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LEEWARD COMMUNITY COLLEGE

MIDTERM REPORT 2022



UNIVERSITY of HAWAI'I®
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Leeward Community College

Midterm Report

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
October 15, 2022

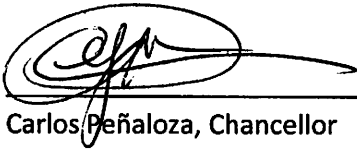
Certification of Midterm Report - Leeward Community College

Date: May 20, 2022

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.



Carlos Peñaloza, Chancellor

5/11/2022


Date



P. Jayne Bopp, Accreditation Liaison Officer

05-20-22

Date



Michael Oishi, Chair, Faculty Senate

05/06/22

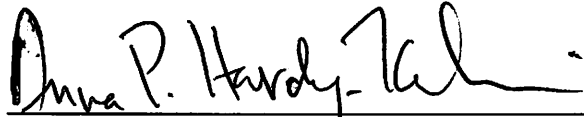
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William Albritton, Chair, Campus Council

5-6-2022

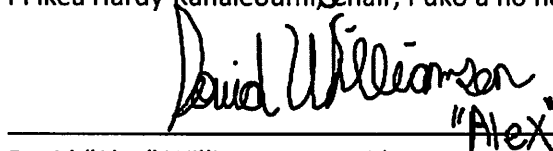
Date



Pi'ikea Hardy-Kahaleoumi, Chair, Pūko'a no nā 'Ewa Council

5/6/22

Date


"Alex"

David "Alex" Williamson, President, Associated Students of UH - Leeward CC

4/27/2022

Date


Certification of the Midterm Report

University of Hawai'i System


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

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.



Erika Lacro, Vice President for Community Colleges
8/1/22
Date



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8/1/2022
David Lassner, President, University of Hawai'i
Date



Ernest Wilson, Chair, Committee on Academic and Student Affairs
8/18/2022
Date



Randolph Moore, Chair, Board of Regents
8/18/2022
Date

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Report Preparation

Preparations for the Midterm Report formally began in Spring 2021 ([RP 1](#)) with monthly meetings of the UHCC (University of Hawai'i Community College) Accreditation Liaison Officers (ALO) organized by the Office of the Vice President for Community Colleges (VPCC). An email invitation requesting help with the report was sent to Leeward Community College's (CC) faculty and staff listserv by the ALO on April 21, 2021. Requests to various campus constituents to assist with the report were presented at Campus Council, October 15, 2021 ([RP 2](#)). The College's ALO began the drafting process, identifying needs for the development of the report. The first draft was shared with Chancellor Peñaloza and the Administrative Team on November 29, 2021 for input. The Administrative Team consists of the Chancellor, Vice Chancellor of Academic Affairs (VCAA), Vice Chancellor of Administrative Services (VCAS) and the Deans of Arts and Humanities, Career and Technical Education, Student Services, and Academic Services.

On December 2, 2021 ([RP 3](#)) the ALO sent the second draft to all faculty and staff via email and asked them to provide substantive input to the document for accuracy and currency with numerous people responding. A second draft of the report was worked on by the Administrative Team in February and the third draft was shared with the campus on March 1, 2022. The final draft was sent to the College's four governance groups (Faculty Senate, Campus Council, Pūko'a no nā 'Ewa Council and Student Government) for review and approval on April 6, 2022. Completion of the Midterm Report followed Leeward's institutional governance processes and drew upon the knowledge and expertise of individuals in specific functional areas.

Responses to "Plans Arising Out of the Self-Evaluation Process" established in the College's last Institutional Self-Evaluation Report (ISER) ([RP 4](#)) were assigned to the appropriate areas and college leaders identified in the ISER. Response to "Recommendations for Improvement" outlined in the External Evaluation Team Report ([RP 5](#)) from ACCJC was provided by the Office for Planning, Policy and Assessment (OPPA), the Faculty Senate Assessment Committee, the Office of the Chancellor, and the Office of the VPCC. Input for "Reflections on Improving Institutional Performance" came from the Faculty Senate Curriculum Committee, Campus Council, OPPA, Faculty Senate Assessment Committee, English Assessment Coordinator, Liberal Arts AA Degree Program Coordinator, and Disability Services Office. Information specifically on student achievement data, including institution set standards was provided by the Dean of Student Services, Dean of Arts and Humanities and the Dean of Career and Technical Education. Fiscal reporting information was provided by the Office of the VCAS. Finally, input for the "Outcomes of the Quality Focus Essay" came from the appropriate areas and College leads identified in the 2018 Quality Focus Essay (QFE). The Faculty Senate Student Affairs Committee and Dean of Academic Services provided evidence for the QFE Action Plan 1 and the Faculty Senate Assessment Committee provided evidence for the QFE Action Plan 2.

Plans Arising Out of the Self-Evaluation Process

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.A.4	Perform a comprehensive review of Leeward's Mission Statement.	Chancellor, VCAA, VCAS, OPPA & Governance Groups	The College's Mission Statement was last reviewed and approved without changes in Spring 2017. As stated in the College's Policy on Institutional Mission (PA 1), an extensive review will be done during our next strategic planning process. Strategic Planning preparations were announced by the Chancellor at the Fall 2021 Convocation (PA 2). The process was initiated in Spring 2022 with the appointment of a Strategic Planning Coordinator. A Vision and Mission (PA 3) review committee was formed with a tentative timeline for completion at the end of the Spring 2022 semester.	Spring 2022	<p>Due to COVID-19, the Strategic Planning Process for the College and UH System was delayed with the existing strategic plan being extended until the end of Fall 2022.</p> <p>A comprehensive review of our mission statement is currently underway.</p>

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.1 I.B.7 I.B.9 IV.A.3	Improve the College's Integrated Planning and Budgeting Process (IPBP) and increase transparency.	VCAA, VCAS, OPPA, Campus Council & Faculty Senate	<p>Between Fall 2017 and Fall 2019, the Ad Hoc Planning Process Review Committee (PA 4), whose members reflect wide campus representation, reviewed and clarified roles within the annual IPBP, reviewed and revised the College's planning templates including the resource request form and the Annual Report of Program Data (ARPD), and strategized on "closing the loop." A need to expand inclusion of and responsiveness to student voices within Leeward's planning process was identified.</p> <p>Between Fall 2020 and Fall 2021 (PA 6), the VCAA revised the IPBP twice making the process clearer and more meaningful for faculty and staff. In addition to the Faculty Senate and Campus Council, other governance groups were added to the review process beginning in Fall 2021: Pūko'a</p>		<p>Data from the 2016 and 2019 Employee Satisfaction Survey (PA 5) show some improvement with the Campus' understanding of the planning process (a 2% to 7% increase, see questions 6-8).</p> <p>As the College strives for continuous improvement in this area, we hope more gains will be reflected in the 2022 Employee Satisfaction Survey. The Chairs for each governing body, along with the VCAA and OPPA will form an ad hoc committee in Spring 2023 to review and identify</p>

			<p>no nā ‘Ewa and Student Government. Additionally, the institutional priorities list is now disseminated campus-wide ahead of finalization and recommendation from Campus Council (PA 7).</p> <p>To increase transparency on the College’s budget development process, the VCAS began sending out regular fiscal updates in Fall 2018.</p> <p>To increase transparency, during the height of the COVID-19 pandemic, the Chancellor held 10 campus updates to the College between April 2020 and October 2021 via Zoom (PA 8) to keep campus constituencies informed on the status of the UH System budget.</p>		opportunities for improvement.
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Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.1 II.A.7 IV.A.4	Provided required training on faculty-initiated interaction in distance education (DE) courses.	EMC & DE Committee	<p>In the 2017-2018 academic year (AY), 100% of DE instructors (n=138) and 43% of all instructors (n=198 faculty and 120 lecturers) completed a mandatory “DE Federal Requirements Training.” This was a temporary solution until Leeward developed and implemented the current DE best practice process which incorporates the DE Federal Requirements. Between 2017 and 2021, the EMC and DE Committee offered over 30 workshops with 308 of the 631 participants (49%) earning a digital badge demonstrating workshop outcome attainment. Evaluation data showed that 83-100% of participants found the workshops useful (PA 9).</p> <p>In AY 2018-2019, the DE Committee created new DE Guidelines (PA 10), a DE Guidelines Self-Assessment (PA 11), and a DE Peer Evaluation (PA 12) form</p>	Fall 2022	By the end of the three-year evaluation cycle, 100% of DE instructors will have cycled through a Self-assessment process. The process will be reassessed at the end of Fall 2022.

			<p>to reflect best practices to provide instructors with a framework for creating high-quality DE courses. These assessments are based on nationally recognized Quality Matters standards for online learning. The Faculty Senate unanimously approved the new DE Guidelines and Evaluations for adoption in March 2019.</p> <p>A three-year pilot project was implemented in AY 2019-2020 with the goal of all DE instructors completing a self-assessment every three years. The 2019-2020 and 2020-2021 AYs had a 94% completion rate for DE instructors cycling through the self-assessment process (64 out of 68 instructors). The current completion rate for AY 2021-2022 is 80% (28 out of 35 instructors) (PA 13).</p>		
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Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.2	Clarify the relationship between General Education Learning Outcomes (GELO) and Institutional Learning Outcomes (ILO).	Liberal Arts AA Program Coordinator & Dean of Student Services	<p>The GELO-ILO relationship was clarified in Fall 2020. The College's GELOs are identical to the Associate of Arts (AA) Liberal Arts Program Learning Outcomes (PLO), which are regularly assessed and mapped to ILOs (PA 14).</p> <p>After review by the Interim Student Services Program Officer, all references to Leeward's GELOs were removed from the College catalog, website and policies (PA 15).</p> <p>The UH System is redesigning its General Education curriculum (PA 16) (Summer 2021 to Fall 2025). This redesign may have implications for the College's ILOs.</p>		Relationship was clarified.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.5	Published the College's Institutional Effectiveness Report (IER).	OPPA	In 2011, the College proposed publishing an IER every four years. The first was done in 2012 and the second in Spring 2018 (PA 17). However, these reports have not been used in a meaningful way. The College plans to replace the IER by implementing a systematic evaluation of the Strategic Plan outcomes, starting with closing the loop on our existing Strategic Plan as we move toward creating our new plan (PA 18). The new Strategic Plan will incorporate systematic reporting of effectiveness.	Spring 2023	Systematic reporting of Strategic Plan outcomes beginning with our 2023-2028 Strategic Plan.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.7	Conducted the Employee Satisfaction Survey every three years.	Leadership Excellence Cohort 2 (PA 19)	Employee Satisfaction Surveys Fall 2016 & Fall 2019 (PA 20) findings were used including revisions to the IPBD, revisions to Campus Council and Faculty Senate processes, and efforts to improve leadership opportunities at the College.	Fall 2022	The College will use findings from the 2022 Employee Satisfaction Survey to assess trends from prior surveys and to develop responsive strategies for continuous improvement.
I.B.7	Conducted the Administrative Services Customer Satisfaction Survey	VCAS	The Office of the VCAS designed and administered its first Customer Satisfaction Survey in Fall 2017. Based on stakeholder feedback, the VCAS and area unit heads developed findings and recommendations to improve performance and efficiency. See discussions in their respective ARPD and CRE planning reports: Administrative Services (PA 21), Human Resources (PA 22), Operations & Maintenance (PA 23), and Enterprise Operations & Campus Security (PA 24).	Fall 2023	The campus closure caused by the COVID-19 pandemic prevented Administrative Services from administering the Fall 2020 Customer Satisfaction Survey. The goal is to replicate the survey in Fall 2023 and to assess trends and use findings for continuous improvement.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
I.B.9	Communicated more clearly results of program reviews, resource requests, and institutional priorities to the campus community in response to the Employee Satisfaction Survey.	VCAA	<p>In 2017 to 2019, an Ad Hoc Planning Process Review Committee (PA 25) was convened to continue exploring ways to improve the IPBP.</p> <p>In 2018, the VCAA and VCAS began sharing regular updates via email with the campus about the prioritizing process.</p> <p>Data from the 2016 and 2019 Employee Satisfaction Survey (PA 26) show some improvement with the campus' understanding of the planning process (a 2% to 7% increase, see questions 6-8).</p>		As the college strives for continuous improvement in this area, we will use the findings from our 2022 Employee Satisfaction Survey to identify further corrective actions as needed.
II.A.3	Completed the AA in Liberal Arts Assessment.	AA Degree Program Coordinator & AA Degree Program Review Task Force	The Liberal Arts AA Degree program assessment was completed in 2020 (PA 27). A more sustainable approach to assess PLOs was established and piloted in 2021 (PA 28).		Assessment was completed and a sustainable process to assess PLOs was established.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
II.B.1	Created a disability services training program for faculty and staff at the College.	Disability Services Office (DSO)	<p>DSO has been providing “Navigating Classroom Accommodation” workshops each semester since 2019 so faculty and staff understand their role in providing accommodations.</p> <p>Between August 2019 and July 2021, DSO offered 11 workshops (PA 29) reaching 151 participants. While 100% of respondents reported that overall, the workshops were “Very Good/Excellent,” only four out of the 11 workshops were evaluated. DSO will continue to formalize workshop curricula and develop more intentional evaluation methods to assess the training effectiveness.</p>		A “Navigating Classroom Accommodation” workshop was designed and is regularly implemented.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
II.C.5	Conduct student focus groups on counseling and advising services.	Counseling and Advising & Student Government	<p>The COVID-19 pandemic prevented conducting the student focus group activity. However, the Counseling unit uses data from counseling evaluations (see 2021 Counseling ARPD (PA 30), page 3) sent to all advisees semesterly, data from the Community College Survey of Student Engagement (CCSSE) and dialog among student leaders at weekly Student Government meetings (PA 32) to improve counseling and student support services.</p> <p>In an effort towards continuous improvement, Student Services units have met regularly over the past year to improve data collection metrics and methods for program assessment (PA 33).</p>	Fall 2023	Expected strategies and outcomes will be contingent on the College's new Strategic Plan (PA 31).

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
IV.A.7	Conducted the Campus Council (CC) Members Survey.	Campus Council	<p>A 2017 CC Members Survey (PA 34) found that two-thirds of members said their knowledge of the CC's role and function increased during the past year. The CC also implemented a Program Review & Planning Process Survey with ARPD authors about their needs. Respondents said they: would like more data and greater access to analytical support, they lack confidence in the accuracy of the UHCC System data, and they find the ARPD template difficult to use.</p> <p>To address these issues, in 2018, UHCC System: simplified the ARPD template, started releasing draft data so that users can find discrepancies and alert them to making corrections, and for the first time, in September 2021, the UHCC System provided workshops (PA 36) to help ARPD authors better understand the data.</p>		The College will use the findings from CC-related questions on our 2022 Employee Satisfaction Survey (PA 35) (questions 13 and 14) to identify further corrective actions as needed.

Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
IV.A.7	Conducted the Faculty Senate (FS) Campus Satisfaction Survey.	Faculty Senate (PA 37)	<p>The Employee Satisfaction Survey was used to address this. Question 16 on the Survey (PA 38) asks respondents if they believe, “The Faculty Senate effectively carries out its role in governance.” Findings indicate that for applicable respondents, slightly more people agreed with this statement in 2019 (59%) compared to 2016 (57%).</p> <p>Given the findings from both surveys and recognition of needed improvement, the following activities were implemented:</p> <p>The FS Blog was initiated in 2017 and converted to the FS News (PA 39) in Spring 2019 to better inform campus constituents of the Senate’s activities. In 2020, FS News began to include summary annual reports for the academic year.</p>		The College will use the findings from our 2022 Employee Satisfaction Survey to see if trends have improved and to identify further corrective actions as needed.

			<p>Between 2018 (PA 40) and 2020 (PA 41), FS worked to ensure the development of systems and processes to keep the Senate’s work organized.</p> <p>In Fall 2020 (PA 42) and Fall 2021 (PA 43), FS held “Talk Story Sessions” at Convocation for faculty and staff to learn more about the Senate.</p> <p>The FS Charter and Bylaws were revised in Spring 2019 and again in Fall 2019.</p> <p>FS added to the Vice Chair’s duties: To review and, if necessary, update the Charter and Bylaws every two years. Hence, the Bylaws were revisited and revised again in Spring 2021 (PA 44).</p>		
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Standard	Change, Improvement & Innovation	College Leads	Status (Completed/Pending)	Timeline if Pending	Achieved or Expected Outcome
IV.A.7	Created the Faculty Senate Blog (PA 45)	Faculty Senate	<p>FS Blog was initiated in 2017 and converted to the FS News (PA 46) in Spring 2019. News from the Faculty Senate circulated by this medium now provides timely updates to the campus community.</p> <p>Additionally, FS sends monthly meeting agendas and minutes to the campus personnel listserv, facilitating a broader reach and visibility on shared governance.</p>		Faculty Senate News created and monthly meeting agenda and minutes are sent to the campus listserv as a means of transparency.
IV.A.7	Conducted the Student Government Effectiveness Survey.	Student Life	<p>In Spring 2018, the Student Government (SG) conducted an Effectiveness Survey (PA 47) with the student body via a Google Survey. Having reviewed the survey data, SG improved communication through a feedback form and began hosting more events.</p>		Survey implemented and SG developed a feedback form and hosted more campus events throughout the semester. including social media campaigns via Instagram, Facebook, Twitter and podcasts.

Response to Recommendations for Improvement

There were two college specific recommendations to improve quality and one system recommendation.

ACCJC College Recommendations to Improve Quality #1

“To ensure academic quality and improve institutional effectiveness, the College should improve efforts to analyze, disseminate and discuss assessment results of all outcomes across the campus to improve student learning. (I.B.1, I.B.8)”

(Note: for this section see QFE Action Plan 2 below for additional information and evidence.)

The College has been engaged in continuous assessment, which is core to the College's planning process, as well as faculty tenure, promotion and periodic review. However, the College has experienced a number of challenges with respect to providing a purposeful, visual and more broadly disseminated analysis of learning outcomes assessment results. For more than five years, Leeward CC used TK20 for assessment collection and reporting. Due to the limited functionality of TK20, the Assessment Specialist developed a homegrown assessment management system (AMS) solution known as Knack, which was lower in cost, easier to use, and offered flexibility for future growth. However, it was determined Knack was not FERPA (Family Educational Rights and Privacy Act) approved; thus, another option had to be identified. Serving as a free, scalable, and user-friendly interim measure, a Google Form was adopted to capture instructional student learning outcomes (SLO).

In September 2019, an Ad Hoc Assessment Committee, with wide campus representation, began reviewing potential AMS platforms for the College. After reviewing and evaluating three AMS platforms, the Ad Hoc Assessment Committee settled on Anthology (formerly known as Campus Labs). However, the University of Hawai'i (UH) System COVID-19 pandemic budget freeze delayed the College's ability to purchase the AMS until the end of 2020. After a lengthy onboarding process to initialize Anthology, the College began training early adopters in November 2021. Our previous assessment platforms were limited with respect to service area outcomes (SAO) data collection and analysis and Anthology should rectify this.

The Anthology Outcomes and Planning platforms allow all assessment leads from each instructional division, department, discipline, section, and course to manage their own outcomes assessment process. Similarly, all assessment leads from support units (e.g., administrative services, academic affairs, student services) will be able to input SAO data. The AMS will allow Leeward to have a centralized repository for data collection and analysis that will allow division chairs and unit heads to disseminate aggregated data reports with stakeholders

with the goal of increasing discussions around continuous improvement for teaching, student learning and student success.

While the College waited for Anthology to be fully functional, the Office of Planning, Policy and Assessment (OPPA) analyzed the SLO achievement data collected on the Google Forms and presented the findings to Division Chairs ([RR 1](#)) for discussion. First, a pilot test ([RR 2](#)) using a non-random sample of social sciences courses was implemented to disaggregate SLO outcomes by gender, ethnicity, Pell status and age; this function is not available in Anthology, and this type of disaggregation of SLO assessment data on a wide scale would be an enormous undertaking for instructors. The purpose of the pilot test was to see if this type of analysis is, in fact, useful. However, disaggregation at the SLO level based on the pilot test findings did not appear to add to what we already know about student success. Therefore, it was determined that implementing efforts to desegregate SLO data campus-wide is likely unnecessary to improve student success. An SLO attainment ([RR 3](#)) study was also done, breaking down findings by divisions and correlating them with gatekeeper classes. Student achievement based on 70% passing with C or better for all course learning outcomes was demonstrated in over 90% of classes, with areas for improvement noted for a handful of specific courses and instructors.

In Fall 2019, the College began wide-spread use of Tableau, a data visualization tool to facilitate the analysis, dissemination and discussion of assessment results. OPPA started developing dashboards for regularly requested metrics, implementing individual and group training, and disseminating information to the campus. Tableau has allowed Division Chairs, Deans and Unit Heads with a fast way to access and analyze individualized and program specific data to improve student learning, retention and services. In Spring 2021, OPPA started “Fast Fact Fridays” with monthly Tableau generated data sheets that feature different topics being sent to the entire campus. As the College is engaged in its next five-year strategic planning process, the Spring 2022 Fast Fact Fridays series focused on “Closing the Loop” for our previous strategic plan.

Efforts to disseminate and discuss assessment results of all outcomes across campus continue. The Vice Chancellor for Academic Affairs (VCAA) is working with all the Deans to close the loop on our annual reports, which include student learning, program learning and service area outcomes assessment and analysis. The goal of such efforts is to create a space for faculty, campus leadership, and administration to reflect on outcomes and engage in meaningful discussions related to increasing student learning and achievement outcomes. Additionally, the goal is to organize annual Assessment Showcase events during Convocation where each of the campus areas (instructional, support, and administrative) can share their best practices and strategies campus-wide with respect to meeting the College mission and improving student success.

ACCJC College Recommendations to Improve Quality #2

“In order to improve effectiveness, the team recommends that the College develop a mechanism to inform the College community about the college governance structure, membership and responsibilities of committees, pertinent policies and the college decision-making process. (IV.A.6)”

Since submitting our last ISER in 2018 ([RR 4](#)), the College’s Shared Governance Policy ([RR 5](#)) was revised in 2019 to clarify responsibilities and procedures. Additionally, the Faculty Senate, Campus Council and Pūko‘a no nā ‘Ewa Council now send monthly meeting agendas and minutes to the campus personnel listserv, facilitating a broader reach and visibility on planning and shared governance. A positive outcome of virtual meetings due to the COVID-19 pandemic has been increased campus attendance at governance group meetings. Periodic “Exec to Exec” meetings were re-instituted with Chancellor Peñaloza in 2019. These meetings include the Chancellor, Vice Chancellors and executive officers from the Faculty Senate, Campus Council, Pūko‘a no nā ‘Ewa Council and, depending on the issues, Student Government. Meetings focus on how to best collaborate and communicate with campus constituencies about institutional matters. This includes concerns arising from any campus area, strategizing on how to address concerns and identifying the when, where and how to best support the College’s mission. Most recently, Strategic Planning and Facilities Management have been important topics addressed by the Exec to Exec.

The College relied heavily on shared governance during the 2020-2021 academic year as we engaged in campus and system level planning discussions related to COVID-19 pandemic budget challenges. On October 12, 2020, the UHCC Organizational and Resource Planning ([RR 6](#)) document outlined campus ideas and considerations to address the impending budget shortfall for Fiscal Year 2022 and beyond. Tasked with reviewing and vetting the document with the campus community, Leeward CC formed a Campus Council Ad Hoc Committee to assist in gathering feedback and creating an official response to the Office of the Vice President for Community College (OVPCC). Topics in the Organizational and Resource Planning document were organized into three surveys (Consolidation of Operational Units and Personnel Changes, Campus Space Commercialization and Revenue Generation, and Instructional and Programmatic Considerations). Through these surveys, all campus employees were encouraged to provide points of consideration, proposal advantages and disadvantages, implications, and what additional data or questions needed addressing. Survey results were collected, categorized, and summarized in a preliminary report that was then sent to potentially impacted units and individuals for a second review. Feedback from those potentially impacted was requested to clarify points that were unclear or inaccurate, provide additional information that could help guide decision-making, and determine if any critical facts were missing in the report. Subsequently, the comprehensive draft report was presented at the Campus Council ([RR 7](#))

meeting on Friday, November 6, 2020, for a third round of input. The final report ([RR 8](#)) was submitted to the OVPCC for inclusion into the UHCC System's Organizational and Resource Planning for 2022 and Beyond.

While the College has structures in place to support vibrant and engaged participation in decision-making, information about governance bodies, committees and related policies are currently neither centrally located, nor are the relationships between the college governance entities, processes, and structures easy to understand. The College's antiquated website has been a barrier to providing clear and easily accessible information about our governance structure, membership and responsibilities of committees, pertinent policies or the College decision-making processes in general. This issue is core to our website redesign plans, which are expected to be completed in Summer 2022. The Marketing and Communications Office will work with campus governance groups to create a "one-stop" shared governance page for the College by Fall 2023. In anticipation of this, the College leadership has been engaged in discussions about our governance structures, reviewing and updating bylaws and proposing visual aids to facilitate broader understanding of the Leeward CC governance structures.

Data from the College's 2016 and 2019 Employee Satisfaction Survey ([RR 9](#)) show that about half of the campus was still unsure if Campus Council (46%) and Pūko'a no nā 'Ewa (56%) effectively carried out their role in shared governance, with 36% being unclear about Faculty Senate. In March 2022 ([RR 10](#)), the Chancellor presented at Campus Council to clarify the role of Campus Council in relation to the College's other governance groups and how to improve the Council. Hopefully, this process, along with the effects from the shared governance entities' efforts to circulate meeting information, conduct workshops, and other improvements will be reflected in our 2022 Employee Satisfaction Survey.

ACCJC System Recommendation to Improve Quality

"In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)"

The UH System includes three universities, seven community colleges and community-based learning centers across Hawai'i. The seven community colleges comprise the UHCC System and are led by the VPCC.

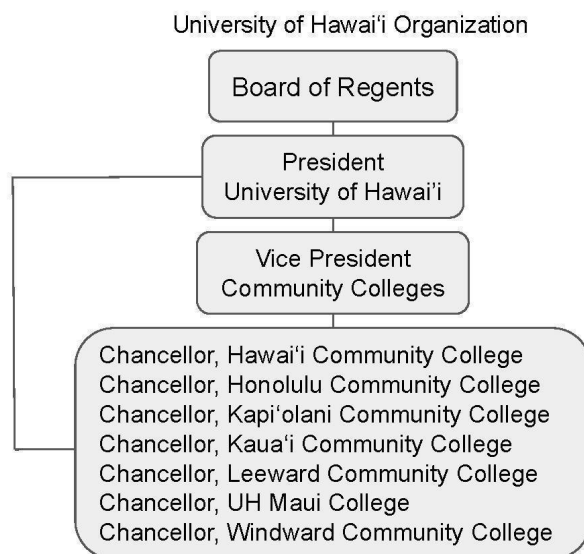
To respond to the System Recommendation, the VPCC convened the six campus ALOs that represent the UHCCs accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC (Western Association of Schools and Colleges) Senior

College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.

In early meetings, discussion centered around the External Evaluation Team Report ([RR 11](#)). The report noted, “While assessment of system-wide role delineation, governance and decision-making is ‘organic and ongoing,’ a formalized structure for assessment does not exist.” Based on this statement, the VPCC, Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline system-wide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UHMC, and the UHCC System Office as the goal of the UH/UHCC Shared Governance Survey is to provide feedback to the UHCC System Office and the colleges as a whole.

Survey Design

The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college’s own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. Chancellors have a dual reporting authority to the VPCC as well as to the UH President. See the organizational chart below.



To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey is designed to address the

specific elements mentioned in the recommendation for improvement: Communication, Shared Governance, and Decision-Making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final Shared Governance Survey ([RR 12](#)) was completed.

Survey Results

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, representing a 15% response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents (32%) provided written comments that are summarized in the sections below.

The survey results ([RR 13](#)) indicate that the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses, though not proportional with the size of each college. About one-third of the respondents have participated on a systemwide committee and should have some understanding of how these committees function.

Communication

Quantitative results indicate that more respondents agree or strongly agree than disagree (about 43% vs. 34%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information; however, respondents noted that most do not use either website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.

Shared Governance

Perceptions about the effectiveness of system committees indicate that one-third of participants agree and another one-third disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement

and learning, more respondents agree than disagree with this statement for both the UH System (34% vs. 29%) and the UHCC System (39% vs. 27%).

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree that roles are clear as the percentage that disagree (39% each respectively).

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.

Decision-Making

The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committees' recommendations. Several respondents believe the administration is using the system-wide committees to "check the box" and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that "[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals who represent the campus on those committees are not always the most effective representatives." The concern about appropriate representation on system wide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

Leadership

Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, "There are too few senior leaders at the system and cc [sic] system who have recent campus leadership/management experience." A few comments also mentioned a lack of vision.

Some respondents commented on the lack of role delineation. One response noted, "There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of the same body, while in fact, they are competing in many regards for limited enrollment potential and resources."

It was also suggested that it "would be nice if the Vice President of the CC's would engage more directly with each campus." And one respondent suggested, "I think it would be important to have administrators placed in permanent positions vs interim."

Plans and Timeline

1. Share the survey results with the faculty and staff in the UHCC System.
 - a. The VPCC will share the results at the regular college meetings in Spring 2022.
 - b. The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.
2. To address Communication:
 - a. The UHCC System Office will review the UHCC System website during Summer 2022 for accuracy and currency and revise by the beginning of the fall semester.
 - b. The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.
3. To address Shared Governance:
 - a. During Fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
 - b. The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 academic year.
4. The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrate appropriate actions related to this recommendation into the 2023-2028 Strategic Plan.
5. The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

Reflection on Improving Institutional Performance

Student Learning Outcomes

Since our last comprehensive self-study, the College has made great strides in defining and assessing student learning outcomes for instructional programs and student support services. The College's Faculty Senate Curriculum Committee ([SLO 1](#)) review process is one of the College's strengths as faculty ensure quality course content and instructional methods through a rigorous curriculum approval process. Course and program outlines including SLOs and PLOs are reviewed every five years. The Curriculum Committee's vetting process is enhanced by a Learning Outcomes Subcommittee, which reviews all new and revised learning outcomes. While the College has a clear process in place for creating and reviewing learning outcomes, the ability to easily collect and analyze them has been challenging over the years. Until recently, our

various assessment platforms have not been user friendly and have not been designed for SAO collection and analysis. As detailed in our Quality Focus Essay (QFE) Action Plan 2, the College has acquired Anthology, which will allow us to collect, analyze and disseminate findings related to SLOs, PLOs and SAOs, and map them to our institutional learning outcomes (ILO) ([SLO 2](#)).

Another strength is the College's Annual Review of Program Data (ARPD) process, where all instructional programs, student support, and academic/administrative services programs annually review their progress, including assessment of learning and service outcomes. To understand their longitudinal impact and long-term planning needs, program leaders in these areas also conduct a Comprehensive Review and Evaluation (CRE) every five years. The ARPDs allow for program reflection and plans for continuous improvement. These reviews are supplemented by other assessment activities including the Employee Satisfaction Survey, Community College Student Survey of Engagement (CCSSE) and other program or unit-specific evaluations.

The College fell behind in ensuring that all learning support programs had updated SAOs. Over Summer 2021, 10 units within Student Services, Academic Support Services and Administrative Services worked with OPPA to revise and/or develop program specific SAOs. Out of the 24 units within Student Services, Academic Support Services and Administrative Services, in Summer 2022, OPPA will work with the eight remaining units who need to revise and/or develop their SAOs. In Fall 2020, the Curriculum Committee ([SLO 3](#)) followed up with courses and instructional programs behind on their five-year course and program reviews. When SLO assessments fell behind in 2019, the Faculty Senate Assessment Committee worked with Division Chairs and individual instructors to bring the course SLO assessment rate up from 32% to 95% ([SLO 4](#)).

Areas of growth remain ensuring the use of Anthology campus wide (see QFE Action Plan 2 below), initiating discussions on how to use assessment findings, and improving Leeward's culture of assessment by making more meaningful connections between all aspects of assessment (e.g., SLO, PLO, SAO, ILO, ARPD, etc.). The College will also have to consider alignment efforts while the UH System is in the process of revising its strategic plan, which may affect the College's mission and ILOs. Additionally, the UH System is undergoing a revision of its General Education requirements ([SLO 5](#)), which may affect Leeward's PLOs.

Below are a few examples of where course, program, or service improvements have occurred based on outcomes assessment.

Developmental English

Every semester the Developmental English Assessment Coordinator collects a random sample of student essays from each instructor. Student and instructor data are redacted and English

faculty members do “blind readings” of the essays. They complete a rubric created collectively by all English instructors to determine if the selected essays meet a given SLO. A pass/no pass percentage is calculated and discussed among English instructors. In Spring 2021, the assessment process found that ENG 22 SLO 3 "Incorporate appropriate source material" had a pass rate of only 45%, which sparked discussions on how research skills were taught. These discussions led to a planning process for the division to create a basic Style Guide to promote consistency.

Liberal Arts AA Degree

Given the wide spectrum of courses and divisions that contribute to the College’s AA degree in Liberal Arts, this degree’s PLOs assessment has been challenging over the years. Program assessment was conducted by collecting artifacts from a sampling of courses and scoring those artifacts against rubrics designed specifically for the assessment. The process required the work of a committee composed of nearly a dozen faculty from various disciplines and support areas and allowed for the assessment of only one or two outcomes annually. This time-consuming method was highly inefficient and did not provide timely or comprehensive assessment data that could be readily and meaningfully used for program improvement. To improve the assessment process itself with the ultimate goal of program improvement, in 2020 the AA Program Coordinator along with the College’s ALO devised an assessment method that mapped the College’s required Foundations, Diversification and Focus courses to the AA degree PLOs. Student course success rates based on the course Foundation, Diversification and Focus designations can easily and readily capture a broad and comprehensive view of how well students meet the program learning outcomes (see Liberal Arts 2021 ARPD ([SLO 6](#)) and CRE ([SLO 7](#))).

Disabilities Services Office

The Disability Services Office (DSO) sends out semesterly satisfaction surveys to students who use their services. The DSO is continuously faced with the expectations of their clients and how they understand classroom accommodations including how the services students receive in the high school setting compare with those in the college setting. Additionally, the DSO 2021 ARPD ([SLO 8](#)) showed the office is undeserving the population of potentially eligible students. In order to address these concerns, in 2021, the DSO office increased its outreach to Hawaii’s Department of Education (DOE). DSO staff attend transition meetings coordinated by DOE transition counselors with the expected outcome of improving new student understandings of how DSO services are provided and to help increase program access for eligible students (see List of outreach efforts ([SLO 9](#))).

Recruitment and Outreach Office

Over the last five years, yield rate data showed a steadily widening gap between the number of students admitted to the College each semester compared to the number that actually enrolled. Although this rate was already concerning, traditionally standing at 50%, it fell further in Fall 2019 to an all-time low of 42%. The rate was particularly concerning for our direct-from-high school students, which went from 47.8% to 35.5%. In response to this trend, in Fall 2020 the Recruitment and Outreach Office changed the focus from outreach (i.e., large-scale events and workshops to raise awareness about the College) to case managing admitted students through an onboarding pipeline. As a result, the College saw a 7% jump in the overall yield rate in Spring 2021. In Fall 2021, the yield rate of our direct-from-high school students jumped 17.7%.

Counseling

Student retention data consistently showed a steady loss in the number of continuing students who register for the subsequent semester. On average, the College loses about 5% of continuing students from Fall to Spring, and 7% from Spring to Fall. This rate is even larger for students who do not perform well academically; traditionally, the College loses about 50% of all students who are placed on Academic Warning. In response, Counseling began to send registration “nudges” to continuing students during the registration season. These nudges are done by Signal Vine, which is a two-way texting platform. Students receiving the messages can text back their questions or concerns, which Counseling then responds to, providing them with just-in-time information and support. Counseling will also be launching an initiative to intervene with all Academic Warning students in Fall 2022. These interventions will be assessed in the Student Services unit 2022 ARPDs.

Institutional Set Standards

The UHCC System establishes the College’s institutional and aspirational standards for student achievement, which align with the College’s Mission Statement and Strategic Plan. The College develops metrics and goals that are, in part, informed by those of the UHCC System to regularly assess our progress in the pursuit of continuous improvement. The College informs its constituents of this information in a variety of ways, including an annual fall semester presentation by the VPCC and regular discussions at monthly Admin Team and Division Chair meetings. The College’s ALO also emails the ACCJC Annual Reports to the campus faculty and staff listserv. Additionally, the campus community and general public have access to our performance outcomes via the UH System’s Hawai’i Graduation Initiative Scorecard ([ISS 1](#)) website.

The tables below are the Institution Set Standards data as reported in the ACCJC Annual Report. See Appendix I for the full 2021 Annual Report.

Course Completion Rates			
Fiscal Year	2018-2019	2019-2020	2020-2021
Institutional Set Standard (Floor Standard)	70%	70%	70%
Stretch Goals (Aspirational)	75%	75%	75%
Actual	74.5%	75.8%	77.1%

The College has met its floor standards and achieved its aspirational goals for course completion rates. A wide variety of College initiatives facilitate course completion rates along with retention and persistence. For example, program counselors, who work with specific instructional programs such as career and technical education, teacher education, business, and developmental math and English have a close relationship with division faculty and regularly interact, in real time, with students as needed.

Several cohort programs offer wrap around services for students. Campus cohort programs include Lauhoe (formerly Lanakila), G2FO, On-Track, Online AA 5-Week and ATE (Access to Education), all of which are embedded with dedicated counselors, who track and monitor student success. HINET (Hawaii Nutrition Employment and Training) also offers support to eligible students pursuing a workforce credential. Until Summer 2021, Leeward CC had a campus wide early alert system known as Maka'ala, which allowed instructors to notify the Counseling Unit of students in need of additional support. However, the UHCC System retired Starfish, the software which allowed for this intervention.

Currently, Cohort 5 ([ISS 2](#)) of Leeward CC's Leadership Excellence Program is taking the Early Alert system on as a project. Additionally, Leeward CC's multidisciplinary Behavioral Intervention Team, intercedes in situations where a student's behavior negatively affects themselves or other students around them. The College has also increased its mental health services to assist with course completion, persistence and retention. We now have our own Mental Health professional and continue to partner with the mental health services offered at the nearby UH West O'ahu campus.

Certificate Completion			
Fiscal Year	2018-2019	2019-2020	2020-2021
Institutional Set Standard (Floor Standard)	89	89	89
Stretch Goals (Aspirational)	108	114	119
Actual	259	230	255

Degrees Awarded			
Fiscal Year	2018-2019	2019-2020	2020-2021
Institutional Set Standard (Floor Standard)	864	864	864
Stretch Goals (Aspirational)	1,051	1,103	1,158
Actual	862	857	1,038

The College has exceeded its floor standards and aspirational goals for certificate completion. Between fiscal years 2018-2019 and 2019- 2020, the College met its floor standards at 99% for degrees awarded and achieved its aspirational goals at over 77%. In fiscal year 2020-2021, the college exceeded the floor standard for degrees awarded and met the aspiration goal at over 89%.

Initiatives in Student Services have greatly contributed to successful certificate and degree completion outcomes. These initiatives include auto-conferral, reverse-transfer and outreach to 100% completers. Auto-conferral automatically confers degrees and certificates to students upon completion of requirements. Leeward CC is doing this across all degrees and certificates because of the strength of our STAR team and STAR build (STAR is an online advising system). Reverse-transfer is the process where a student does not complete their credential, transfers within the UH system, and then completes the requirements there. Those credits are transferred back to Leeward CC and we confer the certificate/degree. Counseling also regularly identifies students who have already completed credentials and reaches out to them, encouraging them to submit a graduation application.

Transfer Rates			
Fiscal Year	2018-2019	2019-2020	2020-2021
Institutional Set Standard (Floor Standard)	1,296	1,296	1,296
Stretch Goals - 5% Growth (Aspirational)	1,523	1,599	1,679
Actual	1,339	1,303	1,337

The College has exceeded its transfer rates floor standards for the past three years. The College's initiatives to improve transfer rate outcomes include the Ka'ie'ie Program (a degree pathway partnership with UH Mānoa) and auto-admit procedure (which automatically admits completing students to the UH System four-year campuses) along with the aforementioned reverse transfer initiative.

Outcomes of the Quality Focus Essay (QFE)

The College proposed two QFE Action Projects in our 2018 ISER ([QFE 1](#)):

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

Although we have made significant progress on Action Project 2, the COVID-19 pandemic campus closures interrupted Action Project 1, forcing the College to dramatically pivot our initial plans. Below is a summary of our progress.

Action Project 1: Increase student retention and persistence by keeping the students the College already has. (Standard I.B.3)

Goals and Outcomes

- Increase student retention and persistence by 10% 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% to 22% by 2020-202

2018-2019 Strategies	Campus Leads	Measure of Progress
Continue to meet and develop plans for the implementing the WIG (Wildly Important Goal, i.e., Action Project 1) at the Unit and Division levels.	WIG Design Team (QFE 2)	<p>A cross-campus WIG Design Team was created to ensure a holistic view of student retention, issues related to retention, and solutions to retention-related problems. The team met biweekly in 2018 and three key objectives were identified:</p> <ul style="list-style-type: none"> • Personalize the Experience • Promote Purpose in All Students • Provide the Means to Succeed <p>WIG Design team members were assigned to implement these objectives with: Instructional Divisions/Faculty, Admissions & Records, Financial Aid, Recruitment, Counseling, and the Wai‘anae Moku campus.</p>
Evaluate #IGotClass initiative and plan for new initiatives to support the WIG in the current year.	Counseling and Advising Unit	Implemented #IGotClass campaign (QFE 3) in 2017 and 2018 to help continuing students register for classes using incentives. Once incentives ended the number of students registering early dropped off and the unit voted to do away with the initiative in Fall 2019.

		Subsequently, based on discussions about student barriers to success at WIG meetings (QFE 4), a multi-pronged approach with a variety of initiatives evolved over the next few years, which included addressing onboarding processes with a Welcome Center, improving the student purge process with a Participant Verification procedure, revising the Unsatisfactory Academic Progress Policy (QFE 5), and addressing part-time student needs with an Integrated Student Support (QFE 6) initiative.
The Faculty Communication Committee develops recommendations for faculty communication and actions at identified times during the semester. Based on the work of Dr. 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	Tips were emailed to faculty over the Fall 2018 semester on how to promote student retention. August 2018 (QFE 7) November 2018 (QFE 8) December 2018 (QFE 9)

Olin Summer Institute Team creates 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 (QFE 10)	Workshop offered in Spring 2019 and week-long “Design to Humanize” track offered at the Pacific Region Learning Summit in Summer 2019 (QFE 11).
2019-2020 Strategies	Campus Leads	Measure of Progress
Evaluate efforts since 2017 and determine future plans for the implementation of the WIG.	WIG Design Team	As the WIG Design Team members were preparing to do workshops (QFE 12) for the targeted campus areas, the COVID-19 pandemic hit.
Work with Student Services to further implement <i>The Four Disciplines of Execution</i> principles.	WIG Design Team & Student Services Unit Heads	Halted due to COVID-19.
Work with interested Academic Services’ units to implement <i>The Four Disciplines of Execution</i> principles.	WIG Design Team & Academic Services Unit Heads	Halted due to COVID-19.

2019-2020 Strategies COVID-19 and Outcomes		Campus Leads
Conducted surveys and focus groups with instructors and students to identify barriers to student success created by COVID-19. See HOPE Survey Report (QFE 13), Instructor and Student Focus Group Report (QFE 14), Spring 2020 Disrupted Term Survey Report (QFE 15), and Lauhoe Focus Group Report (QFE 16).		Administration, Waiʻanae Moku Center, First Year Experience Coordinators
Convened four work groups to focus on equipping the campus with the instructional, technological, facility, and campus service improvements needed to serve students during the pandemic (QFE 17).		Administration & Envisioning Team Committee Members
In Spring 2020, established a new service to provide semester-long laptop loans to students in need upon request. A new WiFi hotspot loan service (QFE 18) was also established with newly acquired technology. Support averaged 65 laptop loans and 12 WIFI hotspots per semester. Laptop and WiFi (QFE 19) loan services were expanded in 2021.		Library
2020-2021 Strategies	Campus Leads	Measure of Progress
Work with interested Administrative Services' units to implement <i>The Four Disciplines of Execution</i> principles.	WIG Design Team & Administrative Services	Halted due to COVID-19.
Evaluate efforts and determine future plans for the implementation of the WIG.	WIG Design Team	Halted due to COVID-19.

2020-2021 Strategies COVID-19 and Outcomes	Campus Leads
Established “Return to Campus” guidelines for classrooms, labs, work spaces, and public access areas to ensure campus community safety (QFE 20).	Facilities Work Group
Reconfigured classrooms for 6’ and 3’ social distancing requirements to allow safe return to in-person instruction (QFE 21).	Facilities Work Group
Created an efficient, streamlined process for all units to purchase equipment such as sneeze guards, safety barriers, cleaning and disinfecting supplies and materials, and Personal Protection Equipment (PPE) (QFE 22).	Facilities Work Group
Established a Campus Cleaning and Disinfecting and Air Quality Plan (QFE 23) and Cleaning Schedule (QFE 24).	Facilities Work Group
Equipped learning spaces, offices, and instructors with video cameras on tripods, microphones, document cameras, wired graphics tablets, voice amplifiers, webcams, and headsets to support remote instruction. See Rooms Identified for Hybrid Instruction (QFE 25) and Technology Work Group Report (QFE 26).	Technology Work Group
Determined the various instructional modalities and course designs available to faculty, including the pros and cons of each, in order to empower faculty to have discussions around moving as many courses as possible, online to ensure course availability for students. See Instructional Modalities (QFE 27), Hybrid Modalities (QFE 28) and Class Format Guidance (QFE 29).	Instructional Work Group
Provided instructors with baseline recommendations (QFE 30) on how to maintain high quality instruction for distance-delivered courses (QFE 31).	Instructional Work Group

Increased online/remote academic offerings to ensure course availability for students. Over 50% of classes were scheduled for online in Fall 2020 (QFE 32).	Instructional Work Group
Clearly communicated to students the mode of delivery of various course offerings in the course schedule (QFE 33).	Instructional Work Group
Reopened all critical public facing/interacting services remotely, contactless, or via face-to-face by 1) moving as many processes and forms possible to online, 2) being more intentional about the flow of on-site and remote student traffic, 3) relocating staff to ensure proper social distancing, and 4) equipping offices with safety equipment, signage, and PPE (QFE 34 , QFE 35)	Student Services, Campus Services Work Group, Library, Learning Resource Center
Increased free food distribution (Hānai iā Leeward) (QFE 36) and started to provide baby products (Hui 'Ohana) (QFE 37) to students in need.	Campus Services Work Group
<p>Increased Mental Health Specialist personnel available to assist student mental health needs:</p> <ul style="list-style-type: none"> • Secured pandemic related federal funding to hire two Mental Health Care professionals from Fall 2021 to Summer 2022. • Hired full-time Behavioral Specialist (QFE 38) in Fall 2021. • Awarded a 2.5 million Title III AANAPISI (American and Native American Pacific Islander-Serving Institutions) grant to create an integrated, cross-campus mental health care system for students over the next five years (2021-2026). 	Campus Services Work Group
Provided students with critically needed financial aid to assist with tuition and cost of living expenses.	Campus Services Work Group

<ul style="list-style-type: none"> • Awarded 2,455 applications (duplicated count) representing \$1,780,771 in both pandemic related federal funds and private foundation dollars to provide urgent student relief/emergency aid (QFE 39). • Forgave \$1,230,691 in debt for 1,615 students in July 2021 using pandemic related federal funds (QFE 40). 	
<p>Used pandemic related federal funds to provide students with resources needed to complete their programs and courses under pandemic conditions. Examples of funded items include:</p> <ul style="list-style-type: none"> • 375 laptops, two self-check laptop kiosk, and 40 hotspots • Culinary equipment for course related student home use • Culinary Reservation Management System for The Pearl Restaurant, which supports instruction for CULN 125, 150, 160, 223, 224, 241, and 269 • 340 lab kits for natural science labs • 30 portable telescopes for ASTR 210 and 295 • Outdoor classroom creation and upgrades for socially distanced in-person instruction • Mobile tutoring app <i>Penji</i> • Virtual desktop infrastructure for specialized teaching and learning applications • Online Human Anatomy software for BIOL & PHYL courses • Video editing software for creation of online courses • Digital screens around campus for announcements and wayfinding 	Multiple Programs, Departments and Units

<p>Augmented/enhanced library resources and services to assist with teaching and student learning under pandemic conditions including:</p> <ul style="list-style-type: none"> ● Hired OER (Open Educational Resources) Librarian to improve quality of remote learning ● Purchased streaming film access for instruction ● Created digitization system for lending of Hawai'i-Pacific and Course Reserve print materials and self-service scanning ● Purchased a Mental Health ebook collection for use by students and campus mental health services ● Expanded digital ebook collection with digital magazine collection for instruction 	<p>Library</p>
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To date the outcomes for Action Project 1 are hopeful. For our first goal/outcome, we did not increase student retention and persistence by 10% in 2018-2019. Fall to Spring persistence has remained steady at 68% since 2017. However, Fall to Fall persistence increased slightly from 44% in 2017 to 45% in 2019, successful course completion rates increased from 74% in 2016 to 78% in 2020, and the average number of semesters to graduate fell from 8.6 semesters in Summer 2016 to seven semesters in Fall 2021.

As for our second goal/outcome, “to increase the sense of belonging at the College through activities that connect and support students,” this is not measurable and we have decided to drop it from our plan. We will focus on the persistence and graduation measures.

For our third goal/outcome, the College was successful in increasing the three-year graduation rate from 16% to 22% by 2020-2021. Since there is a three to four-year lag for this data, the actual rate was 17.3% (2013) at the time Leeward’s 2018 ISER ([QFE 41](#)) was written. Leeward’s three-year graduation rates have steadily improved to 28.7% (2018). The UH System has adopted the Hawai‘i Graduation Initiative, which called for an aspirational goal of a 50% graduation rate by 2020 -2021. Given the multiple year lag for these data, the College hopes to reach this rate and outcomes will be reported in our 2025 ISER.

As the College moves forward in the post pandemic environment, we will need to revisit our WIG process and strategies, especially as we move forward with the development of our new five-year strategic plan.

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

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 result

2018-2019 Strategies	Campus Leads	Measure of Progress
Develop more individualized training sessions for faculty and staff.	Assessment Specialist & Faculty Senate Assessment Committee	<p>In 2018 (QFE 42) an open campus forum was held to discuss promoting a positive culture of assessment on campus. This provided insights and ideas to the Faculty Senate led assessment committee for consideration and adoption into the campus culture. Group and one-on-one training sessions were held on the use of a new, homegrown Assessment Management System (AMS) known as Knack.</p> <p>In 2019 (QFE 43) Knack was determined to be not FERPA approved by the UH System. A stop gap measure using Google Forms (QFE 44) was instituted as the campus worked to find an acceptable AMS.</p> <p>In 2021 members of the Faculty Senate Assessment Committee (QFE 45) created individualized data collection forms using Google Docs (QFE 46) for courses missing SLO assessment data on the Google Forms and worked with individual instructors and Division Chairs. Assessment data was submitted for an additional 184 SLOs bringing the college's assessment rate up from 33% to 95% (QFE 47).</p>
Create a one-stop website for assessment policies, procedures, and tutorials.	Assessment Specialist & Faculty Senate Assessment Committee	This strategy will be part of the completion of the College's website redesign (QFE 48). The website overhaul and redesign are scheduled to be completed in Fall 2022. The goal is for this strategy to be completed by Fall 2023.

<p>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.</p>	<p>OPPA & Faculty Senate Assessment Committee</p>	<p>With our new AMS (Anthology) the college hopes to make assessment more meaningful and useful. Currently, the Outcomes module is being used by a handful of volunteer “Early Adopters” (Fall 2021 and Spring 2022). This module allows individual instructors to assess SLO outcomes for their classes over time. It allows Division Chairs to view assessment data for courses in their department. The AMS will be able to map SLOs to PLOs allowing program coordinators to assess program level outcomes. The College’s next undertaking is to implement the Planning module of the AMS (Fall 2022), which will allow support programs to assess SAOs and report on academic, student and instructional program level outcomes. Programs and units will be able to use the information in their ARPDs should facilitate the College’s ability to further operationalize findings for effective pedagogic improvement, programmatic adjustments, and resource allocations.</p> <p>Additionally, with the development of the 2023-2028 Strategic Plan and its embedded systematic evaluation, data and outcomes will be aligned in a more holistic way to reinforce use of data to inform decision-making at the college level, establishing a stronger purpose for sustained evaluation, and sharing of outcomes.</p>
<p>Pilot an alternative assessment collection database with a clear, easy-to-use interface.</p>	<p>Assessment Specialist</p>	<p>For more than five years, Leeward CC used TK20 for assessment data collection and reporting. Due to the limited functionality of TK20 and dissatisfaction of faculty, the Assessment Specialist developed a homegrown AMS (QFE 49) that was lower in cost, easier to use and provided more features, however it was determined not to be FERPA approved by the UH System. As of Fall 2021, the college is using our newly acquired Anthology AMS.</p>

Conduct an evaluation session on the continued use of Tk20 versus the home-grown alternative assessment collection database.	Faculty Senate Assessment Ad Hoc Committee	Leeward's original AMS (TK20) was not renewed. OPPA created a home-grown solution, which was utilized successfully; however, it was determined that it was not FERPA compliant. In September 2019, a Faculty Senate Ad Hoc Assessment Committee (QFE 50) reviewed different AMS platforms over a three-month period, settling on Anthology in 2020.
2019-2020 Strategies	Campus Leads	Measure of Progress
Connect course and program assessment to ARPD (Annual Report of Program Data) 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	<p>As discussed under the "Plans Arising Out of the Self-Evaluation Process", between Fall 2017 - Fall 2019, the Ad Hoc Planning Process Review Committee (QFE 51), reviewed and clarified roles in the planning process, reviewed and revised planning document templates including the resource request form and ARPD.</p> <p>Between Fall 2020-Fall 2021 (QFE 52), the VCAA revised the IPBP (integrated planning and budgeting process) two years in a row making the process clearer and more meaningful. In Fall 2020 and Fall 2021 the VCAA and OPPA held multiple training sessions for division chairs and program coordinators along with a revised Planning Process Overview (QFE 53).</p> <p>Data from the Employee Satisfaction Survey (QFE 54) show some improvement with the campus' understanding of the planning process. As the College strives for continuous improvement, we will reflect on the findings in the 2022 Employee Satisfaction Survey.</p>

Fully implement the alternative assessment collection database or identified assessment software by May 2020.	Assessment Specialist	The COVID pandemic delayed our ability to purchase new assessment software due to the UH System's budget freeze. A special Request for Exemption was made to the UH President to purchase the software. The new timeline for full campus-wide implementation is Fall 2022.
Implement initiative to create a culture of learning founded on motivational interest and active engagement.	Assessment Specialist & Faculty Senate Assessment Committee	This activity is currently underway. Early adopters from each of the College's divisions were identified and trained to use our new AMS (QFE 55). In Spring 2022 we will recruit and train "Assessment Ambassadors" (QFE 56) to serve for two years in their respective divisions to train and support all instructional faculty with SLO assessment and using the system.
Continue training faculty/staff on engaging and meaningful assessment strategies.	Assessment Specialist	As discussed in this section of the Midterm Report, faculty training is currently underway for the Outcomes module of the AMS and faculty and staff training for the Planning module is expected in Fall 2022.
2020-2021 Strategies	Campus Leads	Measure of Progress
Complete an evaluation of efficacy of implemented changes and identify areas of needed improvement.	OPPA	This was delayed by the COVID pandemic. OPPA will complete an evaluation of the College's assessment services and practices in 2022 to establish baseline data. The evaluation will be replicated annually to determine areas for improvement.
Develop a long-term plan for program review/assessment that engages the campus focusing on long-term goals for continuous improvement.	Ad Hoc Planning Process Review Committee	The Ad Hoc Planning Process Review Committee ended in Spring 2019 and the Faculty Senate Assessment Committee (QFE 57) has taken the lead on this in conjunction with the Assessment Specialist, OPPA, and the VCAA. As the College implements and evaluates its new AMS and assessment processes the above campus leads will develop a long-term plan by Fall 2024.

The College has made progress on our first goal/outcome to “Provide faculty and staff with training assessment practices by way of learning and collaborative engagement opportunities with colleagues”. Recent training on assessment practices include:

- Fall 2020 and Fall 2021 training sessions for division chairs and program coordinators on developing their Annual Report of Program Data and Comprehensive Review and Evaluation.
- Dossier Writing 101 Workshop Series ([QFE 58](#)), Summer 2021.
- Convocation Workshops on Assessment in 2018, 2019, Spring 2021 ([QFE 59](#)), Fall 2021
- Two hands-on training for Anthology Early Adopters, (Fall 2021) where participants ([QFE 60](#)) shared their screens on Zoom and practiced assessing their courses.
- We will hold Train-the-Trainer workshops for our Assessment Ambassadors ([QFE 61](#)) (Spring 2022) to assist peers in their department on using the new AMS.
- Future ideas ([QFE 62](#)) for more campus engagement include Assessment Champion incentives modeled after the College’s OER Champion initiative.

Progress has been made on our second goal/outcome to “Improve quality of outcomes assessment evidence in the College’s database of assessment results”. The Outcomes and Planning platforms for our new Anthology AMS allows for each instructional division, department, section and course to be able to manage their own outcomes assessment process. Each support unit (administrative, academic, and student affairs) will be able to capture their data as well. Anthology allows us to have a centralized method of data collection and analysis allowing us to share reports and data with key stakeholders and drive continuous improvement for teaching, student learning and student success. The ability to share information with key stakeholders will help with transparency and collaboration.

A related institutional endeavor is using Tableau for data visualization and analytics. Since Fall 2019, the UHCC System and College has provided 27 Leeward CC administrators and personnel with Tableau Creator, Explorer and Viewer licenses. OPPA started developing dashboards, implementing training, and disseminating information among the Administrative team. Tableau has allowed Division Chairs, Deans and Unit Heads a fast way to access and analyze individualized and program specific data in order to improve student learning, retention and services in the changing educational landscape created by COVID-19.

For our third goal/outcome to “Increase faculty and staff satisfaction with the process for reporting assessment results”, OPPA will complete an evaluation of the College’s assessment services and practices in 2022 to establish baseline data for satisfaction levels. The evaluation will be replicated annually to determine areas for improvement. Additionally, planning process questions from the College’s Employee Satisfaction Survey will continue to be monitored.

Fiscal Reporting

2022 Annual Report

Pacific Islands, Public Institutions

Reporting Year: FY 2020-2021

Final Submission

03/28/2022

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	System Organization name	University of Hawai'i Community Colleges
3. Contact information for Chief Business Officers:		
3a.	Name of College Chief Business Officer (CBO)	Kelli Brandvold
3b.	Title of College CBO	Vice Chancellor of Administrative Services
3c.	Phone number of College CBO	(808) 455-0214
3d.	E-mail of College CBO	kellib@hawaii.edu
3e.	Name of System Organization CBO, if different than the College	Michael Unebasami
3f.	Title of System Organization CBO, if different than the College	Associate Vice President for Administrative Affairs
3g.	Phone number of System Organization CBO	(808) 956-6280
3h.	E-mail of System Organization CBO	mune@hawaii.edu

System Organization Data - Revenue

4.	System Organization fiscal year: from first day of July to last day of June			
5.		Report - 2	Report - 1	Report
5a.	Annual General Fund and Tuition &	\$207,227,278	\$208,128,415	\$210,816,445

	Fee Revenue			
5b.	Revenue from other unrestricted sources (non-General Fund)	\$23,624,951	\$22,975,378	\$34,888,685
5i.	Describe primary source of Revenue listed in 5.b. (foundation, rents, transfers in from other funds, etc.)			
	Year	Description	Amount	Sustainable/ One-time
	Report - 2	Other Appropriated Non-General Funds	23,624,951	Sustainable
	Report - 2	-	-	-
	Report - 1	Other Appropriated Non-General Funds	\$22,975,378	Sustainable
	Report - 1	-	-	-
	Report	Other Appropriated Non-General Funds	\$20,696,933	Sustainable
	Report	HEERF	\$14,191,752	HEERF
6.		Report - 2	Report - 1	Report
6a.	Net Beginning Balance available to fund operations	\$56,100,003	\$59,822,841	\$69,747,218
6b.	Net end of the year Operational Balance (unspent and uncommitted funds)	\$59,822,842	\$69,747,218	\$102,455,767

Annual Operating Expenditures

7.		Report - 2	Report - 1	Report
7a.	Total Operating Expenditures	\$227,869,040	\$223,045,401	\$208,272,313
7b.	Total annual Operating Personnel Costs	\$171,732,910	\$164,705,376	\$154,897,859
7c.	Other Operating Current Expenditures [Total Expenditures - Personnel Costs (a - b)]	\$56,136,130	\$58,320,025	\$53,374,454

Borrowing

		Report - 2	Report - 1	Report
8.	Did the System Organization borrow funds for cash flow purposes?	No	No	No
9.	Total System Organization Borrowing\Debt	Report - 2	Report - 1	Report
9a.	Short-Term Borrowing (less than one year)	\$0	\$0	\$0
9b.	Long Term Borrowing	\$68,471,000	\$65,507,000	\$59,024,000
10.		Report - 2	Report - 1	Report
10a.	Did the System Organization issue long-term debt instruments during the fiscal year noted?	No	No	No
10b.	What type(s)	N/A	N/A	N/A
10c.	Total amount	\$0	\$0	\$0
11.	Debt Service Payments (General Operating Fund)	Report - 2	Report - 1	Report
		\$2,991,111	\$7,807,793	\$4,672,040

Cash Position

12.	System Organization end of fiscal year Cash Balance (unencumbered cash):	Report - 2	Report - 1	Report
		\$59,822,842	\$69,747,218	\$102,455,767
13.	Does the system organization prepare multi-year cash flow projections during the year?			Yes

Annual Audit Information

14.	Date annual audit report for the REPORT fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions	03/28/2022
	NOTE: Audited financial statements are due to the ACCJC no later than the end of the 9th month following the close of the fiscal year. A multi-college organization may submit a single district audit report on behalf of all colleges in the organization that are accredited by the ACCJC.	

15.	Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):	
	Report - 2	N/A
	Report - 1	N/A
	Report	N/A

Other Information

16.		Report - 2	Report - 1	Report
16a.	College Budgeted or Planned number of Students	16,879	16,772	14,375
16b.	College Actual number of Students	14,784	14,239	13,408
17a.	During the reporting period, did the College or System Organization settle any contracts with employee bargaining units?			No
17b.	Did any negotiations remain open?			No
17c.	Describe significant fiscal impacts:	Most collective bargaining requirements are covered by general fund appropriations from the State.		

College Data

18.	COLLEGE DATA (for a single college, use the same answers as in the above System Organization sections)	Report - 2	Report - 1	Report
18a.	College Budgeted or Planned number of Students	4,264	3,791	3,662
18b.	College Actual number of Students	3,791	3,662	3,475
19.		Report - 2	Report - 1	Report
19a.	Unrestricted budget or operating resources allocated to the College by the System Organization	\$2,799,158	\$1,746,816	\$476,800
19b.	College end of fiscal year Unrestricted Cash Balance (unencumbered cash)	\$12,952,840	\$15,226,149	\$18,772,300

20.	At the end of the fiscal year what was the amount, if any, of general fund or operating budget allocation that was unspent by the College?	Report - 2	Report - 1	Report
		\$0	\$1	\$1
21.	What percentage of any ending fund balance or allocation does the System Organization allow the College to carry-over into the following fiscal year?			100%
22.	USDE official cohort Student Loan Default Rate (FSLD) (Cohort 3-year rate) [if not applicable, put n/a]	Cohort Year 2016 (Published fall 2019)	Cohort Year 2017 (Published fall 2020)	Cohort Year 2018 (Published fall 2021)
		14%	13.8%	11%
23.	College Data: Were there any executive or senior administration leadership changes at the college during the report year?			No
	Please describe the leadership change(s)			N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

Appendices

Appendix I

2022 Annual Report

Final Submission

03/28/2022

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	P. Jayne Bopp
3.	Phone number of person preparing report:	808-455-0597
4.	Email of person preparing report:	pbopp@hawaii.edu
5.	Type of Institution (select one)	Pacific Islands, Public Institutions

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 9,975 2019-20: 10,118 2020-21: 9,754
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	1% -4%
7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 9,897 2019-20: 10,080 2020-21: 9,734
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.	None

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 6,095 2019-20 7,161 2020-21 9,505
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	17% 33%
9.	Do you offer Correspondence Education?	No

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	24 %
11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	N/A
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	http://www.leeward.hawaii.edu/consumerinfo#oppa

Institution Set Standards for Student Achievement

#	Question	Answer
<i>Course Completion Rates</i>		
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19 70% 2019-20 70 % 2020-21 70%
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19 75% 2019-20 75 % 2020-21 75%

13b.	List the actual successful student course completion rate:	2018-19 75% 2019-20 76% 2020-21 77%
<i>Certificates</i>		
14.	Type of Institute-set standard for certificates:	Number of certificates
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19 89 2019-20 89 2020-21 89
14b.	List your stretch goal (aspirational) for certificates:	2018-19 108 2019-20 114 2020-21 119
14c.	List actual number or percentage of certificates:	2018-19 259 2019-20 230 2020-21 255
<i>Associate Degree (A.A./A.S.)</i>		
15.	Type of Institute-set standard for degrees awarded:	Number of degrees
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19 864 2019-20 864 2020-21 864
15b.	List your stretch goal (aspirational) for degrees:	2018-19 1,051 2019-20 1,103 2020-21 1,158
15c.	List actual number or percentage of degrees:	2018-19 862 2019-20 857 2020-21 1,038
<i>Bachelor's Degree (B.A./B.S.)</i>		
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
<i>Transfer</i>		
17.	Type of Institute-set standard for transfers:	Number of transfers
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19 1,296 2019-20 1,296

		2020-21 1,296
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19 1,523 2019-20 1,599 2020-21 1,679
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19 1,339 2019-20 1,303 2020-21 1,337

Licensure Examination Pass Rates							
18.	Program	Exam (National, State, Other)	Institution- Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Teaching (Praxis Exam for Special Ed Required by State)	National	n/a	n/a	100%	100%	100%

Employment rates for Career and Technical Education students						
19.	Program	Institution- Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Accounting	33%	70%	50.94%	83.33%	65.38%
	Automotive Technology	33%	70%	69.05%	89.47%	76.47%
	Business Technology	33%	70%	70.37%	n/a	41.67%
	Culinary Arts	33%	70%	66.67%	89.58%	73.53%
	Digital Media Production	33%	70%	60.87%	78.79%	34.38%
	Health	33%	70%	60.98%	87.5%	62.96%

	Information Technology					
	Information and Computer Science	33%	70%	58.21%	94.87%	44%
	Integrated Industrial Technology	33%	70%	n/a	89.47%	62.5%
	Management	33%	70%	56.34%	80%	52.63%
	Teaching (CTE)	33%	70%	n/a	88.89%	69.64%
	Television Production	33%	70%	n/a	56.25%	63.64%

Other Information

20.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <p>14c: Includes Certificates of Achievement and Advance Professional Certificate (Teaching).</p> <p>18: Academic Year not Fiscal Year</p> <p>19: Academic Year not Fiscal Year; 2019-2020 Job Placement Rate is determined by a new definition than the previous two rates thus not comparable.</p>
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

Appendix II

Evidence

Evidence for Report Preparation

[RP 1](#) Midterm Report Preparation Spring 2021

[RP 2](#) Midterm Report to Campus Council

[RP 3](#) Midterm Report Second Draft to Campus

[RP 4](#) Institutional Self-Evaluation Report (ISER)

[RP 5](#) External Evaluation Team Report

Evidence for Plans Arising Out of the Self Evaluation Process

[PA 1](#) Policy on Institutional Mission

[PA 2](#) Strategic Planning Preparations Convocation Fall 2021

[PA 3](#) Vision and Mission Review Committee

[PA 4](#) Ad Hoc Planning Process Review Committee

[PA 5](#) Employee Satisfaction Survey

[PA 6](#) IPBP (Integrated Planning and Budgeting Process) Revisions

[PA 7](#) Institutional Priorities Planning Process Timeline

[PA 8](#) Chancellor Campus Updates

[PA 9](#) DE Committee Workshops

[PA 10](#) DE Guidelines

[PA 11](#) DE Guidelines Self-Assessment

[PA 12](#) DE Peer Evaluation Form

[PA 13](#) DE Report to Faculty Senate

[PA 14](#) Liberal Arts AA Degree 2020 ARPD

[PA 15](#) Faculty Senate (FS) Assessment Committee Report - GELOs

[PA 16](#) General Education Redesign UH System

[PA 17](#) IER (Institutional Effectiveness Report)

[PA 18](#) Strategic Planning Website

[PA 19](#) Leadership Excellence Cohort 2

[PA 20](#) Employee Satisfaction Survey

[PA 21](#) Administrative Services 2018 ARPD

[PA 22](#) Human Resources 2018 ARPD

[PA 23](#) Operations and Maintenance 2018 CRE

[PA 24](#) Enterprise Operations and Campus Security 2018 ARPD

[PA 25](#) Ad Hoc Planning Process Review Committee

[PA 26](#) Employee Satisfaction Survey
[PA 27](#) Liberal Arts AA Degree 2020 ARPD
[PA 28](#) Liberal Arts AA Degree 2021 ARPD
[PA 29](#) DSO (Disability Services Office) Workshops
[PA 30](#) Counseling 2021 ARPD
[PA 31](#) Strategic Planning Website
[PA 32](#) Student Government Meetings
[PA 33](#) Student Services Executive Summary 2021 ARPD
[PA 34](#) Campus Council Members Survey
[PA 35](#) Employee Satisfaction Survey
[PA 36](#) UHCC System ARPD Workshops
[PA 37](#) Faculty Senate Homepage
[PA 38](#) Employee Satisfaction Survey
[PA 39](#) FS (Faculty Senate) News
[PA 40](#) Faculty Senate Report Revisions to Processes 2018
[PA 41](#) Faculty Senate Report Revisions to Processes 2020
[PA 42](#) Faculty Senate Talk Story Sessions Fall 2020
[PA 43](#) Faculty Senate Talk Story Sessions Fall 2021
[PA 44](#) Faculty Senate Bylaws Revisions Spring 2021
[PA 45](#) Faculty Senate Blog
[PA 46](#) FS (Faculty Senate) News
[PA 47](#) Student Government Effectiveness Survey

Response to Recommendations for Improvement

[RR 1](#) Findings to Division Chairs
[RR 2](#) SLO Achievement Disaggregated Pilot
[RR 3](#) SLO Attainment Study
[RR 4](#) Institutional Self-Evaluation Report (ISER)
[RR 5](#) Shared Governance Policy
[RR 6](#) UHCC Organizational and Resource Planning
[RR 7](#) Organizational and Resource Planning Draft to Campus Council
[RR 8](#) Organizational and Resource Planning Final Report to UHCC System
[RR 9](#) Employee Satisfaction Survey
[RR 10](#) Campus Council Role Clarification March 2022
[RR 11](#) External Evaluation Team Report
[RR 12](#) Shared Governance Survey UHCC
[RR 13](#) Shared Governance Survey Results UHCC

Reflection on Improving Institutional Performance Student Learning Outcomes

[SLO 1](#) Curriculum Committee Faculty Senate

[SLO 2](#) Institutional Learning Outcomes (ILO)

[SLO 3](#) Curriculum Committee Five Year Review

[SLO 4](#) Course SLO Assessment Rates

[SLO 5](#) General Education Redesign UH System

[SLO 6](#) Liberal Arts AA Degree 2021 ARPD

[SLO 7](#) Liberal Arts AA Degree 2021 CRE

[SLO 8](#) DSO (Disability Services Office) 2021 ARPD

[SLO 9](#) DSO Outreach Efforts

Reflection on Improving Institutional Performance Institutional Set Standards

[ISS 1](#) UH System's Hawai'i Graduation Initiative Scorecard

[ISS 2](#) Leadership Excellence Program (LEP) Cohort 5

Outcomes of Quality Focus Essay

[QFE 1](#) Institutional Self-Evaluation Report (ISER)

[QFE 2](#) WIG Design Team Meeting Minutes

[QFE 3](#) #IGotClass Campaign

[QFE 4](#) WIG Design Team Meeting Meetings

[QFE 5](#) Unsatisfactory Academic Progress Policy

[QFE 6](#) Integrated Student Support Initiative

[QFE 7](#) Faculty Communication Committee Tips August 2018

[QFE 8](#) Faculty Communication Committee Tips November 2018

[QFE 9](#) Faculty Communication Committee Tips December 2018

[QFE 10](#) Olin Summer Institute Team

[QFE 11](#) Design to Humanize Track Pacific Region Learning Summit

[QFE 12](#) WIG Design Team Workshops

[QFE 13](#) HOPE Survey Report

[QFE 14](#) Instructor and Student Focus Group Report

[QFE 15](#) Spring 2020 Disrupted Term Survey Report

[QFE 16](#) Lauhoe Focus Group Report

[QFE 17](#) Envisioning Team Minutes

[QFE 18](#) WiFi Hotspot Loan Service

[QFE 19](#) Laptop and WiFi Loan Services

[QFE 20](#) Facilities and Spaces Operational Plan

[QFE 21](#) Facilities and Spaces Operational Plan

[QFE 22](#) Facilities and Spaces Operational Plan

[QFE 23](#) Facilities and Spaces Operational Plan
[QFE24](#) Cleaning Schedule
[QFE 25](#) Rooms Identified for Hybrid Instruction
[QFE 26](#) Technology Work Group Report
[QFE 27](#) Instructional Modalities
[QFE 28](#) Hybrid Modalities
[QFE 29](#) Class Format Guidance
[QFE 30](#) Baseline Recommended Actions
[QFE 31](#) Distance Education Guidelines
[QFE 32](#) Instruction Work Group Notes
[QFE 33](#) Fall 2020 Class Format BANNER Guidelines
[QFE 34](#) Plans to Reopen Campus - Student Services
[QFE 35](#) Campus Services Work Group Sub-Group Notes
[QFE 36](#) Hānai iā Leeward
[QFE 37](#) Hui 'Ohana
[QFE 38](#) Behavioral Specialist
[QFE 39](#) Financial Assistance to Students
[QFE 40](#) Debt Forgiveness Announcement
[QFE 41](#) Institutional Self-Evaluation Report (ISER)
[QFE 42](#) Open Campus Forum - OPPA ARPD 2018
[QFE 43](#) Use of Knack - OPPA ARDP 2020
[QFE 44](#) Google Form Assessment
[QFE 45](#) Faculty Senate Assessment Committee
[QFE 46](#) Taylored Google Doc Example
[QFE 47](#) Course SLO Assessment Rates
[QFE 48](#) Website Redesign - Marketing ARPD 2021
[QFE 49](#) Homegrown AMS - OPPA ARPD 2018
[QFE 50](#) Ad Hoc Assessment Committee
[QFE 51](#) Ad Hoc Planning Process Review Committee
[QFE 52](#) IPBP (Integrated Planning and Budgeting Process) Revisions
[QFE 53](#) Planning Process Overview
[QFE 54](#) Employee Satisfaction Survey
[QFE 55](#) Identified Assessment Early Adopters
[QFE 56](#) Assessment Ambassadors
[QFE 57](#) Faculty Senate Assessment Committee
[QFE 58](#) Dossier Writing 101 Workshop Series
[QFE 59](#) Spring 2021 Convocation Assessment Workshops
[QFE 60](#) Fall 2021 Convocation Assessment Workshops

[QFE 61](#) Train-the-Trainer Assessment Ambassadors

[QFE 62](#) Future Ideas Campus Engagement