-62](#) Trial Database Feedback Form  
[IIB-63](#) List of General Library Equipment  
[IIB-64](#) Blog Post on Library User Survey  
[IIB-65](#) Blog Post on Library Improvements  
[IIB-66](#) Blog Post on Digital Scanning System  
[IIB-67](#) 2012-2017 Library Quantitative Indicators  
[IIB-68](#) Blog Post on Student Wish List for the Library  
[IIB-69](#) Screenshot of TutorTrac Login Page  
[IIB-70](#) Writing Online Resources Webpage  
[IIB-71](#) Looking at Grammar Webpage  
[IIB-72](#) Information Technology Interim Funding Policies  
[IIB-73](#) List of Classroom Computer Specifications  
[IIB-74](#) List of Minimum Hardware Requirements  
[IIB-75](#) List of Math Lab Materials  
[IIB-76](#) 2016 ARPD - Library  
[IIB-77](#) Library Mission and Outcomes Webpage  
[IIB-78](#) List of Library CLOs and SAOs  
[IIB-79](#) Information Literacy Webpage  
[IIB-80](#) Framework of Information Literacy for Higher Education  
[IIB-81](#) Information Literacy Assessment Data  
[IIB-82](#) Blog Post on Learning Commons Update  
[IIB-83](#) 2016 New Resources Webpage  
[IIB-84](#) Library Requests and Usage Data  
[IIB-85](#) 2017 UH Library Council Annual Report  
[IIB-86](#) 2016 ARPD - LRC  
[IIB-87](#) 2016 CCSSE Means Report, Items 13.1, 13.2, and 13.3  
[IIB-88](#) 2016 ARPD - Tutoring  
[IIB-89](#) 2015-2017 Math Tutor Survey Results  
[IIB-90](#) 2015-2017 Math Lab Data  
[IIB-91](#) 2016 ARPD - Developmental Math  
[IIB-92](#) 2016 ARPD - Testing Center  
[IIB-93](#) 2017 Help Desk Survey Results

- [IIB-94](#) 2016-2017 The Hub Evaluation Results
- [IIB-95](#) 2016 CCSSE Results and Comparison Report
- [IIB-96](#) UH Library Council Bylaws
- [IIB-97](#) Hawai'i Library Consortium Website
- [IIB-98](#) Email on TutorTrac Agreement, Aug. 30, 2017
- [IIB-99](#) Association of Higher Education and Disability Members Benefits Webpage

Changes and Plans Arising Out of the Self-Evaluation for Standard II.B

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
II.B.1	Create disability services training program for faculty and staff at the College.	KI Program staff	Fall 2018-Spring 2019	The KI Program staff plans to create a disability services training program, including a certification component, for faculty and staff.

## 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 (Leeward CC) 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 between the University of Hawai‘i at Mānoa (UH Mānoa) and Leeward CC. A mental health counselor who is funded through this memorandum 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, 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 Guided Pathway Selection (GPS) system, and integrating support services through technology with MySuccess, a software platform of the University of Hawai‘i Community Colleges (UHCC) System, the University of Hawai‘i-West O‘ahu (UH West O‘ahu), and the University of Hawai‘i at 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 Veterans Resource Center to support its increasing veteran and active military population. The center provides a place for students to meet a designated counselor and receive assistance with Veterans Affairs 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 fulltime students regarding their F-1 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 request resource needs. In the years that Student Services units complete a Comprehensive Review and Evaluation (CRE), they do not complete a separate 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 [IIC.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](#), Items 13.1, 13.2, 13.2). 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 program quantitative indicators ([IIC-7](#)).

As an instructional support unit, the Hālau participates annually in the ARPD process and every fourth 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 Science, Technology, Engineering, and Math (STEM) Scholars; and Ke Ala 'Ike that aim to deliver the "right



touch” in the “right dosage” at each stage of a student’s academic journey. The Hālau adapted the metrics for its 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 Office of Planning, Policy, and Assessment (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 and completes an ARPD to assess its performance and support area outcomes (SAOs) and to develop plans for improvement ([IIC-10](#), [IIC-11](#)). The Wai‘anae Moku Education Center is halfway through a Title III grant (federal funding for Native Hawaiian serving institutions) 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 noncredit 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](#), pp. 13-15).

#### **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 ensure 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 SAOs ([IIC-14](#)). Each of these units assesses its SAOs and reports the results of those assessments in its ARPD or 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 FileDrop, a UH file sharing 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 learning outcomes 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 [IIC.5](#)), and the missions of the Counseling and Advising unit, Student Services, and the College ([IIC-14](#)). In 2017-2018, 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 [IIC.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](#), Items 13.1g, 13.2g, 13.3g). 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 Free Application for Federal Student Aid (FAFSA) and Federal 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 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 MySuccess 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 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 job fairs every semester. In 2016-2017, employers came onto the campus for a total of 35 days to recruit. Additionally, 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. Then the position was filled for a year, but the recruiter moved to another position at the College. 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 included 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 ILC.5. For further discussion of NSO, see Standard ILC.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 an 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 and is working to decrease the number of health clearance deficiencies by ten 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 a memorandum of agreement 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 memorandum of agreement 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 distance education (DE) students as well as have faculty provide information about these services to their students each semester ([IIC-13](#), pp. 15-16).

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 ensures 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*

<b>Student Support Services Unit</b>	<b>Services available at the Pearl City campus</b>	<b>Services available at the Wai‘anae Moku Education Center</b>	<b>Services available online or via phone</b>
Admissions and Records	✓	✓ (Drop-off service provided)	✓
Counseling and Advising	✓	✓	✓
Financial Aid Office	✓	✓ (Peer mentors provide assistance)	✓
Job Prep Services	✓	✓	✓
Recruitment	✓	✓	✓
Student Life	✓	✓	✓
Student Health Center	✓	*	✓
Mental Health Services	✓	✓	✓
Veterans Resource Center	✓	✓	✓
Office of International Programs	✓	**	✓

\* 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.

*Admissions and Records*

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 Veterans Affairs 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.

### *Counseling and Advising*

The Counseling and Advising unit provides initial and ongoing academic advising and 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 (brand name) 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 [IIC.5](#).

### *Financial Aid*

The Financial Aid unit is committed to providing access to higher education by assisting students and families to seek, obtain, and manage financial aid resources necessary to pursue their higher educational goals ([IIC-48](#)). The Financial Aid unit has provided training to students who are peer mentors at the Wai‘anae Moku Education Center.

### *Job Prep Services*

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 Hawai‘i Nutrition, Employment, and Training 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](#)).

### *Recruitment*

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).

### *Student Life*

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.

### *Student Health Center*

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).

### *Mental Health Services*

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 Wai'anae Moku Education Center. This counselor holds a full-time position that is funded through a memorandum of agreement with the Counseling and Student Development Center at UH Mānoa (IIC-57, IIC-58). This memorandum is the first of its kind at UH Mānoa to stipulate a full-time commitment of mental health services to Leeward CC.

### *Veterans Resource Center*

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 Veterans Affairs 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 center refers

students to appropriate organizations regarding other related services and benefits such as health and homelessness services. The center serves as a lending library so that students can borrow certain textbooks prior to receiving initial payment of Veterans Affairs benefits. The center is an approved Veterans Affairs Work Study site, which provides student employment and supervisory experience. The center offers a student lounge, computer/laptop use, a group study area, and information on veteran-focused resources. The center provides personnel support for the VetSuccess on Campus program, which includes having a counselor from the U.S. Department of Veterans Affairs on campus three days a week ([IIC-62](#)). The center 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 Veterans Resource Center also partners with community organizations such as the Vet Center Mobile Truck service.

#### *Wai‘anae Moku Education Center*

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.

#### *Office of International Programs*

The OIP provides services for inbound 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 CLOs ([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.

#### *Office of Continuing Education and Workforce Development*

Students enrolled in OCEWD noncredit 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. Noncredit students are eligible to access other support services such as Job Prep Services and the Kāko‘o ‘Ike 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 two partner schools, students have completed their Associate in Arts degree at the same time that they graduated from high school. 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.

The Early College program acts as the liaison between the various student services 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 Maka‘ala 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 System-developed, degree-audit software program. Dually enrolled students have access to all technological tools including STAR, MySuccess, and Laulima.

In spring 2016, the College was given an Experimental Sites Initiative designation by the federal government, which allowed the campus to award Federal Pell Grants to dually enrolled students (IIC-73). This 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. The College assists interested students in completing their application for admission as well as their 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.

### **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-42). Approved resource request for 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, p. 9).

### **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 all students. The student services units regularly evaluate services to ensure equitable access to all students.

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 Leeward Sports). The coordinator manages the Board of Student Communications, commencement ceremonies, and Love Pono (campus violence prevention program). Student Life staff manage student identification cards, discounted movie tickets, the student lounge, the senate chambers meeting room, and campus bulletin boards.

Policies and procedures are in place to oversee the effective operation of the Student Life's co-curricular programs and to ensure 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](#)). An executive board comprised of a president, vice president, secretary, and treasurer manages the governing body. 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 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](#)). The mission of IM LeeSports is to provide students with opportunities to grow, learn, and develop respect for others through a positive experience in organized sports. The activity itself is friendly yet competitive, but the underlying goal is to foster an inclusive community of students who find commonality through their love for sports. 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 and conducts 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 [I.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 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 ([IIC-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 noncredit 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 CLOs, 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 implemented 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 Maka‘ala to support student success and to help facilitate communication between instructional faculty and the Counseling unit. Maka‘ala 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 Career and Technical Education (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. This initiative will be repeated for fall 2018.

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 Hawai‘i Nutrition, Employment, and Training 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 [IIC.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. An area of emphasis is ensuring accurate information about academic requirements. 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 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 System course management system LauLima, a review of the MySuccess software and instructions on how to select courses for timely degree completion, opportunities to learn about 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 System 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 System 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 Wai‘anae Moku Education Center may attend NSO Live, NSO Online, or NSO Welcome to Wai‘anae 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, 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.

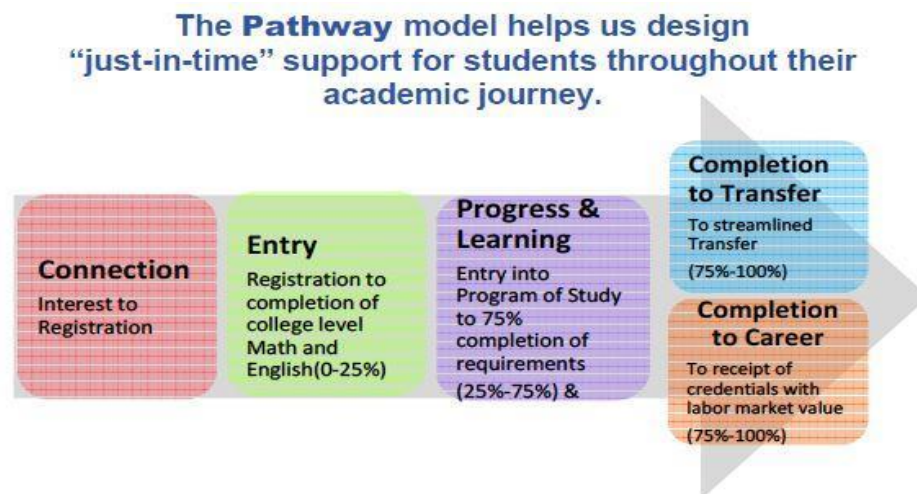


Figure 8. Student success pathway framework.

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 major (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 System 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 First-Year Cohort 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 in order to effectively guide students toward achieving educational and career goals. STAR and STAR GPS ensure students have a defined pathway to completion so they can attain their educational 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 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 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 maintained. 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, and the registrar and the dean of student services are responsible for compliance. Current 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 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 ([IIC-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 ([IIC-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 ([IIC-127](#)). The College complies with Executive Policy (EP) 2.214, EP 2.215, EP 2.216, and EP 2.217 that govern how the College handles student data ([IIC-128](#), [IIC-129](#), [IIC-130](#), [IIC-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 since 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.

- [IIC-1](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IIC-2](#) Hālau Webpage
- [IIC-3](#) OIP Webpage
- [IIC-4](#) OIP Handout (Chinese Translation)
- [IIC-5](#) 2014-2016 CRE - Student Services
- [IIC-6](#) 2016 CCSSE Means Report, Items 13.1g, 13.2g, and 13.3g
- [IIC-7](#) 2016 ARPD - Student Services
- [IIC-8](#) 2014-2016 CRE - Hālau
- [IIC-9](#) 2016 ARPD - Office of International Programs
- [IIC-10](#) 2014 CCSSE Frequency Distributions Report, Item 13
- [IIC-11](#) 2016 ARPD - Wai‘anae Moku Education Center
- [IIC-12](#) 2016 ARPD - OCEWD
- [IIC-13](#) Spring 2018 Convocation Discussion Results, pp. 13-16
- [IIC-14](#) List of Student Services SAOs
- [IIC-15](#) Leeward CC Organization Chart 3-D
- [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 Program 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
- [IIC-43](#) How to Apply Webpage
- [IIC-44](#) Counseling Webpage
- [IIC-45](#) Scheduling a Counseling Appointment Webpage

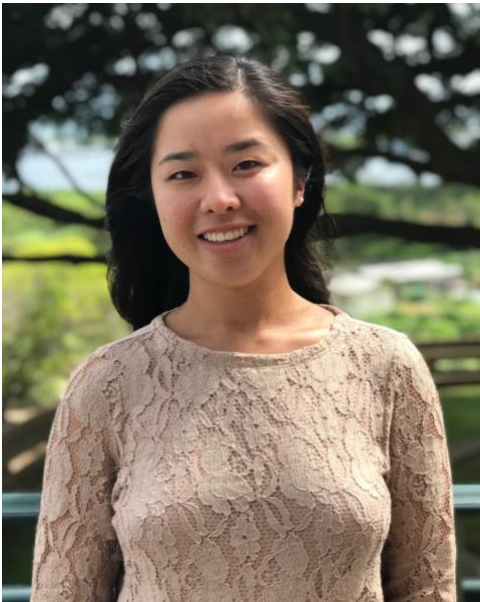
[IIC-46](#) Blog Post on Express Counseling  
[IIC-47](#) MyLeeward Student Handbook  
[IIC-48](#) Financial Aid Webpage  
[IIC-49](#) Job Prep Services Webpage  
[IIC-50](#) Blog Post for Employment Expo  
[IIC-51](#) Discover Leeward Webpage  
[IIC-52](#) Flyer for Leeward Open House  
[IIC-53](#) List of Recruitment Employee Expectations  
[IIC-54](#) Student Life Website  
[IIC-55](#) Student Health Center Website  
[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 Mission 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 Federal Pell Grant Pilot Project  
[IIC-74](#) Fiscal Year 2017-2018 Operational Expenditure Plan, p. 9  
[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](#) Registered Independent Student Organizations 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-85](#) Wo Endowment Letter, Apr. 30, 2016  
[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 LeeSports Evaluation Results
- [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 Maka‘ala, Jan. 15, 2017
- [IIC-102](#) UHCC 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](#) UHCC 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
- [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 Frequently Asked Questions 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
- [IIC-124](#) Memo on Cognitive Assessment Options, Feb. 17, 2016
- [IIC-125](#) Family Educational Rights and Privacy Act in *Catalog 2017-2018*
- [IIC-126](#) Family Educational Rights and Privacy of Students Webpage
- [IIC-127](#) AP 7.022 Protection of the Educational Rights and Privacy of Students
- [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 Health Insurance Portability and Accountability Act Policy
- [IIC-132](#) Application Input Manual

Changes and Plans Arising Out of the Self-Evaluation for Standard II.C

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
II.C.5	Conduct student focus groups on counseling and advising services.	Counseling and Advising and Student Government	Fall 2018-Spring 2019	Counseling and Advising will work with the Student Government to conduct student focus groups on counseling and advising services.

## 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 ensures that all personnel are qualified by their appropriate education, training, and experience to provide and support the College's programs and services. The College recognizes a variety of personnel positions. The University of Hawai'i (UH) Board of Regents (BOR) appointees who are subject to classification and qualification rules include executive and managerial personnel; faculty; and administrative, professional, and technical (APT) (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 and managerial are subject to collective bargaining agreements.

#### **Appropriate Hiring Criteria for All Personnel**

The College has developed appropriate hiring criteria for administrators, faculty, and staff. 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 BOR defines personnel criteria, and the University of Hawai‘i Community Colleges (UHCC) system provides a faculty classification plan in consultation with the collective bargaining unit, the University of Hawai‘i Professional Assembly (UHPA) ([IIIA-1](#), [IIIA-8](#)). The plan defines primary and other responsibilities as well as classification ranks.

For APT positions, the BOR defines the personnel criteria, and the UH System Office of Human Resources 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-10](#)). 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.

### **Consistent Hiring Procedures for All Personnel**

The College employs safeguards to ensure that it consistently follows hiring procedures. 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 System 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 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 "outreach [in order to] recruit, retain, and facilitate the success of Native Hawaiian students engaged in the Science-Technology-Engineering-Math (STEM) fields and career preparation" and "assists in the provision of holistic counseling to students, addressing both academic and other concerns related to Native Hawaiian students" ([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 of 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 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 eventually be completely 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 (III A-25). The committee drafted the questions based on the DE Guidelines and sent a preliminary set of questions to the HRO for feedback (III A-26). The committee revised the questions based on the feedback, and the HRO approved a final version in February 2018 (III A-27, III A-28, III A-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 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 (III A-3, III A-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 (III A-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 outcomes 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 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. 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.

EP 9.212 provides for the establishment of these 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 ensure 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 (III A-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 (III A-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 (III A-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-39). 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 for significant improvement, the division chair (or equivalent) and the faculty member develop a professional improvement plan together.

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 as part of the lecturer pool (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. Depending on the division, the division chair works with either the discipline coordinator or the division personnel committee to 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 UHCCP 9.202 (III A-2, III A-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, III A-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 (III A-44). The immediate supervisor performs a review of the employee's performance and documents the results electronically (III A-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 (III A-46, III A-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 learning outcomes 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 learning outcomes. UHCC faculty classification plans and evaluation processes for contract renewal, tenure and/or promotion, and post-tenure review include the use of outcomes 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 learning outcomes 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 learning outcomes 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 outcomes assessment 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 outcomes assessment.

#### **III.A.7.**

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

### **Evidence of Meeting the Standard**

The College has the appropriate staffing levels for each program and service. While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the UHCC System and the College monitor the ratio to ensure 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 Annual Review of Program Data (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 ([IIIA-50](#), p. 8).

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 ([IIIA-51](#), [IIIA-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 ([IIIA-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. The ARPD process ensures the number of faculty and staff is sufficient in size to support all of the College’s educational programs.

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 ([IIIA-54](#)). UHCC policies govern the step advancement and evaluation of lecturers ([IIIA-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 Innovation Center for Teaching and Learning (ICTL) ([IIIA-55](#)). Lecturers may serve on committees and participate in campus events. They can also apply for a professional development award ([IIIA-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 ([IIIA-57](#), [IIIA-58](#)).

The College has a Lecturers’ Group, a committee that meets to discuss matters that are important to lecturers ([IIIA-59](#), [IIIA-60](#)). Through these meetings, this group has helped



develop lecturer-specific programs such as the New Lecturer Workshop and the Lecturer Mentoring program (III A-61, III A-62, III A-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 and one representative to Campus Council (III A-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 through opportunities for mentoring, serving on governance boards, and participating in 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, 2017, the organization charts for the College had 351 positions (III A-65). Table 55 shows the distribution of those positions.

Table 55.

*Positions at Leeward Community College.*

<b>Classification</b>	<b>Number of Positions</b>	<b>Percentage of Total Positions</b>
Faculty	210	60.0%
Administrative, Professional, and Technical	55	15.6%
Clerical	41	11.7%
Civil Service	37	10.5%
Executive and Managerial	8	2.2%

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 both 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 (III A-65). AP 3.101 governs any amendments to these charts and statements (III A-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 maintains a sufficient number of qualified staff. The College uses the ARPD to evaluate program staffing levels.

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 (III A-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 (III A-65). As stated in AP 3.101, the chancellor annually reviews the organization charts (III A-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. For further discussion, see Standard III.A.5.

### **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 board policies, UH executive policies, UHCC policies, and College policies. All policies are available for all personnel to view at any time on the UH System wide Policies and Procedures Information System (PPIS) 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 board 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 nondiscrimination 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](#)). In accordance with RP 1.205, Section III, the UH System is committed to a "policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran" ([IIIA-77](#)). The College's L1.202, Policy on Nondiscrimination and Affirmative Action, reaffirms this 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 ensure 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 nondiscrimination, 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 nondiscrimination 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 System 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 College’s compliance and training officer held sessions during the fall 2016 and spring 2017 convocations ([IIIA-87](#), p. 2; [IIIA-88](#), p. 5). 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 System 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 Lesbian, Gay, Bisexual, Transgender, Queer, + (LGBTQ+) equality and who regularly

conduct Safe Zone workshops ([IIIA-93](#), [IIIA-94](#), [IIIA-95](#)). In compliance with 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 College 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, Section 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 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*

ICTL Program Type	ICTL Program Title
General Programs	<ul style="list-style-type: none"> <li>● New Hire Orientation (campus and online)</li> <li>● Service 101 (Customer Service for Student Assistants)</li> <li>● Service 102 (Customer Service for Faculty and Staff)</li> <li>● Supervisory skills workshops</li> <li>● Convocation</li> <li>● Safety and legal liability workshops</li> <li>● Leadership Excellence Program</li> </ul>
Teaching and Learning Programs	<ul style="list-style-type: none"> <li>● Hawai‘i National Great Teachers Seminar</li> <li>● Hawai‘i Great Leaders Seminar</li> <li>● Mid Semester Assessment</li> <li>● Teaching Squares</li> <li>● Power Mentor Program</li> <li>● Teaching Guidelines and Issues for Faculty</li> <li>● Teaching Excellence Program</li> <li>● New Lecturer Training</li> <li>● Lecturer Mentor Program</li> </ul>
Staff Group Programs	<ul style="list-style-type: none"> <li>● Operations and Maintenance Summer Seminar</li> <li>● Administrative Support Group Summer Institute</li> <li>● Learning and Mentoring Program</li> </ul>
Funding Programs	<ul style="list-style-type: none"> <li>● Travel Grant Program</li> <li>● Professional Development Award</li> <li>● Staff Development Fund</li> </ul>

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 ([IIIA-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 Committee Mini-Grant Awards and Innovation Fund 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 (IIIA-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*

EMC Program Type	EMC Program Title
Learning with Technology for Teaching (classroom)	<ul style="list-style-type: none"> <li>● Starter Instructional Technologies               <ul style="list-style-type: none"> <li>▪ Syllabus Makeover Challenge</li> <li>▪ Laulima Challenge</li> <li>▪ Smart Classroom Challenge</li> <li>▪ SMART Board Basics Challenge</li> <li>▪ Gmail Challenge</li> <li>▪ Google Docs Challenge</li> </ul> </li> <li>● Course Design (for Classroom)</li> <li>● Flipped Classroom               <ul style="list-style-type: none"> <li>▪ Stop Lecturing and Flip Your Classroom</li> <li>▪ Engage Your Audience with Educanon</li> <li>▪ Assess Paperlessly with Google Forms and Flubaroo</li> <li>▪ Capture It with Snagit</li> <li>▪ Putting the You in YouTube</li> </ul> </li> <li>● Go Open, Go Free Using Open Educational Resources</li> <li>● Other Workshops               <ul style="list-style-type: none"> <li>▪ Google Classroom Challenge</li> <li>▪ Blackboard Collaborate Moderator Challenge</li> <li>▪ Transform Your Course Schedule Using Google Calendar</li> </ul> </li> <li>● Technology One-On-One Consultation</li> <li>● Self-Paced Online Tutorials</li> <li>● Learning with Technology for Teaching Blog</li> </ul>
Learning with Technology for Teaching Online	<ul style="list-style-type: none"> <li>● iTeach               <ul style="list-style-type: none"> <li>▪ Laulima@Leeward</li> <li>▪ Laulima Challenge</li> <li>▪ Teaching Online Challenge</li> <li>▪ The Art of Teaching Online</li> <li>▪ Online Discussion Challenge</li> <li>▪ Universal Design Learning Online Activity Challenge</li> <li>▪ Creating an Online Course</li> </ul> </li> <li>● This Week in iTeach Blog</li> </ul>

EMC Program Type	EMC Program Title
Institutional Programs	<ul style="list-style-type: none"> <li>● Innovative Teaching Program</li> <li>● Teaching Excellence Program</li> <li>● Tech It Out Day</li> <li>● Pacific Region Learning Summit</li> <li>● Summer Fun <ul style="list-style-type: none"> <li>▪ Instagram 21 Day Challenge</li> <li>▪ Twitter 21 Day Challenge</li> </ul> </li> </ul>

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 Wai‘anae Moku Education Center participate in the College’s professional development activities. They have also held professional development activities at the Wai‘anae 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 6 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 budget). 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 (III.A-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 (III.A-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 (III.A-126, Item 9, p. 5).

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 the law and collective bargaining agreements (III.A-127, III.A-128). In spring 2018, the UH Institutional Data Governance Program held an information briefing at the College on data governance and information security (III.A-129, III.A-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 (III.A-131, III.A-132, III.A-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 Hawai'i Revised Statutes, Section 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.

- [III A-1](#) RP 9.201 Personnel Status
- [III A-2](#) EP 9.212 Executive/Managerial Classification and Compensation
- [III A-3](#) EP 5.221 Classification of Faculty
- [III A-4](#) AP 9.540 Recruitment and Selection of APT Personnel
- [III A-5](#) AP 9.300 Position Descriptions for Civil Service Personnel
- [III A-6](#) Executive and Managerial Classification and Compensation Webpage
- [III A-7](#) EP 9.212 Attachment C Sample Executive/Managerial Job Description
- [III A-8](#) EP 5.221 Attachment 3 UHCC Faculty Classification Plan and Compensation
- [III A-9](#) AP 9.210 Classification and Compensation Plan for APT Personnel
- [III A-10](#) 2018 State of Hawai'i Compensation Plans
- [III A-11](#) Fall 2017 Convocation Handout
- [III A-12](#) AP 9.540 Attachment 1 Suggested Checklist for Recruitment/Hiring Process
- [III A-13](#) AP 9.540 Attachment 2 Instructions for Internal Posting of Job Opening Announcements
- [III A-14](#) AP 9.540 Attachment 3A APT Selection Procedures
- [III A-15](#) AP 9.540 Attachment 3C Sample APT Screening/Evaluation Sheet
- [III A-16](#) AP 9.540 Attachment 4 Faculty Selection Procedures
- [III A-17](#) Job Advertisement for Automotive Technology Instructor
- [III A-18](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [III A-19](#) Institutional Learning Outcomes in *Catalog 2017-2018*
- [III A-20](#) Job Advertisement for Academic Advisor
- [III A-21](#) Sample Work at UH Job Search - BOR Positions at Leeward CC
- [III A-22](#) Screenshot of Civil Service Government Job Listing Login Page
- [III A-23](#) National Association of Credential Evaluation Services Website
- [III A-24](#) Screenshot of Career Opportunities at UH Search Page
- [III A-25](#) List of Approved DE Screening Questions
- [III A-26](#) DE Guidelines
- [III A-27](#) DE Committee Minutes, Dec. 11, 2017, Item 4
- [III A-28](#) DE Committee Minutes, Jan. 22, 2018, Item 3
- [III A-29](#) DE Committee Minutes, Feb. 12, 2018, p. 1
- [III A-30](#) Minimum Qualifications for Faculty Positions
- [III A-31](#) Job Advertisement for ESL/ELI Instructor
- [III A-32](#) Resources Development Performance Management Website
- [III A-33](#) RP 9.213 Evaluation of Board of Regents' Appointees
- [III A-34](#) Guidelines for Contract Renewal
- [III A-35](#) Guidelines for Tenure and Promotion
- [III A-36](#) 2017-2018 Contract Renewal Timeline
- [III A-37](#) 2017-2018 Tenure and Promotion Timeline
- [III A-38](#) Email on Personnel Evaluation Workshops, Aug. 16, 2017
- [III A-39](#) UHCCP 9.203 Faculty Five-Year Review
- [III A-40](#) UHCCP 9.104 Lecturer Evaluation
- [III A-41](#) UHCCP 9.202 Executive Employees Performance Evaluation
- [III A-42](#) EP 9.212 Attachment J Sample 360 Assessment Report
- [III A-43](#) Sample Email on 360 Assessment, Apr. 2, 2018
- [III A-44](#) AP 9.170 Performance Evaluation of APT Personnel

[IIIA-45](#) APT Evaluation Form  
[IIIA-46](#) Performance Appraisal System Information Webpage  
[IIIA-47](#) Performance Appraisal System Manual  
[IIIA-48](#) L5.210 Policy on Assessment  
[IIIA-49](#) RP 9.212 Executive and Managerial Personnel Policies  
[IIIA-50](#) Fiscal Year 2015-2016 Operational Expenditure Plan, p. 8  
[IIIA-51](#) Instructional Faculty and Staff in *Catalog 2017-2018*  
[IIIA-52](#) Administration in *Catalog 2017-2018*  
[IIIA-53](#) Sample Spring 2018 Class Availability - Math  
[IIIA-54](#) R-19 Memorandum of Understanding on Lecturer Status in the Bargaining Unit  
[IIIA-55](#) ICTL Webpage  
[IIIA-56](#) Professional Development Award Program Webpage  
[IIIA-57](#) Intranet Webpage for Awards and Recognition  
[IIIA-58](#) Blog Post on Faculty and Staff Awards  
[IIIA-59](#) Lecturers' Group Webpage  
[IIIA-60](#) Lecturers' Group Bylaws  
[IIIA-61](#) New Lecturer Workshop Agenda, Jan. 14, 2017  
[IIIA-62](#) 2017 New Lecturer Workshop Evaluation Results  
[IIIA-63](#) Intranet Webpage for Lecturer Mentoring  
[IIIA-64](#) Faculty Senate Charter and Bylaws  
[IIIA-65](#) Leeward CC Organization Charts 1 through 4-A  
[IIIA-66](#) AP 3.101 UH Organizational and Functional Changes  
[IIIA-67](#) UHCCP 9.495 Long-Term Vacancy Policy  
[IIIA-68](#) Administration Webpage  
[IIIA-69](#) PPIS Website  
[IIIA-70](#) UHCC Policies Webpage  
[IIIA-71](#) Leeward CC Policies Webpage  
[IIIA-72](#) EP 2.201 Systemwide Policies and Procedures  
[IIIA-73](#) AP 2.201 New or Amended Policies and Procedures  
[IIIA-74](#) Screenshot of New Hire Online Orientation Login Page  
[IIIA-75](#) UH Responsible Employee Checklist  
[IIIA-76](#) EP 1.202 Nondiscrimination, Anti-Harassment, and Affirmative Action  
[IIIA-77](#) RP 1.205 Nondiscrimination and Affirmative Action  
[IIIA-78](#) AP 9.890 Equal Employment Opportunity/Affirmative Action  
[IIIA-79](#) AP 9.895 EEO/AA Glossary  
[IIIA-80](#) L1.202 Policy on Nondiscrimination and Affirmative Action  
[IIIA-81](#) AP 9.540 Recruitment and Selection of Faculty and APT Personnel  
[IIIA-82](#) Faculty and Staff FYI Guidebook  
[IIIA-83](#) UH EEO/AA Webpage  
[IIIA-84](#) Title IX Webpage  
[IIIA-85](#) Title IX Employee Training Webpage  
[IIIA-86](#) Chancellor Email on Title IX, Sept. 1, 2016  
[IIIA-87](#) Fall 2016 Convocation Handout  
[IIIA-88](#) Spring 2017 Convocation Handout  
[IIIA-89](#) *UH News* Article on Online Title IX Student Training  
[IIIA-90](#) Title IX Student Training Webpage  
[IIIA-91](#) VCAS Email on Title IX Syllabus Statement  
[IIIA-92](#) Email on Title IX Workshop, Nov. 13, 2017



[IIIA-93](#) LGBTQ+ Webpage  
[IIIA-94](#) LGBTQ+ Commission Webpage  
[IIIA-95](#) Email on Safe Zone Workshop, Aug. 16, 2017  
[IIIA-96](#) EP 7.302 Preferred Name  
[IIIA-97](#) Student Data Change Form  
[IIIA-98](#) Bridge to Hope Webpage  
[IIIA-99](#) Children's Center Webpage  
[IIIA-100](#) VCAS Email Announcements, Jan. 8, 2018  
[IIIA-101](#) For Our Military Webpage  
[IIIA-102](#) Kāko'o 'Ike Program Webpage  
[IIIA-103](#) Commission on the Status of Women Commissioners Webpage  
[IIIA-104](#) Hawai'i Administrative Rules, Section 20-2 Statement on Rights and Responsibilities of the UH Community  
[IIIA-105](#) RP 12.201 Ethical Standards of Conduct  
[IIIA-106](#) EP 12.211 Policy on Responding to Allegations of Research and Scholarly Misconduct  
[IIIA-107](#) EP 12.214 Conflicts of Interest and Commitment  
[IIIA-108](#) AP 5.504 Procedures for Disclosing and Addressing Conflicts of Interest  
[IIIA-109](#) AP 8.025 Fiscal Responsibilities within the University  
[IIIA-110](#) UHCCP 5.211 Statement of Professional Ethics (Faculty)  
[IIIA-111](#) Ethics Commission Website  
[IIIA-112](#) Hawai'i State Ethics Guide  
[IIIA-113](#) Hawai'i Revised Statutes, Section 84 Standards of Conduct  
[IIIA-114](#) Flyer for ICTL Fundraiser  
[IIIA-115](#) EMC Website  
[IIIA-116](#) UH Employee Tuition Waivers Webpage  
[IIIA-117](#) Sabbatical Leave Application  
[IIIA-118](#) Faculty Sabbatical Reports Webpage  
[IIIA-119](#) 2016 ARPD - ICTL  
[IIIA-120](#) Self-Assessment for Teaching Online Form  
[IIIA-121](#) 2016 Professional Development Programs Report  
[IIIA-122](#) Wo Learning Champions Winners Webpage  
[IIIA-123](#) 2017 ICTL Needs Survey Form  
[IIIA-124](#) 2017 ICTL Needs Survey Results  
[IIIA-125](#) 2016 ARPD - EMC  
[IIIA-126](#) Fall 2016 Employee Satisfaction Survey Report, Item 9, p. 5  
[IIIA-127](#) AP 9.025 Fair Information Practice (Confidentiality of Personal Records)  
[IIIA-128](#) AP 9.075 Personnel Records - BOR Appointees  
[IIIA-129](#) UH Institutional Data Governance Website  
[IIIA-130](#) Chancellor Email on Data and Security, Mar. 6, 2018  
[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 Health Insurance Portability and Accountability Act Policy  
[IIIA-134](#) Hawai'i Revised Statutes, Section 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 (Leeward CC) 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. In fall 2017, it moved 1.7 miles to a permanent location in Mā‘ili and 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 ensure 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 ensures 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 Hawai‘i Revised Statutes, Section 103-50, in order to ensure that they are designed and constructed to be accessible to persons with disabilities” (III B-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 University of Hawai‘i Community Colleges (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 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 highlight accessible evacuation points and routes (III B-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 Kāko‘o ‘Ike (KI) Program provides disability and accommodation services while employees work with the Affirmative Action/Equal Employment Opportunity unit within the HRO ([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 (BOR) reviewed the LRDP in spring 2018. The LRDP 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 ensures 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 campus 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, which seeks to improve the academic and institutional support services for faculty, staff, and students ([IIIB-10](#)). During 2016-2017, 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 College’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 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 Wai‘awa 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 (III B-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” (III B-13).

The campus and community members worked together to complete the Wai‘awa Mile Fitness Trail and the installation of several outdoor pieces of fitness equipment in 2015 (III B-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 (III B-15, III B-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” (III B-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” (III B-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 (III B-19, III B-20, III B-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 (III B-22). At the Wai‘anae 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 both 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 BOR approved this request, which is being considered during the 2018 state legislative session ([IIIB-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.

#### **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 repair and maintenance data. Administrative Services uses this data to prioritize the repair and maintenance requests. The College uses its strategic plan and LRDP as guides when making decisions about physical resources ([IIIB-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 Policy (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 with campus officials, 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 equipment 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 fiscal year 2016-2017, 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 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. For further information, see Exhibit 8 in the College’s Operational Expenditure Plan for fiscal year 2017-2018 ([IIIB-29](#), p. 9).

Taking a balanced approach to facility-related improvements ensures that the College reduces operating costs wherever possible and supports the sustainability initiatives of the UH System and the state of Hawai‘i. This approach incorporates the College’s energy goals and *Strategic Plan 2015-2021* to “continue to execute energy reduction strategies and sustainability programs” ([IIIB-30](#)). 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. Upgrades to campus lighting, chiller plant, and power production through solar energy led to more than \$830,000 in verifiable cost savings ([IIIB-31](#)). Upon completion of Phase II, the College will reach 97 percent of its net zero energy goal to produce as much renewable energy as it consumes. The College achieved this 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 proposed institutional priorities. These procedures ensure 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 institutional 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 (federal funding for Native Hawaiian serving institutions) 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 ensure 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, Items 10-11, pp. 5-6).

#### 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, and 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 System campuses. The VCAS uses current space utilization to identify current and projected needs by departments, units, and programs. This data, along with feedback from campus groups, impacts future decisions.

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 Associate in Arts (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, areas, and units, 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, Item 12, pp. 6-7). 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, EP 4.201, and the *Strategic Plan 2015-2021* ([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 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 System administration and the BOR.

The BOR reviewed the College’s current LRDP in spring 2018. The LRDP 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 state 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.

- [IIIB-1](#) Disability and Communication Access Board Website
- [IIIB-2](#) Emergency Operations Plan Webpage
- [IIIB-3](#) KI Program Webpage
- [IIIB-4](#) Nondiscrimination and Affirmative Action Webpage
- [IIIB-5](#) LRDP Webpage
- [IIIB-6](#) LRDP 2016 (Condensed Version)
- [IIIB-7](#) LRDP Approval Recommendation Letter, Mar. 15, 2018
- [IIIB-8](#) LRDP Presentation to the BOR
- [IIIB-9](#) Screenshot of eFacilities AiM Login Page
- [IIIB-10](#) Academic and Institutional Support Committee Webpage
- [IIIB-11](#) 2016-2017 Academic and Institutional Support Committee Report
- [IIIB-12](#) Smoking Policy Webpage
- [IIIB-13](#) UH Tobacco Products Policy Webpage
- [IIIB-14](#) Wai‘awa Mile Fitness Trail Webpage
- [IIIB-15](#) Lactation Support Guidelines
- [IIIB-16](#) VCAS Email Announcements, Jan. 8, 2018
- [IIIB-17](#) EP 1.205 Policy and Guidelines on Inclusive Facilities
- [IIIB-18](#) Health and Wellness Committee Website
- [IIIB-19](#) Flyer for Health and Wellness Fair
- [IIIB-20](#) Email on Great Aloha Run, Jan. 4, 2018
- [IIIB-21](#) Flyer for Healthy Lunch Instagram Challenge
- [IIIB-22](#) Campus Security Webpage
- [IIIB-23](#) Fiscal Year 2019 Operating Budget Requests
- [IIIB-24](#) RP 10.201 Interests in Real Property
- [IIIB-25](#) RP 10.202 Planning and Management of Real Property
- [IIIB-26](#) Fall 2017 Budget and Facilities Update
- [IIIB-27](#) Sample Email on Construction Advisory, Oct. 27, 2017
- [IIIB-28](#) Rail Turnover of Facilities Letter, June 22, 2016
- [IIIB-29](#) Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIIB-30](#) *Leeward CC Strategic Plan 2015-2021*
- [IIIB-31](#) Fall 2016 Budget and Facilities Update
- [IIIB-32](#) Vision, Mission, Core Values in *Catalog 2017-2018*
- [IIIB-33](#) Blog Post on Title III Grant
- [IIIB-34](#) Office of the Dean of Arts and Sciences Webpage
- [IIIB-35](#) Title III Part F Project Narrative
- [IIIB-36](#) Fall 2016 Employee Satisfaction Survey Report
- [IIIB-37](#) 2016 ARPD - Wai‘anae Moku Education Center
- [IIIB-38](#) Fall 2016 Employee Satisfaction Presentation
- [IIIB-39](#) EP 4.201 Integrated Long-Range Planning Framework
- [IIIB-40](#) Capital Project Information and Justification Sheet
- [IIIB-41](#) *UHCC Strategic Directions 2015-2021*
- [IIIB-42](#) Table of Equipment Replacement Funding Decisions

### 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 portable cart with a set of 20 Chromebooks that are available for instructors to use in the classroom.

As part of a University of Hawai‘i Community Colleges (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 2016-2017, 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](#), p. 10). 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 instructional area resource request priorities and use this information to inform its Academic Services Area Prioritized Resource Request List. See Standard [LB.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 the ITG coordinator, the dean of academic services, digital media and information and computer science faculty, the Help Desk coordinator, and the EMC coordinator ([IIC-16](#)).

The Information Technology (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 ([IIC-17](#)).

In fall 2016, the College disbanded the IT Standing Committee since 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 2018-2019 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 ([IIC-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 ([IIC-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 distance education (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 leak prevention, DNS filter, and VPN. In addition to network security appliances and security bundle subscription, the College also provides McAfee Virus Scan Enterprise 8.8 at no charge 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 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 ([IIIC-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 ([IIIC-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 pays for them with an 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 ([IIIC-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 ensures 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 System 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 stores the discs in a secured facility. The server administrator conducts annual recovery drills. To ensure the reliability of the College’s network, the ITG maintains a cluster of servers housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units 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, but as the College replaces them, it will do so with servers that 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 uninterrupted power supply units and a gas-powered generator. During a power outage, the 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 ensures 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 serving as the EMC coordinator and another 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 professional development of 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 System-supported technologies to enhance productivity and professional practice such as smart classrooms, Lulima (the UH System 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 Lulima 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, 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 System policies, and they are accessible to the public. The ITG website posts links to the PPIS, other UH System 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.

- [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 Webpage
- [IIIC-10](#) Using the Library Webpage
- [IIIC-11](#) Research Tools Webpage
- [IIIC-12](#) English 100 Information Literacy Tutorial Website
- [IIIC-13](#) English 24 Information Literacy Tutorial Website
- [IIIC-14](#) Fiscal Year 2016-2017 Operational Expenditure Plan, p. 10
- [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 College Computing Labs Replacement Cycle
- [IIIC-24](#) Smart Classroom Webpage
- [IIIC-25](#) 2017-2018 Resource Requests - Academic Services
- [IIIC-26](#) Technology Infrastructure Office
- [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
- [IIIC-33](#) PPIS Website
- [IIIC-34](#) ITG Policies Webpage
- [IIIC-35](#) Personal Equipment Policy

### III.D. Financial Resources

#### III.D.1.

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

#### **Evidence of Meeting the Standard**

Leeward Community College (Leeward CC) and the University of Hawai'i Community Colleges (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 fiscal year 2017-2018 with a projected \$41,603,055 in unrestricted revenue to fund an unrestricted expenditure budget of \$39,733,896 ([IIID-1](#), p. 8). 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 five percent and targeted ten percent thresholds ([IIID-2](#)).

All of the 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 UH 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 fiscal year 2010-2011.

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 state 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" ([IIID-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 noncredit 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 (five 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 (ten 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 and must explain to the BOR at the close of each quarter variances exceeding established thresholds at the UHCC System level (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 LB.9, culminates with an Operational Expenditure Plan for the College's annual operating budget. The College incorporates into the plan the institutional priorities that it develops through the completed Annual Report of Program Data (ARPD) templates. 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 fiscal year 2015-2016, 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*. This document, 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 2015-2021*, see Standard [IV.C.8](#).

The timing of the financial planning process at the College is tied to the state and UH System 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 state 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 2015-2021*. 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 operational expenditure plan via email upon final approval by the chancellor, usually at the beginning of each academic year, and the vice chancellor of administrative services (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, which was created in fall of 2016. The role and purpose of the group 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 group, 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 2015-2021* and the *UHCC Strategic Directions 2015-2021*. 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 intranet.

### 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. 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 Budget Policy Paper and budget instructions, a proposed budget request to the BOR, and the status of both operating and CIP budgets through the various stages of the budget development cycle ([IIID-16](#), [IIID-17](#), [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 general operating budget allocations, CIP projects, and consolidated financial statements ([IIID-20](#), [IIID-21](#), [IIID-22](#)).

The College uses the Integrated Planning and Budgeting Process described in Standard [LB.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 list 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 list. An example is the Operational Expenditure Plan for fiscal year 2017-2018

([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 System 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 2015-2021* ([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. An 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'uloa, 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 System 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 the UH System, 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 System 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 Quali 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 (UHCCP) 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 outcomes 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 intranet ([IIID-35](#)).

Should the College receive an audit finding or management letter, the College would make 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 would also receive the audit findings if they impact the officials or departments or if the officials or departments would be involved with corrective action.

Affected departments and administrative or support staff would discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or 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 noncredit 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 intranet.

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".

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. Section 23-12 of the Statutes 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](#)).

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. An 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. The College took measured steps to improve and strengthen its internal control processes, implemented a formalized annual business plan process for revenue-generating programs, and established the Financial Management Group ([IIID-30](#), [IIID-14](#)).

The creation of the College's Financial Management Group in fall 2016 provides an additional level of accountability in support of this standard. The purpose of the group 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 group 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. A specific improvement area that came as a result of collaborative efforts between the group and the administration is an annual business plan that the College requires from all of its revenue-generating activities and programs. Each 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 ultimately includes them in the Administrative Services ARPD ([IIID-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 Financial Management Group, that it regularly evaluates and assesses financial and internal control systems and uses 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 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 five percent minimum reserve and the ten 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 Quali 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 fiscal year 2017-2018 (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 Quali 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, noncredit 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 [LB.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 ([IIID-34](#), [IIID-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 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 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 recognize and account for the employers' OPEB obligations for non-general funded positions ([IIID-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 positions ([IIID-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 (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 fiscal year 2017-2018, 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 [IIID.5](#) and [IIID.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 University of Hawai‘i at Mānoa (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 conform 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 fiscal year 2017-2018 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 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 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 Procedure (AP) 8.200 through AP 8.299 provide procurement guidelines for contracts and purchasing; UHCCP 8.102A covers memoranda of agreements for sponsored or sheltered class; Regents Policy (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 Kapi'olani 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 vice chancellor for academic affairs. 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." 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 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.

- [IIID-1](#) Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-2](#) Table of Fiscal Year 2016-2017 Operating Budget
- [IIID-3](#) Hawai'i Revised Statutes, Section 304A-2153 UH Tuition and Fees Special Funds
- [IIID-4](#) 2016 College Affordability Diagnosis National Report
- [IIID-5](#) UHCCP 8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IIID-6](#) Table of General Funds and Tuition and Fees Special Fund
- [IIID-7](#) Tables of Fiscal Year 2016-2017 Performance Funding
- [IIID-8](#) UHCC Budget Reports Webpage
- [IIID-9](#) *UH Strategic Directions 2015-2021*
- [IIID-10](#) *UHCC Strategic Directions 2015-2021*
- [IIID-11](#) *Leeward CC Strategic Plan 2015-2021*
- [IIID-12](#) RP 8.204 University Budget (Operating and Capital Improvements)
- [IIID-13](#) Intranet Webpage for Budget Presentations
- [IIID-14](#) Intranet Webpage for Financial Management Group
- [IIID-15](#) UH Budget Office Website
- [IIID-16](#) Fiscal Years 2017-2019 Budget Policy Paper
- [IIID-17](#) Fiscal Years 2017-2019 Operating Budget Request
- [IIID-18](#) CIP Biennium Budget Approval Letter, Oct. 28, 2016
- [IIID-19](#) UHCC Budget and Planning and Finance Webpage
- [IIID-20](#) Table of General Fund Allocation and Tuition and Fees Special Fund Budget
- [IIID-21](#) UHCC Capital Improvement Program Webpage
- [IIID-22](#) UHCC Consolidated Financial Statements Webpage
- [IIID-23](#) Exhibit 7 from Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-24](#) Exhibit 8 from Fiscal Year 2017-2018 Operational Expenditure Plan
- [IIID-25](#) Title III Part F Project Narrative
- [IIID-26](#) 2015 Annual Performance Report
- [IIID-27](#) 2016 Annual Performance Report
- [IIID-28](#) Table of Tuition and Fee Revenue Projection Model
- [IIID-29](#) UH Six-Year Capital Improvement Projects Plan
- [IIID-30](#) UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs
- [IIID-31](#) 2017 UHCC Revenue Generating Programs Internal Audit Report
- [IIID-32](#) 2016 Annual Financial Report
- [IIID-33](#) 2016 Internal Control and Business Issues Report
- [IIID-34](#) Fiscal Years 2018-2023 Operating Budget Multi-Year Financial Plan
- [IIID-35](#) Intranet Webpage for Budget
- [IIID-36](#) 2014 Annual Financial Report
- [IIID-37](#) 2016 ARPD - Administrative Services
- [IIID-38](#) Tables of Historical Cash Balance Reserves
- [IIID-39](#) EP 8.207 Risk Management
- [IIID-40](#) UH Risk Management Webpage
- [IIID-41](#) Fiscal Year 2016-2017 Reserve Status Report
- [IIID-42](#) Fiscal Year 2017-2018 Financial Projection
- [IIID-43](#) Fiscal Year 2018-2019 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
- [IIID-51](#) Fiscal Year 2014-2015 Three-Year Cohort Default Rate Letter
- [IIID-52](#) Fiscal Year 2015-2014 Three-Year Cohort Default Rate Letter
- [IIID-53](#) Fiscal Year 2012-2013 Three-Year Cohort Default Rate Letter
- [IIID-54](#) Fiscal Year 2011-2012 Three-Year Cohort Default Rate Letter
- [IIID-55](#) EP 6.204 Student Financial Assistance Program
- [IIID-56](#) 2017-2018 Achievement Scholarship Allocation
- [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**  
**Keekolo 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 (Leeward CC) 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 has set up Innovation Funds that provide small grants to fund innovative activities and professional development for faculty and staff ([IVA-1](#), [IVA-2](#), [IVA-3](#)). As stated in an email from the vice chancellor for academic affairs (VCAA), "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](#)). As an example, in 2017 the Faculty Senate applied for and received funding for the \$20,328 annual campus site license to Turnitin, an online originality checking service ([IVA-4](#)).

Administrative leaders look for opportunities to encourage faculty and staff to innovate in the classroom. A 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 [LB.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 distance education (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 System employees, and the President's Award for Excellence in Building and Grounds Maintenance for UH System 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 spring 2016, Sharon Narimatsu, former Leeward CC provost, created the Sharon S. Narimatsu Faculty and Staff Development Award for faculty and staff to have access to the latest developments in their fields and incorporate new ideas and practices in their positions

to maintain excellence across the campus. The award provides for professional development funding to support one faculty or staff member each year. The first awardee was able to participate in a fellowship by the CubaOne Foundation, which was founded to host “birthright” trips to Cuba for young, Cuban-American professionals. The Anthropology faculty member traveled with nine other young Cuban-Americans to collaborate with Cubans in related fields and connect with the local culture.

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 ‘Ewa Council (Nā ‘Ewa Council), and the Student Government.

The Campus Council serves as a recommending body to the chancellor on planning and budgeting issues. The council reviews and recommends the annual institutional budget priorities for the next academic year. The Revised Constitution and By-laws begin with a preface that states that the “Campus Council will serve as a recommending body to the chancellor for finalizing planning and budgetary matters particularly including but not limited to program reviews, area plans, budget structuring and prioritization of the College’s operational plan” ([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 noncredit instructional divisions and units as well as 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 APT Group, the Lecturers’ Group, the Nā ‘Ewa Council, and the Student Government. The Faculty Senate has two representatives on the council, typically the senate chair and vice chair. Administrators are also members in a nonvoting capacity.

The Faculty Senate is chartered by the UH Board of Regents (BOR) 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 nonvoting 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 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 students and the community” ([IVA-23](#)). For a more detailed discussion of ASUH-Leeward CC, 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](#), Item 18, p. 8).

To continually encourage an open exchange of ideas, the VCAA implemented Talk Story sessions (informal campus conversations) in 2016-2017 to encourage 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 [LB.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 [LB.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](#)). An 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 (VCAS) 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 BOR ([IVA-27](#)).

### **Evaluation of Decision-Making Policies and Procedures**

The College regularly evaluates whether 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 Wai'anae 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 for 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 nonvoting member on the Faculty Senate and the Faculty Senate's Student Affairs Committee, the student representative attends scheduled meetings, participates in discussions, and provides feedback from a student perspective. The Wai'anae Moku Education Center's representative attends 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 [LB.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 L5.202. The group will report on its progress to the Campus Council and the Faculty Senate at the end of 2017-2018.

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, the Operational Expenditure Plan. Administrators also have an informal role in governance through their participation on Campus Council as nonvoting 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, ten 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](#), Items 6 and 7, pp. 3-4).

#### **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 BOR 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 2017-2018, this committee reviewed 234 courses and programs. To put this in perspective, the committee reviewed 106 courses and programs in 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. The committee also 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 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 ([IVA-40](#)). Participants at this training completed a self-evaluation survey on instructor-initiated interaction in their DE course ([IVA-41](#)). The DE Committee held additional training

sessions during the fall 2017 semester at various dates and times ([IVA-42](#), Item III.D.5, p. 4). 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 2016-2017 and 2017-2018, 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 Ad Hoc Committee has been working to ensure the College's compliance with the UH System's plans to implement the new course evaluation system for every student enrolled in a credit-based course in fall 2018. This 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 a designated campus administrator to create a central repository for existing survey questions and to arrange that these questions be accessible to faculty. The College is planning workshops for fall 2018 to train faculty on the new course evaluation system ([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 Campus Council and Faculty Senate provided additional revisions to the policy, and both groups will finalize the policy in fall 2018.

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 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 include 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 Ad Hoc Committee has been working with administration to ensure the College's compliance with the UH System's plans to implement the new course evaluation system for every student enrolled in a credit-based course in fall 2018 ([IVA-48](#), p. 6). The Student Government reviews policies and practices that pertain to students and advises administration as needed. An 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](#), p. 16).

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 [LB.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 agendas, minutes, and supporting documents in order to keep the campus community current on the business being considered ([IVA-71](#)). The Nā ‘Ewa Council posts agendas and meeting minutes on the campus intranet, and the Student Government posts agendas and meeting minutes on its website ([IVA-72](#), [IVA-29](#)). 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-73](#)). 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 [LB.3](#), [LB.6](#), and [IV.D.6](#).

### **Communication with Students about College Decision-Making**

The College uses three digital messaging methods to communicate with students: an email messaging system called UH Announce, an emergency email and short message service system called UH Alert, and an early-alert retention system called MySuccess to distribute various messaging to students ([IVA-74](#), [IVA-75](#), [IVA-76](#), [IVA-77](#)).

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 MySuccess campaign in June 2016, which provides customized email messages to assist students from application through completion ([IVA-78](#)).

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-79](#), [IVA-80](#), [IVA-81](#)). 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-82](#), [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 for 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-83](#)). 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-84](#)).

### **Communication with the Public about College Decision-Making**

The College performs annual program reviews and publishes results of most ARPDs on the UHCC ARPD website ([IVA-85](#)). ARPDs for all of the College's programs are available to the public on the College's website. The College also requires each academic program, educational unit, and support area to complete a CRE every four years, which is available to the campus community on the College's website. For discussion of how the College communicates the program reviews to the public, see Standard [LB.8](#).

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). News media, bloggers, and influencers also disseminate information. ([IVA-86](#)).

The homepage of the College website features Leeward Communication's blog entries ([IVA-87](#)). 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-79](#), [IVA-80](#), [IVA-81](#)).

Many items shared on social media have a high engagement rate. The Facebook event post on February 21, 2018, had 2,200 views ([IVA-88](#)). The Facebook news post on December 18, 2017, had 26,000 views ([IVA-89](#)). The Facebook news post on November 27, 2017, had 1,700 views ([IVA-90](#)). The Facebook event post on November 2, 2017, reached 12,000 people with 4,600 views ([IVA-91](#)).

### **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](#), pp. 16-17).

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 [LB.7](#), 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 the Faculty Senate effectively carries out its role in governance. Of those surveyed, 38 percent were unsure ([IVA-24](#), Items 14-15, pp. 7-8).

Given that 38 to 56 percent of respondents were unsure about the effectiveness of these governing groups, 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-92](#)).

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-93](#)). During spring 2017, the council conducted its own member survey ([IVA-94](#)). 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-95](#)). 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-96](#), [IVA-97](#)). In fall 2017, the committee evaluated the results (n=71) and suggested improvements ([IVA-98](#)). 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-99](#)).

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-100](#)).

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-101](#)). 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-102](#)). The office shared the results on the Student Life website.

### **Analysis and Evaluation**

Surveys are 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 surveys 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. The governance bodies share results of campus surveys with the campus community at large and provide constituents an opportunity to offer suggestions for improvement. The governance bodies are currently reviewing L1.201, Policy on Shared Governance, and are encouraging all constituents to participate in the process of reviewing decision-making within a shared governance model.

## Evidence for Standard IV.A.

- [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](#) 2018-2019 Perkins IV UHCC College Plan 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. 5, 2018
- [IVA-11](#) UH 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 Charter 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
- [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
- [IVA-30](#) 2017 Program Review and Planning Survey Results
- [IVA-31](#) Email on Planning Process Review Ad Hoc Committee, May 12, 2017
- [IVA-32](#) RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development
- [IVA-33](#) Memorandum of Agreement on Roles and Consultation Protocols Involving UH, UHPA, and Faculty Senates
- [IVA-34](#) Curriculum Committee Website
- [IVA-35](#) Course Outline and Program Proposal Handout
- [IVA-36](#) Sample Curriculum Committee Report, Nov. 8, 2017
- [IVA-37](#) Assessment Committee Webpage
- [IVA-38](#) DE Committee Website
- [IVA-39](#) Spring 2017 DE Breakout Session Notes
- [IVA-40](#) Fall 2017 DE Training Presentation
- [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

[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](#) Spring 2018 Convocation Handout

[IVA-74](#) Sample Alert Message for Water Main Break, Nov. 23, 2016

[IVA-75](#) Sample Announcement Confirmation for Transfer Day, Feb. 20, 2018

[IVA-76](#) Sample Announcement Message for MySuccess, Nov. 1, 2017

[IVA-77](#) MySuccess Mahalo for Applying Message

[IVA-78](#) Sample Messaging Calendar

[IVA-79](#) Screenshot of Leeward Facebook Page

[IVA-80](#) Screenshot of Leeward Twitter Page

[IVA-81](#) Screenshot of Leeward Instagram Page

[IVA-82](#) Student Life Email Announcements, Aug. 21, 2017

[IVA-83](#) VCAS Email Announcements, Jan. 6, 2017

[IVA-84](#) Sample Announcement Confirmation for Chancellor’s Retirement, Feb. 26, 2018

[IVA-85](#) UHCC ARPD Website

[IVA-86](#) *UH News* Website

[IVA-87](#) Leeward’s Blog

[IVA-88](#) Sample Facebook Event Post, Feb. 21, 2018

[IVA-89](#) Sample Facebook News Post, Dec. 18, 2017

[IVA-90](#) Sample Facebook News Post, Nov. 27, 2017

[IVA-91](#) Sample Facebook Event Post, Nov. 2, 2017

- [IVA-92](#) Spring 2017 Governance Breakout Session Notes
- [IVA-93](#) Campus Council Minutes, Feb. 6, 2017, Item 4.a
- [IVA-94](#) 2017 Campus Council Members Survey Results
- [IVA-95](#) Campus Council Minutes, Oct. 16, 2017, Item 4.c
- [IVA-96](#) Faculty Senate Minutes, Aug. 23, 2017, Item 5.a
- [IVA-97](#) Faculty Senate Motion 17.52: Satisfaction Survey
- [IVA-98](#) 2017 Faculty Senate Satisfaction Survey Results
- [IVA-99](#) Invitation to Faculty Senate Breakout Session
- [IVA-100](#) Inaugural Faculty Senate Blog Post
- [IVA-101](#) Student Government Suggestion Cards
- [IVA-102](#) 2017 Student Government Survey Form

## Changes and Plans Arising Out of the Self-Evaluation for Standard IV.A

Accreditation Standards	Change or Plan	College Leads	Timeline	Achieved or Expected Outcome
IV.A.2 I.B.7.	Review L1.201, Policy on Shared Governance.	Campus Council and Faculty Senate	Fall 2017 - present	The revised Policy on Shared Governance has been shared with the campus. Policy will be approved in fall 2018.
IV.A.3 I.B.7	Conducted the Program Review and Planning Survey.	Campus Council	Spring 2017	Changes needed in program review and planning were identified. Ad Hoc Planning Process Review Committee was convened to make recommendations for changes.
IV.A.4 I.B.7	Reviewed L5.201, Policy on Curriculum Review and Revision.	Faculty Senate Ad Hoc Committee	Fall 2016- Spring 2017	Revised policy approved in spring 2017.
IV.A.4 I.B.1 II.A.7	Provided required training on faculty- initiated interaction in DE courses.	DE Committee	Fall 2017- present	DE faculty gained awareness of the requirements to document faculty- initiated interaction in DE courses and developed plans for integrating activities into their online course work.
IV.A.7	Conducted the Campus Council Members Survey.	Campus Council	Spring 2017	Feedback from survey used to improve Campus Council meetings and communication with the campus.

<b>Accreditation Standards</b>	<b>Change or Plan</b>	<b>College Leads</b>	<b>Timeline</b>	<b>Achieved or Expected Outcome</b>
IV.A.7	Conducted the Faculty Senate Campus Satisfaction Survey.	Faculty Senate	Spring 2018	Feedback from survey used to improve Faculty Senate meetings and communication with the campus.
IV.A.7	Created the Faculty Senate Blog.	Faculty Senate	Spring 2017	<i>News from the Faculty Senate</i> provides timely updates to the campus community.
IV.A.7	Conducted the Student Government Effectiveness Survey.	Student Life	Spring 2018	Feedback from survey used to improve Student Government effectiveness.
IV.A.3 I.B.1 I.B.7 I.B.9	Improve the Integrated Planning and Budgeting Process.	Ad Hoc Planning Process Review Committee	Fall 2017-present	The committee has begun work on recommending changes to the process and will continue their work in 2018-2019.
IV.A.3 I.B.1 I.B.7 I.B.9	Review L5.202, Policy on the 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.



## 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 (Leeward CC), the current chancellor (college CEO) first assumed the position of interim chancellor in March 2007. In May 2008, the UH Board of Regents appointed the interim chancellor to the position of chancellor (IVB-1, p. 15). He is the first faculty member of a University of Hawai'i Community Colleges (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). After more than 11 years, the chancellor will retire on July 1, 2018, and Suzette Robinson will assume the position of interim chancellor.

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 governing 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) 9.210, 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 institution-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 electronic mailing list (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 [LB.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, Item 16, p. 8).

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 College has two vice chancellors – one for Academic Affairs and one for Administrative Services. The Academic Affairs area includes a dean of arts and sciences, a dean of career and technical education, a dean of student services, and an interim dean of academic services. The vice chancellor for academic affairs (VCAA) also supervises the director of the Office of Planning, Policy, and Assessment (OPPA), a position that is currently vacant.

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 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](#)). The chancellor believes in delegation of authority to the 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 [LB.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 guide the development of the Operational Expenditure 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 2015-2021* and goals, the chancellor guides the College in the annual Integrated Planning and Budgeting Process. This process is described in detail in Standard [LB.9](#) and begins with a review of the mission statement and *Strategic Plan 2015-2021*. At an annual summer leadership retreat, 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 [LB.3](#) for further discussion.

The chancellor is responsible for institutional planning and supports the continual improvement of the planning process. The OPPA provides an Institutional Effectiveness Report to track progress toward campus goals and summarize the results of campus planning efforts as part of the Integrated Planning and Budgeting Process. The OPPA will also provide data and analysis to the chancellor, vice chancellors, and other campus leaders upon request.

### **Analysis and Evaluation**

The chancellor ensures the College achieves its mission through well-established policies and procedures that are collegial and evidence based. In line with the *UHCC Strategic Directions 2015-2021* 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 VCAA who is also the ALO. Administrative leaders ensure 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 ensure 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 is also the VCAA. 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 System 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 Operational 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 VCAS also discusses the budget in quarterly meetings with the Financial Management Group. 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 Science, Technology, Engineering, and Math (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 the College 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‘elo Partners, 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 the College’s head representative, the chancellor works and communicates effectively with the communities served by the College. 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.

- [IVB-1](#) BOR 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
- [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
- [IVB-12](#) UHCCP 4.203 Institution-Set Standards
- [IVB-13](#) 2018 ACCJC Annual Report
- [IVB-14](#) 2018 ACCJC Annual Fiscal Report
- [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
- [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 Hawai'i State Science Olympiad Award
- [IVB-26](#) *UH News* Article on Kala'elo 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 University of Hawai‘i (UH) Board of Regents (BOR) is established under Hawai‘i Revised Statutes, Section 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 (board members) 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 BOR, who are drawn from a slate of nominees submitted by the Regents Candidate Advisory Council, and the state senate confirms them. The council 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 council 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 BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System. This authority is further delineated through board 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 BOR executes these responsibilities through regular reporting and deliberation at board and committee meetings. The BOR 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 BOR for the governance of the UH System, and the BOR 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 BOR 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 BOR interaction among board members and with the broader UH System community is 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. ([IVC-9](#))

The policy also delineates and structures the communication between the BOR and the UH System administration, including the requesting and providing of information to and from the BOR and the administration.

The BOR handbook that is made available to all incoming regents and published on the BOR 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**

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. 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 BOR, a preliminary meeting between the BOR and the president, and a final evaluation after the president responds to the preliminary assessment ([IVC-14](#)).

There has not been a search for the UH vice president for community colleges (VPCC) since the position was re-established in 2005 and the current VPCC was appointed to oversee the reorganization of the community college system. Should the position of VPCC become vacant, the president would follow the recruitment and other procedures outlined in 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](#)).

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) 9.210, Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies ([IVC-16](#)). A detailed set of procedures, which has been used consistently for several years, has also been codified.

The VPCC has the authority for the appointment of the college chancellor with final approval of the appointment by the president of the university. A public announcement is made, and the selected candidate's appointment is also placed on the board's agenda to ensure that the regents are fully informed of the selection process and the selected candidate.

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](#)).

The BOR 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 EP 9.212, Executive/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 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**

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.

The vice president and all college chancellors participate in annual evaluations involving 360-degree evaluations, assessment of goal attainment, and progress toward strategic goals. 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 Hawai‘i, 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 Hawai‘i, 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 BOR and the UH System’s administrative legislative coordinator manages 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 state wide concern, the BOR remains attentive to whether such laws might impede the UH System and the BOR 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 BOR 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 state legislature in a comprehensive and very public manner, the BOR 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 board policies, the BOR 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 RP 4.207, Community College System ([IVC-31](#)).

The BOR 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, 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**

The 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 BOR 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 BOR and the scope of each committee, the meeting requirements for both committees and the BOR, 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 BOR. 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 BOR reviews board policies on a staggered three-year cycle with current iterations posted at the BOR website. As a result of a recommendation from the previous institutional self-evaluation, the UH System and BOR developed and implemented the UH System wide 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 the following:

- 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 board 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 board policy
- Automatic notification to interested parties of any change in policy ([IVC-34](#)).

When the UH System and the BOR 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 through 4, August 2018 for Chapters 5 through 9, and August 2019 for Chapters 10 through 13 ([IVC-35](#)).

The BOR began reviewing the 28 policies in Chapters 1 through 4 in summer 2017. They reviewed the policies for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. 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 BOR will complete this cycle by the end of the academic year, before a new 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 meeting on November 16, 2017 ([IVC-36](#), [IVC-13](#)). The committee provided a further update on April 5, 2018 ([IVC-37](#)).

The review cycle for Chapters 1 through 4 began 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 Hawai'i Revised Statutes, the public employee collective bargaining law.

### **Analysis and Evaluation**

The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. This system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

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 BOR has established strategic goals for the UH System and its component colleges in four key areas.

- Hawai'i Graduation Initiative focusing on student success
- Hawai'i Innovation Initiative focusing on research and innovation and commercialization of UH System research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the UH System's role as the single system of public higher education in the state.

These key goals, endorsed by the BOR in 2015 in the *UH Strategic Directions 2015-2021*, 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-38](#), [IVC-39](#), [IVC-40](#), [IVC-41](#), [IVC-42](#)).

The BOR 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 BOR has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the BOR 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.

The BOR 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 Community College hosted the board meeting on September 21, 2017 ([IVC-43](#)).

### **Analysis and Evaluation**

The BOR 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 BOR 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 as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, the BOR pairs new board members with a more experienced board member, who serves as a mentor to the incoming member ([IVC-5](#), [IVC-44](#), [IVC-10](#)).

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-45](#)).

The BOR 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 BOR 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-46](#)). The vice president for budget and finance also provides an overview of the state budget as it pertains to the UH System ([IVC-47](#)).

### **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 BOR 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**

RP 2.204 establishes the process for board self-evaluation. In 2017, the BOR amended its bylaws to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance with explicit responsibility for managing the board evaluation process ([IVC-48](#), [IVC-49](#)).

Pertinent to the current institutional self-evaluation cycle, the BOR conducted annual evaluations since 2014 ([IVC-50](#), [IVC-51](#), [IVC-11](#)). Additionally, in 2012-2013, the BOR 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-26](#), [IVC-27](#), [IVC-28](#), [IVC-29](#), [IVC-30](#)). The BOR has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations ([IVC-52](#)).

#### **Analysis and Evaluation**

The BOR 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 BOR consolidated the three committees and focused the committee responsibilities on the student success agenda. At the same time, the BOR created a committee on research and innovation in alignment with the UH System's strategic directions ([IVC-5](#)).

While the BOR has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the BOR 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](#)).

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-53](#)).

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 BOR has included an educational presentation by the State Ethics Commission executive director as an agenda item at its regular meetings ([IVC-54](#)).

### **Analysis and Evaluation**

The BOR 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 BOR informs its members of the ethics requirements through their initial orientation and through regular professional development.

The BOR 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**

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-55](#)).

The general policy on duties of the president is further refined in specific actions. For example, RP 9.218, Delegation of Personnel Actions, describes those hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president ([IVC-56](#)).

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 BOR 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 BOR and with such powers and duties as determined by the BOR. The tenure of a specific task group shall expire at the completion of its assigned task.

For example, the BOR formed a task group to create an Integrated Academic and Facilities Plan for the UH System ([IVC-57](#), [IVC-58](#)). The task group included both board members 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-59](#), [IVC-8](#), [IVC-11](#)).

### **Analysis and Evaluation**

While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR 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 2018 institutional self-evaluation report (ISER), the VPCC presented the BOR 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 BOR acted to create a permitted interaction group to assist in the evaluation of board-related standards ([IVC-60](#)). A permitted interaction group is comprised of a subset of the board members and is allowed to engage in conversation and dialogue about an issue without being subject to open meeting provisions. The permitted interaction group may not take any 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 board members representing all the islands with community colleges. The VPCC provided the BOR with a further briefing on preparing for accreditation at its meeting on March 8, 2017 ([IVC-61](#)).

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 Committee on Academic and Student Affairs, the BOR, and the UH president in early summer 2018.

### **Analysis and Evaluation**

The BOR 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.

- [IVC-1](#) Hawai‘i Revised Statutes, Section 304A-104 Regents; appointment; tenure, qualifications; meetings
- [IVC-2](#) BOR Website
- [IVC-3](#) Hawai‘i Revised Statutes, Section 304A-104.6 Candidate advisory council for the board of regents
- [IVC-4](#) UH Candidate Advisory Council Website
- [IVC-5](#) Bylaws of the BOR, Articles II.D.2.g and X
- [IVC-6](#) Table of Contents of Regents Policies, Chapters 1-12
- [IVC-7](#) RP 4.201 Mission and Purpose of the University
- [IVC-8](#) BOR Minutes and Materials, Apr. 20, 2017, Items V.A.3 and V.A.4
- [IVC-9](#) RP 1.202 Relationship of the Board to Administration and University, Section III.B
- [IVC-10](#) BOR General Overview Handbook, Item II.A
- [IVC-11](#) BOR Minutes, Oct. 31, 2017, Items Item V.A and V.D
- [IVC-12](#) 2017 Board Self-Assessment (BOR Materials for Item V.D)
- [IVC-13](#) BOR Minutes, Nov. 16, 2017, Items IV.B and VI.A.1.b
- [IVC-14](#) RP 2.203 Policy on Evaluation of the President
- [IVC-15](#) RP 9.212 Executive and Managerial Personnel Policies
- [IVC-16](#) UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors
- [IVC-17](#) BOR Minutes, July 16, 2015, Item VII.A
- [IVC-18](#) BOR Minutes, Aug. 18, 2016, Items IX.A and IX.B
- [IVC-19](#) BOR Minutes, Aug. 24, 2017, Item IX.A
- [IVC-20](#) EP 9.203 Evaluation of Faculty and APT Personnel
- [IVC-21](#) EP 9.212 Executive/Managerial Classification and Compensation
- [IVC-22](#) UHCCP 9.202 Executive Employees Performance Evaluation
- [IVC-23](#) 360 Questionnaire for Executive Managerial Evaluation
- [IVC-24](#) President’s Memo on New 360 Categories, Mar. 29, 2017
- [IVC-25](#) State Constitution, Article X, Section 6, Board of Regents
- [IVC-26](#) Advisory Task Group Report on Phase 1, Nov. 12, 2012
- [IVC-27](#) Advisory Task Group Report on Board Interviews, May 14, 2013
- [IVC-28](#) Advisory Task Group Report on Legislation, May 14, 2013
- [IVC-29](#) Advisory Task Group Report on Board Policies, July 15, 2013
- [IVC-30](#) Advisory Task Group Report on System Policies, Aug. 14, 2013
- [IVC-31](#) RP 4.207 Community College System
- [IVC-32](#) RP 4.208 Sustainability Policy
- [IVC-33](#) PPIS Website
- [IVC-34](#) Sample Notifications from PPIS
- [IVC-35](#) BOR Policy Review Schedule
- [IVC-36](#) Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
- [IVC-37](#) Personnel Affairs and Board Governance Agenda and Materials, Apr. 5, 2018, Item IV.4
- [IVC-38](#) BOR Minutes and Materials, Jan. 22, 2015, Item IV.B.1
- [IVC-39](#) BOR Minutes and Materials, Nov. 19, 2015, Item VIII.2
- [IVC-40](#) Report on Status of UH Metrics 2015-2016
- [IVC-41](#) UH Strategic Directions Midterm Report, Jan. 2018

- [IVC-42](#) *UHCC Strategic Directions 2015-2021*
- [IVC-43](#) BOR Minutes and Materials, Sept. 21, 2017, Item III
- [IVC-44](#) 2017-2018 New Regent Orientation Agenda
- [IVC-45](#) Regents Attendance List at National Conferences
- [IVC-46](#) BOR Minutes, Oct. 6, 2016, Item IV.A.C.3
- [IVC-47](#) State of Hawai'i Budget 101 Presentation
- [IVC-48](#) RP 2.204 Policy on Board Self-Evaluation
- [IVC-49](#) Memo on Changes to BOR Bylaws, July 9, 2015
- [IVC-50](#) BOR Minutes, Nov. 7, 2014, Item III.1
- [IVC-51](#) Personnel Affairs and Board Governance Minutes, Sept. 7, 2017, Item B.1
- [IVC-52](#) Association for Governing Boards Workshop on Strengthening Board Committees
- [IVC-53](#) RP 2.206 Policy on Regents as Employees
- [IVC-54](#) BOR Minutes and Materials, Jan. 26, 2017, Item V.B.1
- [IVC-55](#) RP 2.202 Duties of the President
- [IVC-56](#) RP 9.218 Delegation of Personnel Actions
- [IVC-57](#) BOR Minutes, Sept. 17, 2015, Item VI.B
- [IVC-58](#) BOR Minutes, Sept. 22, 2016, Item V.B.1
- [IVC-59](#) UH Integrated Academic and Facilities Plan
- [IVC-60](#) BOR Minutes, Feb. 23, 2017, Item VII.A.3
- [IVC-61](#) Academic and Student Affairs 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). RP 4.207, Community College System, further establishes the UHCC System. The University of Hawai‘i 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](#)).

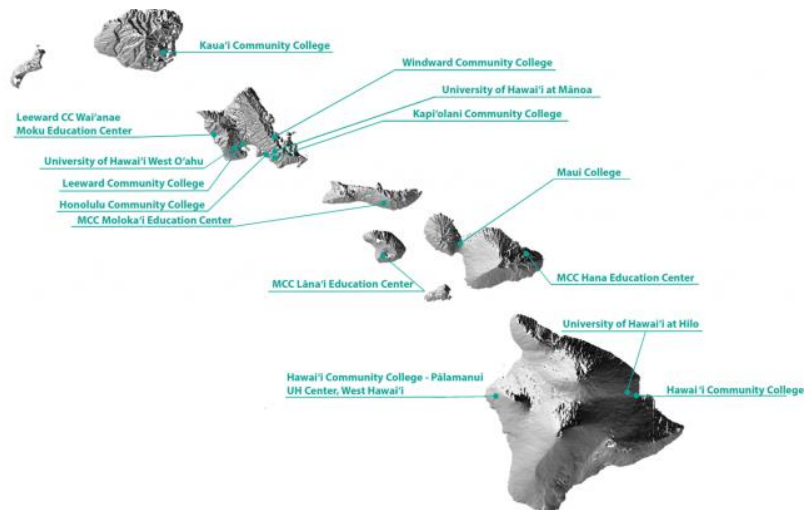


Figure 9. The University of Hawai‘i System.

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 ([IVD-6](#)). For more detailed discussion, see Standard [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 ([IVD-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. The functional map shows alignment with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([IVD-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 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 ([IVD-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 program (CIP) projects 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, 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: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs ([IVD-13](#), [IVD-14](#), [IVD-15](#), [IVD-16](#)).

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-17](#)). 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-18](#)). 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 [LB.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 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-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 Hawai'i 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 state 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 UHCC Strategic Planning Council is the primary body for ensuring system wide participation in the UHCC strategic planning process. The membership of the council 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 council 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 council. 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. UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation, and 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 and 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 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 state 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 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](#)). 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](#)). 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. 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; the UHCC System; and the individual community college campuses located on the four major islands in the state. The community colleges and the University of Hawai‘i Maui College manage satellite learning centers, providing additional outreach across the state (see Figure 9 in Standard [IV.D.1](#)). 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 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* that was developed to be aligned with the overall UH plan, and the individual campus strategic plans, 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 [LA.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 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 plan 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 plan 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, which function as a single major unit) 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 OVPC 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 as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the administrative representative to the BOR Committee on Academic and Student Affairs. When the colleges forward items to the BOR for approval such as strategic plans and institutional self-evaluation reports, they do so under the signature of the VPCC. In addition to publicly posted minutes of board committee and board meetings, the VPCC receives memos summarizing board-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 of current initiatives 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 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 such as agendas and minutes of councils and other deliberative bodies. The UHCC 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. Additionally, the OVPCC will update 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, 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, new policies are created when needed, roles and responsibilities are delineated in the functional map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals ([IVD-50](#), [IVD-51](#)).

Of specific importance in this last context is the role of the UHCC System's 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.

- [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 Accreditation Standard
- [IVD-9](#) OVPC Academic Affairs Office Webpage
- [IVD-10](#) OVPC Administrative Affairs Office Webpage
- [IVD-11](#) UH System Office of Project Delivery Webpage
- [IVD-12](#) Leeward CC Long Range Development Plan (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 Council Meeting Minutes
- [IVD-17](#) Sample VCAA and VCAS Meeting Minutes
- [IVD-18](#) OVPC Student Success Council Webpage
- [IVD-19](#) EP 4.202 System Sustainability
- [IVD-20](#) RP 4.208 Sustainability Policy
- [IVD-21](#) OVPC Sustainability Webpage
- [IVD-22](#) Hawai'i Revised Statutes, Section 37 Budget Planning and Preparation Materials
- [IVD-23](#) Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- [IVD-24](#) OVPC 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 UHCC 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, Mar. 2015
- [IVD-32](#) Committee on Independent Audit Minutes, May 12, 2015, Item IV.A.2
- [IVD-33](#) Committee on Independent Audit Minutes, Dec. 15, 2016, Item IV.B.1
- [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](#) BOR Minutes, June 21-22, 2005, pp. 8-11
- [IVD-37](#) Memo on System-Level Reorganization, July 8, 2005
- [IVD-38](#) EP 1.102 Authority to Manage and Control the Operations of the Campus
- [IVD-39](#) EP 9.112 Attachment B Delegation of Authority for Personnel Actions
- [IVD-40](#) UHCCP 9.202 Executive Employees Performance Evaluation
- [IVD-41](#) Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.4
- [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 BOR Memos to VPCC
- [IVD-47](#) Sample PPIS Memos to VPCC
- [IVD-48](#) Fall 2016 VPCC Presentation
- [IVD-49](#) Spring 2017 VPCC Presentation
- [IVD-50](#) Personnel Affairs and Board Governance Minutes, Nov. 1, 2017, Item IV.A.2
- [IVD-51](#) UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors



# QUALITY FOCUS ESSAY

## Introduction

As part of Leeward Community College (Leeward CC)'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. Over the course of two years, the team remained open regarding what the Quality Focus Essay (QFE) topics would be. In fact, particular effort was made to not select topic areas too early in order to allow the self-reflective nature of the institutional self-evaluation report (ISER) to uncover those larger areas of focus for the College.

In fall 2017, the first topic became clear as the campus embraced a single goal to drive campus initiatives. This goal is known as the Wildly Important Goal (WIG) and provides a unifying vision for the many campus initiatives currently underway to increase student retention and persistence.

The second topic developed out of a breakout session at the convocation in spring 2018. These breakout sessions were focused on the areas of improvement that had been identified during the writing of the ISER. One area attracted much attention, and this led to the second QFE topic that focuses on improving student learning by making outcomes assessment more meaningful for faculty and staff.

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 persistence by keeping the students the College already has.
2. Improve student learning by making outcomes assessment more meaningful for faculty and staff.

***Action Project 1: Increase student retention and persistence by keeping the students the College already has. (Standard [LB.3](#))***

## Background

The College operates as part of a community college network in the state of Hawai'i. As one of seven community colleges, and one of ten colleges in the University of Hawai'i (UH) System, Leeward CC plays a critical role in preparing students for the workforce and for transfer to a four-year college. The University of Hawai'i Community Colleges (UHCC) System coordinates the efforts of the community colleges, ensuring alignment and focused movement on key initiatives. The UHCC System has initiated several system wide projects in the past five years including a coordinated effort to accelerate students' progress through

developmental education courses, the implementation of a pathway-driven registration system, and the creation of common exploratory majors to guide students' selection of coursework. The College goals and plans are guided by these system efforts.

The core team's review of student achievement data indicated that retention and persistence are areas that have shown little movement despite the implementation of these system initiatives (See [Student Achievement Data chapter](#) for further discussion.). Additionally, faculty and staff had begun to experience "initiative fatigue" with so many initiatives needing attention. In spring 2017, the UHCC System hosted a biannual Community College Survey of Student Engagement (CCSSE) workshop. At this workshop, the College's vice chancellor for academic affairs (VCAA) met Dr. Tonjua Williams from St. Petersburg College in Florida who discussed St. Petersburg's implementation of *The Four Disciplines of Execution: Achieving Your Wildly Important Goals* by Chris McChesney, Sean Covey, and Jim Huling.<sup>5</sup> The VCAA was intrigued with the idea of focusing on one goal – one WIG. After distributing the book to administrators and campus leaders, the College selected its WIG of "Keeping the Students We Have." Specifically, the goal is to increase retention and persistence by ten percent in 2017-2018. As one faculty member commented, "It was like a breath of fresh air." The College would have one goal that drives everything it does.

The VCAA introduced the WIG to campus leaders at a leadership retreat in August 2017. A presentation on retention by Pam Cox Otto enhanced the discussion of the WIG, and the retreat concluded with an introduction of the theme for the year, "The Student Experience." The VCAA communicated the WIG to the campus community at the convocation in fall 2017.

The Counseling and Advising unit created additional goals that aligned with the WIG and created four subcommittees to develop specific strategies to pursue. One of the unit's strategies was to encourage continuing students to register for the spring 2018 semester early. The Counseling and Advising unit recruited faculty and staff to assist with this effort by creating the #IGotClass campaign. Faculty and staff wore stickers with the #IGotClass hashtag and asked their students if they had registered for upcoming classes before winter break. By registering early, students can also get their preferred courses, class times, and instructors. In one month, the campus community encouraged and assisted more than 3,100 students to register for spring 2018 ([Q-1](#), [Q-2](#)).

In addition, the College's campus co-leads for the UHCC Student Success Committee convened the WIG Design Team. The WIG Design Team is similar to a strategic planning group; it will lead and guide the College's efforts to implement the WIG and the UHCC System initiatives. The WIG Design Team is comprised of representatives from all areas of the campus. The team first convened in December 2017. By May 2018, the team completed an initial review of institutional data, identified the areas to focus on in the coming year, and created three "keys" or values that the College will use to guide future work on implementing the WIG. The team will work with existing committees and/or convene work teams as this initiative is further deployed.

<sup>5</sup> McChesney, C., Covey, S., & Huling, J. (2012). *The four disciplines of execution: Achieving your wildly important goals*. New York: Free Press.

### Goals and Outcomes

- Increase student retention and persistence by ten percent in 2018-2019.
- Increase the sense of belonging at the College through activities that connect and support students.
- Increase the three-year graduation rate from 16 percent to 22 percent by 2020-2021.

### Timeline

2018-2019 Strategies	Responsible Parties
Continue to meet and develop plans for the implementing the WIG at the unit and division levels.	WIG Design Team
Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.	Counseling and Advising Unit
Develop recommendations for faculty communication and actions at identified times during the semester. Based on the work of Pam Otto-Cox, this program will empower faculty and lecturers with phrases, actions, and intentions to encourage their students to improve retention and success in their classes.	Faculty Communication Committee
Create a workshop series on how the College can improve student retention and persistence by creating more student-centric learning experiences through design thinking strategies. Through participatory workshops, immersive design exercises, and presentations, faculty and lectures will learn about, experience, and practice effective, engaging teaching approaches for new and meaningful curricula.	Olin Summer Institute Team
2019-2020 Strategies	Responsible Parties
Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.	WIG Design Team
Work with Student Services to further implement <i>The Four Disciplines of Execution</i> principles in the other Student Services' units such as Admissions and Records, Financial Aid, Student Life, and Job Prep Services.	WIG Design Team and Student Services Unit Heads
Work with Academic Services to implement <i>The Four Disciplines of Execution</i> principles in Academic Services' units such as the Library, the LRC Content Tutoring, the Writing Center, and the Kāko‘o ‘Ike Program.	WIG Design Team and Academic Services Unit Heads

2020-2021 Strategies	Responsible Parties
Work with Administrative Services to implement <i>The Four Disciplines of Execution</i> principles in Administrative Services' units such as the Business Office, Human Resources, Operations and Maintenance, and Facilities Management.	WIG Design Team and Administrative Services Unit Heads
Evaluate efforts and determine future plans for the implementation of the WIG.	WIG Design Team

***Action Project 2: Improve student learning by making assessment more meaningful for faculty. (Standard [II.A.3](#))***

**Background**

A second area in need of improvement is learning outcomes assessment. Since 2010, the College has made use of Tk20, which is a comprehensive online assessment planning, data management, and reporting system. In 2013, the Office of Policy, Planning, and Assessment (OPPA) created the handbook *Sustaining Assessment: Three-Year Plan to Maintain and Enhance Assessment of Learning Outcomes at Leeward Community College* to provide the campus with assessment terminology and processes and to set forth future plans for assessment at Leeward ([Q-3](#)). The College made good progress with implementing Tk20 as the repository for learning outcomes assessment. However, faculty and staff did not find Tk20 intuitive or easy to use. Tk20 has become a deterrent to meaningful dialogue about assessment instead of a supportive tool.

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. An area that generated much discussion is assessment and Tk20. The roundtable facilitator for discussions about Standard II.A.3 noted, "A lot of the discussion centered around how TK20 wasn't 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. Based on this feedback, the Self-Evaluation Core Team is setting a goal to further train faculty in assessment and Tk20 to make outcomes assessment more meaningful while at the same time have the College determine the best assessment tool to suit its needs.

To help with Tk20 training and support, the College has the Faculty Senate's Assessment Committee, which is made up of representatives from the five main organizational areas and one nonvoting representative from the administration or OPPA ([Q-4](#)). The committee's mission is as follows: "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 and Assessment to facilitate the assessment process and establish a culture of assessment” (Q-5).

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 constituents to contact their assessment representative for any assistance.

In November 2017, the assessment specialist and the Faculty Senate Assessment Committee chair began a new Assessment Think Tank for the campus. This group is charged with the task of developing, recommending, and implementing concepts and strategies that will help to establish a culture of assessment that carries the College beyond the fall 2018 accreditation visit. The Assessment Think Tank works in conjunction with the Assessment Committee and serves as a voice for a much broader pool of communal stakeholders. The participants are enthusiastic about fostering wider acceptance of and engagement in the assessment process.

In March 2018, the VCAA hosted a Talk Story on assessment. At this session, participants gave feedback on how to further engage the campus in reflection and dialogue on assessment. Discussion centered on clarifying assessment terminology and having a user-friendly tool to report assessment. The assessment specialist demonstrated a prototype reporting tool he designed to collect assessment results. Participants provided additional feedback on the tool, and these suggestions will be incorporated before the tool is implemented in the fall 2018 semester as a pilot.

#### Goals and Outcomes

- Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues.
- Improve quality of outcomes assessment evidence in the College’s database of assessment results.
- Increase faculty and staff satisfaction with the process for reporting assessment results.

#### Timeline

2018-2019 Strategies	Responsible Parties
Develop more individualized training sessions for faculty and staff.	Assessment Specialist and Faculty Senate Assessment Committee
Create a one-stop website for assessment policies, procedures, and tutorials.	Assessment Specialist and Faculty Senate

	Assessment Committee
Take actionable steps toward “closing the loop” within the assessment process. Align assessment data with the curriculum so assessment results are meaningful and useful. Emphasize operationalizing the data findings for effective pedagogic improvement, programmatic adjustments, and resource allocations.	OPPA and Faculty Senate Assessment Committee
Pilot an alternative assessment collection database with a clear, easy-to-use interface.	Assessment Specialist
Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.	Assessment Think Tank
<b>2019-2020 Strategies</b>	<b>Responsible Parties</b>
Connect course and program assessment to ARPD with redesigned ARPD template. Train program coordinators and unit heads on how to report assessment results that support program improvements and resource allocations.	Ad Hoc Planning Process Review Committee
Fully implement the alternative assessment collection database or identified assessment software by May 2020.	Assessment Specialist
Implement initiative to create a culture of learning founded on motivational interest and active engagement.	Assessment Specialist and Faculty Senate Assessment Committee
Continue to train faculty and staff on assessment strategies that are engaging and meaningful.	Assessment Specialist
<b>2020-2021 Strategies</b>	<b>Responsible Parties</b>
Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.	OPPA
Develop a long-term plan for program review and assessment that engages the campus community and focuses on long-term goals for continuous improvement.	Ad Hoc Planning Process Review Committee

## Evidence for the Quality Focus Essay

- [Q-1](#) Email on #IGotClass, Nov. 14, 2017
- [Q-2](#) Blog Post on #IGotClass Winners
- [Q-3](#) Leeward CC Assessment Plan 2013
- [Q-4](#) Assessment Organization Chart
- [Q-5](#) Assessment Committee Webpage