UNIVERSITY *of* HAWAIʻI®
LEEWARD COMMUNITY COLLEGE
Ke Kulanui Kaiaulu o ʻEwa

INSTITUTIONAL
SELF-EVALUATION REPORT

DECEMBER **2024**

UNIVERSITY of HAWAI'I®

LEEWARD
COMMUNITY COLLEGE

Ke Kulanui kaiāulu o 'Ewa

Institutional Self-Evaluation Report In Support of an Application for Reaffirmation of Accreditation

Submitted by

Leeward Community College
96-045 Ala 'Ike
Pearl City, HI 96782

to

Accrediting Commission for Community and Junior Colleges

December 2024

Certification - Leeward Community College
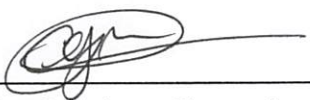
To: Accrediting Commission for Community and Junior Colleges (ACCJC)

From: Carlos G Peñaloza
        Leeward Community College
        96-045 Ala ʻIke, Pearl City, Hawaiʻi 96782

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

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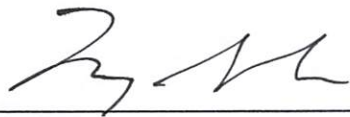
Signatures:

_____   JUL 1 2024
Carlos Peñaloza, Chancellor   Date

_____   05/15/24
P. Jayne Bopp, Accreditation Liaison Officer   Date

_____   5/6/24
Wayde Oshiro, Chair, Campus Council   Date

_____   5/10/24
Kelsie Aguilera, Chair, Faculty Senate   Date

_____   5/8/24
Genai Keliʻikuli, Chair, Pūkoʻa no nā ʻEwa Council   Date

_____   5/6/2024
Kainoa Kaeha, President, ASUH-Leeward Community College   Date

Certification - University of Hawaiʻi System

To: Accrediting Commission for Community and Junior Colleges (ACCJC)

From: Carlos G Peñaloza, Chancellor
Leeward Community College
96-045 Ala ʻIke, Pearl City, Hawaiʻi 96782

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

_____   10/21/2024
Della Teraoka, Interim Vice President for Community Colleges   Date

_____   10/22/2024
David Lassner, President, University of Hawaiʻi   Date

_____   10/29/24
Lauren Akitake, Chair, BOR Committee on Institutional Success   Date

_____   10/29/24
Gabriel Lee, Chair, UH Board of Regents   Date

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Hōʻoia ʻĀina - Land Acknowledgement Statement

Leeward Community College, with profound reflection, offers this Hōʻoia ʻĀina, Land Acknowledgement Statement, recognizing Hawaiʻi as an indigenous space whose original people are today identified as Native Hawaiians.

Leeward Community College upholds the University of Hawaii's commitment to the well-being of our indigenous communities. This Hōʻoia ʻĀina honors the relationship between kānaka ʻōiwi and the land upon which the College sits. With much aloha, this statement pays respect to the ʻāina ʻōiwi of our Puʻuloa campus and Waiʻanae Moku Education Center, both located on the mokupuni of Oʻahu, moku of ʻEwa, ahupuaʻa of Waiawa, as well as the moku of Waiʻanae and the ahupuaʻa of Lualualei.

This Hōʻoia ʻĀina welcomes all who gather on these ancestral lands.

Nā Oli Komo - Welcoming Chants

The oli komo (welcoming chant) is a gift offered to those who visit us. *Hālau Puʻuloa* tells of the beauty and abundance of Waiawa and the harbor of Puʻuloa (Pearl Harbor). The area possessed fishponds teeming with marine life and natural springs that fed the lush vegetation that ʻEwa[1] is known for. The oli extends all the riches of Puʻuloa to our guests as we invite them into our home.[2]

Hālau Puʻuloa	*Translation*
Hālau Puʻuloa he awa lau no ʻEwa	*Expansive is Puʻuloa a harbor for ʻEwa*
He awa lau moana na ke Kēhau	*An extensive harbor belonging to the Kēhau breeze*
He kiʻowai lua he muliwai no ʻEwa	*An abundant, overflowing estuary for ʻEwa*
No ua ʻāina kai (iʻa) hāmau leo	*To this land belongs the iʻa that silences voices*
E hāmau ana ka leo o ke kanaka	*The voices of people will be silenced*
O pānea mai auaneʻi hilahila	*Yet, a response is always given lest there be shame*
Keʻeo ua iʻa la i loko o ke kai	*The aforementioned iʻa fills the sea*
O ke kai puakai ʻula ai ke kai o Kuhia – e	*from the sacred reddish sea to the sea of Kuhia*
He mai, he mai	*Greetings, please enter*
Eia nō mākou nei	*For here we are to welcome you.*

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[1] ʻEwa refers to the leeward or west side of the island.

[2] Source: "Translation and Transcription of 'Hālau Puʻuloa'" (A-1).

Leeward Community College Waiʻanae Moku Education Center has an oli that is specific to its location.

Hālau Waiʻanae	*Translation*
Hālau Waiʻanae molale i ka lā	*Waiʻanae is like a house that shimmers in the sun*
Ala panoa ke kula o kūmanomano	*A dry direct path that leads to the plain of*
Kūnihi ka noho a Mauna Lahilahi	*kūmanomano grass*
Hoʻomaha aku i ka wai o Lualualei	*Steep is the stance of Mauna Lahilahi*
Lei ana Nuʻuanu i ke kāmakahala	*We would rest near the waters of Lualualei*
I paukū ʻia me ka ʻāhihi	*Nuʻuanu is adorned by the lei kāmakahala*
I hoʻohihi nō hoʻi au	*Combined with the lei ʻāhihi*
Naʻu nō hoʻi ʻoe	*My admiration is yours*
ʻO koʻu kuleana paʻa nō ia	*And yours is indeed mine*
He ʻike haole,	*You are bound to me as one*
E lūlū lima ke aloha ē	*When meeting the stranger*
	Extend the hand in the greeting of love.

Abbreviations

AA	Associate in Arts
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
AGB	authorized governance body
AIP	Academic Improvement Plan
ALO	accreditation liaison officer
APT	administrative, professional, and technical
A&R	Admissions and Records
ARPD	Annual Report of Program Data
ASUH	Associated Students of the University of Hawaiʻi - Leeward CC
Audit Committee	Board of Regents Committee on Independent Audit
AVP	associate vice president
BOR	Board of Regents
CCCC	Council of Community College Chancellors
CCSSE	Community College Survey of Student Engagement
CEO	chief executive officer
CIP	capital improvement program
CRDM	capital renewal and deferred maintenance
CRE	Comprehensive Review and Evaluation

CTE	career and technical education
DE	distance education
DHRD	Department of Human Resources Development
DQs	desirable qualifications
DSO	Disability Services Office
EC	Early College
EEO/AA	Equal Employment Opportunity and Affirmative Action
EM	executive and managerial
EMC	Educational Media Center
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act
FTE	full-time equivalent
HART	Honolulu Authority for Rapid Transportation
HGEA	Hawaiʻi Government Employees Association
HINET	Hawaiʻi Nutrition Employment and Training
HRO	Human Resources Office
ICTL	Innovation Center for Teaching and Learning
ILO	institutional learning outcome
IPBP	Integrated Planning and Budgeting Process
IPEDS	Integrated Postsecondary Education Data System
IPL	Institutional Priorities List
IS	Interdisciplinary Studies
ISA	incoming student advising
ISER	institutional self-evaluation report
ITG	Information Technology Group
JPS	Job Prep Services
KHO	Kahua Hoʻomau Ola 13th Year Initiative
KPI	key performance indicators
KSCM	Kuali Student Curriculum Management
Leeward CC	Leeward Community College
LRDP	Long Range Development Plan
MFA	multi-factor authentication
Nā ʻEwa	Pūkoʻa no nā ʻEwa Council
NHCP	Native Hawaiian Center at Puʻuloa
NSO	New Student Orientation
OEP	Operational Expenditure Plan
OER	open educational resources

OIP	Office of International Programs
O&M	Operations and Maintenance
OPEB	Other Post-Employment Benefits
OPPA	Office of Planning, Policy and Assessment
ORS	Office of Research Services
OVPCC	Office of the Vice President for Community Colleges
OWD	Office of Workforce Development
PI	principal investigator
PLA	prior learning assessment
PLO	program learning outcome
PPIS	Policies and Procedures Information System
QFE	Quality Focus Essay
QM	Quantitative Methods
RCUH	Research Corporation of the University of Hawaiʻi
RSI	regular and substantive interaction
SAB	Student Activities Board
SAO	service area outcome
SLO	student learning outcome
SNAP	Supplemental Nutrition Assistance Program
STAR	STAR Guided Pathways System
STEM	Science, Technology, Engineering, and Math
SWG	Strategic Working Group
TEC	technology-enhanced classroom
UAP	unsatisfactory academic progress
UBO	UH System Budget Office
UH	University of Hawaiʻi
UHCC	University of Hawaiʻi Community Colleges
UHPA	University of Hawaiʻi Professional Assembly
UHWO	University of Hawaiʻi West Oʻahu
US	United States
VCAA	vice chancellor of academic affairs
VCAS	vice chancellor of administrative services
VPCC	vice president for community colleges
VRC	Veterans Resource Center
Waiʻanae Moku	Waiʻanae Moku Education Center
WVAPDC	Wahiawā Value-Added Product Development Center

A. Introduction

College History

The Hawaiʻi archipelago presents a unique challenge and many opportunities for the seven[3] community colleges of the University of Hawaiʻi (UH) System. With seven campuses on four islands, the University of Hawaiʻi Community Colleges (UHCC) must find ways to serve a wide range of students who may or may not reside on the same island as the colleges. In addition to the challenge of distance, there are many opportunities with the diverse cultures and ethnicities that reside in the islands. The UH System and Leeward Community College (Leeward CC) have made a special commitment to Native Hawaiians, the indigenous people of the islands. This commitment is demonstrated in the mission, vision, program offerings, and support services.

Leeward CC is located on the island of Oʻahu with three other UHCC campuses. Leeward CC's main campus in Pearl City sits in the ahupuaʻa (Hawaiian land divisions from mountain to sea) of Waiawa overlooking the harbor of Puʻuloa (Pearl Harbor). Centuries ago, Puʻuloa was the aquacultural center of Oʻahu. It was lined with fishponds and provided a significant portion of the island's food supply. The surrounding freshwater springs and streams allowed for abundant agricultural yields for all the area's residents.

Today, Pearl City is known for its proximity to the inland side of the Pearl Harbor military base, and it is considered a central point between Honolulu and the west side of the island, the Waiʻanae coast. From this location, Leeward CC has one of the largest service areas of the UHCC campuses serving communities on the north and west shores of Oʻahu (see Figure A-1).

Leeward CC was established in 1968, nine years after statehood was granted. It was the first community college in the state without a connection to a pre-existing technical school. In the first year, 1,640 students were ready to explore the community college experience, more than twice the anticipated number of students. Shortly thereafter, in 1971, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College's original guiding principles, which remain true today, emphasized innovation and accessibility to higher education.

Since those beginnings, enrollment has grown, placing Leeward CC as the largest community college in the UHCC system with over 10,000 students annually in liberal arts, career and technical education (CTE), and noncredit programs. While the College primarily serves students

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[3] Six of the seven community colleges are accredited by the ACCJC. Maui College is accredited by the Western Association of Schools and Colleges Senior College and University Commission.

in the Leeward Coast and central Oʻahu, distance education (DE) initiatives allow students from all parts of the state and beyond to attend the College.

Figure A-1
State of Hawaiʻi by Geographic Region
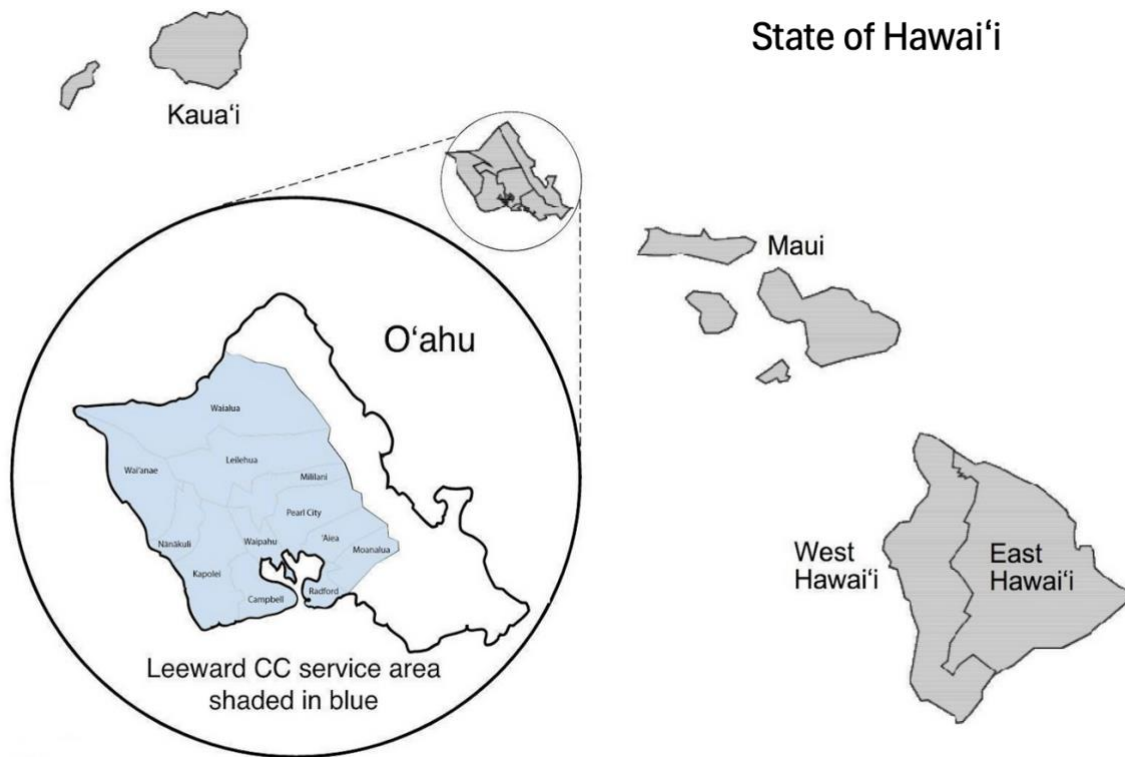
In 1972, Leeward CC took over the Waiʻanae-Nānākuli Education Center as the operating agency. In 1977, this center was fully integrated into Leeward CC's operations and organization. It was renamed the Leeward CC Waiʻanae Moku Education Center (Waiʻanae Moku) in 2017 in conjunction with its move to a permanent facility. Waiʻanae Moku offers credit and noncredit courses and a full range of learning and student support services. In fall 2023, it had an unduplicated headcount enrollment of 223 students.

Sites

Leeward CC has two instructional sites (see Figure A-2). The College's main Puʻuloa campus is located in Pearl City in the ahupuaʻa of Waiawa. The Waiʻanae Moku site is located in Māʻili in the ahupuaʻa of Waiʻanae. Waiʻanae Moku students make up about three percent of the College's student body, and about six percent of the College's graduates take at least one class at the education center.

Figure A-2

Ahupuaʻa of Oʻahu[4]
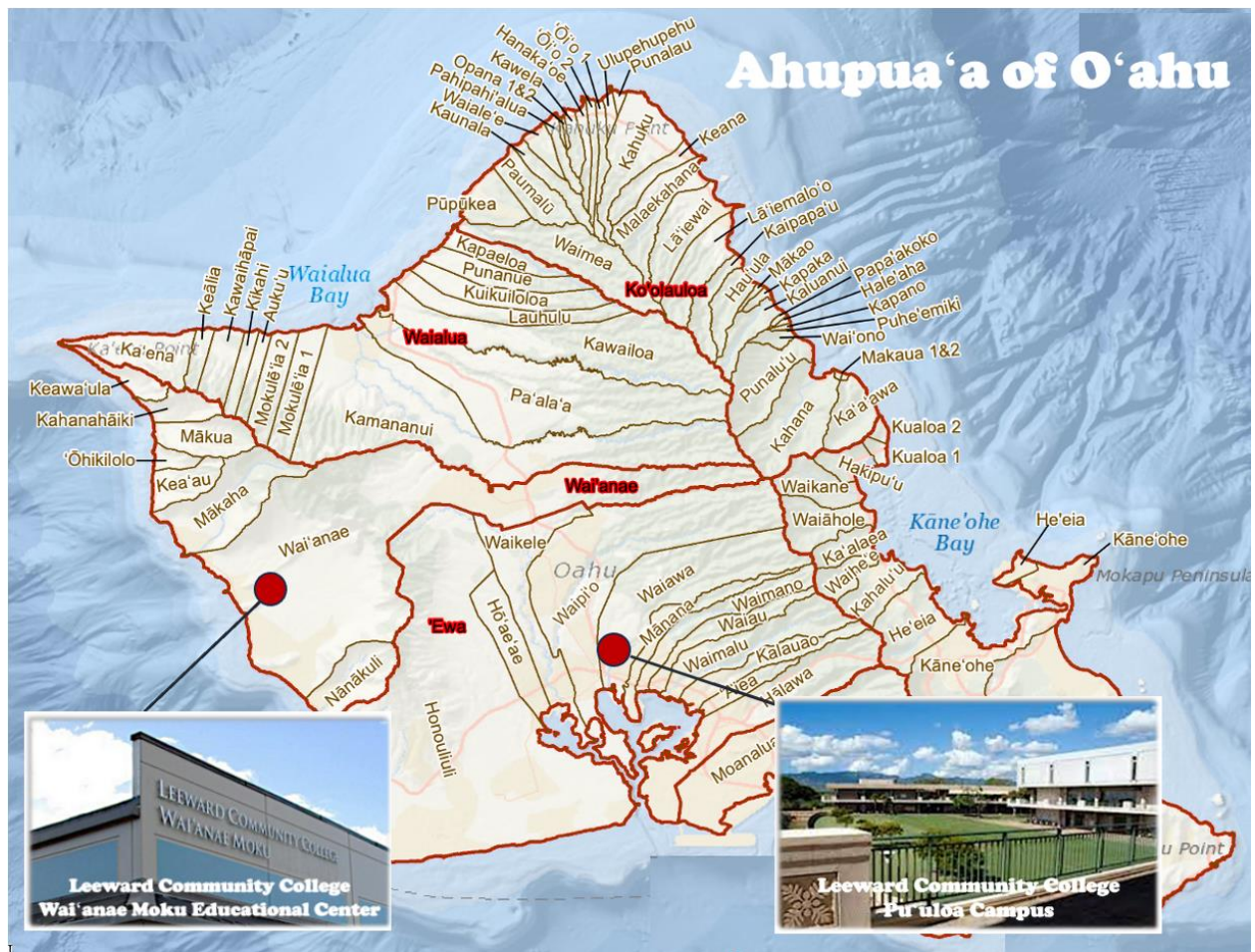
Instructional Sites	Address
Leeward Community College Puʻuloa Campus	96-045 Ala ʻIke Pearl City, HI 96782
Leeward Community College Waiʻanae Moku Education Center	87-380 Kulaaupuni Street Waiʻanae, HI 96792

Specialized or Programmatic Accreditation

The College offers four programs that are accredited by external agencies.
- The Automotive Technology program is accredited by the Automotive Service Excellence Education Foundation.

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[4] A map of the Ahupuaʻa of Oʻahu by the Hawaiʻi State Department of Land and Natural Resources has been modified and is in the public domain (A-2).

- The Culinary Arts program is accredited by the American Culinary Federation Education Foundation Accrediting Commission.
- The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management.
- The Teacher Education Program is accredited by the Association for Advancing Quality in Educator Preparation.

Major Developments

Campus Initiatives

Vision, Mission, and System Strategic Plan Review
Leeward CC underwent an extensive and college wide review of its mission, vision, and strategic plan in 2022 (A-3). The College governance bodies and the chancellor approved the new mission and vision statements in fall 2022 and Leeward CC's *Strategic Plan 2023–2029* in spring 2023 (A-4, A-5). The UH Board of Regents approved the College's new mission in fall 2023 (A-6).

Indigenous Serving Institution
In efforts to improve student equity, the College's mission statements have included a "special commitment to Native Hawaiians" for the past decade (A-7). The UH System's vision includes a responsibility "to indigenous people and place," and its mission includes a "commitment to indigenous Hawaiian people, culture, values and wisdom" (A-8). Leeward CC's new strategic plan calls the College "to be the leading indigenous serving community college dedicated to inclusion, innovation, and our Hawaiian sense of place" by "integrating the history, language, and culture of our 'āina…into the student and employee experience" (A-9). The campus initiatives below demonstrate Leeward CC's commitment to advancing these missions and visions.
- *Kīpuka.* The Native Hawaiian Center at Puʻuloa (NHCP) reopened in fall 2020 after two years of renovations. The NHCP's mission is to provide a trusted Kīpuka (a vibrant safe haven and a secure sanctuary) rooted in Aloha 'Āina (love for the land). The NHCP serves as a vital support system anchored in 'Ike Hawai'i (Hawaiian ancestral knowledge) for students on their academic journey. NHCP programs provide students with opportunities to engage in community site visits, participate in mālama 'āina (care for the land), and develop a sense of belonging within a close-knit community of learners (A-10, A-11).
- *Indigenous Data Hub.* The College, in collaboration with the UH Office of Indigenous Innovation, is establishing an Indigenous Data Hub at Leeward CC. The primary goal is to foster inclusive spaces where 'Ike Hawai'i holds equal importance alongside Western science. The focus is on empowering students with strong programming, logic, and design skills while instilling a firm foundation of ethics and community equity (A-12).

- *Kawaimanomano*. In spring 2019, the Innovation Center for Teaching and Learning worked with 10 campus kumu (teachers) to co-create a semester-long Native Hawaiian professional development program, Kawaimanomano (the many waters), to provide employees with place-based cultural instructional materials and learning opportunities. Four cohorts have participated to date, reaching 108 employees (about 27 percent of Leeward CC employees) representing all employee groups from 13 different units and disciplines (A-13, A-14, A-15). Kawaimanomano won a national award in 2024 (A-16).
- *Hōʻoia ʻĀina.* The Pūkoʻa no nā ʻEwa Council, Leeward CC's governance body responsible for ensuring ongoing discussions on Native Hawaiian equity, crafted and approved a hōʻoia ʻāina (land acknowledgement statement) in 2021 (A-17). The *Hōʻoia ʻĀina* affirms that Leeward CC recognizes Hawaiʻi and the lands upon which the College sits as indigenous spaces. The *Hōʻoia ʻĀina* is read at the opening of formal meetings and included in the College catalog and website (A-18, A-19, A-20).
- *Oli.* Leeward CC's oli (chant) is used to welcome visitors to the campus and celebrate the virtues of Puʻuloa (A-21, A-22). The College began using the oli in fall 2018 and holds regular workshops to teach it to the campus community (A-23). The oli was discovered in the Bishop Museum Archives and translated by Kepoʻo Keliʻipaʻakaua, a Leeward CC alumnus, while researching his master's thesis.
- *Kaʻahupāhau Graphic.* Since fall 2022, the College website has featured a pattern depicting shark fins cutting through moving waters (A-24). This graphic represents the protective presence of the shark goddess, Kaʻahupāhau, and her companions, ever-present, in constant motion, watching over Puʻuloa. This design was inspired by Leeward CC Kumu Momi Kamahele and illustrated by the Osaki Creative Group.
- *Nā Kiaʻi o Puʻuloa Mural.* The College installed a student-designed mural, Nā Kiaʻi o Puʻuloa (The Protectors of Puʻuloa), at the Learning Commons in spring 2022. The mural, based on a Hawaiian moʻolelo (story), depicts the shark goddess Kaʻahupāhau and her brother Kahiʻukā, the guardians of Puʻuloa (A-25).
- *Aloha Multilingual Mural.* This art piece is the innovation of an English as a Second Language faculty member sparked by her participation in Kawaimanomano. Painted by 200 Leeward CC employees, students, and community members in fall 2023, the mural spotlights 24 languages representing the diversity of the College's community and is anchored in the moʻolelo of Kaʻahupāhau, Kahiʻukā, Ka iʻa Hāmau Leo, and Aloha (A-26).

Basic Needs
The UH System developed a Basic Needs Master Plan to address student needs related to food, housing, childcare, clothing, living expenses, transportation, and mental health with the goal of improving students' academic performance, persistence, graduation, and well-being (A-27). Leeward CC's efforts to support the basic needs of students include the following:

- *Hānai iā Leeward.* In 2018, the Student Life Office developed the Hānai iā (to nourish) Leeward food pantry at the Puʻuloa campus and Waiʻanae Moku to help students experiencing food insecurity (A-28). In 2022-2023, the Puʻuloa campus had over 220 sign-ups to visit the pantry, and Waiʻanae Moku had over 170 sign-ups (A-29).
- *Leeward Hui ʻOhana.* In 2019, faculty formed Leeward Hui ʻOhana (familial alliance) to support parenting students and increase the visibility of student-parent needs. By partnering with the Aloha Diaper Bank, Hui ʻOhana provided nearly 500 diapers to Puʻuloa and Waiʻanae Moku students in 2023. Hui ʻOhana maintains a swap and share area for baby and children's items and holds activities and workshops for faculty, staff, and students (A-30).
- *Mental Health and Wellness.* To address student mental health needs, the College hired a full-time Behavioral Specialist in fall 2021. Puʻuloa and Waiʻanae Moku students can receive free, short-term mental health and wellness support online and in person. Faculty and staff may also consult with the mental health professional for tools and strategies to support the mental health needs of students in their courses (A-31).
- *Hawaii Nutrition Employment and Training (HINET).* Leeward CC was the second college in the UHCC system to start a HINET program. The program provides assistance with the Supplemental Nutrition Assistance Program (SNAP) application process as well as SNAP advocacy. Students who qualify for HINET may receive support for transportation, internet, books and supplies, and tuition. Students enrolled in HINET persist at a higher rate than the UHCC overall rate (72 percent versus 51 percent) (A-32).

Workforce Development

The UH and UHCC system strategic plans include strategies for workforce development (A-33). In line with these initiatives, Leeward CC worked with faculty, staff, and students from 2019 to 2023 to reorganize, integrate, and/or align career and technical education programs and Office of Workforce Development noncredit programs (A-34). To facilitate student success, the College developed strategies including stackable credentials and career pathways, noncredit to credit articulation, co-enrollments, and student and program support. In 2020, the College began offering opportunities for free skills training to help fill the growing employment gap on Oʻahu during the COVID-19 pandemic; these programs continued into 2023 (A-35). In spring 2023, Hawaiʻi Governor Josh Green recognized the College's workforce development efforts (A-36).

Facility and Infrastructure Improvements

Wahiawā Value-Added Product Development Center (WVAPDC)

The WVAPDC is a $35 million, 33,327-square-foot, state-of-the-art facility designed to build capacity for local residents to develop entrepreneurial skills and create small agribusinesses through food-related product development (A-37). A project of the state of Hawaiʻi and

Leeward CC, the center is part of a broader plan to revitalize Wahiawā, fulfilling a vision that began in the 1990s to address challenges farmers faced due to the ending of the sugar and pineapple industries (A-38). Today almost 50 percent of Wahiawā residents fall just above the poverty level where they do not qualify for many government assistance programs but often cannot afford basic necessities (A-39). As part of the revitalization plan, the state bought over 3,000 acres of area farmland and leased it to local farmers. Opening in 2024, the WVAPDC will house research, testing, production, packaging, and classroom spaces for noncredit programs to support farmers and entrepreneurs and increase food sustainability in Hawaiʻi (A-40, A-41).

Science, Technology, Engineering, and Math (STEM) Classrooms and Labs
A combination of identified needs from the Associate in Sciences in Natural Science program, mission alignment, and federal Native Hawaiian serving institution grants resulted in the College receiving $9.99 million in 2016 to support STEM programs and Native Hawaiian student success over five years (A-42, A-43). The fruition of these projects includes
- Physical Sciences and Biological Sciences buildings model classroom renovations. Completed in 2022, renovations include two Math and Sciences classrooms designed specifically to meet the needs of these disciplines. Additionally, there is a covered outdoor study/gathering area for student use.
- Math and Sciences science lab renovations at the Puʻuloa campus and a new science lab at Waiʻanae Moku. Completed in 2019 and 2020, the renovations allow the College to offer a variety of courses in updated labs with ample space for equipment and for students to work collaboratively. Students can fulfill science requirements for multiple certificate and degree programs including the Associate in Sciences in Natural Science, Associate in Arts (AA) in Liberal Arts, and the AA in Teaching.

Skyline Rail System
The Honolulu Authority for Rapid Transportation (HART) completed phase one of the island's first mass transit rail system, Skyline, in 2023. Leeward CC's Puʻuloa campus hosts the Hālaulani (heavenly group) rail station as well as the rail operations center (A-48). Skyline impacted the campus in several ways. Since part of the College's parking lot was removed to make room for the station, HART built new parking lots and a new footpath. To prevent rail users from parking on campus, the College instituted parking measures requiring no-cost parking passes for employees and students (A-49). Skyline connects Leeward CC to the four-year UH West Oʻahu campus with trains running every 10 minutes.

Leeward Theatre
The Puʻuloa campus completed a three-year renovation of its theatre in 2019. Nearly $12 million in improvements included increasing stage crew access, replacing seating, and modernizing the stage and lighting (A-44). The Leeward Theatre is the only major arts presenter and arts

education center serving the Leeward Coast and central Oʻahu. The theatre advocates the cultural sustainability of the community with a special commitment to local artists and Native Hawaiian culture (A-45).

Hōʻikeākea Gallery
In 2023, Leeward CC celebrated the grand opening of the Hōʻikeākea (to reveal openly and clearly) Gallery, a 1,500-square-foot space for the campus and community to appreciate and support the work of artists from Hawaiʻi and beyond. Hōʻikeākea Gallery's first exhibition was ʻAi Pōhaku, Stone Eaters, which showcased Kānaka ʻŌiwi (Aboriginal Hawaiians) art (A-46).

Net-Zero Initiative
In 2020, Leeward CC became the first nearly net-zero energy campus in the country. The College generates 97 percent of its energy through on-site photovoltaic systems, including solar shade canopies, rooftop arrays, and distributed energy storage. These energy efficiency efforts are projected to save the College $8.4 million over the next 20 years (A-47).

Student Enrollment Data[5]
Enrollment
Unduplicated headcount for credit programs ranged between 9,564 and 9,952 students (see Table A-1). Noncredit enrollment increased following the COVID-19 pandemic likely due to retraining initiatives for employees who lost their job during the pandemic.

Table A-1
Unduplicated Student Headcount for Credit and Noncredit Programs, 2019-2023

Enrollment	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Credit	9,750	84%	9,683	83%	9,952	77%	9,564	80%	9,430	83%
Noncredit	1,904	16%	1,916	17%	2,936	23%	2,433	20%	1,995	17%
Total Headcount	11,654		11,599		12,888		11,997		11,425	

Full-time credit program headcounts have decreased from 38 percent in 2019 to 27 percent in 2023. Part-time students now make up over 70 percent of Leeward CC students (see Table A-2).

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[5] All student demographic data is retrieved by the University of Hawaiʻi Institutional Research, Analysis and Planning Office and Leeward CC Office of Planning, Policy and Assessment. Headcount is tallied by fiscal year. Note: Rounding may result in totals that do not equal 100 percent.

Table A-2

Student Headcount for Credit Programs by Enrollment Status, 2019-2023

Enrollment	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Part-Time	4,089	62%	4,123	65%	4,580	71%	4,532	73%	4,418	73%
Full-Time	2,479	38%	2,240	35%	1,833	29%	1,689	27%	1,641	27%
Total Headcount	6,568		6,363		6,413		6,221		6,059	

Gender

The ratio of female to male students has remained consistent for the past five years at about 3:2. Females constitute about 60 percent and males about 40 percent of students (see Table A-3).

Table A-3

Student Headcount by Gender, 2019-2023

Gender	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Female	3,869	59%	3,838	60%	3,899	61%	3,715	60%	3,560	59%
Male	2,477	38%	2,252	35%	2,278	36%	2,325	37%	2,359	39%
No Data[6]	222	3%	273	4%	236	4%	181	3%	140	2%
Total Headcount	6,568		6,363		6,413		6,221		6,059	

Ethnicity

Given Hawaii's ethnic diversity, the UH System tracks over 20 ethnicities (see Table A-4). In 2023 Native Hawaiians and Filipinos each made up 25 percent of Leeward CC's student body. Those who identify with two or more races (Mixed Race) make up 17 percent of the student population followed by Mixed Asian (two or more Asian ethnicities) at 10 percent. Caucasians make up 10 percent of students. Broadly speaking, Asians make up about 40 percent of Leeward CC students, Pacific Islanders about 30 percent, and All Other Combined about 30 percent.

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[6] "No Data" includes students who did not indicate "male" or "female." The UH student information system does not contain a field for students who identify as transgender or non-binary.

Table A-4

Student Headcount by Ethnicity, 2019-2023

Ethnicity	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Pacific Islander Combined	1,955	30%	1,905	30%	1,875	29%	1,798	29%	1,621	27%
Guamanian or Chamorro	18	<1%	10	<1%	12	<1%	<1%	<1%	4	<1%
Native Hawaiian[7]	1,788	27%	1,780	28%	1,731	27%	1,630	26%	1,489	25%
Micronesian[8]	40	<1%	26	<1%	33	<1%	38	<1%	29	<1%
Mixed Pacific Islander	31	<1%	25	<1%	28	<1%	35	<1%	32	<1%
Other Pacific Islander	12	<1%	8	<1%	9	<1%	6	<1%	7	<1%
Samoan	56	<1%	48	<1%	55	<1%	65	1%	50	<1%
Tongan	10	<1%	8	<1%	7	<1%	8	<1%	10	<1%
Asian Combined	2,632	40%	2,518	40%	2,526	39%	2,528	41%	2,529	42%
Chinese	92	1%	108	2%	97	2%	114	2%	90	1%
Filipino	1,544	24%	1,402	22%	1,425	22%	1,437	23%	1,492	25%
Japanese	279	4%	296	5%	269	4%	252	4%	237	4%
Korean	63	1%	64	1%	54	<1%	38	<1%	48	<1%
Laotian	16	<1%	6	<1%	9	<1%	8	<1%	7	<1%
Mixed Asian	572	9%	587	9%	591	9%	587	9%	586	10%
Other Asian	20	<1%	12	<1%	22	<1%	28	<1%	20	<1%
Thai	11	<1%	10	<1%	12	<1%	13	<1%	6	<1%
Vietnamese	35	<1%	33	<1%	47	<1%	51	<1%	43	<1%
All Other Combined	1,981	30%	1,940	31%	2,012	31 %	1,895	31%	1,909	32%
African Am or Black	160	2%	145	2%	133	2%	124	2%	134	2%
Am Indian or Alaskan Nat	14	<1%	19	<1%	28	<1%	23	<1%	24	<1%
Caucasian	639	10%	659	10%	666	10%	639	10%	594	10%
Hispanic	127	2%	107	2%	95	2%	82	1%	85	1%
Mixed Race (2 or more)	981	15%	986	16%	1,014	16%	958	15%	1,010	17%
No Data	60	<1%	24	<1%	76	1%	69	1%	62	1%
Total Headcount	6,568		6,363		6,413		6,221		6,059	

Age

In 2023, the average age of a Leeward CC student was 24 years old, with almost 40 percent being between the ages of 18 and 21, indicating that most students enter the College soon after graduating from high school. Due to the increase in early college programs since 2019, 17 percent of Leeward CC students are now less than 18 years old (see Table A-5).

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[7] All Native Hawaiian categories include individuals who are part Hawaiian.
[8] Not Guamanian or Chamorro.

Table A-5

Student Headcount by Age, 2019-2023

Age	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Less than 18	786	12%	637	10%	791	12%	1,059	17%	1,004	17%
18 to 19	1,527	23%	1,521	24%	1,481	23%	1,486	24%	1,467	24%
20 to 21	1,144	17%	1,060	17%	1,086	17%	1,058	17%	1,071	17%
22 to 24	907	14%	869	14%	851	13%	746	12%	715	12%
25 to 29	814	12%	830	13%	796	12%	639	10%	623	10%
30 to 34	469	7%	497	8%	534	8%	446	7%	446	7%
35 to 44	505	8%	527	8%	509	8%	446	7%	455	8%
45 and over	389	6%	404	6%	382	6%	321	5%	273	5%
No data	27	<1%	18	<1%	19	<1%	20	<1%	5	<1%
Total Headcount	6,568		6,363		6,413		6,221		6,059	

Pell Grant Recipients

The percentage of students receiving financial aid in the form of a federal Pell Grant has remained steady over the past five years at about one-third of degree-seeking students (see Table A-6).

Table A-6

Pell Grant Recipients Among Leeward Home-Campus Degree-Seeking Students, 2019-2023

Pell	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Pell Recipients	1,489	33%	1,293	30%	1,176	29%	1,183	33%	1,094	32%
Non-Pell Recipients	3,063	67%	3,069	70%	2,909	71%	2,438	67%	2,288	68%
Total Headcount	4,552		4,362		4,085		3,621		3,382	

Note: Does not include early college students since they are not eligible for Pell.

First Generation

First-generation college students have steadily increased over the past five years from 25 percent to 40 percent (see Table A-7).

Table A-7

First-Generation College Students, 2019-2023

First Generation	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Yes	1,613	25%	1,543	24%	2,038	32%	2,489	40%	2,637	43%
No	4,278	65%	4,103	65%	3,445	54%	2,747	44%	2,650	44%
No Response	677	10%	717	11%	930	15%	985	16%	772	13%
Total Headcount	6,568		6,363		6,413		6,221		6,059	

Early College

Early College students make up over 14 percent of Leeward CC students. Filipino and Native Hawaiian students are the two largest single ethnic groups. Females represent about 70 percent of Early College students. First-generation Early College students have doubled over the past five years from 14 percent to 33 percent (see Table A-8).

Table A-8

Early College Enrollment and Demographics, 2019-2023

Early College	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Age										
13	27	4%	18	4%	18	3%	20	2%	5	1%
14	127	21%	62	13%	81	13%	100	11%	76	9%
15	125	21%	102	22%	181	29%	233	25%	209	24%
16	180	30%	140	30%	171	27%	308	33%	311	36%
17	143	24%	136	29%	162	26%	247	27%	240	28%
18 and older	2	<1%	13	3%	11	2%	12	1%	16	2%
Ethnicity										
Caucasian	20	3%	17	4%	37	6%	78	8%	56	7%
Filipino	213	35%	171	36%	203	33%	279	30%	274	32%
Native Hawaiian	157	26%	101	21%	134	21%	183	20%	153	18%
Mixed Race (two or more)	88	15%	84	18%	85	14%	136	15%	152	18%
Other Asian	66	11%	85	18%	130	21%	173	19%	153	18%
Other Pacific Islander	24	4%	6	1%	13	2%	28	3%	16	2%
All Other[9]	36	6%	7	1%	22	4%	43	5%	53	6%
First Generation										
Yes	83	14%	54	11%	176	27%	236	26%	286	33%
No	445	74%	332	70%	312	50%	372	40%	485	57%
No data	76	13%	85	18%	136	22%	312	34%	86	10%

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[9] Includes Black, Hispanic, and Native American and No Data.

Early College	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Gender										
Female	394	65%	309	66%	430	69%	636	69%	575	67%
Male	154	25%	108	23%	162	26%	257	28%	265	31%
No Data[10]	56	9%	54	11%	32	5%	27	3%	17	2%
Total Headcount	604		471		624		920		857	

Delivery Modality

Students who take all of their classes online more than doubled from 28 percent of students in fall 2019 to 61 percent of students in fall 2023 (see Table A-9). These changes began after all classes moved temporarily online in spring 2020 due to the COVID-19 pandemic. Prior to the pandemic, over 40 percent of students took classes exclusively in person. In fall 2023, only 13 percent of students took all of their classes in person.

Table A-9

Delivery Modality, 2019-2023

Delivery Mode	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Completely Online	1,691	28%	4,429	75%	4,346	75%	3,658	69%	3,176	61%
At Least One Online	1,770	30%	1,208	21%	1,119	19%	1,132	21%	1,343	26%
No Online Classes	2,503	42%	255	4%	324	6%	511	10%	683	13%
Total Headcount[11]	5,964		5,892		5,789		5,301		5,202	

Demographic and Socio-economic Data for Service Area

The College's service area contains about 468,800 people, approximately one-third of the state's population, which in 2022 was estimated at 1,440,196.[12] Data from the United States (US) Census Bureau indicates that Leeward CC's service area is home to the largest population of Native Hawaiians in the state.[13] The College's service area includes the ahupuaʻa of Nānākuli, Waiʻanae, and Mākaha, which has some of the highest Native Hawaiian poverty rates in the state for individuals (16 percent) and families (13 percent).[14] US Census Bureau County Division data indicate several disparities (see Table A-10). Some of Leeward CC's service areas have lower median household income and educational attainment and higher SNAP usage and unemployment rates than averages for Oʻahu (Honolulu County) as a whole. For example, the

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[10] "No Data" includes students who did not indicate "male" or "female." The UH student information system does not contain a field for students who identify as transgender or non-binary.

[11] Excludes Early College students.

[12] US Census Bureau Hawaiʻi Quick Facts, 2022 (A-50).

[13] US Census Bureau, American Community Survey, 2021 (A-51).

[14] The Department of Business, Economic Development & Tourism, Data Book, 2018 (A-52).

Waiʻanae median household income is $17,686 less than that of Oʻahu, the rate of SNAP usage is over three times higher, and the unemployment rate is over two times higher. While some college or attainment of an associate's degree for Waiʻanae residents is only two percentage points less than that of all Oʻahu residents, attainment of a four-year degree or higher is 19 percentage points less.

Table A-10

Selected Socioeconomic Factor For Leeward CC Service Area by Census County Division

Socioeconomic Factor	Oʻahu	ʻEwa	Wahiawā	Waialua	Waiʻanae
Median Household Income[15]	$92,600	$105,792	$72,877	$75,269	$74,914
SNAP Participation Rate[16]	9%	9%	11%	8%	29%
Some College or Associate's Degree[17]	31%	34%	39%	40%	29%
Bachelor's Degree or Higher[19]	36%	33%	25%	26%	17%
Unemployment Rate[18]	5%	4%	5%	7%	12%

The College offers a range of CTE programs to strengthen opportunities for those seeking employment. The labor market remains strong for students in the College's CTE programs (see Table A-11).

Table A-11

New and Replacement Positions by Occupation Tied to Leeward CC CTE Programs, 2022[19]

Program	Program Demand Health Indicator[20]	Honolulu County New & Replacement Positions
Accounting	Healthy	1,187
Automotive Technology	Healthy	470
Culinary Arts	Healthy	2,319
Digital Media Production	Healthy	108
Health Information Technology	Healthy	66
Information & Computer Science	Healthy	597
Integrated Industrial Technology	Healthy	47
Management	Healthy	687

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[15] Median household income in the past 12 months, 2021 (A-53).

[16] Household participation rate in the SNAP Program, 2021 (A-54).

[17] Educational attainment among the population 25 years old or older, 2021 (A-55).

[18] Unemployment rates among civilians, 2021 (A-56).

[19] Data source: UHCC Annual Report of Program Data (ARPD), 2022 (A-57).

[20] Indicates the average of three-year county level new and placement positions is at least one and half times greater than the average number of three-year graduates.

Program	Program Demand Health Indicator[20]	Honolulu County New & Replacement Positions
Special Education	Healthy	72
Substance Use Disorders Counseling	Healthy	169
Sustainable Agriculture	Healthy	135
Teaching	Healthy	343
Technical Teacher Education	Healthy	879

Evidence List

A-1 Hālau Puʻuloa Chant

A-2 DLNR Ahupuaʻa Map

A-3 Strategic Planning Teams

A-4 New Mission and Vision

A-5 LeeCC Strategic Plan 2023-2029

A-6 BOR Action Memo

A-7 LeeCC Mission 2017

A-8 UH Strategic Plan 2023-2029

A-9 LeeCC Vision 2023

A-10 NHCP Website

A-11 NHCP Renovations UH News

A-12 Convocation Notes NHCP

A-13 Kawaimanomano Application

A-14 Kawaimanomano Outcomes

A-15 Kawaimanomano Padlet

A-16 Kawaimanomano Wins National Award UH News

A-17 Land Acknowledgement Minutes

A-18 Land Acknowledgement Convocation

A-19 Land Acknowledgement Catalog

A-20 Land Acknowledgement Website

A-21 Oli Convocation

A-22 Oli Website

A-23 Oli Workshop Invitation

A-24 Kaʻahupāhau Pattern Website

A-25 Mural UH News

A-26 Aloha, Hola, Konnichiwa! Multicultural Mural UH News

A-27 Basic Needs Master Plan UH News

A-28 Hānai iā Leeward Website

A-29 Student Life ARPD 2023

B. Presentation of Student Achievement Data and Institution-Set Standards[21]

Institution-Set Standards

The UHCC System establishes the institution-set standards (B-1). Each standard is made up of a performance indicator with a floor or baseline value (minimum level of achievement) and a stretch goal (aspirational target).

Performance Indicator Successful Course Completion

The baseline value for successful course completion is 70 percent. As seen in Table B-1, overall successful course completion rates increased between 2019 and 2023. For the past five years, the College has exceeded baseline measures and met or exceeded stretch goals.

Table B-1

Institution-Set Standard: Successful Course Completion Rates

Performance Indicator	Successful Course Completion Rates				
Definition of the Measure	The percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period.				
Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	70%	70%	70%	70%	70%
Stretch Goal (Target)	75%	75%	75%	75%	75%
Actual	75%	76%	77%	77%	78%

As indicated in Table B-2, improvements in course completion rates are seen across all ethnicities with significant increases noted for Pacific Islanders. Similarly, improvements were seen across all other measures including enrollment status, gender, age, Pell recipient, Early College, first generation, and delivery modality.

Table B-2

Successful Course Completion by Ethnicity, Enrollment Status, Gender, Age, Pell, Early College, First Generation, and Modality, 2019-2023

Demographic	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Ethnicity					
Native Hawaiian	72%	72%	73%	73%	75%

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[21] All student demographic data is retrieved by the University of Hawaiʻi Institutional Research, Analysis and Planning Office and Leeward CC Office of Planning, Policy and Assessment. All Native Hawaiian categories include individuals who are part Hawaiian. Note: Rounding in charts may result in totals that do not equal 100 percent.

Demographic	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Filipino	79%	80%	80%	80%	83%
Other Asian	80%	82%	81%	82%	80%
Mixed Race	74%	77%	78%	79%	78%
Caucasian	79%	77%	80%	83%	85%
Other Pacific Islander	57%	59%	61%	69%	64%
Enrollment Status					
Full-time	75%	75%	76%	77%	79%
Part-time	75%	78%	78%	79%	78%
Gender					
Female	78%	79%	79%	79%	79%
Male	71%	73%	75%	77%	78%
No Data	73%	70%	72%	73%	77%
Age					
17 or less	77%	79%	82%	83%	83%
18-24	73%	74%	73%	75%	76%
25-44	79%	79%	81%	81%	82%
45-59	80%	85%	83%	87%	85%
60 and over	89%	83%	84%	82%	90%
Pell					
Pell Recipient	76%	77%	78%	79%	81%
Non-Pell Recipient	75%	76%	76%	78%	78%
Early College					
Early College	86%	85%	91%	90%	89%
First Generation					
First Generation	73%	74%	74%	76%	77%
Non-First Generation	76%	77%	78%	79%	79%
Course Delivery Modality[22]					
DE Courses (fully online)	75%	76%	76%	78%	78%
Non-DE (includes hybrid)	75%	76%	80%	80%	81%

[22] DE includes synchronous and asynchronous online courses and a small number of cable TV courses. Non-DE courses include traditional in person and hybrid courses with one or more in-person meetings.

Degrees and Certificates Awarded[23]

Leeward CC offers over 90 degrees and certificates, giving students diverse pathways to further their education or enter Hawaii's workforce (B-2). This includes 13 broad degree programs: four general and/or pre-professional and nine career and technical degree programs (B-3).[24] When considering concentrations and modalities, the College has 29 distinct degree programs (B-4).

Tables B-3 to B-7 show the institution-set standards for the number of degrees and certificates awarded disaggregated by STEM, Native Hawaiians, and Pell recipients. The College has exceeded baseline measures[25] for most categories since 2019. The College exceeded target goals[26] for the number of awarded certificates (Table B-5) and STEM certificates and degrees (Table B-7). Since 2019, the number of degrees and certificates awarded to Native Hawaiians has fluctuated. The College exceeded target goals in 2020-2021 but fell between three to 16 percentage points below the goal in other years (Table B-6); awards to Pell Grant recipients saw similar fluctuations (Table B-8).

Table B-3

Institution-Set Standard: Degrees Awarded

Performance Indicator	Degrees Awarded				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	864	864	864	864	864
Stretch Goal (Target)	1,051	1,103	1,158	1,158	1,158
Actual	862	857	1,038	928	841

Table B-4

Institution-Set Standard: Certificates Awarded (16 or more units)

Performance Indicator	Certificates Awarded (16 or more units)				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	89	89	89	89	89
Stretch Goal (Target)	108	114	119	119	119
Actual	259	210	219	237	192

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

[24] As of summer 2023.

[25] Baseline values are the average number of awards for fiscal years 2013-2015.

[26] The target value represents five percent growth per year from the baseline year. Growth was put on hold after the COVID-19 pandemic.

Table B-5

Institution-Set Standard: Certificates and Degrees Awarded to Native Hawaiian Students

Performance Indicator	Degrees and Certificates Awarded to Native Hawaiian Students				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	228	228	228	228	228
Stretch Goal (Target)	277	291	306	306	306
Actual	254	243	359	298	280

Table B-6

Institution-Set Standard: STEM Degrees and Certificates

Performance Indicator	STEM Degrees and Certificates				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	40	40	40	40	40
Stretch Goal (Target)	46	48	50	50	50
Actual	199	219	220	221	201

Table B-7

Institution-Set Standard: Pell Certificates and Degrees Awarded

Performance Indicator	Degrees and Certificates Awarded to Pell Recipients				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	455	455	455	455	455
Stretch Goal (Target)	553	581	610	610	610
Actual	529	530	618	522	474

As seen in Table B-8, since the COVID-19 pandemic (2020-2021), students who earned at least 12 credits from DE courses account for the vast percentage of degrees and certificates awarded.

Table B-8

Degrees and Certificates Awarded to Students Earning 12 Credits Minimum from DE Courses

Degrees & Certificates	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
DE Students	659	58%	641	59%	1,041	81%	1,053	88%	961	91%
Non-DE Students	476	42%	446	41%	252	20%	140	12%	95	9%
Total Awards[27]	1,135		1,087		1,293		1,193		1,056	

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[27] The College counts degrees and certificates awarded, not unduplicated counts of persons being awarded. The count of degrees includes those awarded Reverse Transfer. Time frame represents the fiscal year.

The UHCC System and College regularly track three ethnicities: Native Hawaiian, Filipino, and Other Pacific Islanders. The percent of earned degrees and certificates by these ethnicities compared to their enrollment rates show disparities for Other Pacific Islanders.[28] As indicated in Table B-9, in fall 2023 Native Hawaiian and part-Hawaiian received 27 percent of awarded degrees and certificates while making up 25 percent of the student body.[29] Filipinos received 25 percent of awarded degrees or certificates and made up 25 percent of students. Other Pacific Islanders were underrepresented receiving one percent of awarded credentials while making up over two percent of students. The remaining ethnic categories were awarded degrees and certificates at rates similar to their enrollment.

Table B-9
Degrees and Certificates Awarded by Ethnicity

Ethnicity	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Native Hawaiian	254	22%	243	22%	359	28%	298	25%	280	27%
Filipino	261	23%	264	24%	319	25%	308	26%	260	25%
Other Asian	197	17%	183	17%	219	17%	215	18%	171	16%
Mixed Race	191	17%	185	17%	179	14%	184	15%	180	17%
Caucasian	147	13%	137	13%	126	10%	126	11%	115	11%
Other Pacific Isle	23	2%	25	2%	25	2%	14	1%	13	1%
All Other	62	6%	50	5%	66	5%	48	4%	37	4%
Total Number of Awards	1,135		1,087		1,293		1,193		1,056	

As seen in Table B-10, the percentage of degree and certificate recipients who have taken Early College courses at Leeward CC has tripled over the past five years from five percent in 2019 to 15 percent in 2023.

Table B-10
Degrees and Certificates Awarded by Early College

Early College	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Degrees & Certificates	54	5%	78	7%	124	10%	144	12%	147	15%
Total Number of Awards	1,135		1,087		1,293		1,193		1,056	

Job Placement Rates
The *Carl D. Perkins Vocational and Technical Education Act* provides funding to states and other grantees to develop the academic, career, and technical skills of secondary and postsecondary

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[28] Chamorro, Guamanian, Micronesian, Samoan, and Tongan
[29] Refer to Table A-4 in Part A. Degrees and Certificates Awarded for student headcount by ethnicity.

students. As an awardee, Leeward CC tracks placement rates of students enrolled in career and technical education programs. Table B-11 shows the job placement rate for programs with 10 or more graduates. The College met or exceeded baseline job placement measures for all programs and exceeded target goals in many cases.

Table B-11

Institution-Set Standard: Job Placement Rate

Performance Indicator	Job Placement Rate				
Definition of the Measure	The job placement rate reported for each career and technical education program from the Perkins annual report. Program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The target value is based on a negotiated level of placement within the state plan for career and technical education that includes an expectation of continuous improvement. The baseline value is the Perkins established placement rate for the academic year 2014.				
Academic Year	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Floor (Baseline)	34%	34%	34%	34%	35%
Stretch Goal (Target)	70%	70%	70%	70%	70%
Actual by Program with 10 or More Students[30]					
Accounting	51%	83%	65%	76%	63%
Automotive Technology	69%	89%	76%	78%	81%
Culinary Arts	67%	90%	74%	71%	70%
Digital Media Production	61%	79%	34%	34%	36%
Health Information Technology	61%	88%	63%	62%	68%
Information and Computer Science	68%	95%	44%	52%	60%
Integrated Industrial Technology	-	89%	63%	57%	71%
Management	56%	80%	53%	71%	56%
Teaching	-	89%	70%	79%	81%

Performance Indicator Transfer and IPEDS Student Success Rate

The College saw a decline in transfers over the past two years and did not meet the baseline measures (see Table B-12). However, the College exceeded baseline measures for Integrated Postsecondary Education Data System (IPEDS) Student Success Rate standards for all years (see Table B-13).

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[30] Retrieved by the Office of the Vice President for Community Colleges (B-1).

Table B-12

Institution-Set Standard: Transfer to All Baccalaureate Institutions

Performance Indicator	Transfer to All Baccalaureate Institutions (UH and Other)				
Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	1,296	1,296	1,296	1,296	1,296
Stretch Goal (Target)	1,524	1,600	1,680	1,680	1,680
Actual	1,339	1,303	1,337	1,285	1,225

Table B-13

Institution-Set Standard: IPEDS Student Success Rate

Performance Indicator	Integrated Postsecondary Education Data System Student Success Rate				
Definition of the Measure	The rate at which first-time, full-time students either graduate or transfer to an external institution within 150 percent of normal completion time. The baseline value success rate is based on the fall 2014 IPEDS cohort. The target value represents incremental growth to reach a success rate of 50 percent by the fiscal year 2020-2021.				
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Floor (Baseline)	31%	31%	31%	31%	31%
Stretch Goal (Target)	44%	47%	50%	50%	50%
Actual	37%	39%	42%	39%	42%

Evidence List

B-1 UHCC Institution-Set Standards

B-2 Degrees and Certificates Offered

B-3 Degree Programs Table

B-4 Associate Degrees Offered

C. Organization of the Self-Evaluation Process

The College's self-evaluation process formally began in spring 2022 when the chancellor and accreditation liaison officer (ALO) recruited faculty, staff, and student leaders to participate in Institutional Self-Evaluation Report (ISER) Standard Evidence Teams. Over 40 campus members participated on the teams. The ALO created tailored worksheets for each of the substandards to help the teams uniformly collect information (C-1). In 2023 and 2024 ISER drafts were sent to over 60 target area experts as well as the entire campus for feedback (C-2). Subsequently, another 59 campus and University of Hawai'i Community Colleges (UHCC) system members made contributions to the ISER. Throughout the process, the chancellor and vice chancellor of

academic affairs met regularly with the ALO to discuss the process, progress, and findings. The ALO met monthly with the UHCC associate vice president (AVP) for academic affairs and UHCC ALOs to discuss system-level efforts and provide mutual support for the re-accreditation process. Over fall 2023, the AVP for academic affairs convened teams of content area experts with representatives from the UHCC System and each of the six community colleges to draft Standard III (C-3). The AVP for academic affairs, with feedback from the UHCC ALOs, wrote Standards IV.C, IV.D and the functional map. A timeline of major activities is below followed by a list of contributors to the self-evaluation process.

Timeline

Semester	Tasks
Spring 2022	● ALO advertises recruitment for the self-evaluation team via the campus listserv and encourages interested parties to participate.
Fall 2022	● ALO hosts a recruitment table at convocation, and the chancellor encourages attendees to sign up for self-evaluation teams. ● ALO sends sections of the 2018 ISER to 25 targeted faculty and staff to review, revise, and update their areas of expertise for the 2025 ISER. ● ALO identifies and recruits members for the self-evaluation core team. ● Accrediting Commission for Community and Junior Colleges (ACCJC) provides ISER training to Leeward CC's self-evaluation core team. ● AVP for academic affairs meets with the UHCC ALOs to discuss the self-evaluation process and system-level efforts. ● ALO finalizes the self-evaluation core team and recruits ISER editor.
Spring 2023	● ALO creates substandard templates and trains the standard evidence teams on how to complete them. Teams begin working regularly to identify activities and collect evidence for each substandard. ● Leeward CC institutional researcher and ALO collect data for the ISER. ● AVP for academic affairs organizes monthly UHCC ALO meetings to facilitate collaborative efforts between the System and campuses.
Summer 2023	● ISER editor and ALO review and clarify information collected by standard evidence teams and use the information to write the first draft of the ISER.
Fall 2023	● ALO distributes the ISER first draft to over 60 targeted campus members for feedback on sections related to their areas of expertise. ● Using input from first-draft readers, the ISER editor and ALO revise the ISER and distribute the second draft to the campus for review and input. ● AVP for academic affairs and UHCC ALOs meet monthly to draft shared sections of the ISER.

Semester	Tasks
Spring 2024	- ISER editor and ALO finalize the ISER third draft. - ALO distributes the ISER third draft to over 60 targeted campus members for feedback on ISER sections related to their areas of expertise. - Using input from third-draft readers, the ISER editor and ALO revise the ISER. - The ALO distributes the ISER final draft to the campus and authorized governance bodies (AGB). - Campus AGBs review and approve the ISER.
Summer 2024	ALO finalizes the organization of the ISER evidence.
Fall 2024	- Chancellor sends the ISER to the vice president for community colleges (VPCC) for review. - VPCC sends the ISER to the Board of Regents (BOR) for review. - VPCC and BOR approve the ISER. - Chancellor submits the ISER to ACCJC.
Spring 2025	- ACCJC peer review team reviews the ISER and develops core inquiries. - Leeward CC administrative team provides the ACCJC peer review team with additional information and evidence as requested.
Summer 2025	Based on core inquiries, Leeward CC prepares for the ACCJC site visit.
Fall 2025	ACCJC implements the site visit.

Self-Evaluation Core Team

Name	Responsibilities	Title
P. Jayne Bopp	ALO; Self-Evaluation Chair	Associate Professor, Sociology
Susan Wood	Editor	Professor, English
Summer Barrett	Standard I Tri-Team Lead; Quality Focus Essay	Associate Professor; Coordinator, Office of Planning, Policy & Assessment
Kathryn Fujioka-Imai	Standard I Tri-Team Lead	Interim Dean of Arts & Sciences
Kelly Kennedy	Standard I Tri-Team Lead	Instructor, Language Arts
Cara Chang	Standard I Committee Member	Assistant Professor, English
Faustino Dagdag	Standard I Committee Member	Assistant Professor; Division Chair, Business Division
Daniela Elliott	Standard I Committee Member	Associate Professor, Agriculture

Name	Responsibilities	Title
Alyssa MacDonald	Standard I Committee Member	Associate Professor, Biology
Marie McKenzie	Standard I Committee Member	Instructor, Geography & Environment
Syreeta Washington	Standard I Committee Member	Instructor, Early College Counselor
D. Alex Williamson	Standard I Committee Member	President, Associated Students of UH-Leeward
Kami Kato	Standard II Tri-Team Lead	Dean of Student Services
Tasha Williams Moses	Standard II Tri-Team Lead	Associate Professor, Tutoring Services Coordinator
Leanne Riseley	Standard II Tri-Team Lead	Interim Dean of Academic Services
Lulani Chung-Kuehu	Standard II Committee Member	Senator, Associated Students of UH-Leeward, Waiʻanae Moku
LeeAnn Egan	Standard II Committee Member	Military & Veterans Counselor
Adam Halemano	Standard II Committee Member	Institutional Assessment Specialist
Junie Hayashi	Standard II Committee Member	Professor, Public Services Librarian
Rachael Inake	Standard II Committee Member	Professor; Coordinator, Education Media Center
Tina Lee	Standard II Committee Member	Associate Professor, Accounting
Michele Mahi	Standard II Committee Member	Associate Professor Speech; Division Chair, Language Arts
Brittni Ramos	Standard II Committee Member	Instructor, Teacher Education
Lilian Rebamonte-Smith	Standard II Committee Member	Instructor, Teacher Education
Jean StavRue-Peʻahi	Standard II Committee Member	Assistant Professor, Counselor
Kelli Brandvold	Standard III Tri-Team Lead	Vice Chancellor of Administrative Services
William Castillo	Standard III Tri-Team Lead	Associate Professor; Coordinator, Office of Workforce Development
Ron Umehira	Standard III Tri-Team Lead	Dean of Career & Technical Education
Ashley Biddle	Standard III Committee Member	Assistant Professor, Psychology
Ann Inoshita	Standard III Committee Member	Assistant Professor, English
Gregg Longanecker	Standard III Committee Member	Assistant Professor, Mathematics, Waiʻanae Moku

Name	Responsibilities	Title
Myrna Patterson	Standard III Committee Member	Fiscal Manager, Business Office
I-Chia Shih	Standard III Committee Member	Assistant Professor, Physiology
Ralph Toyama	Standard III Committee Member	Associate Professor, Systems Librarian
Jenny Watada	Standard III Committee Member	Professor, Mathematics
Keala Chock	Standard IV Co-Team Lead; Quality Focus Essay	Vice Chancellor of Academic Affairs
Wayde Oshiro	Standard IV Co-Team Lead	Professor; Interim Learning Commons & Library Coordinator
William Albritton	Standard IV Committee Member	Professor, Information & Computer Science
Lexer Chou	Standard IV Committee Member	Professor, Coordinator, Student Life
Momi Kamahele	Standard IV Committee Member	Professor; Coordinator, Native Hawaiian Student Support
Michael Oishi	Standard IV Committee Member	Associate Professor, English; Faculty Senate President
Terry Richter	Standard IV Committee Member	Secretary, Arts & Humanities
D. Alex Williamson	Standard IV Committee Member	President, Associated Students of UH-Leeward
Danny Wyatt	Standard IV Committee Member	Associate Professor; Coordinator, Waiʻanae Moku Education Center
Tao Feng	Institutional Data	Institutional Analyst, Office of Planning, Policy & Assessment
Eunice Brekke	Data Reviewer	Professor, Sociology
Aulii Silva	Contributing Editor	Grants Research & Program Development Specialist
Joseph Kepa Badis	Hawaiian Language Editor	Assistant Professor, Hawaiian Language

Self-Evaluation Contributors

The College received input and feedback from 59 additional contributors during fall 2023 and spring 2024.

Name, Division or Unit
Corey Adler, Social Sciences

Kelsie Aguilera, Social Sciences

William K Akama, III, Enterprise Operations

Tawny Antonio, Student Services

Denise Araki, Information Technology Group

Luʻukia Archer, Arts and Humanities

Chris Bailey, Office of the Vice Chancellor

Franalyn Barnett, Student Services

Jo Ann Cagasan, Student Services

Brandon Carlos, Student Services

Cori Conner, Student Services

Jasmin Dela Cruz, Mathematics and Science

Matthew Egami, Professional Arts and Technology

Leon Florendo, Student Services

Jodie Fujita, Office of the Vice President for Community Colleges

Jiajia Garcia, Mathematics and Science

Aya Hara-Joesting, Language Arts

Piʻikea Hardy-Kahaleoumi, Student Services

Lori Lei Hayashi, Human Resources Office

Grant Helgeson, Student Services

Jamie Hernandez, Business Office

Connie Herrera, Veterans Resource Center

Thomas Hirsbrunner, Office of the Chancellor

Sharon Hiu Ong, University Health Services Mānoa

Brian Ichida, Social Sciences

Michelle Igarashi, Office of the Vice Chancellor

Patrice Jackson, Business Division

Jeffery Judd, Social Sciences

Joshua Kaakua, Office of the Vice President for Community Colleges

Kainoa Kaeha, Associated Students of the University of Hawaiʻi - Leeward CC

Christina Keaulana, Social Sciences

Nicole Keim-Fortuno, Student Services

Genai Keliʻikuli, Waiʻanae Moku Educational Center

William Labby, Office of Workforce Development

Mark Lacasandile, Professional Arts and Technology

Tracie Kuʻuipo Losch, Arts and Humanities

Lori Lum, Student Services

Susan Lum, Arts and Humanities

Alyssa MacDonald, Mathematics and Science

Michele Mahi, Language Arts

Erin Matsuda, Office of Planning, Policy and Assessment

Emeli Maualuga, Student Services

Nolan Miyahara, Professional Arts and Technology

Allan Nebrija, Academic Services

Grant Okamura, Operations and Maintenance

Elisa Olson, Theatre

Carlos Peñaloza, Office of the Chancellor

A. Kaleikūkamakani Ruiz, Student Services

Tad Saiki, Office of the Chancellor

Michael Scully, Office of Workforce Development

Kaleʻa Silva, Social Science

Kelton Taniguchi, Professional Arts and Technology

Della Teraoka, Office of the Vice President for Community Colleges

Erin Thompson, Innovation Center for Teaching and Learning

Donn Viviani, Mathematics and Science

Byron Watanabe, Information Technology Group

Gwen Williams, Social Sciences

Chelsea Yamashiro, Theatre

Denise Yoshimori-Yamamoto, Office of the Vice President for Community Colleges

Evidence List

C-1 Substandard Worksheet Example

C-2 ISER Targeted Review List

C-3 ALO Agenda-Minutes UHCC System Guests

D. Organizational Information

Organization of Leeward Community College[31]

Leeward Community College (Leeward CC) most recently reviewed and updated organizational charts in 2023 and functional statements in 2021 (D-1, D-2). Figures D-1 to D-4 include the names of the University of Hawaiʻi (UH) Board of Regents (BOR), UH president, vice president for the UH community colleges (UHCC), and Leeward CC's chancellor and leadership team.

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[31] All names and position titles are as of February 1, 2024.

Figure D-1

University of Hawaiʻi Board of Regents to Leeward Community College Office of the Chancellor

Figure D-2

Leeward Community College Vice Chancellor of Academic Affairs
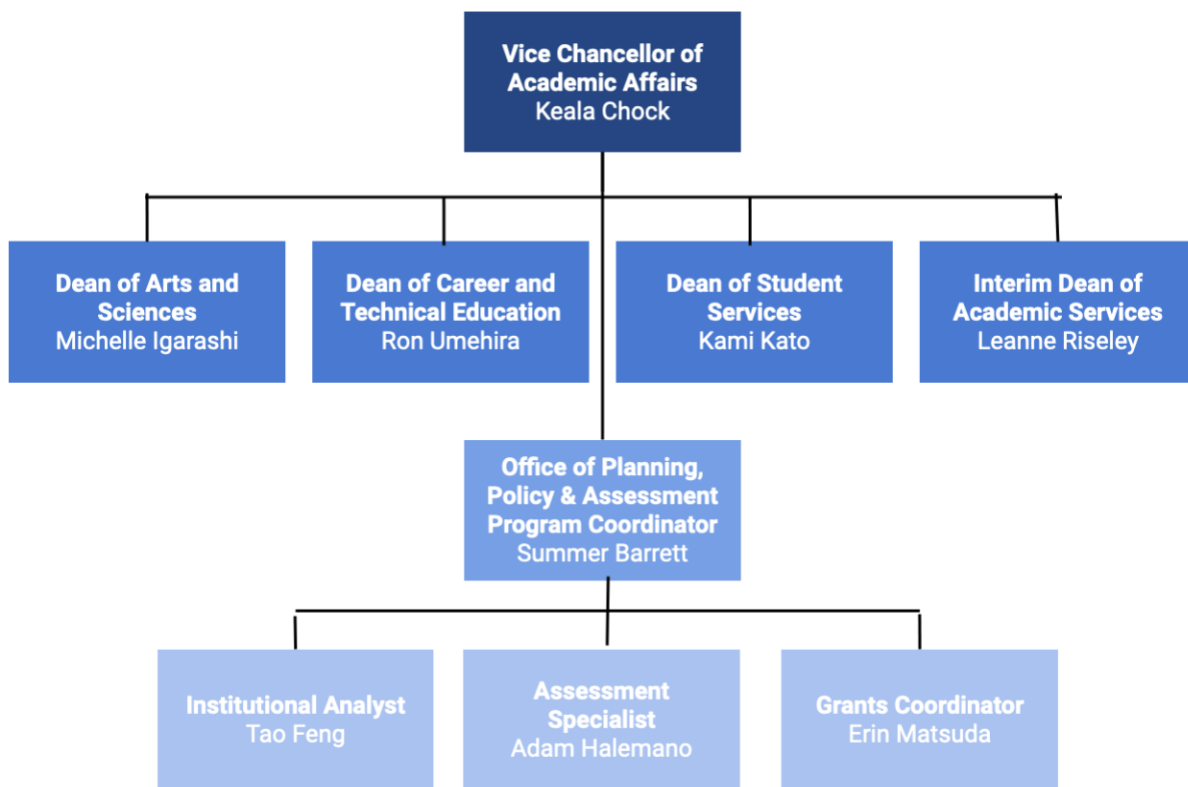
Figure D-3

Leeward Community College Vice Chancellor of Administrative Services
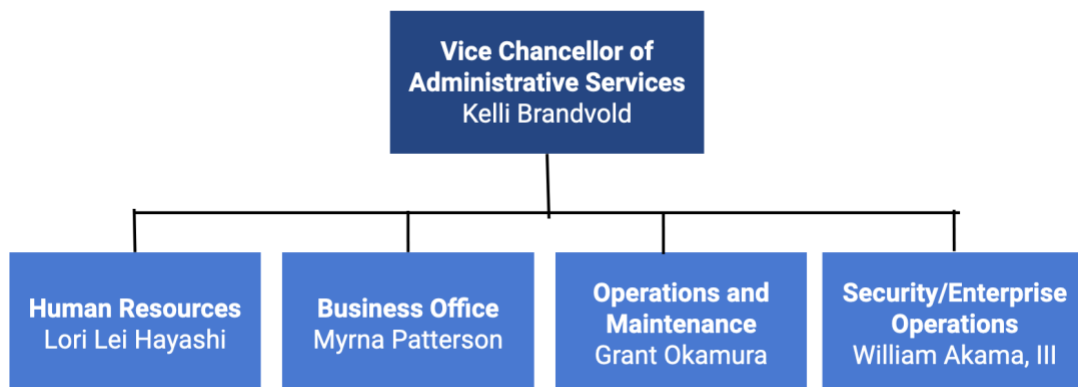
Figure D-4

Leeward Community College Deans

Dean of Arts and Sciences
Michelle Igarashi

- **Arts and Humanities**
  Susan Lum
- **Language Arts**
  Michele Mahi
- **Math and Natural Sciences**
  William Albritton
- **Social Sciences**
  Corey Adler
- **Native Hawaiian Programs**
  Momi Kamahele

Dean of Career and Technical Education
Ron Umehira

- **Product Development**
  Chris Bailey
- **Professional Arts and Technology**
  Don Maruyama
- **Business**
  Faustino Dagdag
- **Waiʻanae Moku Education Center**
  Danny Wyatt
- **Workforce Development**
  William Castillo

Dean of Student Services
Kami Kato

- **Admissions and Record**
  Grant Helgeson
- **Counseling and Advising**
  Piʻikea Hardy-Kahaleoumi & Nicole Keim-Fortuno
- **Financial Aid Office**
  Gregg Yoshimura
- **Student Support Services**
  Lexer Scully Chou
- **Student Life**
  Lexer Scully Chou
- **Job Placement and Career Development**
  Cori Conner
- **Health Center**
  Sharon Hui Ong

Interim Dean of Academic Services
Leanne Riseley

- **Education Media Center**
  Rachael Inake
- **Learning Resource Center**
  Tasha Moses
- **Information Technology**
  Byron Watanabe
- **Library**
  Wayde Oshiro
- **Innovation Center for Teaching and Learning**
  Erin Thompson
- **Theatre**
  Elisa Olson

University of Hawai'i Community College Function Map by Major Accreditation Topic

Accreditation Topic	UH System/UHCC System	College
I.A Mission	The BOR adopts the UH mission and it is reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH System mission and approved by the BOR. The CCs are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
I.B Academic Quality	The UHCCs establish system wide institution-set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC system level.	The CCs manage the process of establishing course and program-based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
I.B Institutional Effectiveness	Both the UH and UHCC systems provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC System also provides data to the colleges in support of program review and accreditation compliance.	The CCs use data analytics provided by the UH and UHCC systems, along with their own unique data analytics and analysis of assessment results, to improve student success. Data is disaggregated to allow analysis of subpopulations.
I.C Institutional Integrity	The UH and UHCC systems publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in UH System policies or system wide collective bargaining agreements.	The CCs have primary responsibility for communicating accurate information, including accreditation information, to students, prospective students, and the general public.

Accreditation Topic	UH System/UHCC System	College
II.A Instructional Programs	Policies relating to degrees and certificates are established at the UHCC System level. All degree and certificate programs require BOR approval after review by the college, UHCC System, and UH System. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH and UHCC system levels.	The CCs are responsible through their internal curriculum processes for approving all courses and programs, including course and program student learning outcomes and assessment, and for ensuring that both programs and courses meet commonly understood higher education standards.
II.B Library and Learning Support Services	The UH System provides a common library services software and shared services agreements to all 10 UH campuses. Some learning support services, such as course management software and online tutoring, are provided by the UH and/or UHCC systems to all students.	The CCs establish on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.
II.C Student Support Services	The UHCC System provides shared services for financial aid and admissions services. The UHCC System coordinates other student support services.	The CCs are responsible for on-campus student support services including establishing service level outcomes, assessment, and analysis of the services for different subpopulations. All co-curricular services are based at the colleges. UHCCs have no athletic programs.
III.A Human Resources (HR)	HR policies and classifications are determined by the UH and UHCC systems and applicable collective bargaining agreements. The UHCC System establishes faculty academic qualifications for both regular and adjunct faculty. The UH and UHCC	The CCs implement applicable HR policies and collective bargaining contracts. Most hiring and other HR decisions are based at the campus level. Selected higher-level appointments and

Accreditation Topic	UH System/UHCC System	College
	systems act as appeal levels on HR-related matters. The UHCC System and colleges share professional development responsibilities.	classifications require system approval.
III.B Physical Resources	Development of long-range physical plans and implementation of capital improvement projects are the responsibility of the UH and UHCC systems.	The CCs provide input into plans and priorities for capital projects. The colleges are responsible for regular maintenance of the physical plant at the college.
III.C Technology Resources	The UH System manages technology resources including network infrastructure and enterprise software systems. The UH and UHCC systems plan and coordinate system wide online learning support and program delivery.	The CCs are responsible for on-campus networks, technology resources, and technology support.
III.D Financial Resource Planning	The UH System and BOR set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the state legislature. The development of the budget and budget request are based on a policy paper derived from the strategic plan and approved by the BOR. The state legislature appropriates funds to the UHCC System; the System allocates those funds to the colleges. The UHCC System does not receive funds on a full-time equivalent or other formula basis from the legislature.	The CCs are involved in the system budget planning, including adhering to all reserve requirements established by the BOR. The CCs are responsible for the internal allocation of funds based on the allocations and revenue generated by the colleges.
III.D Financial Resource Stability	The UH System manages fiscal systems and conducts regular audits including separate schedules for the UHCC System. The UH internal auditor conducts several audits per year focusing on internal controls and management processes.	The CCs implement fiscal systems in accordance with UH System fiscal policies. When audits identify weaknesses or needed improvements, the colleges respond with

Accreditation Topic	UH System/UHCC System	College
	The UH System centrally manages all extramural funds.	improvement plans that are incorporated into the audit reports.
III.D Financial Resource Liabilities	The state of Hawai'i funds and manages fringe benefits, including post-retirement pensions and other post-retirement benefits, not the UH System. The UH System manages all UH debt obligations.	The CCs monitor loan default rates and implement action plans as appropriate.
III.D Financial Resource Contractual Agreements	The UH System establishes and manages all contracts in accordance with state procurement laws.	The CCs adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
IV.A Decision-making Roles and Responsibilities	BOR policy establishes a commitment to shared governance. The UH and UHCC systems confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by state statute.	The CCs implement shared governance policies and processes for internal college decision-making.
IV.B Chief Executive Officer (CEO)	The UH and UHCC Systems delegate authority to the CEO[32] for college operations within the policy limits of the UH System.	The CC CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in BOR policy, UH executive policy, and UHCC policies.
IV.C Governing Board	The BOR is established by state statute. With the consent of the senate, the governor selects BOR members from a list recommended by a review committee. BOR policies are regularly reviewed and posted. BOR bylaws govern board and board member behavior. All board actions are subject to state open	The CCs submit action items to the BOR through the VPCC and UH System.

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[32] Chancellors are the college CEOs.

Accreditation Topic	UH System/UHCC System	College
	meeting and public information laws and are regularly published. The vice president for community colleges (VPCC) acts as the liaison to the BOR for all CC matters including accreditation.	
IV.D Multi-College Districts or Systems	The BOR appoints the UH System president who is responsible for the 10-campus system of higher education in Hawaiʻi. The UH president appoints the VPCC who is responsible for the seven[33] campus CC system. The VPCC appoints and supervises the individual CC CEOs. The UH System is responsible for UH executive policies, UH System planning and coordination, and selected system wide support services such as financial services and facilities planning. The UHCC system is responsible for CC wide policies, CC budget and resource allocation, CC system planning and coordination, and selected CC system services.	The CCs operate within the policy and planning framework established by the UH and UHCC systems.

The UHCC System's detailed functional map summarizes the delineation of functions and the differentiation of responsibilities between system and campus levels (D-3).

Evidence List
D-1 UH Organization Charts for Leeward CC
D-2 UH Functional Statements for Leeward CC
D-3 UHCC Detailed Functional Map by Standard

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[33] Six of the seven community colleges are accredited by the ACCJC. Maui College is accredited by the Western Association of Schools and Colleges Senior College and University Commission.

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
Leeward Community College is a public, postsecondary institution of the University of Hawaiʻi Community Colleges (UHCC) operating under the authority of the state of Hawaiʻi and the UH Board of Regents (BOR) to award academic degrees and certificates (E-1). The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) (E-2).

Eligibility Requirement 2: Operational Status
The College has been in operation since 1968 with students actively pursuing degree and certificate programs during the fall and spring semesters and summer sessions. The College has enrolled over 6,000 credit students each fall for the past five years and awarded over 1,000 degrees and certificates each fiscal year for the past five years (E-3). A current schedule of classes is available on the College website (E-4). The UH System provides a current schedule of distance education classes as well (E-5).

Eligibility Requirement 3: Degrees
The College offers 29 associate degrees, 10 certificates of achievement, 32 certificates of competence, and 21 academic subject certificates[34] (E-6, E-7). Data on degrees and certificates awarded by program is found on the UH System's institutional research data website and the College's Tableau website (E-8, E-9). The Associate in Arts in Liberal Arts, the largest degree awarding program, can typically be completed in two academic years by full-time students. The catalog includes program plans describing the length of study for each degree program including general education courses and requirements for each degree (E-10, E-11). The Office of Workforce Development provides certificates of professional development to students acquiring skills for job placement directly into the workforce (E-12). Data describing student enrollment and demographics for credit, noncredit, and career and technical education courses can be found on the UHCC Data and ARPD websites (E-13, E-14, E-15, E-16).

Eligibility Requirement 4: Chief Executive Officer
The chief executive officer of a UHCC campus is a BOR-appointed chancellor. The College's chancellor, Dr. Carlos Peñaloza, was appointed in May 2019 (E-17, E-18). The chancellor provides leadership in planning and setting priorities for the College, managing resources, and ensuring implementation of statutes, regulations, and policies (E-19). While not a voting member, the chancellor attends and participates in BOR and UHCC System meetings as the College's representative. The College informs ACCJC when there is a change in its chancellor.

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[34] As of summer 2023.

Eligibility Requirement 5: Financial Accountability

An independent certified public accounting firm annually audits the UH System's financial statements (E-20, E-21, E-22). The UH Administrative Procedures, located on the UH System website, outline all internal control procedures (E-23). Audit results and recommendations are presented to the BOR. Financial aid audit information showing Title IV compliance is included in the Single Audit (E-24, E-25, E-26). The College has a current student loan default rate of 0.0 percent.[35] The two previous year default rates were 4.5 and 11 percent (E-27, E-28, E-29). Previous years' audit reports are available on UH's Budget and Finance website (E-30). The College's current budget is found on its Administrative Services website (E-31, E-32).

Eligibility Requirements 6 through 21

Eligibility Requirements 6 through 21 are addressed in the Accreditation Standards below. Some of the required documentation can also be found in ER 2 and ER 3.

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

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[35] The unusually low 2020 default rate is a result of the COVID-19 pandemic pause on federal student loan payments that began in March 2020. During the pause, borrowers were not required to make payments and thus could not default.

Evidence List

E-1 Constitution of the State of Hawaiʻi

E-2 ACCJC Action Letter 2019

E-3 Enrollment and Awards

E-4 Class Availability

E-5 UH Distance Learning Courses Website

E-6 Degrees and Certificates Offered

E-7 Degrees and Certificates Catalog

E-8 UH Degrees Data

E-9 Degrees and Certificates Tableau

E-10 Sample Program Catalog

E-11 Degree Requirements Catalog

E-12 OWD Website

E-13 UHCC Data Website

E-14 UHCC Credit Data

E-15 ARPD Website

E-16 UHCC Noncredit Data

E-17 Chancellor Carlos Peñaloza Biography

E-18 BOR Chancellor Appointment 2019

E-19 Chancellor Job Description

E-20 UH Financial Report 2023

E-21 UH Financial Report 2022

E-22 UH Financial Report 2021

E-23 UH Policies and Procedures-Fiscal

E-24 UH Single Audit 2023

E-25 UH Single Audit 2022

E-26 UH Single Audit 2021

E-27 Official Cohort Default Rate Letter for 2018

E-28 Official Cohort Default Rate Letter for 2019

E-29 Official Cohort Default Rate Letter for 2020

E-30 UH Budget and Finance Website

E-31 Administrative Services Website

E-32 Operational Expenditure Plan 2024

F. Certification of Continued Institutional Compliance with Commission Policies

Leeward Community College (Leeward CC) certifies that it continues to be in compliance with all of the federal regulation citations noted below and all Commission policies (F-1).

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).
Information on the 2025 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is publicly available on the Leeward CC's accreditation website including instructions for submitting third-party comments to the Accrediting Commission for Community and Junior Colleges (ACCJC) online and in writing (F-2).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
The College has institution-set standards for student achievement based on the University of Hawai'i Community Colleges (UHCC) policy on *Institution-Set Standards* and the *UHCC Strategic Directions 2015-2021* (F-3, F-4). These standards align with the College's mission and *Strategic Plan 2015-2021*[36] (F-5, F-6). Part B of the ISER describes other measures of student achievement including degrees and certificates awarded, transfer to baccalaureate institutions, Integrated Postsecondary Education Data System Student Success Rate, licensure and certification examination success rate, and job placement rate. Leeward CC reports institution-set standard data to ACCJC in its annual report, and the University of Hawai'i (UH) System Institutional Research Office publicly publishes the data (F-7, F-8).

The College's annual Integrated Planning and Budgeting Process (IPBP) includes assessments of student achievements at the course, program, and institutional level and uses the results in program-level and institution wide planning to evaluate how well the College fulfills its mission, determines needed changes, allocates resources, and makes improvements (F-9, F-10). Leeward CC and the UHCC analyze the College's performance of institution-set standards and student achievement, and the College takes appropriate measures in areas where its performance is not at expected levels (F-11). For more information, see Standards I.A.1, I.A.2, I.A.3, I.B.2, I.B.3, I.B.4, and I.B.9.

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[36] At the time of writing this ISER, the College's new mission had not been approved by the Board of Regents; it was approved in October 2023 (F-12). For the purpose of this report, Leeward CC's 2017 mission and vision, which guided the College for this review period, will be used. See H. Quality Focus Essay for more information on the College's new mission, vision and strategic plan.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.
The College's course credit hour conforms to the Carnegie Unit, federal and state guidelines, and the UHCC's *Credit Hour* policy (F-13). The College verifies the assignment of credit hours and degree program lengths ensuring they are reliable and accurate across all courses (classroom-based, laboratory, distance education, and clinical practice). Leeward CC complies with the *Commission Policy on Institutional Degrees and Credits* through its Curriculum Committee's approval process (F-14). All programs are vetted through the College's curriculum approval process (F-15). Additionally, the base tuition at the College is consistent across all degree programs. The College Catalog and the website list any additional fees when relevant or appropriate (F-16, F-17). For more information, see Standards II.A.5, II.A.9, and I.C.6.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).
Leeward CC discloses transfer policies on the College's website and in the College Catalog including the acceptance of incoming transfer equivalencies (F-18, F-19, F-20). The *UH System Course Transfer Database*, searchable by students, includes course evaluations and equivalencies for UH campuses and other institutions (F-21). The College discloses transfer policies in transfer workshops held throughout the semester (F-22). The UH System *Student Transfer and Inter-Campus Articulation* policy provides guidelines for student transfer and UH System inter-campus articulation (F-23). For more information, see Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.
The Leeward CC Faculty Senate Distance Education (DE) Committee informs faculty and staff of federal and Commission requirements regarding the definitions of DE and correspondence education and provides examples of instructor-initiated substantive interaction (F-24). The committee revised the *Leeward CC DE Guidelines* to ensure classes meet and reflect national standards and designed a DE Peer Evaluation to evaluate DE course delivery (F-25, F-26). For more information see Standard I.B.1.

Before a course can be offered as a DE course, it must go through the College's Faculty Senate Curriculum Committee approval process, which includes responding to questions related to regular and substantive interaction (RSI) between the students and the instructor (F-27). Leeward CC's annual IPBP includes enrollment and success metrics for online and in-person delivery modes to ensure comparable course quality (F-28, F-10). The College also creates and uses delivery-mode-specific dashboards with disaggregated data to monitor DE outcomes (F-29).

To help verify that the student who registers for a DE course is the same person who

participates in and completes the course, the College uses Laulima,[37] a Sakai-based learning management system, for online, hybrid, and web-enhanced classes. Laulima provides a secure login for both faculty and students (F-31). Laulima allows faculty to require students to accept an honor pledge before they do each assignment (F-32). RSI affords protection against cheating since instructors become familiar with their online students and the nature and quality of each student's work. Similarly, the College promotes the use of authentic assessments, which can help mitigate cheating by making assignments more student centered. Remote proctoring at the Test Center is done via Zoom meetings organized by the instructor who verifies students' identities by having them show a photo ID. Per the College's *Policy on Course Syllabi*, mandatory syllabi information includes the College's statement on academic dishonesty and references the UH *Systemwide Student Conduct Code*, both of which expressly forbid cheating (F-33, F-34, F-35).

Leeward CC provides appropriate instruction and support for DE faculty and students. The Educational Media Center (EMC) offers regular and robust professional development opportunities, online learning resources, and support for faculty (F-36). All EMC offerings are advertised via the campus listserv and in the Campus Bulletin. For more information on the EMC, see Standard III.A.14. The College and UH System provide training and support for DE students via Laulima and the College website (F-37, F-38, F-39).

The College's technology infrastructure is sufficient to maintain and sustain the DE offerings. The College's Information Technology Group (ITG) maintains and manages all computers, computer labs, institutional servers, telephone systems, web servers, networking services, networked printers, information technology security, the student Test Center, and Help Desk operations (F-40). For more information on the ITG, see Standard III.C.1. The ITG and EMC analyze and review technology infrastructure through the annual IPBP to ensure that their infrastructure is adequate to support their operations, programs, and services (F-9, F-10).

For more information see Standards I.C.8, II.A.7, II.A.2, III.C.1, III.C.2, III.C.3, and III.C.4.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.
The College has clear policies and procedures for handling student complaints (F-41, F-42, F-43). Current policies and procedures are available in the catalog and on three College websites: *Policies, Student Consumer Info*, and *Office of the Dean of Student Services* (F-44, F-45, F-46, F-47). Formal academic grievances and student conduct complaints and their outcomes are available in the Dean of Student Services Office for the evaluation team to review upon request.

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[37] The UH System is currently transitioning from Laulima to D2L for Brightspace (F-30).

The College's marketing specialist coordinates all marketing and public relations materials to ensure consistency, quality, accuracy, and integrity in College publications. These include promotional materials for student recruitment and for publicizing campus events in the community. The College website identifies ACCJC as the accrediting organization overseeing the College's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies. The website also identifies program accreditation information and provides contact information for filing complaints with such entities (F-48). For more information see Standards I.C.2, I.C.12, and I.C.13.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.
The College provides accurate, consistent, and timely information to students and the public about the College's programs, services, and policies through its catalog, website, and digital media platforms. The catalog includes all information required by ACCJC in Standard I.C.2. The College website includes information related to its mission statement, institutional learning outcomes, educational programs, and student support services (F-49, F-50, F-51, F-52, F-53). An accreditation page on the site provides students and the general public with information about the College's accreditation status with all its accreditors (F-48). The accreditation page is one click away from the home page (F-54). The College's marketing specialist coordinates all marketing and public relations materials to ensure consistency, quality, and integrity in College publications (F-55). For more information, see responses to Standards I.C.1, I.C.2, I.C.12, and I.C.13.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; et seq.
An independent certified public accounting firm annually audits the UH System's financial statements (F-56). The UH Administrative Procedures, located on the UH System website, outline all internal control procedures (F-57). Audit results and recommendations are presented to the BOR. Information showing Title IV compliance is included in the Single Audit (F-58). Leeward CC had one audit finding for the 2022 Single Audit for the untimely return of Title IV Federal Pell Grant funds to the United States Department of Education (F-59). The College took corrective actions to prevent repeat findings (F-60).

The College has a current student loan default rate of 0.0 percent.[38] The two previous year default rates were 4.5 and 11 percent, which are well below the 30 percent federal guideline

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[38] The unusually low 2020 default rate is a result of the COVID-19 pandemic pause on federal student loan payments that began in March 2020. During the pause, borrowers were not required to make payments and thus could not default.

threshold requiring an action plan (F-61, F-62, F-63, F-64). For more information, see Standard III.D.15.

Contractual agreements are subject to UH System policies and procedures, and UH System staff provides oversight of the agreements to ensure integrity. Contracts are consistent with the College's mission statement and goals. The Library and learning support services certify, purchase, and maintain contractual agreements with other institutions to support student success. Administrative Services staff follow UH System and UHCC System policies to ensure the review and approval of all contracts on multiple levels prior to implementation (F-65, F-66, F-67, F-68, F-69, F-70). For more information, see Standard III.D.16. The College does not participate in any contractual relationship with a non-regionally accredited organization.

Evidence List

F-1 Required Documentation Table New Standards

F-2 Third Party Comment Website

F-3 UHCC Institution-Set Standards Policy

F-4 UHCC Strategic Directions 2015-2021

F-5 LeeCC Strategic Plan 2015-2021

F-6 Mission Alignment and Measures

F-7 LeeCC ACCJC Annual Report 2023

F-8 HGI Campus Completion Scorecard

F-9 IPBP Procedures with Timeline

F-10 IPBP Diagram

F-11 UHCC Administration Campus Visit Spring 2023

F-12 BOR Mission Statement Memo

F-13 UHCC Credit Hour Policy

F-14 Curriculum Committee Proposal Routing

F-15 LeeCC Program and Curriculum Review Policy and Procedures

F-16 Tuition and Fees Catalog

F-17 Tuition and Fees Website

F-18 Transfer Information Catalog

F-19 Transfer Website

F-20 Prior Learning Assessment Catalog and Website

F-21 Transfer Database

F-22 Transfer Workshops

F-23 UH Student Transfer Policy

F-24 Distance Education Committee Website

F-25 Distance Education Guidelines

F-63 Official Cohort Default Rate Letter for 2020
F-64 Federal Guidelines Default Rates
F-65 UH Policy on Contracts and Signing Authority
F-66 UHCC Procurement Procedure
F-67 UHCC Affiliation Agreements, Sponsored Class, and Sheltered Class Agreements Policy
F-68 BOR Business and Finance Policies
F-69 UH Business and Finance Procedures
F-70 UH Procurement Policies and Procedures

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Leeward Community College (Leeward CC) has a clearly defined vision and mission that reflects the College's character, values, structure, and unique student demographics. The College's vision is "Leeward Community College is a learning-centered institution committed to student achievement." The College's mission articulates its commitment to ensuring diverse and accessible educational opportunities for all students and aligns with the Commission's *Policy on Social Justice*:

> At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals

of all students with a special commitment to Native Hawaiians.[39]

Broad Educational Purposes
The College's broad educational purposes articulated in the mission are to "nurture and inspire all students," "foster students to become responsible global citizens locally, nationally, and internationally," and "advance the educational goals of all students…." The College's commitment to fostering global citizens is aligned with the University of Hawai'i (UH) Board of Regents (BOR) *Mission and Purpose of the University* policy, which recognizes that the UH System is a "global leader and model" within a "unique geographical location" ([IA1-1](#)).

Intended Student Population
The mission statement identifies the College's intended student population as "all students with a special commitment to Native Hawaiians." This aligns with the *Mission and Purpose of the University*, which affirms that the UH System "is committed to diversity within and among all racial and ethnic groups served by public higher education." Leeward CC's special commitment to Native Hawaiians also aligns with the BOR policy, which acknowledges UH's responsibility to the indigenous people of Hawai'i and supports the College's efforts towards creating an indigenous-serving institution.

Types of Degrees, Certificates, and Credentials
As stated in Leeward CC's mission, the College offers liberal arts and career and technical education (CTE) appropriate to a degree-granting institution of higher education. The College's mission statement aligns with the *Mission and Purpose of the University*, which mandates that all University of Hawai'i Community Colleges (UHCC) campuses "offer two-year college transfer and general education programs; two and four-year CTE programs; semi-professional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges."

A 2024 report by the Community College Research Center found that 58 percent of UHCC students who transferred to a four-year UH campus earned a bachelor's degree within six years making Hawai'i one of only eight states to outperform the national average. UHCCs also had a 57 percent completion rate for UH transfer students from low-income families, which is five percent above the national average for this population ([IA1-2](#)).

Commitment to Student Learning and Achievement
The mission emphasizes the College's commitment to student learning and achievement: "We work together to nurture and inspire," "We help them attain their goals through high quality…

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[39] The ISER uses Leeward CC's 2017-2022 mission and vision, which guided the College during the review period. For information on the 2023-2029 mission and vision see Standard [I.A.4](#).

education," and "We advance the educational goals of all students." To facilitate this process, the College and UHCC System have institution-set standards for student achievement (for additional information see Standard I.A.2). The College has institutional learning outcomes (ILOs), program learning outcomes (PLOs), student learning outcomes (SLOs), and/or service area outcomes (SAOs) for all instructional programs and learning and support services. For more information on learning and service area outcomes see Standards I.B.1, I.B.2, and I.B.4.

Analysis and Evaluation
The College meets the standard. The mission statement defines the College's broad educational purposes, intended student population, types of credentials offered, and commitment to equitable student learning and achievement.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
Leeward CC uses mission-related data to set institutional priorities, meet the educational needs of students, and improve practices and processes toward meeting its mission.

College Mission, Strategic Plan, and Institution-Set Standards
The College's strategic plan aligns with the *UHCC Strategic Directions 2015-2021* (IA2-1).[40] The College uses data to determine how well it is accomplishing its mission through the UHCC System's institution-set standards for student achievement (IA2-2). These measures reflect Leeward CC's mission and include the following student success measures: course completion rates, number of degrees and certificates awarded, science and STEM (science, technology, engineering, and math) degrees and certificates awarded, transfer to baccalaureate institutions, and job placement data. The College disaggregates degrees and certificates awarded by Pell recipients and Native Hawaiian ethnicity (see Part B. Degrees and Certificates Awarded). For more information on Leeward CC's institution-set standards, see Standard I.B.3.

Integrated Planning and Budgeting Process
The College uses an Integrated Planning and Budgeting Process (IPBP) to determine how effectively it is accomplishing its mission (IA2-3). All instructional programs, educational units, and support areas participate in this process. The IPBP begins with the Annual Report of

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[40] The UHCC System revised its mission, strategic plan, and institution-set standards and the College revised its mission and strategic plan while the ISER was being written (IA2-5, IA2-6, IA2-7). The ISER uses the UHCC 2015-2021 strategic plan and institutional set priorities, and the Leeward CC 2015-2021 strategic plan and 2017 mission, which guided the College during the review period (IA2-8, IA2-9, IA2-10, IA2-11).

Program Data (ARPD), which includes quantitative metrics, assessment results for PLOs or SAOs, qualitative analysis, action plans including areas for improvement, and resources required to meet the action plan (IA2-4). The ARPD template also asks each program or unit to specify how the action plan aligns with the College's mission and strategic plan. In the final steps of the IPBP, instructional programs, educational units, and support areas prioritize resource allocation based on the ARPD findings. For more information on the IPBP, see Standards I.A.3 and I.B.5.

Analysis and Evaluation
The College meets the standard. The College uses data to determine whether it is accomplishing its mission, and Leeward CC's IPBP ensures that the mission directs institutional priorities in meeting the educational needs of students.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
Alignment of Vision and Mission with Decision-Making, Planning, and Budgeting
The College uses the IPBP, a program review process, to demonstrate alignment with its vision and mission (see Figure I.A-1).

The first step in the IPBP is the ARPD, which all Leeward CC instructional programs, educational units, and support areas complete. The ARPD template includes quantitative and qualitative metrics, action plans for areas of improvement and future directions, and a list of resources required to meet the action plan. The ARPD template asks each program or unit to specify how the action plan aligns with the College's mission and strategic plan (IA3-1). In addition, the College requires every program, educational unit, and support area to complete a Comprehensive Review and Evaluation (CRE) at least once every five years. The CRE template requires that the program's mission is aligned with Leeward CC's mission, vision, and values (IA3-2). For example, the Kīpuka Native Hawaiian Center at Puʻuloa (NHCP) 2021 CRE states that "The mission of the NHCP is to provide a trusted Kīpuka, where students learn and cultivate a sense of belonging rooted in Aloha ʻĀina…The primary function of Kīpuka Native Hawaiian Center at Puʻuloa is to increase Native Hawaiian student success outcomes…," which directly aligns with the College's "special commitment to Native Hawaiians" (IA3-3).

Figure I.A-1

Integrated Planning and Budgeting Process

Integrated Planning and Budgeting Process
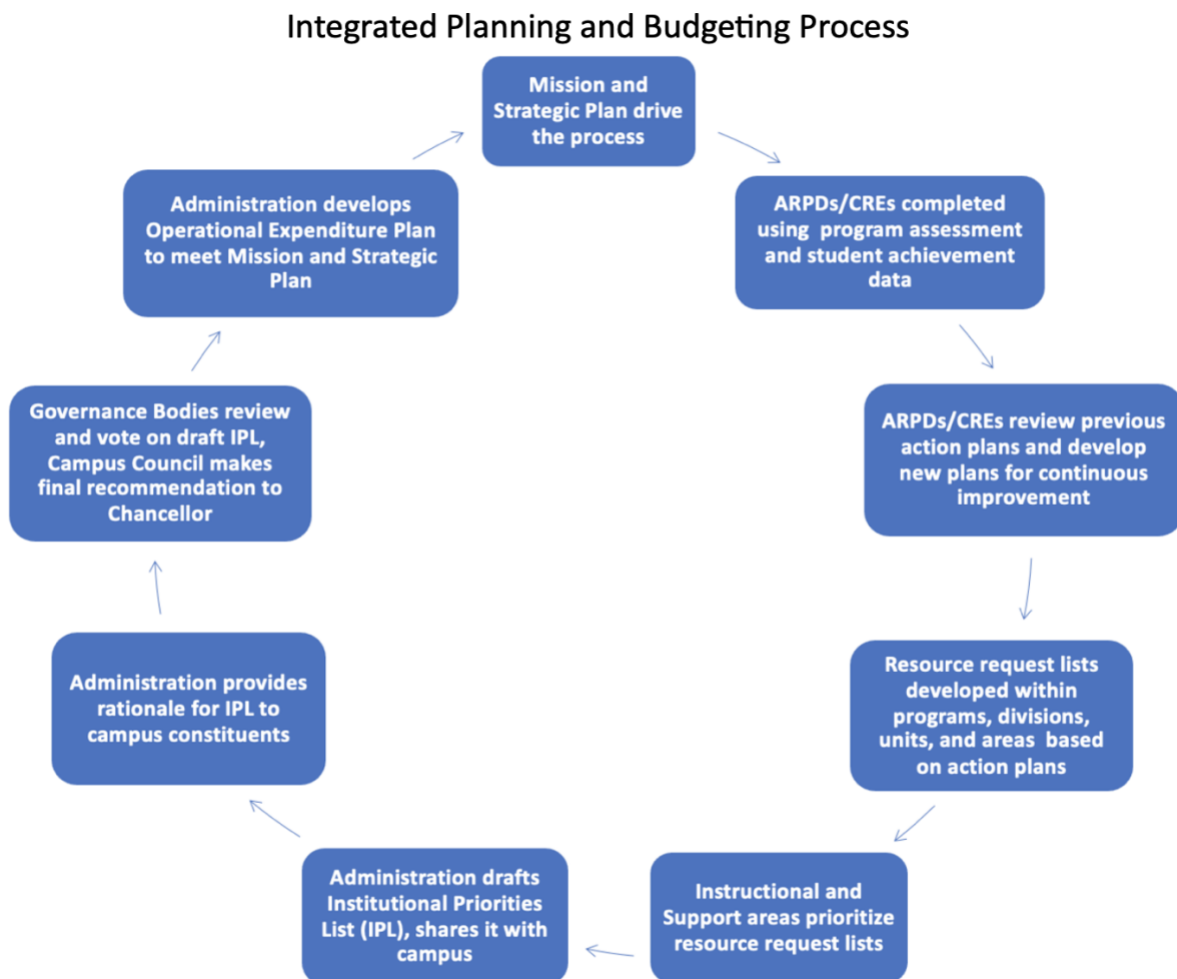
The final step in the IPBP is the Resource Request List where instructional programs, educational units, and support areas request funding based on findings in the ARPD/CRE. The campus prioritizes items on the Resource Request Lists and uses this prioritization to determine funding for the next academic year.

As a learning-centered institution committed to student achievement, Leeward CC's mission informs student achievement via institution-set standards and stretch goals (see Part B. Institution-Set Standards). Institution-set standards and stretch goals reflect key student outcomes on course success rates and degree, certificate, and transfer attainment with specific attention given to outcomes for Native Hawaiians, which aligns with the College's mission to "advance the educational goals of all students with a special commitment to Native Hawaiians." The College's mission similarly informs its ILOs. For example, the part of the mission that encourages students to become responsible global citizens locally, nationally, and internationally

is linked to ILO 3: Values, Citizenship, and Community (IA3-4). For more information on the College's ILOs, see Standards I.B.4 and II.A.11.

Analysis and Evaluation

The College meets the standard. The IPBP, including the assessment of institution-set standards and annual program review, ensures that the College's programs, services, and resource allocations are aligned with the mission to best serve Leeward CC students.

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

Evidence of Meeting the Standard

Leeward CC reviews its vision and mission statement every six years in accordance with the College's *Policy on Institutional Mission* (IA4-1). This falls within the BOR requirement that mission statements be reviewed at least every 10 years (IA4-2). Adhering to its institutional policy, Leeward CC underwent an extensive and college wide review of its vision, mission, and strategic plan in 2022 (IA4-3, IA4-4). This process solicited broad input and consideration from faculty, staff, students, and community members. College governance groups and the chancellor approved new vision and mission statements in spring 2023, and the BOR approved the College's new mission statement in fall 2023 (IA4-5). For the purpose of this ISER, the College is using the 2017 mission and vision, which guided Leeward CC during the review period.[41] The College publishes its mission statement on the College website and in the catalog (IA4-6, IA4-7).

Analysis and Evaluation

The College meets the standard. The BOR approved the College's mission statement, and it is widely published on the College website and in the catalog. The mission statement is reviewed and updated, as necessary, every six years per the Leeward CC *Policy on Institutional Mission*.

Conclusions on Standard I.A: Mission

Leeward CC's mission statement defines the College's broad educational purposes, student populations served, and types of programs offered. The mission describes and establishes Leeward CC's commitment to student learning and achievement. The College uses data to determine how effectively it accomplishes its mission and meets student needs. Leeward CC's programs and services align with the mission, and the mission in turn informs institutional goals and guides planning and resource allocation. The mission statement is widely available, board-

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[41] This mission was approved by the BOR in 2012, and the College reviewed the 2012 mission statement in 2017 with no changes (IA4-8, IA4-9).

approved, and periodically reviewed and updated in adherence with institution-set policies.

Improvement Plan(s)

None at this time.

Evidence List

IA1-1 BOR Mission and Purpose of the University Policy

IA1-2 UHCC Transfer Success UH News

IA2-1 Mission Alignments and Measures

IA2-2 BOR Unit Academic Plans Policy

IA2-3 IPBP Diagram

IA2-4 ARPD Template

IA2-5 UHCC Strategic Plan Framework 2023-2029

IA2-6 UHCC Institution-Set Standards

IA2-7 LeeCC Strategic Plan 2023-2029

IA2-8 UHCC Strategic Directions 2015-2021

IA2-9 UHCC Institution-Set Standards 2016-2020

IA2-10 LeeCC Strategic Plan 2015-2021

IA2-11 Mission Website

IA3-1 ARPD Template

IA3-2 CRE Template and Schedule

IA3-3 NHCP CRE 2021

IA3-4 Institutional Learning Outcomes Catalog

IA4-1 LeeCC Policy on Institutional Mission

IA4-2 BOR Mission and Purpose of the University Policy

IA4-3 Strategic Planning Teams

IA4-4 Revised Vision and Mission

IA4-5 BOR Action Memo

IA4-6 LeeCC Mission and Vision Website

IA4-7 Vision, Mission, Values Catalog

IA4-8 BOR Minutes-Approval of Revised Mission Statement

IA4-9 Campus Council Meeting Minutes 3-6-17

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and

continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
Institutional effectiveness at Leeward Community College (Leeward CC) is ensured through various committees and annual program reviews.

Student Outcomes
For instructional areas, dialogue about student learning and achievement begins at the program level and then proceeds up through the discipline and division levels as part of course assessment discussions. Student learning outcome (SLO) assessment activities and dialogue about these data are ongoing. Faculty submit documentation of assessment results and plans by entering the information into Anthology, the campus assessment management system. The Office of Planning, Policy and Assessment (OPPA), faculty, and division chairs can extract the assessment data and use it for discussion (IB1-1, IB1-2, IB1-3). Course success rates, including those of gateway courses, are also discussed at the division and discipline levels where faculty can consider strategies for improvement.

The Assessment Committee, a standing committee of the Faculty Senate, facilitates structured dialogue about student outcomes (IB1-4). The mission of the Assessment Committee is to (1) work with the administration and the OPPA to facilitate the assessment process and establish a culture of assessment and (2) review and make recommendations to the Faculty Senate on policies and procedures relating to assessment such as the College's *Policy on Assessment* and the *Prior Learning Assessment Manual* (IB1-5, IB1-6).

Student Equity
Student equity is a focal point of the College's initiatives. In 2022, the College created a new strategic plan for 2023-2029 with equity being a key issue. The College's equity endeavors emerged from a review of institutional data, focus groups, surveys, and workshops that engaged 135 faculty, staff, and students in dialogue around equitable student success (IB1-7). As a result, strategic planning groups and administration developed a student success pillar in the Strategic Plan. This pillar aims to "provide a strong foundation for underrepresented students to attain economic mobility in Hawaiʻi" with the goal of increasing underrepresented students' enrollment, completion, transfer, and employment in livable-wage careers (IB1-8).

In recent years, College constituents have formed committees that hold sustained, regular dialogue around issues of social justice, equity, student achievement, and the advancement of underrepresented students. For example, the Social Justice League was formed in 2020 to build awareness of equity and diversity, Leeward Hui ʻOhana (familial alliance) was formed in 2019 to increase the visibility of student-parent needs and provide support resources, and Queerify was

created in 2022 to address indigenous and diverse perspectives on Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual identity. Other related campus committees include the Leeward CC Pamantasan Committee (Filipino students) and the Commission on the Status of Women Leeward CC Working Group (IB1-9). In 2021, Leeward CC librarians and learning support staff formed an Equity, Diversity, and Inclusivity Committee. The learning community's purpose is "to establish a supportive environment where faculty and staff can educate themselves on the legacy of settler colonialism and identify ways to advocate for indigenization efforts at Leeward" (IB1-10).

Leeward CC affirms its commitment to Native Hawaiians through its student support programs such as the Kīpuka Native Hawaiian Center at Puʻuloa (NHCP) and the Waiʻanae Moku Education Center (Waiʻanae Moku) (IB1-11, IB1-12). For example, Waiʻanae Moku runs Going to Finish On-Time, a first and second-year experience program that provides wraparound support services for its predominantly Native Hawaiian student population. The College has also secured multiple federal grants to focus on closing equity gaps for Native Hawaiian, Asian, and Pacific Islander students (IB1-13). The Pūkoʻa no nā ʻEwa Council (Nā ʻEwa), one of Leeward CC's four authorized governance bodies (AGBs), ensures that sustained conversations on Native Hawaiian equity are always at the forefront of the College (IB1-14).

Academic Quality
Instructional programs report on SLOs, course assessment results, and their impact on program outcomes in the Annual Report of Program Data (ARPD) and the Comprehensive Review and Evaluation (CRE) report. ARPDs include program improvements for the next year, and CREs plan for the next five years (IB1-15, IB1-16).

The College's 2009 Institutional Learning Outcomes (ILOs) reflect skills represented in the Liberal Arts Associate in Arts (AA) degree program learning outcomes (PLOs) (IB1-17, IB1-18). In May 2021, the College streamlined the Liberal Arts AA degree PLO assessment methodology to more readily assess the degree program and demonstrate ILO achievement (IB1-19). The College will revisit its ILOs in the 2024-2025 academic year (see Standard I.B Improvement Plan for details).

Support Areas
Support area units are critical to student success and achievement and play a key role in institutional dialogue by submitting ARPDs and CREs. Support areas rely on operational and performance data and service area outcomes (SAOs) as opposed to SLOs. Constituents in each support area discuss assessment results, devise action plans for continuous improvement, and identify needed resources. These discussions often lead to a dialogue on institutional effectiveness. For example, between 2021 and 2023, the Recruitment Office identified the need for texting software to assist with student onboarding. Through the ARPD process, the College

was able to secure funding for the Signal Vine texting platform and enhance the program's ability to assist students through the onboarding and enrollment stages (IB1-20, IB1-21, IB1-22).

Continuous Improvement of Student Learning and Achievement
Leeward CC demonstrates its commitment to continuous improvement through its robust professional development offerings. The Innovation Center for Teaching and Learning, Educational Media Center (EMC), Information Technology Group (ITG), and several campus committees offer numerous professional development activities, workshops, and training that continuously engage faculty in dialogue around student learning, student equity, academic quality, and institutional effectiveness. Examples include the *Getting to Know Our Students* series, *Approaches to Equity in Teaching and Learning* workshop, *Assessment* symposium, and *Decolonizing the Curriculum* panel (IB1-23, IB1-24, IB1-25, IB1-26).

As a standing committee of the Faculty Senate, the Distance Education (DE) Committee supports institutional dialogue about the continuous improvement of distance learner success. Its membership includes faculty and staff from instructional divisions and support area units including instructional designers from the EMC. The DE committee implements annual faculty and student surveys to assess needs and document improvements (IB1-27, IB1-28). The DE Committee developed the *Leeward CC DE Guidelines* and regularly updates them to reflect changing Commission policies (IB1-29).

As an example of continuous improvement, the DE Committee, in collaboration with the EMC, launched a three-year pilot program from 2019 to 2022. The program involved 103 DE faculty who were asked to self-assess their course(s) using the DE guidelines; the completion rate for the program was 90 percent (IB1-30). The EMC and DE Committee incorporated findings from this initial pilot program into a second pilot program, the intensive *DE Course R&R: Re(design) & Review*, to help faculty design high-quality DE courses. The program reached three cohorts of DE faculty who redesigned over 20 courses to meet the DE Guidelines (IB1-31). This pilot program now informs EMC and DE Committee activities. For example, the DE Committee launched a three-part RSI (regular substantive interaction) campaign in spring 2024 (IB1-32). Additionally, since the UHCC System requires regular peer evaluations for all lecturers (adjunct) and instructional faculty seeking tenure or promotion, the DE Committee designed a DE Peer Evaluation form to evaluate online classes based on best practices including RSI (IB1-33).

Analysis and Evaluation
The College meets the standard. To ensure institutional effectiveness at all levels, the College engages in sustained and substantive collegial dialogue on student outcomes and equity and continuous improvement of student learning and achievement through its committee structures, program review processes, and professional development activities.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College's faculty and staff work together to establish clear, measurable SLOs and SAOs for all instructional programs and student learning and support services. Programs use the outcomes to complete an ARPD template using program-specific disaggregated student data provided by the University of Hawaiʻi Community Colleges (UHCC) System (IB2-1, IB2-2). Leeward CC's *Policy on Assessment* requires that all SLOs, PLOs, and SAOs are assessed every five years (IB2-3). Leeward CC requires 15 instructional programs, four educational units, eight academic support units, four administrative units, 11 student support units, and two academic affairs units to evaluate outcomes annually (IB2-4).

Academic Courses and Programs

Learning outcome development begins at the instructor and departmental levels. Faculty work together to establish clear, measurable outcomes of student learning for all courses and programs. Faculty propose and update SLO and PLO statements in the Kuali Student Curriculum Management (KSCM) system (IB2-5). The Curriculum Committee, a standing committee of the Faculty Senate, and the administration review and approve the learning outcomes using the KSCM system (IB2-6). The Curriculum Committee's vetting process is enhanced by a learning outcome subcommittee that reviews all new and revised learning outcomes (IB2-7). Through this rigorous curriculum review and approval process, faculty work to ensure quality learning outcomes. The College publishes all approved PLOs in the College Catalog (IB2-8). College policy requires faculty to publish the approved course SLOs in their class syllabi (IB2-9).

The Office of Workforce Development (OWD), formerly the Office of Continuing Education and Workforce Development, offers noncredit courses and short-term programs that address community workforce needs and provide training in high-demand areas. Courses have defined SLOs that OWD faculty regularly assess to ensure program effectiveness (IB2-10, IB2-11).

All instructional programs assess one or more of their PLOs annually in the ARPD and assess all PLOs every five years in a CRE (IB2-1, IB2-12). Discipline coordinators, under the supervision of division chairs, are responsible for implementing instructional program assessments.

Course SLO assessments are the responsibility of individual instructors or discipline coordinators under the supervision of their division chair. The College acquired Anthology, an assessment management system, in fall 2020. The Assessment Committee, a standing committee of the Faculty Senate, in collaboration with the OPPA, worked with division chairs and discipline coordinators to increase the percentage of courses with assessment data entered in Anthology

from 44 percent in AY 2020-2021 to 86 percent in AY 2021-2022 to 99 percent in AY 2022-2023 (IB2-13). Instructors enter the following data into Anthology:

- signature assignment title for the SLO
- percentage threshold for the SLO to be met (usually 70 percent or better)
- the number of students who met the threshold and the number who did not
- analysis of the results
- action steps (IB2-14)

Student and Learning Support Services
The development of SAOs begins at the program coordinator level under the supervision of their dean or vice chancellor. Student and learning support areas document SAO assessments in the ARPD each year and in a CRE every five years (IB2-1, IB2-12). In the 2020-2021 academic year, the OPPA determined that 18 out of the 25 units within Student Services, Academic Services, and Administrative Services needed to either create SAOs or revise SAOs to be clearer and measurable. During summer 2021, 10 units worked with the OPPA to revise and/or develop area-specific SAOs. During summer 2022, the OPPA worked with the eight remaining units to revise and/or develop their SAOs. By fall 2022, 100 percent of support areas had SAOs and had either assessed them or were in the process of doing so (IB2-15).

Analysis and Evaluation
The College meets the standard. The College defines and assesses SLOs and SAOs in all instructional programs and student and learning support services annually with comprehensive reviews as part of an ongoing five-year cycle.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
The UHCC System established the College's eight institution-set standards for student achievement including course completion, program completion, job placement rates, and key metrics used in the United States Department of Education College Scorecard. These standards align with the UHCC's *Institution-Set Standards* policy, the *UHCC Strategic Directions 2015-2021,* and Leeward CC's mission statement and *Strategic Plan 2015-2021* (IB3-1, IB3-2, IB3-3, IB3-4).[42]

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[42] The UHCC System revised its mission and strategic plan (fall 2023) and the institution-set standards (spring 2024) while the ISER was being written (IB3-5, IB3-6). The College, adhering to its own policy, revised its mission and strategic plan in spring 2023 (IB3-7). The ISER uses the UHCC 2015-2021 strategic plan and institutional set priorities and the Leeward CC 2015-2021 strategic plan and 2017 mission, which guided the College during the review period.

The institution-set standards include baseline and target metrics to both monitor and challenge institutional performance. The UHCC System Office establishes these metrics using historical performance data to set the benchmarks and the strategic plan goals for aspirational targets.

Each institution-set standard has a minimum level of achievement and an aspirational target for improvement. The institution-set standards are
1. Course Completion
2. Degrees and Certificates Awarded
3. Degrees and Certificates Awarded to Native Hawaiian Students
4. Federal Pell Grant Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

The College annually reviews student-achievement data to assess performance against its institution-set standards. The College reports this data to the Commission in its annual report. The annual report is shared with the College via the campus listserv. The UHCC System produces an annual update of the baseline values and aspirational goals of the institution-set standards and shares them via presentations to the campus community and the online Leeward CC Campus Scorecard (IB3-8, IB3-9, IB3-10). Leeward CC's chancellor also shares student success data with the campus community at the start of each semester during convocation (IB3-11).

Additionally, the OPPA produces dashboards using Tableau, a data visualization tool, covering a wide range of metrics and meaningfully disaggregated data used by the College to monitor student achievement, institutional priorities, and program success (IB3-12). This information is available via Tableau Cloud for administrators, division chairs, and specialists. The entire campus has access to reports on Tableau Public via the OPPA's website. The information from Tableau is used for continuous improvement of student learning and achievement. For example, Tableau provides real-time data that division chairs and administrators can use to analyze enrollment trends and make informed decisions about course scheduling based on course modality and fill rates (IB3-13).

Campus constituents indicate a broad-based understanding of the College's priorities and actions to achieve or exceed its institution-set standards. The 2022 Employee Satisfaction Survey results (n=150) indicate that 86 percent of respondents "know the mission, major goals, initiatives, and priorities of the College" (IB3-14).

When the College does not meet its own standards, it establishes and implements plans for improvement. For example, in 2019, recognizing the low number of student transfers to the UH four-year campuses, Leeward CC partnered with UH West Oʻahu (UHWO) to carry out a project to facilitate the successful transfer of Native Hawaiian students from Leeward CC to UHWO in key science, technology, engineering, and math (STEM) areas (IB3-15, IB3-16).

Analysis and Evaluation

The College meets the standard. The College annually assesses mission-appropriate institution-set standards, widely shares them with the campus community, and publishes them on the UH System's publicly available campus scorecard site.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Institutional processes such as SLO assessment, ARPDs, and PLO mapping provide opportunities for the College to use assessment data to support student learning and achievement.

Course Level

Along with course completion rates, course evaluations and SLO assessments are important tools for collecting course-related data. Each semester, instructors use end-of-the-semester student evaluation data from the Course Evaluation System to improve instruction (IB4-1). Additionally, for instructors wishing to solicit formative and qualitative student learning data to adjust teaching methods before the end of the course, Leeward CC offers the Mid-Semester Student Check-In option (IB4-2).

SLO assessments for courses are the responsibility of individual instructors and discipline coordinators under the supervision of their division chairs. The College uses Anthology to collect and analyze SLO data, which are needed to evaluate PLOs. Given that the College's use of Anthology is relatively new, the OPPA is currently working on an Anthology dashboard using Tableau to make the College's SLO assessment more accessible and meaningful for instructional and program improvement (IB4-3, IB4-4).

Developmental English courses provide an example of how the College uses assessment data and organizes its institutional processes to support student learning and student achievement. Along with entering SLO assessment data in Anthology, each semester the developmental English assessment coordinator collects a random sample of student essays with student and instructor data redacted. English faculty members evaluate the essays using a rubric created collectively by all English instructors to determine if the essays meet a given SLO. In spring 2021, this assessment process found that only 45 percent of the essays met SLO 3 ("Incorporate

appropriate source material") for ENG 22: Introduction to Composition, which sparked discussions on how faculty teach research skills. These discussions led to plans to develop a basic style guide to promote consistency (IB4-5).

Program Level
ARPD templates enable the collection of data to evaluate academic programs and learning and student support areas. Each program or area provides three years of student success indicators, an analysis of those indicators, specific action plans for the future, and resources needed to implement the action plans (IB4-6). The ARPDs provide a well-organized and consistent method of collecting and analyzing data to assess program/unit performance that informs areas for improvement. Academic programs assess PLOs and learning and student support units assess SAOs in the ARPD to determine success levels and areas for improvement. The College also implements student surveys to get input from the students' perspectives including the Community College Survey of Student Engagement (CCSSE) and user surveys for learning and support programs such as those for the Library, Counseling and Advising, Disability Services Office, and Mental Health Counseling. These data are included in ARPD program analyses and used for continuous improvement. For example, the ITG uses both the CCSSE and employee user survey data in its ARPD. While CCSSE findings related to student satisfaction with the College's computer labs remained high over the past three years, the importance of such labs and their use significantly declined. Based on these findings and others, the ITG is shifting its priorities (IB4-7).

The Counseling and Advising student support unit provides an example of how the College uses assessment data to organize institutional processes to support student learning and student achievement. The 2021 Counseling ARPD analyzed retention-related data for students on academic warning (IB4-8). Traditionally, the College loses about 50 percent of students placed on academic warning. The Counseling and Advising unit developed a plan to address the needs of these students using a standardized Academic Improvement Plan (AIP). The unit piloted the AIP in fall 2021, modified it based on unit feedback, and fully implemented it in spring 2022. The 2022 Counseling ARPD reported modest increases in the retention of students on warning and increases in the number of warning students who met with counselors and registered for the next semester (IB4-9). The Counseling and Advising unit realized, however, that the unit as a whole was not utilizing the plan and determined strategies to improve the process. Counseling and Advising will continue to evaluate these efforts in future ARPDs.

Institutional Level
The PLOs for the College's largest program, the Liberal Arts AA degree, are mapped to the College's ILOs to assess broader institutional success (IB4-10). Based on findings from the 2022 Liberal Arts ARPD, of the 10,386 grades that were earned in courses used to assess the Liberal

Arts AA degree during the fall 2021 semester, 8,363 (80 percent) of those were a C or better ([IB4-11](#), [IB4-12](#)). Prior to 2021, the PLO assessment process for the Liberal Arts AA degree was done by collecting artifacts from a sampling of liberal arts courses, designing rubrics to assess them, and creating faculty review committees to assess the artifacts with the rubrics. This laborious process resulted in the assessment of only one or two learning outcomes annually, which did not provide timely feedback to support student learning and achievement. To remedy this, the Liberal Arts AA Program Coordinator worked with the OPPA to devise an assessment method that readily captures a broad and comprehensive view of how well students are meeting PLOs allowing for the annual assessment of all PLOs and subsequently all ILOs ([IB4-13](#)).

While an 80 percent achievement is good, there is room for improvement (see Standard [I.B. Improvement Plan](#)). The CCSSE also has measures connected to the College ILOs. Student perspectives indicate that they are meeting the ILOs at 70 percent or better for all areas except for quantitative reasoning (see Standard [II.A.4](#) for developmental math initiatives). The 2021 CCSSE (n=1,107) asks "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?" Students responding "quite a bit/very much" for the following areas were as follows:

- Writing clearly and effectively - 75 percent
- Speaking clearly and effectively - 70 percent
- Thinking critically and analytically - 83 percent
- Solving numerical problems - 66 percent
- Working effectively with others - 70 percent
- Learning effectively on your own - 86 percent

For more information on program and institutional assessment, see Standard [I.B.2](#).

Analysis and Evaluation
The College meets the standard. The College uses assessment data and organizes its institutional processes in support of student learning and achievement.

Institutional Effectiveness

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

Evidence of Meeting the Standard
Leeward CC assesses mission accomplishment through an annual program review process that includes an ARPD, CRE, and Resource Request List, each of which asks for evidence of mission or

strategic plan alignment (IB5-1, IB5-2, IB5-3). The ARPD is the central planning document for the College. All instructional programs and student learning and support programs use the ARPD to evaluate their goals and objectives, including PLOs and SAOs, using qualitative and quantitative measures. The ARPD template is provided by the UHCC System and contains the following fields:

- Program/Area/Unit Description
- Analysis of Program/Area/Unit in terms of Quantitative Indicators
- Program/Area/Unit Outcomes and Assessment
- Action Plan
- Resource Implications

The UHCC System disaggregates data for each program's ARPD by Native Hawaiian students, full-time students, part-time students, enrollment trends, degrees and certificates awarded, delivery mode, persistence, success, and retention rates, Pell recipient, and if applicable, by STEM majors and Perkins funding (IB5-4). Leeward CC's OPPA provides unique kinds of meaningfully disaggregated data required by specific units such as Waiʻanae Moku and NHCP. The OPPA produces a variety of dashboards that allow for student success data to be disaggregated by a multitude of variables including delivery mode and program type (IB5-5).

The College also assesses mission accomplishment through the evaluation of its strategic plan goals and institution-set standards as discussed in Standards I.A.2 and I.B.3 respectively. For more information on the College's program review process and how it drives college planning to improve student learning and student achievement, see Standards I.A.3, I.B.2, and I.B.4.

Analysis and Evaluation
The College meets the standard. The College's annual program review process uses appropriate qualitative and quantitative SLOs and achievement data to assess the accomplishment of its mission and to evaluate and develop the College's planning priorities.

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

Evidence of Meeting the Standard
The UH System disaggregates student achievement data by Native Hawaiians, STEM majors, full-time versus part-time, first-time students, transfer students, completion of degree, completion of certificate, Pell recipients, and distance learners. The UHCC System reports on these findings for each campus and the System as a whole and includes achievement gaps in their analysis. UHCC System administration reports findings to each campus and makes the findings available

on the system website ([IB6-1](), [IB6-2]()). The COVID-19 pandemic and changing student enrollment patterns dramatically affected baseline, goal, and actual student achievement metrics. The UH System reassessed these metrics in spring 2023 for the post-pandemic environment and based on the System's new strategic plan ([IB6-3]()).

In fall 2021, the OPPA implemented a non-random pilot study to disaggregate SLOs by gender, ethnicity, Pell recipient, and age to see if this level of analysis is useful since Anthology, the College's assessment management system, cannot disaggregate SLOs at the student level. The pilot study findings did not significantly add to what the College already knows about its student subpopulations. For example, Native Hawaiians, Pacific Islanders, Pell recipients, and older students are less likely to meet all course SLOs than their counterparts ([IB6-4]()). College programs and services such as the NHCP, Waiʻanae Moku, and Hawaiʻi Nutrition Employment and Training are geared toward these populations ([IB6-5](), [IB6-6](), [IB6-7]()).

Upon finding gaps in the performance of student subpopulations, program and support areas develop action plans to address gaps. For example, in consideration of Native Hawaiian student STEM achievement data, in 2022 the Associate in Science degree in Natural Sciences program identified that Native Hawaiian student program participation was declining and developed a plan to work with the NHCP to increase this student population in its program ([IB6-8]()).

Program review is part of the College's larger IPBP, which occurs annually ([IB6-9]()). Upon identifying needs and/or gaps in the performance of student subpopulations via the ARPD and CRE, programs and support areas generate resource requests to support their action plans. For example, the NHCP is a learning support program that addresses Native Hawaiian disparities in higher education in alignment with the UHCC System and the College's strategic plans to improve Native Hawaiian student achievement. In 2022, the NHCP identified the need for peer mentors through the analysis of program performance data. Based on the NHCP's ARPD and Resource Request List, NHCP peer mentors were prioritized in the top five requests for the College's combined priority list and included in Leeward CC's 2023 Operational Expenditure Plan (OEP) ([IB6-10](), [IB6-11](), [IB6-12](), [IB6-13]()). As part of continuous improvement, the IPBP prompts programs to re-evaluate the effectiveness of action plans in the following year's ARPD and longitudinally over five years in the CRE.

The College's endeavors to improve achievement gaps for Native Hawaiians and low-income students have had success. In 2021, the graduation rates for Native Hawaiian students and Pell Grant recipients increased by 57 percent and 46 percent respectively. The College surpassed its goals for Native Hawaiian and Pell Grant recipients earning degrees and certificates in 2021 ([IB6-2]()). Additionally, between fall 2019 and fall 2023, the number of first-generation college students enrolled at the College increased from 25 percent to 43 percent (see Table A-7 in Part A. [Student]()

Enrollment Data). Furthermore, between fall 2019 and fall 2023, improvements in course completion rates were seen across all ethnicities with significant increases noted for Pacific Islanders. Similar improvements in course completion rates were seen across all other measures including Pell Grant recipients and first-generation college students (see discussion in Part B. Degrees and Certificates Awarded.

Analysis and Evaluation
The College meets the standard. The College disaggregates and analyzes data on subpopulations of students. When Leeward CC identifies performance gaps it implements resources, strategies, and programs designed to eliminate or mitigate the gaps.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Policies and Procedures
The College exists within a multi-campus system. The UH Board of Regents (BOR), UH System, and UHCC System are each responsible for the regular review of their respective policies and procedures. For College-specific policies, the OPPA established a five-year policy review calendar and developed a *Policy on Policy Development and Review* (IB7-1). The OPPA monitors the review schedule and works with the appropriate administrators and governance groups to ensure policies are reviewed on time. For example, the Faculty Senate has several standing committees with the charge of regularly monitoring policies and practices across the College's instructional programs, student support services, and instructional support services (IB7-2). The College publishes all policies along with their review dates on its website (IB7-3, IB7-4). Procedures at the College are under the purview of individual programs and units which establish their own practices and internal timelines for review. However, in spring 2023, the OPPA proposed guidelines to improve transparency for implementing procedures that affect multiple units and/or constituents across campus (IB7-5).

Program Review
The College defines its review process for all instructional programs, student support services, and academic services (i.e., learning support services) in Leeward CC's *Program and Curriculum Review Policy and Procedures* (IB7-6), which is reviewed every five years for continued effectiveness. For example, in fall 2021, the Faculty Senate Curriculum Committee reviewed this policy and revised it to include specific instructions ensuring tighter monitoring of curriculum review (IB7-7).

Resource Allocation

The vice chancellor of academic affairs (VCAA) and the Campus Council, an AGB with membership from all campus stakeholders, regularly evaluate the resource allocation process (IB7-8). In summer 2022, the Campus Council formed an Ad Hoc Budget and Planning Committee to address transparency concerns around the resource request portion of the College's IPBP (IB7-9). Revisions included

- changing the IPBP timeline to allow governance groups more time to review and discuss with constituents before casting a vote on the Institutional Priorities List (IPL)
- adding steps to ensure administrators communicate prioritized requests to constituents
- having the VCAA share drafts of the IPL with the entire campus via email
- ensuring the administration apprises the division chairs and unit heads who submitted the resource requests of their reasoning for how requests are ranked in the IPL
- creating formal prioritization rubrics to facilitate more equitable evaluations (IB7-10)

Governance and Decision-Making

Leeward CC's S*hared Governance Policy* (IB7-11), which outlines the roles and responsibilities of the College's AGBs, is reviewed by a governance group ad hoc committee every five years (IB7-12). Each of the four AGBs regularly reviews its own charters and bylaws or constitutions.

- The Faculty Senate reviews its Charter and Bylaws every two years (IB7-13). In the 2020-2021 academic year, the Faculty Senate revised its Bylaws to ensure adequate representation of the various Student Service units on the Student Affairs Committee, which is charged with regularly reviewing all Student Service policies (IB7-14).
- In 2020, the Campus Council amended its Constitution and Bylaws to include the NHCP and amended them again in 2023 to enable Academic Services staff to serve (IB7-15, IB7-16). The council also created an ad hoc committee to complete a full review of its governance processes in spring 2022 and spring 2023 and provided a list of recommendations for the next executive committee to consider acting upon to improve its governance process (IB7-17).
- Nā ʻEwa updated its Charter and Bylaws in the 2021-2022 academic year to better reflect the council's purpose and function (IB7-18).
- The Associated Students of UH-Leeward CC (ASUH) reviews its Constitution as needed. While no reviews have been completed since spring 2019 and no revisions since spring 2012, ASUH intends to review its Constitution in the 2023-2024 academic year (IB7-19). For additional information see Standard II.C.4 and II.C Improvement Plan.

Institutional Planning and Evaluation

Although BOR policy requires campus mission statements to be reviewed at least every 10 years, the College's *Policy on Institutional Mission* requires the campus to review its mission statement

every six years in conjunction with the creation of the new strategic plan ([IB7-20](#)). From January 2022 to May 2023, the College engaged in a process to review and revise its mission, vision, and strategic plan. Part of the process included developing a formal plan to measure and assess institutional achievement of the mission, vision, values, and strategic plan ([IB7-21](#), [QFE](#)).

As part of the institutional evaluation process, the College administers an Employee Satisfaction Survey every three years to better understand employee morale, satisfaction, and engagement ([IB7-22](#)). Comparative measures have been taken in 2016, 2019, and 2022 and several questions are indirect measures of the College's program planning and evaluation processes, resource management, and governance processes (see Table I.B-1).

Table I.B-1
Employee Satisfaction Survey Selected Questions For Standard I

Leeward CC Employee Satisfaction Survey	Percent Agreed		
(Selected Questions)	2016	2019	2022
I know the mission, major goals, initiatives, and priorities of the College.	93%	94%	86%
The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.	90%	90%	86%
The College's overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.	57%	65%	57%
I participate in the planning processes of my division/department/unit.	68%	73%	74%
The College planning process results in improvement of programs and services.	61%	62%	47%
The resources provided for my division/department/unit are adequate.	75%	69%	67%
My division/department/unit is adequately represented at Campus Council.	59%	70%	68%
Campus Council effectively carries out its role in governance.	36%	48%	44%
Pūkoʻa no nā ʻEwa Council effectively carries out its role in governance.	*	35%	47%
The Faculty Senate effectively carries out its role in governance.	56%	56%	64%

*Not asked

While the College saw improvement in many areas between 2016 and 2019, positive ratings mostly declined in 2022 likely due to challenges caused by the COVID-19 pandemic including hiring and purchasing freezes ([IB7-23](#)). As previously discussed, the Campus Council worked to improve the IPBP for the 2023-2024 planning and budgeting cycle. In 2023, the council also initiated several activities for continuous improvement including clarifying the council's purpose, implementing a member survey, aligning with the new strategic plan, and implementing a biannual campus update ([IB7-24](#)). Campus Council anticipates that these efforts will be reflected in the 2025 Employee Satisfaction Survey. For additional discussion of the Employee Satisfaction Survey and efforts towards continuous improvement, see Standard [IV.A Improvement Plan](#).

Analysis and Evaluation

The College meets the standard. Through its program review process, shared governance, and resource allocation processes, the College assesses its policies and procedures to assure and improve their effectiveness in supporting academic quality and accomplishment of the mission.

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

Evidence of Meeting the Standard

The College's primary process for program reviews is the yearly ARPDs, which include assessment metrics defined as "healthy," "progressing," and "needs attention" (IB8-1). Leeward CC ARPDs and CREs are available to internal stakeholders via the College's intranet and ARPDs are publicly available via the UH System site (IB8-2, IB8-3). The College uses the data-supported information from the ARPDs on program strengths and weaknesses to set institutional priorities and allocate resources (IB8-4).

The College's strengths and weaknesses as identified by assessment and evaluation activities are shared with the College community and stakeholders through meetings, AGBs, campus forums, and the campus listserv. Examples include the
- accounting program sharing its ARPD with the program's advisory board (IB8-5)
- accreditation liaison officer sharing findings from the 2022 Midterm Report with the Faculty Senate (IB8-6)
- Strategic Planning Design Team sharing the College's strengths and weaknesses at multiple campus forums, asking faculty and staff to review a SWOT (strengths, weaknesses, opportunities, and threats) to inform the planning process, and recording a podcast with the ASUH president to discuss challenges faced by students (IB8-7, IB8-8)
- OPPA sending Fast Fact Fridays, Strategic Planning Data Briefs, and the Employee Satisfaction Survey findings to the campus listserv (IB8-9, IB8-10, IB8-11)
- OPPA sharing the Community College Survey on Student Engagement findings at convocation (IB8-12)

The chancellor and Office of the Vice President for Community Colleges (OVPCC) also widely share pertinent findings with the campus community. The chancellor provides regular updates on the College's assessment and evaluation results at fall and spring convocations. Through these presentations, the chancellor provides the campus community with a shared understanding of the College's strengths and weaknesses to inform priority setting (IB8-13, IB8-14). Additionally, the vice president and associate vice president from the OVPCC provide annual presentations discussing data metrics including campus-specific strengths and weaknesses and

Leeward CC's performance compared with the other UHCCs (IB8-15). Finally, the chancellor communicates assessment outcomes at BOR meetings (IB8-16). These meetings are open to the public and meeting minutes and agendas are available to the public on the BOR website (IB8-17).

Analysis and Evaluation
The College meets the standard. Leeward CC broadly communicates assessment results and evaluation activities so the campus community has a shared understanding of its strengths and weaknesses and can set appropriate priorities. The College shares these activities with faculty, staff, students, and the public via email, websites, presentations, forums, and data briefs.

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

Evidence of Meeting the Standard
As previously described in this Standard, the College engages in a regular, data-informed, campus wide institutional planning process designed to accomplish its mission and improve institutional effectiveness and academic quality. The College's IPBP timeline outlines annual program review procedures to ensure continuous, broad-based, systematic evaluation and planning (IB9-1). Each fall, all instructional programs and learning and student support areas analyze three years of data provided by the UHCC System and Leeward CC's OPPA to assess their programs using an ARPD template (IB9-2). Course-level assessments for SLOs happen at the instructor level each semester using Anthology, and those assessment results are tied to PLOs, which stakeholders assess annually via the ARPD (IB9-3). Long-term program assessment occurs in the CRE where programs and support areas develop five-year action plans (IB9-4).

Once programs, areas, and units complete their ARPD, each creates a resource request using a Resource Request List template and indicates priority items for resource allocations (IB9-5). Divisions and units solicit input from their respective faculty and staff to generate and prioritize resource requests. These lists are then further prioritized by the division and unit-level heads. Prioritization is determined by common criteria: alignment with the College's mission or strategic plan goals, scope of impact, evidence of measurable outcomes, and impact on health and safety (IB9-6, IB9-7). The administration reviews and further prioritizes the resource requests into a draft campus wide IPL. The VCAA shares the draft with the campus and presents the draft IPL to the four AGBs for review, discussion, and re-prioritizing if needed (IB9-8). The

chancellor reviews the recommendations and approves the IPL. The administration shares the final draft campus wide via the campus listserv (IB9-9).

Each year, the vice chancellor of administrative services (VCAS) reviews the operating budget and prepares an OEP for the upcoming year based on planned increases in revenues and changes in expenditures. If the VCAS identifies available funds, the College uses the IPL to guide decision-making on updating the budget (IB9-10). The College also uses the IPL and ARPDs to help inform its grant-writing efforts. For detailed information on Leeward CC's financial planning and budget development, see Standard III.D.

The College's institutional evaluation and planning process addresses the short-term and long-term needs for educational programs and services and human, physical, technology, and financial resources. For example, for the 2023 fiscal year, the OEP reflects how the College intends to allocate its resources based on program evaluations for the following needs:
- Signal Vine (texting software), Recruitment Office (IB9-11, IB9-12, IB9-13)
- peer mentors, Developmental English program (IB9-14, IB9-15, IB9-16)
- teaching gardens manager, Sustainable Agriculture program (IB9-17, IB9-18, IB9-19)

Long-range institutional planning such as the strategic plan occurs every six years in accordance with Leeward CC's *Policy on Institutional Mission* (IB9-20). For more information on long-range planning for human, physical, technology, and financial resources, see Standard III Resources.

Analysis and Evaluation
The College meets the standard. Leeward CC engages in regular institutional planning processes designed to accomplish the mission and improve institutional effectiveness and academic quality that include wide campus-community participation and the use of appropriate data sources. These efforts follow consistent processes and most are governed by College and system policies and procedures. The College's comprehensive planning processes integrate program review, resource allocation, strategic and operational plans, and other elements to address the short- and long-term needs of the institution.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
Leeward CC assures academic quality and institutional effectiveness through ongoing, substantive dialogue on academic and support services quality, continuous improvement, and institutional effectiveness. College processes are data-driven and self-reflective, and they align resource allocation and planning with the College's mission, vision, and values.

Improvement Plan(s)

Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
I.B.1	Review and revise ILOs.	OPPA, Dean of Arts and Sciences, VCAA	Fall 2024	Align ILOs with the revised Liberal Arts AA degree PLOs.
			Fall 2025	Align ILOs with the new College strategic plan.
			Fall 2026	Review and revise as needed to align ILOs with revised UHCC System general education requirements.
I.B.4	Increase Liberal Arts AA Degree PLO achievement to 85 percent.	Liberal Arts AA degree program coordinator, General Education Committee, Dean of Arts and Sciences, VCAA	Fall 2024	Review Liberal Arts AA degree program PLOs.
			Spring 2024-Fall 2025	Use Liberal Arts AA degree assessment data to determine areas for improvement.
			Fall 2025-Fall 2028	Work with appropriate instructional and support programs to improve outcomes. Monitor related CCSSE data.
			Spring 2029	85% PLO achievement for each PLO.
I.B.7	Measure and assess institutional achievement of mission, vision, and strategic plan.	VCAA, OPPA	See Quality Focus Essay	See Quality Focus Essay.

Evidence List

IB1-1 Anthology Directions and Reminder Email

IB1-2 Anthology Assessment Example

IB1-3 Anthology Tableau

IB1-4 Assessment Committee Website

IB1-5 LeeCC Policy on Assessment

IB1-6 PLA Manual

IB1-7 Equity Focus Groups Summary

IB1-8 Equity Pillar

IB1-9 Committees Website

IB1-10 Settler Colonialism Learning Community

IB1-11 NHCP Website

IB1-12 Waiʻanae Moku Website

IB1-13 New Grants Announcement

IB1-14 Pūkoʻa no nā ʻEwa Charter and Bylaws

IB1-15 ARPD Template

IB1-16 CRE Template and Schedule

IB1-17 ILOs Catalog

IB1-18 Liberal Arts Program Learning Outcomes

IB1-19 ILO to PLO to Course Map

IB1-20 Recruitment ARPD 2021

IB1-21 Student Services Resource Request 2021-22

IB1-22 Operational Expenditure Plan–Requests

IB1-23 Getting to Know Our Students Workshops

IB1-24 Approaches to Equity in Teaching Session

IB1-25 Assessment Symposium

IB1-26 Decolonizing the Curriculum TGIF Workshop

IB1-27 DE Survey Faculty

IB1-28 DE Survey Students

IB1-29 LeeCC Distance Education Guidelines

IB1-30 DE Self-Assessment Guidelines and Committee Report

IB1-31 DE Redesign and Review Program

IB1-32 RSI Campaign

IB1-33 DE Peer Evaluation

IB2-1 ARPD Template

IB2-2 System ARPD Site

IB2-3 LeeCC Policy on Assessment

IB9-12 Student Services Resource Request
IB9-13 OEP Excerpt
IB9-14 Developmental English ARPD 2021
IB9-15 Developmental English Resource Request
IBP-16 OEP Developmental English
IB9-17 Sustainable Agriculture ARPD 2021
IB9-18 Math and Sciences Resource Request
IB9-19 OEP Lab Manager
IB9-20 LeeCC Policy on Institutional Mission

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Leeward Community College (Leeward CC) regularly reviews its publications to ensure clarity, accuracy, and integrity. The Office of Planning, Policy and Assessment (OPPA) is responsible for the review and publishing of the College Catalog. Designated campus members review portions of the catalog annually to confirm accuracy and currency (IC1-1). Creative Services[43] is responsible for the College website and follows the University of Hawaiʻi Community College (UHCC) policy on *Social Media Site and/or Account Use and Management* (IC1-2). The College changed website platforms in fall 2023 and all campus programs, departments, and units reviewed and updated their pages to prepare for the new site (IC1-3).

The College makes current and accurate information on student achievement available to the public via the College Catalog and website (IC1-4, IC1-5). Program learning outcomes (PLO) are published in the catalog and student learning outcomes (SLO) are publicly available via the University of Hawaiʻi (UH) System Class Availability site (IC1-6, IC1-7). Leeward CC's mission statement is publicly published in the catalog as are all of the College's educational programs and student support services (IC1-8, IC1-9). The College's mission statement, educational programs, and student support services are also found on the College's website (IC1-10). The College posts its accreditation status on its website and in the catalog (IC1-11, IC1-12).

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[43] The official unit title as shown in the organizational chart is Marketing and Public Relations.

Analysis and Evaluation

The College meets the standard. Leeward CC provides clear, accurate information related to its mission statement, learning outcomes, educational programs, student support services, and accreditation status both in print and online via its catalog and website.

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

Evidence of Meeting the Standard

The College provides an online catalog accessible to all interested parties. Every academic year, the College updates and publishes the catalog as a downloadable electronic version free of charge on its website (IC2-1, IC2-2). The OPPA is responsible for the annual review and publishing of the College Catalog. To ensure the catalog presents accurate and current information, a wide cross-section of designated campus faculty and staff review their respective portions of the catalog (IC2-3). The catalog contains all of the "Catalog Requirements" (IC2-4).

Analysis and Evaluation

The College meets the standard. As evidenced by the current College Catalog, Leeward CC provides an online catalog available to print for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

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

Evidence of Meeting the Standard

Faculty assess course SLOs and PLOs on a five-year cycle as part of the College's Integrated Planning and Budgeting Process (IPBP) (IC3-1). The analysis of assessment information is a component of the annual program review process, and it is summarized yearly in an Annual Report of Program Data (ARPD) for short-term planning and every five years in a Comprehensive Review and Evaluation (CRE) report for long-term planning (IC3-2, IC3-3). Leeward CC's ARPDs and CREs are available to internal stakeholders via the College's intranet, and ARPDs are publicly available via the UH System site (IC3-4, IC3-5).

Along with learning outcome assessments, internal and external stakeholders can find a wide variety of student learning data and evaluations of student achievement data via the College's institutional data page; this includes links to public dashboards with Leeward CC specific data, the UH Institutional Research and Analysis Office data access portal, and the Integrated

Postsecondary Education Data System data portal ([IC3-6)](#). The UHCC System also provides the public with an evaluation of the College's student achievement for courses, programs, certificates, degrees, student populations, and transfers on its website ([IC3-7](#)). Additionally, the College's student consumer information website page and the catalog contain student achievement data ([IC3-8](#), [IC3-9](#)).

Analysis and Evaluation
The College meets the standard. The College's regular program review processes include analysis of student learning and achievement data for continuous program improvement. This information is shared via the College and UHCC System websites to communicate matters of academic quality to constituencies, including current and prospective students and the public.

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

Evidence of Meeting the Standard
The College describes its certificates and degrees in its catalog. Descriptions include course sequence, credit hours, prerequisites, and admission requirements if different from college admission requirements. The College Catalog broadly describes its certificates and degrees on pages 109-123 ([IC4-1](#), [IC4-2](#)). Degrees and certificates, including PLOs, are described in detail on pages 124-334 ([IC4-3](#)). The catalog describes program requirements when different from college admission requirements. For example, requirements for the Advanced Professional Certificate in Special Education include a bachelor-level degree in any field, two letters of recommendation, and a personal statement as indicated in the program description ([IC4-4](#)). Certificate and degree program information is also available on the website under areas of study ([IC4-5](#)).

Analysis and Evaluation
The College meets the standard. The College Catalog and website provide students and prospective students with clear information about all certificate and degree programs in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
In 2019, the OPPA established a five-year policy review calendar and developed a *Policy on Policy Development and Review* ([IC5-1](#)). The OPPA monitors the five-year review schedule and works with administrators and authorized governance bodies to ensure policies are regularly reviewed. The College publishes all policies along with their review dates on the College website ([IC5-2](#), [IC5-3](#)).

Procedures at the College are under the purview of individual programs and units which establish their own internal timelines for review. However, in 2023 the OPPA proposed guidelines for implementing procedures that affect multiple units and/or constituents across campus such as procedures concerning parking rules (IC5-4).

The OPPA reviews and publishes the College Catalog. In 2023, the College transitioned to Kuali Catalog for publication. Kuali is also used as the College's curriculum management system, and information is smoothly transferred from the curriculum management system into the catalog ensuring consistency of information between the two. Additionally, program information on the College website links to the catalog ensuring further consistency of the information provided.

Creative Services oversees the campus communication system and ensures consistency and clarity in communication by providing centralized support for all College communication, graphic design, and marketing services (IC5-5). The office regularly reviews and updates information dissemination channels including campus bulletin boards, an on-campus digital signage system, a weekly email bulletin, program publications, and official College social media sites to ensure compliance with the UHCC policy on *Social Media Site and/or Account Use and Management* (IC5-6). Creative Services implements an annual MediaPrefs survey to collect student input and feedback on their preferred forms of communication and experiences at the College (IC5-7). In 2021, the office redesigned the campus website to improve consistency and all pages were reviewed and updated (IC5-8). In 2024, the office devised formal review procedures (see Standard I.C Improvement Plan).

Analysis and Evaluation
The College meets the standard. The College has established procedures and follows them for the regular reviews of institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

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

Evidence of Meeting the Standard
The College website provides current and prospective students with accurate information on tuition, fees, and required textbook and instructional material costs (IC6-1). Tuition rates are broken down by resident, non-resident, non-resident Pacific Island jurisdiction, and 300 upper-division course costs. The College Catalog also provides information on tuition and fees; there are no additional fees for labs or art classes (IC6-2). The Leeward Bookstore website allows students to compare textbook prices (IC6-3). In addition, the College has had Open Educational

Resources and zero-cost textbook initiatives since 2015. Courses that offer no-cost textbooks include the statement "Textbook Cost: $0" on the Course Availability website (IC6-4). Leeward CC is the leader in the UHCC System in terms of offering no-cost textbook courses (IC6-5).

The College has one program-specific tuition rate. The Advanced Professional Certificate in Special Education is a credential for students who have successfully completed a bachelor-level degree (IC6-6). This program's tuition rate is aligned with UHCC and BOR policies for offering upper-division programs at the community college level (IC6-7, IC6-8).

Analysis and Evaluation
The College meets the standard. Leeward CC makes known to prospective and current students the total cost of attending the institution, including the cost of tuition, fees, and textbooks. Variations in tuition based on residency, non-residency, non-resident Pacific Island jurisdictions, and program-specific rates are clearly noted. Students can compare textbook prices on the bookstore website. The schedule of classes indicates courses with zero-cost textbooks, so students can make informed class registration decisions based on this information.

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

Evidence of Meeting the Standard
According to the College Catalog, "Leeward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable" (IC7-1). All members of the campus community are free to examine and test knowledge appropriate to their discipline or area of study. As part of a state public university system, the College does not seek to instill specific beliefs or worldviews in its students. The College's mission statement published in the catalog clearly delineates the school's focus and areas of emphasis (IC7-2).

The UHCC System policy *Statement on Professional Ethics (Faculty)* outlines academic freedom and responsibility for faculty along with the policy's review dates (IC7-3). All UHCC System policies can be found on its website (IC7-4). Many UHCC policies are based on UH System and BOR policies, which can be found online at the *UH Systemwide Policies and Procedures Information System* site along with their review dates (IC7-5).

Article IX of the 2021-2025 *Agreement between the University of Hawaiʻi Professional Assembly and the UH Board of Regents* protects academic freedom for faculty (IC7-6). This collective

bargaining agreement is accessible on the University of Hawai'i Professional Assembly (UHPA) website (IC7-7, IC7-8). Collective bargaining agreements are reviewed every five years.

Analysis and Evaluation

The College meets the standard. The College is committed to fostering a campus environment in which students and faculty are supported in the free pursuit and dissemination of knowledge. This is explicitly stated in the catalog and supported by UHCC policy and the UHPA.

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

Evidence of Meeting the Standard

The College has BOR-approved policies and procedures on student behavior including academic honesty. The College uses the *UH Systemwide Student Conduct Code* policy, which lists a wide variety of prohibited behaviors (IC8-1). The College's *Student Conduct Code Procedures* is based on this policy and details the consequences for dishonesty and conduct code violations (IC8-2). The policy and procedures are communicated to current and prospective students on the College's website and in the catalog (IC8-3, IC8-4). Additionally, Leeward CC's *Policy on Course Syllabi Review* states that all course syllabi must include a standardized academic dishonesty statement, and the vice chancellor of academic affairs sends a reminder about this requirement to faculty each semester (IC8-5, IC8-6). For information on promoting academic integrity and honesty in online course delivery see Part F. Distance Education and Correspondence Education.

The College follows the UHCC System's *Statement on Professional Ethics (Faculty)* on academic honesty and integrity for faculty (IC8-7). BOR policies on *Ethical Standards of Conduct* and *Responding to Allegations of Research and Scholarly Misconduct* guide the UHCC System policy (IC8-8, IC8-9). The Leeward CC *Faculty and Staff For Your Information (FYI) Guidebook* used at new employee orientation reminds faculty of their academic freedom rights and responsibilities as educators (IC8-10).

Analysis and Evaluation

The College meets the standard. The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity that apply to both students and faculty. These are based on system policies related to student conduct, professional ethics for faculty, and the rights and responsibilities of faculty. These policies and their related procedures can be found on the UHCC Policies website, in the catalog, and in the faculty and staff FYI guidebook.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The UHCC *Statement on Professional Ethics (Faculty)* adopts the American Association of University Professors' statement on professional ethics that outlines academic freedom and responsibility for faculty (IC9-1, IC9-2). The policy informs faculty of their primary responsibility to be effective teachers and scholars. Furthermore, the UHCC *Faculty Classification Plan*, used for tenure, promotion, and five-year reviews, states that the "primary obligation of faculty members is effectiveness in teaching" and "faculty members must maintain currency and understanding in their fields" (IC9-3). Additionally, the Faculty Senate Curriculum Committee reviews course proposals to ensure that the course content, learning outcomes, and justification for the level of the course are free from personal conviction and contain appropriate and relevant accepted views within the specific discipline (IC9-4). The College requires that each course follow a formal five-year curriculum review and revision process (IC9-5). The process allows for widespread dialogue to ensure courses meet content requirements while allowing academic freedom per UHPA agreements (IC9-6). For more information on the curriculum review and revision process, see Standards II.A.2 and II.A.3.

Analysis and Evaluation

The College meets the standard. The UHCC policy on professional ethics for faculty provides faculty with direction on distinguishing between personal conviction and professionally accepted views in a discipline. Faculty evaluation procedures for tenure and promotion are designed to ensure excellence in teaching at Leeward CC. The College's course outline review process also ensures that faculty present professionally accepted views in a discipline.

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

This standard does not apply; conformity to specific beliefs or world views is not required.

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

This standard does not apply; no UHCC operates in a foreign location at this time.

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

Evidence of Meeting the Standard

The College consistently meets all reporting deadlines to the Accrediting Commission for Community and Junior Colleges (ACCJC) and makes public all required reports and documents regarding its compliance with ACCJC standards and policies. The College submitted its most recent annual and annual fiscal reports in April 2024 (IC12-1, IC12-2). The College also had timely submissions for the previous Institutional Self-Evaluation Report (ISER), the Follow-Up Report, and the Midterm Report (IC12-3). In 2020, 2021, and 2024 the College submitted timely substantive changes for distance education-related compliance requirements (IC12-4).

Leeward CC's catalog and website identify ACCJC as the accrediting organization overseeing the College's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies. The College publishes its most recent ISER, Follow-Up Report, and Midterm Report on its website to inform the public of its good standing. The website also contains letters from ACCJC to Leeward CC reaffirming the College's accreditation (IC12-5). On January 2, 2024, Leeward CC publicly solicited third-party comments and disclosed the dates for the upcoming comprehensive peer review visit (IC12-6).

Analysis and Evaluation

The College meets the standard. Leeward CC publicly posts reports and documents regarding compliance with ACCJC Accreditation Standards and policies. Leeward CC submits reports in a timely manner and meets the Accreditation Standards, Commission policies, guidelines, and requirements of the ACCJC.

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

Evidence of Meeting the Standard

The College strives at all times to act with honesty and integrity in its relationships with external agencies by complying with their respective regulations and statutes. Leeward CC makes every effort to describe itself in identical terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. The College

website and catalog list all programs that hold external accreditation and the current accreditation status of the College (IC13-1, IC13-2). In addition, the College's *Student Consumer Information Student Right to Know* page provides a wide variety of information for the public (IC13-3). As a state-funded college, Leeward CC complies with all state regulations and statutes. Leeward has four programs accredited by external professional associations and is in good standing with all of them (IC13-4). The BOR policy on *Institutional Accountability and Performance* includes engagement with accreditation as part of institutional accountability (IC13-5).

Analysis and Evaluation

The College meets the standard. Leeward CC demonstrates honesty and integrity in all its relationships with external agencies as demonstrated by reaffirmations of accrediting status and compliance with state requirements.

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

Evidence of Meeting the Standard

The College has no relationship with investors, parent organizations, or external interests and operates solely as a component of the UH System. The College's mission, vision, core values, and strategic directions confirm that delivering high-quality education is paramount at Leeward CC. The IPBP uses Leeward CC's mission as the foundation for program assessment and resource allocation (IC14-1). The College mission guides the financial decision-making for campus projects including soliciting grants, the use of external contributions, tuition revenue, and state funding. To maintain integrity in its commitments to student learning, Leeward CC regularly reviews, updates, and refers back to its mission statement, strategic plan, and IPBP.

Analysis and Evaluation

The College meets the standard. The College's mission, vision, core values, and strategic directions make high-quality education the institution's priority and drive resource allocations. The College has no relationship with investors, parent organizations, or external interests.

Conclusions on Standard I.C: Institutional Integrity

To meet its mission, Leeward CC works to be transparent in its decision-making processes, its articulation of policies, its data on student success, and its commitment to academic honesty. The College's website, catalog, and class schedule publish accurate information related to accrediting status, outcomes data, codes of conduct, and cost to attend. The College exemplifies

its commitment to integrity in its purpose, policies, processes, and outcomes.

Improvement Plan(s)

Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcomes
I.C.5	Annual review and update of College website	Creative Services, UHCC Webmaster	Spring 2025	Creation of master list of all website URLs and parties responsible for each.
			Summer 2025	Use a master list to collect changes.
			Fall 2025	Complete revisions.
			Spring 2028 Spring 2031	Implement the review process every three years.

Evidence List

IC1-1 Catalog Revision List
IC1-2 UHCC Social Media Policy
IC1-3 Web Reviews
IC1-4 Student Success Rates Catalog
IC1-5 Student Achievement Public
IC1-6 Program Learning Outcomes Catalog
IC1-7 SLOs Public
IC1-8 Mission Catalog
IC1-9 Information in Catalog
IC1-10 Website Links
IC1-11 Accreditation Website
IC1-12 Accreditation Catalog
IC2-1 Catalog Website
IC2-2 General Catalog 2023-2024
IC2-3 Catalog Revision List
IC2-4 Catalog Requirements
IC3-1 IPBP Diagram
IC3-2 ARPD Template
IC3-3 CRE Template and Schedule
IC3-4 ARPDs and CREs OPPA

IC8-4 Policies Catalog

IC8-5 LeeCC Policy on Course Syllabi

IC8-6 Required Notifications for Syllabi

IC8-7 UHCC Statement on Professional Ethics

IC8-8 Ethical Standards of Conduct

IC8-9 Responding to Allegations of Misconduct

IC8-10 FYI Guidebook 2022

IC9-1 UHCC Statement Professional Ethics

IC9-2 AAUP Statement on Professional Ethics

IC9-3 Faculty Classification Plan

IC9-4 Courses View Kuali Example

IC9-5 CC Diagram

IC9-6 UHPA Article IX Academic Freedom

IC12-1 2024 Annual Report

IC12-2 2024 Annual Fiscal Report

IC12-3 ACCJC Action Letters

IC12-4 Substantive Changes

IC12-5 Accreditation Website

IC12-6 Third Party Comment Website

IC13-1 Accreditation Website

IC13-2 Accreditation Catalog

IC13-3 Consumer Information Website

IC13-4 Program Accreditations Website

IC13-5 BOR Institutional Accountability and Performance Policy

IC14-1 IPBP Diagram

Standard II: Student Learning Programs and Support Services

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

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Leeward Community College (Leeward CC) are offered in fields of study consistent with the institution's mission to provide "high-quality liberal arts and career and technical education" (IIA1-1). The College's program review process aligns programs with the mission and supports continuous improvement for student learning and success (IIA1-2). The mission also affirms "a special commitment to Native Hawaiians." In support of this, the College has an Associate of Arts (AA) in Hawaiian Studies and academic subject certificates in Hawaiian Studies and Hawaiian Language to provide an opportunity for all students to pursue a program focused on Native Hawaiian culture, history, and language (IIA1-3).

Leeward CC ensures that all its programs are appropriate to higher education through a rigorous curriculum review process (IIA1-4). All courses have measurable student learning outcomes (SLOs), and all programs have measurable program learning outcomes (PLOs) to determine student achievement. The College Catalog and website list available degrees and certificates and their expected PLOs (IIA1-5, IIA1-6).

Leeward CC programs culminate in student achievement. Completion data shows that in 2023, the College awarded 1,056 degrees and certificates (IIA1-7). Job placement rates for 2022-2023 career and technical education (CTE) programs range from 36 percent to 81 percent (IIA1-8). A 2024 report by the Community College Research Center found that 58 percent of University of Hawai'i Community College (UHCC) students who transferred to a four-year UH campus earned a bachelor's degree within six years making Hawai'i one of only eight states to outperform the national average. UHCCs also had a 57 percent completion rate for UH transfer students from low-income families, five percent above the national average for this population (IIA1-9).

Examples of student achievement regardless of location and modality include the Early College (EC) and accelerated AA degree programs. Leeward CC was the first UHCC to have EC students graduate with both their high school diploma and AA degree simultaneously. Between 2018-2022, 59 EC students achieved this distinction (IIA1-10, IIA1-11). The College is also a trailblazer for the UH System's Accelerated AA Online Degree program, which is designed to help working adults earn an AA and reduce the time needed to earn a four-year degree. Since 2019, about 70

students have graduated from this program (IIA1-12, IIA1-13).

Analysis and Evaluation
The College meets the standard. All instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the College's mission. All instructional programs are appropriate to higher education and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
Full and part-time faculty ensure the quality of all courses meets accepted standards of higher education. This process is governed by the *Program and Curriculum Review Policy and Procedure*, which requires course reviews at least once every five years (IIA2-1). Faculty initiate curriculum proposals and modifications using Curriculum Committee procedures after collaborative discussions with colleagues in their respective disciplines. For a course or program to be created, modified, or deleted, it must be approved by all of the proposer's division faculty and division chair, the Curriculum Committee, the Faculty Senate, the academic dean, and the vice chancellor of academic affairs (IIA2-2). The Curriculum Committee regularly sends meeting agendas to the faculty-staff listserv to keep the campus aware of curriculum-related activities; meeting minutes are posted on the Curriculum Committee website and are accessible to all faculty (IIA2-3).

The College uses the Kuali Student Curriculum Management (KSCM) system, an online curriculum management system, to create, review, and store all developmental and collegiate courses and programs. Course proposal requirements include information such as division, rationale, minimum teaching qualifications, division vote, catalog description, credit options, grading options, contact hours, prerequisites, corequisites, course content, SLOs, distance education (DE)-related questions, course-level justification, and method of instruction (IIA2-4). Program proposal requirements include important information such as division, review date, program description, proposal rationale, division vote, PLOs, mission and objectives, justification for the program, curriculum plan, target groups, resources, efficiency, and effectiveness (IIA2-5).

Along with five-year curriculum reviews, faculty review instructional programs through the Annual Report of Program Data (ARPD). Each year, all instructional programs use standardized program assessment metrics including student achievement data (IIA2-6). These metrics are discussed using the ARPD template, which includes fields for quantitative indicators, qualitative analyses, outcome assessments, resource needs, and action plans that will guide the program until the next review cycle (IIA2-7, IIA2-8). The ARPD also requires an analysis of progress made from the previous year's action plan. In this way, faculty, including lecturers,[44] continuously improve instructional programs, teaching methodologies, and learning strategies to promote student success. For example, the 2021 AA degree in Hawaiian Studies APRD discusses the goal of creating an open educational resources textbook for Hawaiian Studies 107 (a course taken by about 10 percent of Leeward CC students annually), and the 2023 ARPD updates progress on the textbook (IIA2-9).

Analysis and Evaluation

The College meets the standard. The Curriculum Committee review procedures ensure that all courses meet generally accepted academic and professional standards and expectations. The College's annual review process facilitates faculty ownership over the design and improvement of the learning experience and related institutional priorities.

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

Evidence of Meeting the Standard

The development of SLOs and PLOs begins at the instructor and departmental level. Faculty work together to establish clear, measurable SLOs and PLOs for all courses and programs, respectively. Faculty propose and update student and program learning outcome statements in the KSCM system (IIA3-1). The Curriculum Committee, a standing committee of the Faculty Senate, and the administration review and approve the learning outcomes in the KSCM system (IIA3-2). The Curriculum Committee's vetting process is enhanced by a Learning Outcomes Subcommittee, which reviews all new and revised learning outcomes (IIA3-3).

Leeward CC's *Program and Curriculum Review Policy and Procedures* requires each division to ensure that all disciplines review and assess their SLOs and PLOs at least once every five years (IIA3-4). Instructors enter their SLO assessments into Anthology, the College's assessment

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[44] Lecturers are adjunct faculty in the University of Hawaiʻi System.

management system (IIA3-5). All programs assess one or more of their PLOs annually in the ARPD and assess all PLOs at least once every five years in a Comprehensive Review and Evaluation (CRE) (IIA3-6, IIA3-7). Program coordinators, under the supervision of division chairs, are responsible for implementing program assessments and integrating SLO assessment results into their program reviews. The College integrates ARPDs and CREs into planning and resource allocation decision-making (IIA3-8).

Per the College's *Policy on Course Syllabi*, mandatory syllabi information includes institutionally approved learning outcomes. Additionally, students must "receive a written syllabus by the first day of the course" and "be notified in writing of any substantive changes in the course syllabus" (IIA3-9). The policy also states that if syllabi are missing the required standardized information, disciplines will work with instructors to correct discrepancies. For example, in the Social Sciences division, each semester faculty upload their syllabi to a Google drive. Discipline coordinators review faculty and lecturer syllabi to ensure they meet policy requirements (IIA3-10).

Analysis and Evaluation
The College meets the standard. Leeward CC has policies and procedures in place to ensure learning outcomes are identified and regularly assessed for all courses, programs, certificates, and degrees. In every class section, students receive a course syllabus that includes the SLOs from the officially approved course outlines found in the KSCM system.

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

Evidence of Meeting the Standard
Leeward CC offers pre-collegiate level curriculum. Pre-collegiate courses are numbered below 100 while college-level credit courses are numbered from 100-299. Pre-collegiate level courses go through the same rigorous curriculum development, review, and approval process as college-level courses (IIA4-1). Pre-collegiate level classes include Math, English, English as a Second Language (ESL), and Quantitative Methods (QM) (IIA4-2, IIA4-3, IIA4-4). The College Catalog delineates whether a course is pre-collegiate or college-level and describes course sequencing from pre-collegiate to college-level. The catalog describes any prerequisite, corequisite, recommended preparation, and placement testing, and this information is also noted in the online Class Availability schedule (IIA4-5).

There is clear alignment between pre-collegiate and college-level curriculums. Math and English pre-collegiate courses are structured to help accelerate student completion of college-level math and English thus improving student persistence. ESL courses are sequenced language

courses for non-native English speakers that prepare students for college-level courses. Students who complete the ESL Pathway Program are eligible to enter degree and certificate programs without further English proficiency testing (IIA4-6). The pre-collegiate QM 78 course is a co-requisite for QM 107C to provide additional student support.

To directly support student advancement to and success in college-level curriculum, the College streamlined its developmental math and English sequences to align with the UHCC System Strategic Direction goals of (1) having students placed at one level below college-ready standards complete their college-level math or English course within one semester of enrolling in math or English and (2) having students placed at two or more levels below college-ready standards complete their college-level math or English course within one year of enrolling in math or English (IIA4-7).

To provide students with additional acceleration opportunities beyond those mandated by the UHCC Strategic Directions, the College created MATH 78B as a co-requisite companion course for MATH 100 or MATH 115. The course directly supports the college-level courses with just-in-time remediation. As a result, students who are placed at two or more levels below college-ready can complete their college-level math course in one semester instead of one year. To streamline the developmental English sequence, the College began offering ENG 16 for students who placed two levels below college-level English. ENG 16 integrates college-success strategies into reading and writing assignments and includes peer mentoring to provide students with one-on-one and group support. After completing ENG 16, students take an ENG 22/100 co-requisite stacked course, allowing students who place two or more levels below college-level English to complete college-level English within one year of enrolling in English (IIA4-8).[45]

Leeward CC's success in meeting the UHCC System Strategic Direction goals for pre-collegiate English and math students has been challenging. The UHCC enrollment goal is that 100 percent of new students enroll in English and math in their first year. The College's rates ranged from 80 percent to 87 percent for English and 57 percent to 79 percent for math. First-year enrollment rates have decreased over the past five years (see Table II.A-1).

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[45] Data for the tables below retrieved from the UHCC ARPD website (IIA4-9).

Table II.A-1

Percent of New Students Enrolling in any English or Math Course in their First Year, 2018-2022

New Students[46]	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
% Enrolled in Any English First Year	84%	87%	83%	80%	81%
% Enrolled in Any Math First Year	79%	69%	69%	65%	57%

The UHCC course completion goals are as follows:

1. Seventy-five percent of students placed at one level below college-ready standards will complete their college-level English or math course within one semester of enrolling in English or math.
2. Seventy percent of students placed at two or more levels below college-ready standards will complete their college-level English or math course within one year of enrolling in English or math.

While the College has not met the UHCC goals, increases in student course completion rates for English and math were seen in all placement categories over the past five years except for college-level English course completion rates (see Table II.A-2).

Table II.A-2

Percent of Students Completing College-Level English or Math Based on Placement Within One Semester of Enrolling (earned Credit or C or better), Academic Years 2018-2019 to 2022-2023

% Completed College Level[47]	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Placement College Level	68%	65%	61%	64%	63%
English Placement 1 Level Below	62%	57%	55%	61%	63%
English Placement 2+ Levels Below	47%	35%	69%	57%	67%
Math Placement College Level	62%	73%	66%	66%	67%
Math Placement 1 Level Below	51%	54%	57%	59%	71%
Math Placement 2+ Levels Below	44%	62%	58%	62%	56%

The majority of UHCCs have failed to meet the System's course completion goals. Additionally, both developmental English and math programs at Leeward CC have been impacted by COVID-19 pandemic-related position shortages, course modality changes, and declining student enrollment patterns (IIA4-10, IIA4-11). Despite these challenges, Leeward CC's developmental English and math programs seek to continuously improve student outcomes. For example, the

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[46] Entering fall as first-time freshmen or first-time at campus transfers, no prior English or math courses, classified, degree-seeking only.

[47] Completed within one semester for college and 1-level below, within two semesters for 2+ levels below.

English program will schedule full-time faculty to teach developmental English classes and collect program-specific data for system wide discussions on English placement. The math program is creating a new developmental math course, restructured assignments for Math 115, and plans to hire three full-time math instructors (see Standard II.A Improvement Plan).

Analysis and Evaluation
The College meets the standard. The College distinguishes pre-collegiate curriculum from college-level curriculum through course sequencing, advisory prerequisites and corequisites, recommended preparation, and placement processes. The sequencing and alignment of courses are designed to allow students to advance to and succeed in college-level curricula.

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

Evidence of Meeting the Standard
All associate degree programs at the College require the successful completion of 60 to 67 credits depending on the field of study. The College publishes the number of credits for all degree and certificate programs in the catalog (IIA5-1). The College's Curriculum Committee has established criteria to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program Leeward CC offers (IIA5-2). Additionally, the UHCC's *Credit Hour* policy defines credit hour to provide a consistent measure of a student's academic engagement (IIA5-3). Leeward CC's *Program and Curriculum Review Policy and Procedures* requires the Curriculum Committee to review all courses and programs every five years to ensure they conform to American higher education standards and expectations (IIA5-4).

Analysis and Evaluation
The College meets the standard. The curriculum development and review process ensures that all courses and programs conform to American higher education standards in terms of length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Every associate's degree conferred by the College requires completion of at least 60 credits.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
The College schedules courses in alignment with program pathways so that students can

complete a degree or certificate program within a reasonable period. The catalog includes program maps or suggested courses by semester, so students know what courses to take to earn their certificate and/or degree in a timely manner (IIA6-1). The UH System also uses the STAR Guided Pathways System (STAR), a web-based tool that provides students with information about their progress toward degree or certificate completion (IIA6-2, IIA6-3). If a student registers for an unnecessary course and/or takes a course out of sequence, STAR notifies them and recalculates the time to completion. Additionally, the Counseling and Advising Office sends semesterly texts and emails to students requesting they meet with a counselor to help with understanding specific degree, certificate, or transfer requirements (IIA6-4).

STAR facilitates the College's scheduling of classes with dashboards for instructors, academic advisors, and administrators (IIA6-5, IIA6-6, IIA6-7). These dashboards provide just-in-time information regarding which courses are in high demand, so additional sections can be added as needed. The College also maintains a Tableau (data visualization tool) dashboard with real-time enrollment data that administrators can use to analyze enrollment trends and make informed decisions about future course scheduling (IIA6-8). Due to changing enrollment trends since the COVID-19 pandemic, academic deans send draft class schedules to the counseling unit for review to ensure the right mix of modalities for course offerings (IIA6-9, IIA6-10). Although the demand for online courses has increased since the pandemic, offering an appropriate number of in-person courses is a campus and UH System priority to meet the diverse learning needs of students. The College reevaluates fill rates for in-person courses to allow certain low-enrolled courses to run to support students who prefer an in-person modality (IIA6-11).

As an open-access college, Leeward CC regularly accepts students who require developmental education. Therefore, students may take longer than the prescribed two years to complete an academic program. To improve completion rates for underprepared students, the College offers a developmental education curriculum that promotes acceleration to and preparation for college-level courses (see Standard II.A.4 for more information).

The College's efforts towards improving time to completion have been successful. Between fiscal years 2018-2019 and 2021-2022, the number of credit hours to completion for Leeward CC students decreased from 75.0 to 69.4, and the number of conferred degrees and certificates increased from 1,159 to 1,277 (IIA6-12).

Analysis and Evaluation
The College meets the standard. The College uses data to consider time-to-completion rates and the diverse scheduling needs of Leeward CC students to support certificate and degree program completion in a reasonable time frame.

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

Evidence of Meeting the Standard

Leeward CC uses data and program assessment to understand the needs and learning styles of its diverse student populations (IIA7-1). Target subpopulations include students who are working, part time, Native Hawaiian, underprepared, early college, low income, and first generation.

With 41 percent of students above the age of 21 and 76 percent of students being part time, Leeward CC has a responsibility to serve working adults and part-time students. In spring 2019, the College began offering the Liberal Arts AA degree program fully online with accelerated five-week classes (IIA7-2). Working and part-time students can focus on one five-week class at a time and take as many as eight classes a year (fall, spring, and summer) allowing for improved student success and persistence.

Native Hawaiian student learning is facilitated through programs such as the Kīpuka Native Hawaiian Center at Puʻuloa and focused efforts at the Waiʻanae Moku Education Center (Waiʻanae Moku) where Native Hawaiian students benefit from a variety of student success programs, support services, learning tools, study spaces, welcoming and nurturing staff, and peer engagement (IIA7-3, IIA7-4). Native Hawaiian and Waiʻanae Moku counselors and the Pūkoʻa no nā ʻEwa Council governance body provide feedback to the administration on delivery modes, teaching methodologies, and learning support services for Native Hawaiian and other Pacific Islander students (IIA7-5). Programs at the Waiʻanae Moku location also benefit many low-income and first-generation students. The four communities immediately served by Waiʻanae Moku –Nānākuli, Māʻili, Waiʻanae, and Mākaha– have some of the state's highest poverty rates and lowest educational attainment levels (IIA7-6).

The College offers developmental math and English classes for students who are assessed below college-level math and English. These programs are designed to support student success and persistence for underprepared students. For more information on developmental math and English initiatives, see Standard II.A.4.

Almost one-fourth of Leeward CC's student body are EC students. Leeward CC's EC program strives to increase college-going and college success rates of high school students who do not traditionally aspire to attend college including low-income, first-generation, and Pacific Islander students (IIA7-7, IIA7-8). For example, the student body at Waipahu High School, Leeward CC's largest EC partner, is 65 percent Filipino, 10 percent Native Hawaiian, seven percent Samoan,

and six percent Micronesian. Half of the school's almost 2,800 students receive reduced meals (IIA7-9). EC partner schools work with Leeward CC's faculty and staff to determine the best courses, locations, and delivery modes for their students (IIA7-10). Due to the increasing demand for this program, the College has increased EC support services with an EC program coordinator, designated EC counselors, and EC peer mentors (IIA7-11).

The Kahua Hoʻomau Ola 13th Year Initiative (KHO) and Hawaiʻi Nutrition Employment and Training (HINET) programs support low-income students. KHO is a first-year cohort program for Native Hawaiian students who never intended to go to college. KHO provides tuition, books, and fees and works in tandem with community partners to provide support services anchored in ʻIke Hawaiʻi (Hawaiian knowledge) (IIA7-12). HINET, a partnership with the Hawaiʻi State Department of Human Services, delivers assistance and support for low-income college and workforce training to students. Students enrolled in HINET persist at a higher rate than the UHCC overall rate (72 percent versus 51 percent) (IIA7-13).

Before the COVID-19 pandemic, the Puʻuloa campus offered over 60 percent of classes in person and the Waiʻanae Moku location offered over 90 percent of classes in person (IIA7-14). At the onset of the mandatory COVID-19 closures in spring 2020, the College worked swiftly to convert all courses to be fully online. To support these transitions, the DE Committee created the *Baseline Recommended Actions for Distance-Delivered Instruction* to support faculty developing distance-delivered courses for the first time (IIA7-15), and the Educational Media Center (EMC) trained instructors to use online tools and web applications such as Zoom to teach their classes remotely (IIA7-16). The College created the *LEE Online Learning Orientation* on Laulima (the College's learning management system) to support in-person students moving online, purchased laptops and hot spots for students to borrow, and offered additional support and resources to students to assist them with using Laulima, Zoom, and Google (IIA7-17, IIA7-18).

In fall 2020, the College published its *Interim Plan for Reopening the Campus* after the COVID-19 closures, which included several new course modalities (IIA7-19). Before the pandemic, online courses were mostly unscheduled or "asynchronous." The plan established scheduled or "synchronous" online courses as well as several hybrid modalities, which combined both online (scheduled and unscheduled) instruction and in-person instruction. The EMC converted several classrooms into technology-enhanced classrooms and used pandemic-related funding to purchase equipment to accommodate the new instructional modalities (IIA7-20).

In fall 2022, the College offered 77 percent of courses in an online modality. Since then, there has been a system wide effort to revert to more in-person courses to meet student needs. For example, in-person classes are required for Veteran Affairs students to receive their full student benefits. In fall 2023, 60 percent of classes were online and 40 percent were in-person or hybrid.

At the Waiʻanae Moku location, from fall 2021 to fall 2023, virtually all courses transitioned back to in-person or hybrid modalities to meet the learning needs of its student population. As mentioned in Standard II.A.6, along with using enrollment trends and input from campus counselors to determine appropriate offerings of course modalities, instructional programs analyze fill rates and successful course completion rates annually (IIA7-21).

All courses including DE courses go through the same rigorous curriculum review process (IIA7-22). Course proposal requirements include answering DE-related prompts to ensure compliance with federal definitions of DE (IIA7-23). The DE Committee, a standing committee of the Faculty Senate, regularly reviews and revises the College's DE guidelines to meet federal regulations. During the 2021-2022 academic year, the DE Committee revised the guidelines, adding accessibility components and clarifying the definition of regular and substantive interaction (IIA7-24, IIA7-25). Since the UHCC System requires regular peer evaluations for all lecturers and instructional faculty seeking tenure and promotion, the DE Committee designed a DE Peer Evaluation form to evaluate online classes (IIA7-26).

The College provides equitable learning support services for DE and on-campus students as shown in Table II.A-3. All learning support services assess their programs each year in the ARPD, which includes plans for improvement based on assessment findings (IIA7-27). See Standard II.B for more information on the College's learning support services and Standard II.C for more information on the College's student support services.

Table II.A.3
Learning Support Services by Location and Means of Delivery

Learning support service	Puʻuloa	Waiʻanae Moku	Online and/or phone
Library	✓	✓	✓
Content Tutoring (LRC)	✓	✓	✓
Writing Tutoring	✓	✓	✓
Disability Services Office	✓	✓	✓
Help Desk	✓	✓	✓
Test Center	✓	✓	✓

Along with offering high-quality DE courses and learning support services, the College is committed to providing effective teaching methodologies for its diverse student population.[48] The Innovation Center for Teaching and Learning (ICTL) and the EMC provide workshops on best practices for teaching in person and online (IIA7-28, IIA7-29, IIA7-30). The EMC provides a wide

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[48] These practices align with the Commission's *Policy on Social Justice*.

variety of workshops and teaching and learning support including those focused on Universal Design for Learning, which supports student equity by accommodating the needs of all learners through various course design practices ([IIA7-31](#), [IIA7-32](#)). The ICTL and EMC assess their program activities each year in the ARPD, which includes plans for improvement based on assessment findings. For more information on the ICTL, EMC, and the College's professional development programs, see Standard [III.A.14](#).

To help ensure high-quality course offerings and as part of the UHCC System's tenure and promotion requirements, instructional faculty assess their teaching methods through SLO assessment and student course evaluations and make adjustments based on those findings ([IIA7-33](#), [IIA7-34](#), [IIA7-35](#)). All instructional programs also assess their program success annually in the ARPD based on various metrics including student subpopulations. ARPDs include plans for improvement based on assessment findings ([IIA7-36](#)).

Analysis and Evaluation

The College meets the standard. Leeward CC consistently evaluates the effectiveness of its instructional delivery modes and teaching methodologies and adjusts accordingly to best meet diverse and changing student needs in support of equity in success for all students. These efforts are reflected in the College's wide variety of learning and student support programs and well-established, data-driven assessment practices.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The UHCC *Prior Learning Assessment Program* policy governs prior learning assessment (PLA) ([IIA8-1](#), [IIA8-2](#)). The Assessment Committee, a standing committee of the Faculty Senate, oversees the PLA process. Credit through PLA can be earned in several ways: college transfer credit, equivalency examinations, prior learning experiences, independent study, non-collegiate sponsored education credit, and credit by institutional exam ([IIA8-3](#)). The College does not use department wide course and/or program examinations.

Analysis and Evaluation

The College meets the standard. Leeward CC follows credit for prior learning policies and procedures as outlined by the UHCC System and has processes in place to implement PLA. Leeward CC does not use department wide course and/or program examinations.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional

policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards degrees and certificates based on student attainment of SLOs and PLOs as measured by grades for successful course completion (IIA9-1). Each instructor is responsible for assessing students' success in meeting SLOs from the KSCM-approved course proposal. Instructors design evaluation methods such as exams, essays, and projects to measure student success in meeting SLOs and assess them through Anthology (IIA9-2). The College's programs and certificates require completion of designated courses; successful completion of these courses indicates successful achievement of PLOs (IIA9-3). PLOs are assessed at least once every five years in the CRE (IIA9-4). Additionally, Leeward CC's *Policy on Graduation* requires students to earn a cumulative 2.0 GPA or better for all courses used to meet program degree requirements in order to be awarded degrees or certificates (IIA9-5).

The UHCC System's *Credit Hour* policy guides the awarding of course credits, degrees, and certificates (IIA9-6). The College ensures that academic credit hours conform to the Carnegie Unit, which is a commonly accepted practice in American higher education. To ensure Leeward CC courses meet these standards, all courses must be approved through the College's curriculum approval process (IIA9-7). Course proposal requirements include the number of credit hours, contact hours per week, schedule type, SLOs, course content, and method of instruction (IIA9-8). The College does not offer clock-to-credit hours.

Analysis and Evaluation

The College meets the standard. The College awards credit for courses, degrees, and certificates based on student attainment of course and program learning outcomes as reflected in course grades. The units of credit awarded by Leeward CC are consistent with UHCC System policies and conform to the Carnegie Unit, a commonly accepted practice in American higher education.

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

Evidence of Meeting the Standard

The UH System's *Student Transfer and Inter-Campus Articulation* policy states that students who

have earned an articulated associate degree from a UHCC campus shall be accepted as having fulfilled the general education core requirements at all other UH System campuses (IIA10-1). The UHCC System's *Reverse Transfer* policy ensures that students who transfer to a UH four-year institution before completing their associate's degree are automatically awarded that credential while progressing toward their bachelor's degree (IIA10-2). The UH System Course Transfer Database, searchable by students, includes course evaluations and equivalencies for UH System campuses and other institutions (IIA10-3). Students receive notice of credit transfer policies from the Admissions and Records Office, counselors, the College website and catalog, and transfer workshops held throughout the semester (IIA10-4, IIA10-5). Options for PLA are described on the College website and catalog (IIA10-6). Students can request a transcript review via the College website (IIA10-7). When transfer credits from institutions outside of the UH System fulfill degree requirements, the College certifies that the SLOs of these courses are comparable to the SLOs of its own courses by reviewing and comparing syllabi. When the transcript evaluator is unsure, a transcript evaluation request is sent to the appropriate division or discipline of the course in question for a determination (IIA10-8).

Leeward CC has articulation agreements for various programs with UH Mānoa and UH West Oʻahu (the four-year UH campuses on Oʻahu). For example, Kaʻieʻie is a dual-admission, dual-enrollment program at UH Mānoa for UHCC students who are pursuing a four-year undergraduate degree (IIA10-9). The College also has articulation agreements outside of the UH System with various colleges and organizations throughout the country. Program counselors in the respective areas execute these outside agreements (IIA10-10).

Analysis and Evaluation
The College meets the standard. Leeward CC has established transfer policies and procedures for transferring credits within the UH System. The College has articulation agreements to help students transfer from two-year to four-year campuses. The College website and catalog provide students with clear transfer of credit policies to facilitate student mobility without penalty. Leeward CC certifies that all transfer credits applied to degree requirements are comparable to its own courses in terms of expected SLOs.

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

Evidence of Meeting the Standard
All of Leeward CC's degree and certificate programs include PLOs that identify outcomes students will be able to demonstrate upon completion of a degree or certificate. As appropriate,

PLOs address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives,[49] and other program-specific learning outcomes. Degree requirements include courses with the following designations (IIA11-1):

- Foundation designations in Written Communication, Quantitative Reasoning, and Global Multicultural Perspectives
- Diversification designations in Arts, Humanities, and Literatures; Social Sciences; and Natural Sciences
- Focus designations in Contemporary Ethical Issues; Hawaiian, Asian, & Pacific Issues; Writing Intensive; and Oral Communication

Certificate designation requirements vary as appropriate (IIA11-2). For a course to receive a designation, it must meet specific hallmarks and be approved by the respective designation board (IIA11-3). Boards review and reapprove designated courses every three to five years to certify that they meet designation hallmarks.

The PLOs for the Liberal Arts AA degree, Leeward CC's largest academic program, align with the College's Institutional Learning Outcomes (ILOs) (IIA11-4). The College's ILOs, Liberal Arts AA degree program PLOs, degree requirement designations, and Standard II.A.11 requirements are all aligned (IIA11-5).

UH System and Leeward CC policies require that all instructional programs assess one or more of their PLOs annually in the ARPD and assess all PLOs every five years in the CRE (IIA11-6, IIA11-7, IIA11-8, IIA11-9). Findings in the ARPDs and CREs drive program improvements and resource allocations (IIA11-10).

Analysis and Evaluation
The College meets the standard. All Leeward CC's degree and certificate programs include learning outcomes, which are regularly assessed for program improvement. As appropriate, degree and certificate requirements include courses with designations in written and oral communication, information and quantitative competency, critical thinking, ethics, and the ability to engage diverse perspectives.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning

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[49] The ability to engage diverse perspectives aligns with the Commission's *Policy on Social Justice*.

outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College adheres to UH System and Board of Regents (BOR) policies on general education (IIA12-1, IIA12-2). Leeward CC's philosophy asserts that "general education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply the knowledge, skills, and talents to make judicious decisions and analyze and solve human problems within a multicultural community" (IIA12-3).

All Leeward CC degree programs require a component of general education as described in the catalog (IIA12-4). The College divides its general education core requirements into two categories: foundations and diversification. Foundation requirements give students skills and perspectives fundamental to undertaking higher education, i.e. written communication, quantitative reasoning, and global multicultural perspectives. Diversification requirements ensure students have broad exposure to different domains of academic knowledge while allowing flexibility for students with different goals and interests, i.e. the arts, humanities, literature, social sciences, and natural sciences. Students must also fulfill focus requirements that provide additional skills and discourses necessary for living and working in diverse communities, i.e., two classes designated as writing intensive, and one class in each of the three following designations: Hawaiian, Asian and Pacific issues; contemporary ethical issues; and oral communication.

To ensure breadth of knowledge, intellectual inquiry, and rigor in the general education requirements, the College maintains six faculty-led general education boards to review and analyze applications for courses to receive the appropriate designation: Foundations Focus Board; Diversification Focus Board; Writing-Intensive Focus Board; Hawaiian, Asian and Pacific Focus Board; Ethics Focus Board; and Oral Communications Focus Board (IIA12-5). Each board reviews and approves courses in its respective area according to specified hallmarks and learning outcomes (IIA12-6). The Faculty Senate General Education Committee reports to the Senate on the progress of these curriculum boards (IIA12-7).

Analysis and Evaluation

The College meets the standard. All associate degree programs include a component of general education based on the College's general education philosophy. The College relies on faculty expertise to determine which general education courses to include through general education focus and designation boards. All general education courses are selected based on SLOs and

competencies appropriate to the associate degree level. These courses prepare students for participation in civil society, teach skills for lifelong learning and application of learning, and offer a broad understanding of the arts and humanities, sciences, mathematics, and social sciences.

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

Evidence of Meeting the Standard

Per the UHCC policy *General Education in All Degree Programs*, the College's 15 associate degrees require focused study in at least one area of inquiry or established interdisciplinary core in addition to general education requirements (IIA13-1). CTE degree programs include a specialized focus of study depending on the career track alignment. Additionally, students completing CTE degrees require demonstrated competencies that meet employment and other appropriate standards that help students prepare for applicable external licensure and certifications. For example, courses in the Information and Computer Science program prepare students for six industry certifications (IIA13-2).

The Curriculum Committee Proposal Guide requires each degree program to include PLOs, core requirements, and general education requirements (IIA13-3). Program faculty are responsible for identifying PLOs for each degree, which include the key theories, practices, and competencies required for associate's level mastery in the field. Program faculty then determine the courses to be included in the required core sequence based on course SLOs and other measurable objectives, which are included in the approved course proposal on record. The College Catalog lists each degree program's outcomes and required course sequence of focused study (IIA13-4).

Analysis and Evaluation

The College meets the standard. All of the College's associate degree programs include focused study in one area of inquiry or discipline. Specialized courses in the area of inquiry or interdisciplinary core are based upon SLOs and competencies and include mastery at the appropriate degree level of key theories and practices within the field of study.

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

Evidence of Meeting the Standard

The College offers credit-based CTE certificates and degrees in 11 program areas (IIA14-1). The Office of Workforce Development (OWD), formerly the Office of Continuing Education and Workforce Development, offers noncredit courses and short-term programs that address community workforce needs and provide training in high-demand areas. For example, in 2023 the Health Care Association of Hawai'i collaborated with Leeward CC's OWD to pilot a Certified Nurse Aides program at three local high schools that allows students to earn an industry certification before graduating from high school (IIA14-2). OWD also offers noncredit certificates in six industry categories (IIA14-3).

The College determines technical and professional competency levels and SLOs based on national employment and licensure standards and input from industry representatives. Faculty who are experts in their field teach credit and noncredit courses to prepare students for today's competitive job market. The College hires CTE and OWD instructors based on their educational credentials in the field and/or related industry work experience. For example, the Automotive Technology program faculty are required to meet the minimum requirements of a bachelor's degree in automotive engineering or industrial education, an associate degree and three years of related work experience, or 15 college credits and seven years of related work experience. For more information on hiring requirements for faculty positions, see Standard III.A.2.

Programs with accrediting agencies and state licensures have specific competencies for students to achieve (IIA14-4). Faculty teaching these programs integrate competencies into the curriculum and develop methods to assess student achievement (e.g., quizzes, exams, demonstrations) of the required competencies (IIA14-5).

OWD program assessment follows the same process as all other programs at Leeward CC through the yearly completion of ARPDs (IIA14-6). Like credit courses, all noncredit courses have defined SLOs, which OWD faculty assess to ensure program effectiveness (IIA14-7, IIA14-8), but these courses are not required to go through the Faculty Senate Curriculum Committee process since they are designed to follow state and/or national industry standards.

Nine CTE programs offer cooperative education, externships, internships, simulations, or practicum courses that integrate academic preparation and career interests with work experience (IIA14-9). CTE and OWD programs that do not have a programmatic accrediting agency consult with industry employers and professional organizations to develop knowledge, skills, and abilities relevant to the workplace. All CTE credit programs and the Industrial Technology noncredit program have advisory committees made up of industry representatives (IIA14-10). These programs schedule between one to two advisory committee meetings annually to develop learning outcomes, assess technical and professional competencies, update course

content, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, discuss emerging industry needs, and provide information on current labor market demand and work-based learning opportunities.

Analysis and Evaluation

The College meets the standard. Leeward CC ensures CTE graduates demonstrate technical and professional competencies that meet employment standards through the curriculum development process, industry-specific accreditation standards, advisory boards, and licensure preparation.

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

Evidence of Meeting the Standard

The BOR's *Instructional Programs* policy states that upon review, programs may be terminated, no new program admissions will occur, and students in terminated AA degree programs will have up to two years to complete the program ([IIA15-1](#)). Counselors notify students when their certificate or degree program is being eliminated and advise them on their option to continue in the program or change majors if appropriate. The College modifies the registration system preventing future students from enrolling in the program. For example, in fall 2021 the College eliminated the Associate in Science Television Production program due to low workforce demand and the low number of conferred degrees and merged it with the larger Digital Media degree program. The College implemented a two-year stop-out procedure, and counselors worked with students enrolled in the eliminated program to ensure their success ([IIA15-2](#)). Similar processes occur if the College significantly changes program requirements.

Analysis and Evaluation

The College meets the standard. The College has a policy and procedures regarding program elimination such that enrolled students can complete their education in a timely manner with a minimum of disruption.

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

Evidence of Meeting the Standard

The UHCC System policy on the *Review of Established Programs* requires programs to complete

an ARPD, which assesses a program's demand, efficiency, effectiveness, degree and certificate completion, transfers, how the program meets the Perkins V Core Indicators, and other performance measures (IIA16-1, IIA16-2). All Leeward CC instructional programs, including collegiate, pre-collegiate, career-technical, workforce development, and continuing and community education consistently follow this review process. The ARPD requires programs to discuss plans for improvements based on the data presented and follow up on plans made in the previous ARPD (IIA16-3). Programs generate Resource Request Lists based on ARPD findings, and these lists guide the administration on how to allocate institutional funding for the upcoming year (IIA16-4).

Credit and noncredit programs with external accrediting bodies go through additional regular reviews as required by their accreditation including licensure and job placement rates. Once every five years, the College requires every program to complete a CRE that includes the ARPD data for the current year and the previous four years (IIA16-5). Leeward CC ARPDs and CREs are available to internal stakeholders via the College's intranet and ARPDs are publicly available via the UH System site (IIA16-6, IIA16-7).

Leeward CC's *Program and Curriculum Review Policy and Procedures* require curriculum proposals to be reviewed at least once every five years through the Curriculum Committee to ensure the quality and currency of all courses and programs regardless of delivery mode or location (IIA16-8, IIA16-9).

Leeward CC's robust program review process helps the College systematically improve programs and courses to enhance learning outcomes and student achievement. For example, ARPD findings using program health metrics indicated that the ratio of permanent full-time appointed faculty to program majors for the Accounting and Digital Media programs was lacking (IIA16-10, IIA16-11). Based on these findings, the College hired additional faculty for Accounting in fall 2023 and for Digital Media in spring 2024.

Analysis and Evaluation
The College meets the standard. The College uses the Integrated Planning and Budgeting Process, which includes annual (ARPD) and five-year (CRE) reviews of instructional programs, to evaluate and improve the quality and currency of all instructional programs including learning outcomes and achievement for students. Similarly, the Curriculum Committee reviews and approves all courses, programs, certificates, and degrees, regardless of delivery mode or location, at least once every five years.

Conclusions on Standard II.A: Instructional Programs
Leeward CC offers high-quality instructional programs and learning and student support services

aligned with its mission. The College employs effective institutional processes including regular program reviews, assessments, and ongoing program development, which are made public. Leeward CC ensures that its instructional programs not only meet academic and professional standards but also enable students with diverse backgrounds and needs to achieve their educational and life goals.

Improvement Plan(s)

Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
II.A.4	Improve collegiate and pre-collegiate English completion rates (minimum goal-70 percent).	Developmental English Program Coordinator, Language Arts Division Chair, Dean of Arts and Sciences	Fall 2024	Assign full-time English faculty to teach developmental courses. Reassess outcomes in the 2025 ARPD. Hire one full-time English instructor.
			Spring 2024-Spring 2025	Collect program-specific data for system wide discussions on English.
II.A.4	Improve collegiate and pre-collegiate math completion rates (minimum goal-70 percent).	Developmental Math Program Coordinator, Mathematics and Natural Sciences Division Chair, Dean of Arts and Sciences	Fall 2024	Hire three full-time math instructors.
			Fall 2024-Fall 2025	Assess the success of the experimental MATH 98X course in fall 2025 ARPD.
			Fall 2024-Fall 2025	Assess the success of restructured assignments for Math 115 in fall 2025 ARPD.

Evidence List

IIA1-1 Mission
IIA1-2 IPBP Diagram
IIA1-3 Hawaiian Studies Website
IIA1-4 CC Diagram

IIA10-10 Articulation Agreements

IIA11-1 Degree Requirements Catalog

IIA11-2 Requirement Examples

IIA11-3 Designation Hallmarks

IIA11-4 Institutional Learning Outcomes Catalog

IIA11-5 Alignments with Standard II.A.11

IIA11-6 LeeCC Program and Curriculum Review Policy and Procedures

IIA11-7 LeeCC Policy on Assessment

IIA11-8 ARPD Template

IIA11-9 CRE Template and Schedule

IIA11-10 IPBP Diagram

IIA12-1 UH General Education in All Degree Programs

IIA12-2 BOR General Education Policy

IIA12-3 LeeCC Gen Ed Philosophy Catalog

IIA12-4 Degree Requirements Catalog

IIA12-5 General Education Committee Faculty Senate Website

IIA12-6 Designation Hallmarks

IIA12-7 Gen Ed Committee Annual Report

IIA13-1 UHCC General Education in All Degree Programs

IIA13-2 ICS Courses to Industry Certifications

IIA13-3 KSCM with IIT AS Example

IIA13-4 Integrated Tech Example

IIA14-1 CTE Programs

IIA14-2 High School CNA Training UH News

IIA14-3 OWD Website

IIA14-4 Accreditation or Licensure of Credit and Noncredit Programs

IIA14-5 AMT 144 and 245 Sample Task Sheets

IIA14-6 OCEWD ARPD 2022

IIA14-7 OWD SLO

IIA14-8 Example–HLTH5110 Syllabus

IIA14-9 Field Work Catalog

IIA14-10 CTE Advisory Boards

IIA15-1 BOR Instructional Programs Policy

IIA15-2 TVPRO Stop Out

IIA16-1 UHCC Review of Established Programs

IIA16-2 ARPD Data Example

IIA16-3 ARPD Template

IIA16-4 IPBP Diagram
IIA16-5 CRE Template and Schedule
IIA16-6 ARPDs and CREs Google Drive
IIA16-7 System ARPD Site
IIA16-8 LeeCC Program and Curriculum Review Policy and Procedures
IIA16-9 CC Diagram
IIA16-10 Accounting ARPD 2022
IIA16-11 Digital Media ARPD 2022

II.B. Library and Learning Support Services

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

Evidence of Meeting the Standard

Leeward Community College (Leeward CC) supports student learning and achievement by providing numerous library and learning support services. These services include library collections and instruction, tutoring, disability services, testing services, computer laboratories, and technical assistance. At the Puʻuloa campus, the three-story Learning Commons provides a user-friendly space for students, faculty, and staff to access the Library, tutoring services (Learning Resource Center and Writing Center), the Disability Services Office (DSO), and the Information Technology Group (ITG), which includes the Help Desk and Test Center. The Learning Commons also provides resources including desktop, laptop, and tablet computers; printing, copying, scanning, and charging stations; individual study carrels; and group study rooms. At the Waiʻanae Moku Education Center (Waiʻanae Moku), learning support services are located in the Student Common Area and adjoining offices. As Table II.B-1 indicates, comparable services are available at both campuses and remotely through online and phone options.

Table II.B-1

Learning Support Services by Location and Means of Delivery

Learning support service	Puʻuloa	Waiʻanae Moku	Online and/or phone
Library	✓	✓	✓
Content Tutoring (LRC)	✓	✓	✓
Writing Center	✓	✓	✓
Disability Services Office	✓	✓	✓
Help Desk	✓	✓	✓
Test Center	✓	✓	✓

Library

The Leeward CC Library works in collaboration with the campus community to provide resources, tools, services, and spaces supporting teaching, learning, and student success (IIB1-1). The Library's collections of print and video materials are located at the Puʻuloa campus; the Waiʻanae Moku has a small collection of books. Students and faculty can request items from other UH System libraries, which are routed to the Puʻuloa or Waiʻanae Moku campuses. The Puʻuloa campus also houses Kapūnāwai, the Hawaiʻi-Pacific Resource Room (IIB1-2). Students and campus personnel can remotely access the Library's digital collections 24 hours a day through the Library website. In 2022, the Library held 47,077 print books, periodicals, microfilm pieces, and audiovisual items. Through consortium agreements and individual purchases, the Library provides access to 108 databases, 82,021 streaming videos, 88,210 e-journals, and 438,965 e-book titles (IIB1-3, IIB1-4).

At the Puʻuloa campus, library faculty and staff provide in-person assistance at the circulation and reference desks. At the Waiʻanae Moku location, library faculty provide in-person reference services at least twice a week and as requested by instructors. Library faculty and staff also provide services to students and campus personnel via email, phone, text, online chat, and Zoom. The Library's response to the COVID-19 pandemic resulted in innovations such as scanning services, an online article delivery service, an online booking system, and equipment loans.

Library faculty provide in-person instruction for students. In 2021-2022, Library faculty provided 73 classroom sessions reaching 878 students at both campuses (IIB1-5). Sessions focused on library resources, information literacy, search techniques, and research skills. Ninety-five percent of students surveyed in spring 2022 agreed that these sessions increased their ability to do research and use library resources (IIB1-6). The Puʻuloa campus, the Library provides students with 27 desktop computers for in-library use, a self-service kiosk with 30 laptops for

short-term use on campus, 30 laptops for semester-long loans, 25 Wi-Fi hotspots for semester-long loans, and 15 iPads for short-term use on campus. Students have access to three scanners, a network printer, and a copy machine. Students can study in two rooms with table seating for small groups. Eighty-five percent of students (n=52) in the 2022 Library user survey agreed they were satisfied with the Library's hours and over 75 percent of students (n=613) responding to the 2021 Community College Survey of Student Engagement (CCSSE) said they were "very satisfied" with library and resource services (IIB1-6, IIB1-7).

The Library's *Collection Development Policy* ensures that its collections support educational programs (IIB1-8). Librarians are responsible for selecting materials in assigned subject areas using criteria that include relevance to the curriculum, faculty input, perceived demand, availability and currency of existing holdings, cost, and access. The Library has updated but not expanded its collection of print materials; it has decreased its print collection and increased its online collection substantially (IIB1-3). The 2022 annual user survey (n=52) shows that 100 percent of students said that they usually find enough books from the Library and 93 percent said they usually find enough articles to meet their class needs (IIB1-6).

Learning Support Services
Tutoring Services. Content tutoring provided by the Learning Resource Center (LRC) assists students with dozens of courses across the curriculum (IIB1-9). In 2021-2022, the LRC provided tutoring sessions to over eight percent of all enrolled students. In summer 2022, the LRC transitioned to Penjiapp, which allows students to schedule tutoring appointments, share work with tutors, message tutors, directly link to individual Zoom sessions, and provide user feedback for program evaluation. For in-person Puʻuloa campus students, the LRC provides four desktop computers and a network printer. All computers include standard Microsoft Office software, and one includes Adobe software used in Digital Art and Digital Media courses. User surveys indicate that 93 percent of students (n=171) are satisfied with the LRC (IIB1-10).

Tutoring for writing occurs at the Writing Center, which provides learning support to develop writing, reading, and college success skills. Students can work with writing consultants in person both individually and in groups, by phone, and online via Penjiapp with Zoom (IIB1-11). In 2021-2022, the Writing Center provided services to more than 16 percent of all enrolled students assisting them with over 100 courses representing every division. The Tutoring Services Coordinator uses feedback from faculty, staff, and students to update and add to handouts and online resources (IIB1-12, IIB1-13). The Writing Center offers a study area for both individual and group study and six desktop computers with system printers including a wheelchair-accessible desktop computer equipped with adaptive software. User surveys indicate that 98 percent of students (n=171) are satisfied with the Writing Center's services (IIB1-14). In 2022-2023, students who utilized LRC and Writing Center services achieved an average 82 percent course

grade compared to their non-tutored peers who earned an average of 74 percent.

Waiʻanae Moku Tutoring. The Waiʻanae Moku campus has tutoring services for Math, English, Hawaiian Language, Hawaiian Studies, and Information and Computer Sciences. Additional subject tutors are hired as needed based on instructor requests. Tutoring services are scheduled to coincide with course offerings allowing tutors to assist during classroom meeting times. The low ratio of tutors to students and long hours of availability allows tutors to provide students with sustained, in-depth assistance. In fall 2022, the Waiʻanae Moku tutoring team served over 35 percent of students enrolled at the campus. Program evaluations show that students who worked with a tutor were more likely to earn a C or better in English 100, Math 100, and Hawaiian Language 101 and 102 classes than students who did not receive tutoring (IIB1-15).

Math Lab. The Mathematics and Natural Sciences Division offers additional tutoring for all math students at the Math Lab (IIB1-16). Located on the Puʻuloa campus, the lab provides access to computer-based programs used in all math courses. It has five laptops for students to use while doing coursework and receiving assistance from tutors. The lab also has individual and group study areas for students. The Math Lab provides formula sheets ranging from algebra to calculus as well as the TI-Nspire CASE (IIB1-17). Students can borrow graphing and scientific calculators and current math textbooks.

Tutor.com. All students (DE students, Early College students, and students unable to access on-campus services at Puʻuloa or Waiʻanae Moku) have access to tutoring and writing assistance through Tutor.com, a professional online tutoring service contracted through the University of Hawaiʻi Community Colleges (UHCC) System (IIB1-18). Tutor.com summary usage reports from 2020-2022 show dozens of students use the service annually with essay review, math, and English being the most used services (IIB1-19).

The 2021 CCSSE findings indicate that over 96 percent of Leeward CC students are very or somewhat satisfied with peer or other tutoring services and 94 percent are very or somewhat satisfied with "skills labs (writing, math, etc.)" (IIB1-20).

Help Desk. The Leeward CC Help Desk, managed by the ITG, supports nearly 400 faculty and staff and thousands of students with technology services, including computers and related peripherals, at the Puʻuloa campus and Waiʻanae Moku (IIB1-21). The unit manages and operates nine college computing labs and two laptop kiosks at the Puʻuloa campus. Help Desk staff are available to assist in person, via phone, and by Zoom. The Help Desk's 2022 satisfaction survey (n=273) indicated that 100 percent of respondents were highly satisfied with the services provided (IIB1-22). Additionally, the UH System Information Technology Services Help Desk provides students, faculty, and staff with phone and email support 24 hours a day, seven days a

week, 365 days a year ([IIB1-23](#)).

Test Center. The Test Center provides students with placement testing and proctoring services at the Puʻuloa campus and Waiʻanae Moku ([IIB1-24](#)). The Center added remote online proctoring services during the COVID-19 pandemic. Services include proctoring for online and written tests for DE courses, make-up exams for campus courses, and out-of-state DE tests. The Puʻuloa campus has 44 computers for students to use for testing, and the Waiʻanae Moku Study and Testing Center has 15 computers. Test Center user surveys show consistently high satisfaction with the Test Center's hours of operation ([IIB1-25](#)). The Test Center 2021 user survey (n=17) indicates that students are highly satisfied with the Test Center's services ([IIB1-26](#)).

Disability Services Office (DSO). The DSO supports equal access to the College's programs for students with disabilities ([IIB1-27](#)). The DSO meets with students in person, by phone, or by Zoom, and uses Clockwork, a case management system to ensure on-time access to services. A disability specialist visits the Waiʻanae Moku bi-monthly. Learning support materials include audio note-taking and text-to-speech software. The DSO has two low-distraction workstations at the Puʻuloa campus, some of which are equipped with computers with adaptive software ([IIB1-28](#)). In the 2022 DSO user survey (n=6), students reported high satisfaction scores and over 94 percent of students (n=74) responding to the 2021 CCSSE said they were satisfied with services for students with disabilities ([IIB1-29](#), [IIB1-30](#)). Between 2019 and 2021, the DSO offered 11 workshops on providing accommodations reaching 151 faculty and staff; 100 percent of participants found the information helpful ([IIB1-31](#)).

Kīpuka Native Hawaiian Center at Puʻuloa (NHCP). The NHCP is a support system anchored in ʻIke Hawaiʻi (Hawaiian ancestral knowledge). NHCP services include counseling and advising, a textbook loan program, and peer mentoring. The NHCP provides students the use of 36 laptops, some of which are in a self-checkout kiosk. NHCP offers a variety of weekly seminars available both in-person and online that not only provide students with learning opportunities but also help to develop a sense of belonging and a close-knit community of learners. The NHCP website provides details about its diverse range of academic and cultural programs ([IIB1-32](#), [IIB1-33](#)).

Analysis and Evaluation
The College meets the standard. The library, tutoring and other learning support services aptly support the College's educational programs regardless of modality and location as demonstrated by user satisfaction surveys and program evaluations.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

Guided by its collection development guidelines, library faculty and staff, with input from instructional faculty, select and maintain the Library's materials and equipment (IIB2-1). Library faculty are assigned to specific instructional divisions and engage with faculty from those divisions about needed student resources (IIB2-2). Library faculty solicit recommendations for materials from instructional faculty through division and program meetings, and an online request form. Library faculty choose resources by utilizing their subject knowledge and expertise and by reviewing professional library journals, book review sources, publisher alerts and catalogs, and course syllabi. Library faculty regularly work with instructional programs to supply access to databases that support their content, and they assist students in finding the best materials for their research projects. For example, Library faculty work with instructional faculty to develop guides for specific courses and instructors, and develop subject guides to help students do research in a specific area (IIB2-3). For more information on the Library's holdings, services, and educational equipment and materials, see Standard II.B.1.

Other Learning Resources

Tutoring Services. The faculty coordinator of the LRC and Writing Center regularly communicates with instructional faculty to ascertain the kinds of workshops, materials, and equipment needed to support students. Examples of supported faculty requests include a microphone that French students can use to record their voices and tablets for use by computer programming students. Under the Writing Center's coordination, faculty and staff present campus workshops on writing skills, success skills, and campus resources. The Writing Center also has robust digital resources for teachers and an OER video series for teachers and students (IIB2-4, IIB2-5).

Math Lab. Instructional math faculty work directly with the Math Lab to ensure the lab provides students with the support they need. For example, when math faculty adopt new textbooks, the math discipline gives multiple copies of the textbook and solution manual to the Math Lab. The solution manual provides students with step-by-step solutions to help them gain a better understanding of how a problem should be solved.

Help Desk and *Test Center.* The ITG manages and maintains the Help Desk and Test Center, and ITG staff work with instructional faculty to ensure that the classroom, Library, LRC, Writing Center, and lab computers meet student and program needs. For example, the computer lab classrooms, which can be used for all instructional programs, are prioritized for use by Information and Computer Science courses.

Disability Services Office. The DSO faculty works with instructional faculty and other learning support faculty and staff to ensure the accommodation needs of students with disabilities are

met. For example, DSO works with Library faculty to provide additional support to students with disabilities who need extra assistance with their research needs.

For more information on the Library, LRC, Writing Center, Math Lab, Help Desk, Test Center, and DSO services, educational equipment, and materials, see Standard II.B.1.

Analysis and Evaluation
The College meets the standard. Faculty, including librarians, and other learning support professionals select and maintain the College's educational equipment and materials that support student learning. Librarians and learning support professionals work with faculty across campus to accomplish student learning and enhance the achievement of the College's mission to nurture and inspire all students.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Leeward CC's *Policy on Assessment* requires the library and other learning support services to assess program success each year in the Annual Report of Program Data (ARPD) and once every five years in a Comprehensive Review and Evaluation (CRE) (IIB3-1). The ARPD includes data metrics such as program demand, efficiency, and effectiveness, the attainment of student learning outcomes (SLOs) or service area outcomes (SAOs), and connections between the program and College mission (IIB3-2). The ARPD also includes plans for improvement based on assessment findings and resource needs. The ARPD is a key aspect of the College's institutional planning and budgeting process (IIB3-3). Library and learning support units assess SAOs to determine success levels and identify areas for improvement; only the Library has SLOs in addition to SAOs. The Office of Planning, Policy and Assessment uses the ARPDs to track program SAOs and provide technical assessment support as needed (IIB3-4). As discussed in Standard II.B.1, library and learning support units also use feedback surveys from students, faculty, and staff as part of their program assessment.

As an example of how evaluation results are used, two assessment findings inspired DSO program improvement strategies. Findings from the DSO's 2021 ARPD suggested that students have unrealistic expectations about accommodation services from the DSO compared to the accommodations they received in high school. Findings also showed the DSO is underserving the population of potentially eligible students at the College (IIB3-5). To address these concerns, the DSO increased outreach to area high schools and created a short informational video with the

hopes of increasing new student understanding of DSO services as well as encouraging eligible students to use the program ([IIB3-6](#)). The DSO will evaluate these strategies in future ARPDs.

Links to the most recent ARPDs (2023) for the Library and learning support services are below:
- Library ([IIB3-7](#))
- Tutoring Services (Learning Resource and Writing centers) ([IIB3-8](#))
- Help Desk (Information Technology Group) ([IIB3-9](#))
- Test Center ([IIB3-10](#))
- Disability Services Office ([IIB3-11](#))
- Math Lab (Developmental Math) ([IIB3-12](#))
- Waiʻanae Moku Education Center ([IIB3-13](#))
- Native Hawaiian Center at Puʻuloa ([IIB3-14](#))

Analysis and Evaluation
The College meets the standard. The College regularly evaluates the Library and other learning support services to assure that these services meet student needs. These evaluations include evidence of how the Library and other learning support services contribute to the attainment of SAOs and SLOs and are used by the College as a basis for continuous improvement.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and instructional program learning support services, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of these services and regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard
The College relies on collaboration with the University of Hawaiʻi (UH) System and other sources for library and learning support services. These collaborations, including those formalized through contractual agreements, are regularly assessed for utilization and effectiveness in the ARPDs and CREs.

Leeward CC's Library is part of the UH System Libraries, which is responsible for the purchase and administration of Ex Libris Alma, a system wide shared library management system that facilitates lending operations, electronic resources management, cross-campus resource sharing, and the Primo search engine. The UH libraries are part of the Hawaiʻi Library Consortium, which facilitates cooperation among libraries in Hawaiʻi through consortial purchasing of resources. The Library has contracts for services and resources including a variety of full-text, web-based, non-consortia databases that are individual to the College. The Library subscribes to the web

content platform LibGuides, which is used by librarians to create web pages on particular topics. Additionally, the Library has contracts with Tracsystems Inc. for the Pharos UniPrint print management system, Image Access, Inc. for self-serve book scanners, Springshare LLC for the LibApps digital services system, and Bibliotheca for an RFID theft protection system. As noted in Standards II.B.1 and II.B.2, the *Collection Development Policy* includes the regular review of library holdings, and the Library ARPD includes analyses of key indicators regarding resources, use, and cost analyses (IIB4-1, IIB4-2).

The LRC and Writing Center contract with Penjiapp, a mobile and desktop app with a web-based platform for scheduling tutoring appointments for a seamless UH single-sign-on login. The centers analyze its utilization and effectiveness in their ARPD (IIB4-3). Additionally, the College, as part of the UHCC System, contracts with Tutor.com, an online tutorial system.

The ITG ensures network security using a Fortinet Security subscription and Netwrix Auditor to proactively protect Leeward CC's network. In 2023, SentinelOne was added at the system level for additional monitoring. In addition to network security, all College computers have a suite of anti-virus, anti-malware, and anti-ransomware software. Leeward CC's Test Center contracts with the College Board for Accuplacer, a math and English placement assessment. The ITG acquires products based on reliability and effectiveness recommendations from UH Mānoa Information Technology Services and other UHCC campuses. The ITG ARPD includes demand and use indicators for the services provided (IIB4-4).

The DSO uses the Isle Interpret agency to secure American Sign Language interpreting services and the Access Text Network for alternate text. The DSO contracts with Kurzweil for audible scanned text and GLEAN for audio note-taking software. The DSO ARPD includes demand and use indicators for the services provided (IIB4-5).

Analysis and Evaluation
The College meets the standard. Leeward CC documents its agreements with other institutions or sources for library and other support services for its instructional programs and ensures that these sources serve their intended purpose through regular evaluation.

Conclusions on Standard II.B: Library and Learning Support Services
Regardless of delivery method or location, Leeward CC's library, tutoring services, and other learning support services are of sufficient quantity, currency, breadth, depth, and variety to support students, faculty, and staff. Faculty and other learning support staff select and maintain educational equipment and materials that support student learning and enhance the mission achievement. Through a robust program review process, regular evaluation of the Library and other learning support services ensure services are adequate. When the College relies on

collaboration with outside sources for library and learning support services, it ensures the sources serve their intended purpose and evaluates them for effectiveness.

Improvement Plan(s)
None at this time.

Evidence List
IIB1-1 Library Website
IIB1-2 Kapūnāwai Website
IIB1-3 Library Consortium Data
IIB1-4 Facilities and Collections–Library
IIB1-5 Library ARPD 2022
IIB1-6 LeeCC Library User Survey
IIB1-7 Library CCSSE
IIB1-8 Collection Development Policy
IIB1-9 LRC Website
IIB1-10 LRC ARPD 2022
IIB1-11 Writing Center Website
IIB1-12 Grammar Guide
IIB1-13 Writing Center Checklist for Scholarships
IIB1-14 Writing Center ARPD 2022
IIB1-15 Waiʻanae Moku Tutor Center Effectiveness
IIB1-16 Math Lab Website
IIB1-17 Math Lab Formula Sheets
IIB1-18 Tutor.com
IIB1-19 Tutor.com Usage
IIB1-20 CCSSE Related Findings
IIB1-21 Help Desk Website
IIB1-22 Help Desk Survey Stats
IIB1-23 UH System Help Desk
IIB1-24 Test Center Website
IIB1-25 Test Center Hours
IIB1-26 Test Center Survey Stats
IIB1-27 DSO Website
IIB1-28 Assistive Technology
IIB1-29 DSO ARPD 2022
IIB1-30 DSO CCSSE
IIB1-31 DSO Workshops

IIB1-32 NHCP Website
IIB1-33 NHCP Programs
IIB2-1 Collection Development Policy
IIB2-2 Teaching and Classroom Support for Faculty
IIB2-3 LibGuides
IIB2-4 Writing Center YouTube Website
IIB2-5 Writing for College Success Series-YouTube
IIB3-1 LeeCC Policy on Assessment
IIB3-2 ARPD Template
IIB3-3 IPBP Diagram
IIB3-4 SAO Tracking
IIB3-5 DSO ARPD 2021
IIB3-6 DSO ARPD 2022
IIB3-7 Library ARPD 2023
IIB3-8 Tutoring Services (LRC and Writing Center) ARPD 2023
IIB3-9 ITG ARPD 2023
IIB3-10 Test Center ARPD 2023
IIB3-11 DSO ARPD 2023
IIB3-12 Developmental Math ARPD 2023
IIB3-13 Waiʻanae Moku ARPD 2023
IIB3-14 NHCP ARPD 2023
IIB4-1 Collection Development Policy
IIB4-2 Library ARPD 2022
IIB4-3 Tutoring Services (LRC and Writing Center) ARPD 2022
IIB4-4 ITG ARPD 2022
IIB4-5 DSO ARPD 2022

II.C. Student Support Services

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

Evidence of Meeting the Standard
Leeward CC has a wide variety of services to support student learning regardless of location or means of delivery (see Standard II.C.3). The units comprising Student Services are Admissions and Records, Counseling and Advising, Early College, Financial Aid, Hawaiʻi Nutrition

Employment and Training program, Job Prep Services, Recruitment Office, Student Life, Student Health Center, Mental Health Services, and Veterans Resource Center. Other units that provide targeted student support services are the Kīpuka Native Hawaiian Center at Puʻuloa, the Office of International Programs, and the Office of Workforce Development.

Leeward CC's *Policy on Assessment* requires all student support services to assess their program each year in the Annual Report of Program Data (ARPD) and once every five years in a Comprehensive Review and Evaluation (CRE) (IIC1-1). The ARPD data metrics include the unit's demand, efficiency, and effectiveness; attainment of service area outcomes (SAOs); and connection between the program and the College's mission (IIC1-2). Data are disaggregated by location or means of delivery and student demographics as appropriate to the program's structure. The ARPDs incorporate biannual Community College Survey of Student Engagement results along with other user surveys and discuss plans for improvement based on assessment findings and resource needs. The mission-driven ARPD is an essential aspect of the College's institutional planning and resource allocation process (IIC1-3). The most recent student support program ARPD or CRE (2023) are below:

- Admissions and Records (IIC1-4)
- Counseling and Advising (IIC1-5)
- Early College (IIC1-6)
- Financial Aid (IIC1-7)
- Hawaiʻi Nutrition Employment and Training (IIC1-8)
- Job Prep Services (IIC1-9)
- Native Hawaiian Center at Puʻuloa (IIC1-10)
- Mental Health Services (IIC1-11)
- Office of Workforce Development (IIC1-12)
- Office of International Programs (IIC1-13)
- Recruitment Office (IIC1-14)
- Student Health Center (IIC1-15)
- Student Life (IIC1-16)
- Veterans Resource Center (IIC1-17)
- Waiʻanae Moku Educational Center (IIC1-18)

Analysis and Evaluation
The College meets the standard. Leeward CC regularly evaluates the quality of student support services demonstrating that these services, regardless of location or means of delivery, support student learning and enhance accomplishment of the mission of the institution.

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

outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

All student support programs have SAOs to help the College support student success. Per Leeward CC's *Policy on Assessment*, student support programs document their SAOs and program assessment data in a yearly ARPD and in a CRE every five years ([IIC2-1](#)). The Office of Planning, Policy and Assessment uses the ARPDs to track program SAOs and provide technical assessment support as needed ([IIC2-2](#)).

The College uses assessment findings to continuously improve student support services and programs. For example, in 2022, the Financial Aid Office did not meet its first SAO, "Increase the number applying for financial aid and scholarships" as data showed that federal student aid applications decreased by five percent. Based on these findings, the office simplified the aid application process, shortened the processing time, and worked with other campus programs to reach more students. The office then created new program reports to analyze the effectiveness of these changes ([IIC2-3](#)). In another example, in 2023 the College invested $10,000 into the Recruitment Office to support a feasibility study around the use of a Client-Relationship Management Software to increase application yield rates as part of the Integrated Planning and Budgeting Process ([IIC2-4](#)).

Analysis and Evaluation

The College meets the standard. The College identifies and assesses SAOs based on student needs and provides appropriate support services and programs to achieve those outcomes. Leeward CC uses assessment data to continuously improve student support programs.

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

Evidence of Meeting the Standard

Leeward CC provides appropriate, comprehensive, and reliable student support services to ensure equitable student access. In-person and online support is available to distance education (DE), Early College, Puʻuloa, and Waiʻanae Moku Education Center (Waiʻanae Moku) students. The College delivers services through a variety of methods and schedules them at times that meet the needs of most students. Delivery methods include the College website, chat functions, virtual platforms such as Zoom, and by phone. To help ensure services are equitable, the College regularly assesses its student support services as discussed in Standard [II.C.1](#). Table II.C-1 shows

that comparable services are available at both campus locations and for all types of students.[50]

Student Support Units[51]

Admissions and Records (A&R). Applicants can access admission forms through the unit website and submit them by mail, fax, email via secure UH file drop, and in person (IIC3-1). Unit staff are available to answer questions in person or by phone during regular business hours and through email. Between fall 2021 and summer 2022, A&R processed over 7,900 applications (IIC3-2).

Counseling and Advising. All unit services are available at both campuses and appointments are available in person, via Zoom, and by phone (IIC3-3). Counselors are available to meet with students during weekdays including some evenings. Students can also make drop-in or same-day appointments online, by phone, or in person at the Welcome Center or Waiʻanae Moku front desk (IIC3-4). In 2021-2022, counselors supported students through almost 15,000 individual appointments (IIC3-5). For additional information on this unit, see Standard II.C.5.

Table II.C-1

Student Services Unit by Campus Location and Means of Delivery

Student Services Unit	Puʻuloa	Waiʻanae Moku	Online or by phone
Admissions and Records	✓	*	✓
Counseling and Advising	✓	✓	✓
Early College	✓	✓	✓
Financial Aid Office	✓	✓	✓
Hawaiʻi Nutrition Employment and Training Program	✓	✓	✓
Job Prep Services	✓	✓	✓
Mental Health Services	✓	✓	✓
Recruitment Office	✓	**	✓
Student Health Center	✓	***	✓
Student Life	✓	✓	✓
Veterans Resource Center	✓	✓	✓

*Drop-off service provided.

**The Recruitment Office is located at the Puʻuloa campus and provides regular recruitment services outreach at the Waiʻanae Moku.

***The Student Health Center is located at the Puʻuloa campus. Telemedicine appointments are available for Waiʻanae Moku and DE students who cannot come to the Puʻuloa campus.

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[50] This aligns with the Commission's *Policy on Social Justice*.

[51] Links to the most recent ARPDs for all units providing student support can be found in full in Standard II.C.1.

Early College (EC). Leeward CC runs the largest EC program in the University of Hawaiʻi (UH) System and was the first campus to have EC students graduate with an Associate in Arts (AA) degree (IIC3-6). In spring 2023, EC worked with 13 high schools and provided 84 course sections reaching over 1,095 students (IIC3-7). High schools work with the College's EC program coordinator, faculty, and staff to determine the types of courses offered and delivery methods to meet student needs. Designated EC academic advisors provide counseling in person, over the phone, or via Zoom at times convenient for EC students.

Financial Aid. All Leeward CC students can access information and application forms through the unit website and submit forms by mail, fax, email via secure UH file drop, or in person (IIC3-8). Unit staff are available to answer questions in person, by phone, and through email or schedule in-person or online appointments during regular business hours. The office provides in-person services twice a month at the Waiʻanae Moku location and has trained peer mentors to assist students. In 2021-2022, the office processed 5,900 financial aid applications (IIC3-9).

Hawaiʻi Nutrition Employment and Training Program (HINET). Contracted by the Hawaiʻi Department of Human Services, HINET serves Supplemental Nutrition Assistance Program recipients working toward a career and technical education degree or a workforce credential (IIC3-10). HINET provides services virtually via its website and students can schedule appointments over Zoom or in person (IIC3-11). HINET students persist at a higher rate than Leeward CC's overall population (75 percent versus 68 percent), likely due to the program's wraparound support (IIC3-12).

Job Prep Services (JPS). This one-stop career resource center provides job postings and career-related resources or events (IIC3-13, IIC3-14). JPS participates in an online database of shared employers within the University of Hawaiʻi Community Colleges (UHCC) System. The database posts job openings for both on and off-campus employment, which currently includes hundreds of employers and job openings. All Leeward CC students are welcome to use JPS services and can consult with JPS staff in person or by email, Zoom, and phone during regular business hours.

Mental Health Services. Prior to 2021, UH Mānoa and UH West Oʻahu mental health professionals provided mental health services to the College. The Mental Health Services unit has been operating independently since the hiring of a full-time mental health professional in September 2021. This unit provides individual therapy, support groups, case management, crisis intervention, client-centered consultation, psychoeducational workshops, and resources. Appointments are available online, and in-person appointments are available at the Puʻuloa and Waiʻanae Moku locations. The unit was recently awarded a five-year grant to enhance mental health services for all Leeward CC students with a special focus on Asian and Native Hawaiian students. With this grant, the unit will expand to include a second mental health professional, a

mental health program coordinator, a mental health specialist, and three graduate-level internship students (IIC3-15, IIC3-16).

Recruitment Office. This unit provides information about the College to potential students and the general public through outreach, community events, and campus tours. The unit works closely with other Student Services units at the Puʻuloa and Waiʻanae Moku locations to design and implement programs and activities for targeted student populations. A new case management approach to the onboarding process increased yield rates between students applying to the College and those registering for classes by over five percent between 2019 and 2022 (IIC3-17, IIC3-18).

Student Health Center. An extension of the UH Mānoa University Health Services, this unit is located at the Puʻuloa campus and provides students, faculty, and staff at the College with healthcare services. Telemedicine appointments are available for Waiʻanae Moku and DE students. The unit works with the A&R Office to ensure the College meets mandated health requirements for entrance to a post-secondary institution. Health clearance forms and medical record release forms for students are available on the center's website and can be submitted online via a secure file drop. In 2021-2022, the unit processed over 3,470 health clearance forms for new and returning students (IIC3-19, IIC3-20).

Student Life. This unit offers students a variety of activities and opportunities. Student Life regularly has in-person activities at the Puʻuloa and Waiʻanae Moku locations. In addition to in-person activities, the unit has ample online activities and opportunities. It hosts Discord servers, which allow for two-way conversations between students and the Student Life Office. For example, the IM LeeGaming Discord server is used for gaming events, streaming games, and communicating with students interested in gaming. The unit also hosts podcasts available to students and the community, and all students can participate in *Ka Manaʻo* (The Thought), a student-run magazine (IIC3-21, IIC3-22, IIC3-23, IIC3-24, IIC3-25).

Veterans Resource Center (VRC). This unit offers services to current and prospective veteran, active duty, reservist, National Guard, and military-dependent students, which make up about 10 percent of the College's student body (IIC3-26). The VRC provides services in person, by phone, email, eForms, Zoom, and the ʻUlu ChatBot. VRC counselors support students in person, by phone, and virtually. In-person services are available at the Puʻuloa campus. The VetSuccess Counselor is available in person and virtually. The Military/Veterans counselor is available during business hours and evening hours by appointment. The VITAL psychologist is available by telehealth appointment. The Certifying Official is available in person and virtually.

Welcome Center. The College opened a Welcome Center on the Puʻuloa campus in spring 2021, which moved into its fully renovated space in spring 2023. The Welcome Center houses several of the student support units discussed in this standard and serves as a one-stop shop for counseling, admissions, enrollment, financial aid, and veteran services (IIC3-27).

Other Units Outside of Student Services Providing Student Support
Kīpuka Native Hawaiian Center at Puʻuloa (NHCP). The NHCP offers comprehensive support services rooted in ʻIke Hawaiʻi (Hawaiian ancestral knowledge) to serve all students with a special commitment to Native Hawaiians. Services include assistance with navigating college procedures, academic advising, personal counseling, career exploration, financial aid/scholarships, and regular seminars covering topics such as financial literacy and job preparedness. NHCP counselors are available in person, by phone, or via Zoom (IIC3-28).

Waiʻanae Moku Education Center. This full-service education center located on the remote Waiʻanae coast provides general, vocational, and Hawaiian cultural education. With about one-third of students over the age of 25, Waiʻanae Moku offerings include evening classes for non-traditional students. Specialized student support programs include Going to Finish Ontime, a cohort program for students transitioning to college-level academic work, and Access to Education, which provides wrap-around support to students transitioning from incarceration, drug treatment, or the foster care system. Waiʻanae Moku personnel works with community partners such as Kūlia and Ka Lama Education Academy to assist Waiʻanae Coast residents in becoming K-12 teachers. They also partners with Kauhale, a two-year training internship for Waiʻanae youth (ages 17-24) where participants can obtain an AA degree while gaining work and leadership experience at MAʻO Organic Farms, a local non-profit organization (IIC3-29, IIC3-30).

Office of International Programs (OIP). The OIP provides in-person and online advising services for inbound F-1 international students, outbound study abroad students, and customized short-term inbound study tours. In 2022, OIP welcomed new students from Chile, France, South Korea, Colombia, and Japan. OIP staff visit classes at the Puʻuloa and Waiʻanae Moku locations to promote study abroad and international education scholarship opportunities for local students. Information about OIP services is available in the Campus Bulletin and on the OIP website for DE students (IIC3-31, IIC3-32).

Office of Workforce Development (OWD). The OWD offers noncredit courses and short-term programs that address community workforce needs (IIC3-33). Courses are offered online or in person during times that meet the needs of most working students. Students enrolled in OWD courses and programs can receive counseling and academic guidance from the College's Counseling and Advising unit. The OWD program coordinators also act as academic advisors for OWD students. Noncredit students have access to the following Leeward CC support services:

JPS, DSO, HINET, and the Test Center. In 2022-2023, OWD awarded over 400 certificates for seven workforce programs with an average 97 percent student success rate ([IIC3-34](#)).

Analysis and Evaluation
The College meets the standard. The College provides appropriate, comprehensive, and reliable support services for all students. Leeward CC ensures equitable access to these services by offering them via multiple modalities and at various times. The College uses program assessments to confirm services are equitable regardless of location or means of delivery.

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

Evidence of Meeting the Standard
The Student Life Office offers co-curricular and intramural athletics programs at the Puʻuloa and Waiʻanae Moku locations. The office's purpose is to enable "students to gain life skills, increase their civic responsibility, and develop leadership skills that enrich their personal and professional development" ([IIC4-1](#), [IIC4-2](#)). These programs support the College's mission of fostering students to become responsible global citizens locally, nationally, and internationally and align with the College's institutional learning outcome (ILOs) that graduates will be able to interact responsibly and ethically through their respect for others using collaboration and leadership ([IIC4-3](#)).

To foster a sense of belonging and community with students, the Student Life coordinator facilitates co-curricular experiences through the Associated Students of UH-Leeward CC (ASUH), Student Activities Board (SAB), Budget and Finance Committee, *Ka Manaʻo* student magazine, Hānai iā Leeward food pantry, IM LeeGaming gaming league, IM LeeSports system intramural sports, and campus clubs. The coordinator manages the Board of Student Communications, commencement ceremonies, and Love Pono (a campus violence prevention program). Student Life staff manage student identification cards, discounted movie tickets, the student lounge, the ASUH senate chambers meeting room, and campus bulletin boards.

Policies and procedures guide the effective operation of Student Life's co-curricular programs to ensure the College conducts these programs with sound educational policy and integrity. In terms of financial responsibilities, the ASUH, SAB, and Budget and Finance Committee approve all fiscal purchases that use student activities fees and ASUH fees ([IIC4-4](#)). The Board of Student Communications approves all fiscal purchases that use Board of Student Communications fees.

ASUH consists of 10 senator seats with one seat designated for a Waiʻanae Moku student. The student body elects the senators. ASUH is governed by an executive board composed of a president, vice president, secretary, and treasurer. ASUH's responsibilities include managing the student government fee and establishing policies and programs for students. The Budget and Finance Committee is a key committee that allocates funding for student organizations and campus divisions (IIC4-5, IIC4-6, IIC4-7). For more information on ASUH, see Standard IV.A.2.

The SAB manages the student activities fee and provides fun, educational, and diverse programs and events for the student body. Events include video game tournaments, poetry slams, live entertainment, cultural events, and virtual events. The board operates with its own charter and bylaws that are recognized by the UH Board of Regents (IIC4-8).

In 2022-2023, the College had 10 registered clubs. The Student Life coordinator created the Registered Independent Student Organizations Handbook as a resource guide to assist in developing and registering official student organizations (IIC4-9, IIC4-10).

The office started the IM LeeSports League in 2011. The league includes all the UHCC campuses on Oʻahu as well as UH West Oʻahu. The Student Life coordinator manages the league with six to 10 student employees and hosts various sports leagues such as flag football, basketball, volleyball, and soccer. Approximately 100 student players participate in each league. During the pandemic, the IM LeeSports League created IM LeeGaming, an online gaming league, which hosts regular events and tournaments each semester (IIC4-11).

Per Leeward CC's *Policy on Assessment*, the Student Life Office evaluates the quality and effectiveness of its co-curricular programs each year in the ARPD and once every five years in a CRE (IIC4-12, IIC4-13).

Analysis and Evaluation
The College meets the standard. In alignment with its vision, mission, values, and ILOs, Leeward CC provides an array of leadership, cultural, social, and athletics programs to provide opportunities for a broad educational experience for students. Student Life co-curricular programs are evaluated in annual program reviews and are subject to College financial oversight and controls.

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

Evidence of Meeting the Standard

Leeward CC provides academic, career, and personal counseling to support student development and success through numerous programs and services (IIC5-1). As of 2022-2023, the College employs 19 full-time counselors with specialized areas in liberal arts, math and science, career and technical education, and developmental education among others. Counselors provide individualized support to facilitate success for students who are new, returning, on unsatisfactory academic progress (UAP), referred by instructors for early intervention, transferring, and graduating. In addition to general counseling and advising, seven of the 19 counselors serve in targeted student support programs such as the VRC, EC, and NHCP.

Counseling faculty meet minimum qualifications for their discipline (see Standard III.A.2 for more information). Counseling faculty have access to training and support for the provision of best practices in their field. Counselors attend annual Academic Advising Transfer Network conferences and are members of NACADA: The Global Community for Academic Advising (IIC5-2, IIC5-3). They meet weekly throughout the fall and spring semesters to review SAOs, receive updates on graduation and transfer policies, and learn from guest speakers from other Leeward CC units or UHCC campuses. The unit uses and regularly updates a Counseling Main Menu to ensure the accuracy and consistency of services (IIC5-4). As part of their five-year plan, all student services units, including counseling, are developing more robust professional development plans as part of their overall efforts to best support students (IIC5-5). For more information on professional development, see Standard III.A.14.

The College began using an online New Student Orientation (NSO) software in spring 2021. This software introduced new efficiencies for both the College and students since students have immediate access to NSO upon enrolling and can complete it any time before registration. The overall response has been positive (IIC5-6, IIC5-7). In summer 2021, Counseling began texting unregistered students via a two-way text messaging platform reminding them to register as well as offering any needed additional support. During incoming student advising (ISA), students are reminded to meet with a counselor every semester to help ensure they understand and are following their specific degree, certificate, or transfer requirements. In 2021-2022, counselors supported students through 14,952 individual appointments (IIC5-8).

STAR Guided Pathways System (STAR), a web-based tool, provides students with up-to-date information about courses and their progress toward graduation. In addition to using the features in STAR for academic planning and registration, the College Catalog is updated annually and with addendums to remain current (IIC5-9, IIC5-10). For more information on STAR and the catalog, see Standard II.A.6.

In January 2021, Student Services opened its Welcome Center, a one-stop shop where students and the public can access counseling, admissions, enrollment, financial aid, and veteran services in one place. Since its inception, the Welcome Center has served over 700 walk-ins ([IIC5-11](), [IIC5-12]()). Since 2021, Student Services has used a ChatBot called 'Ulu to provide around-the-clock customized information to online users. When 'Ulu is unable to answer a question, it connects the user to a live person via chat during business hours or provides a contact email after hours.

The Counseling and Advising unit evaluates the effectiveness of its activities and programs each year in its ARPD, and once every five years Student Services completes a CRE for all of its programs ([IIC5-13](), [IIC5-14]()). The ARPD and CRE include a variety of service and student success metrics. For example, the 2021 CRE identified areas of improvement for student persistence including students with UAP. To improve the success of UAP students, counselors cross-trained to support each other as co-experts in the basics of their assigned areas, designed an Academic Improvement Plan, and created a Communication Committee to implement targeted messaging via text, email, and phone. In spring 2022, 133 UAP students attended an appointment with a counselor, and 74 percent of those students registered for the next semester. The unit continues to improve strategies based on assessment findings ([IIC5-15](), [IIC5-16](), [IIC5-17](), [IIC5-18]()).

Analysis and Evaluation

The College meets the standard. Leeward CC provides a variety of in person and online counseling services to support student development and success. The College provides an online orientation for all students followed by many additional access points and opportunities for students to gain an understanding of academic requirements, graduation requirements, and transfer policies and options. Counselors remain current in their field and increasingly use new technologies to complement traditional methods of service delivery to increase equitable access.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. It defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Leeward CC is committed to open-access admission, which is in alignment with its mission. In accordance with UH Board of Regent policy, all persons 18 years of age or older or a high school graduate or equivalent are admissible to the College. EC students must be in high school or at least 14 years old. Detailed admissions policies including those for international students can be found in the catalog and on the A&R website ([IIC6-1](), [IIC6-2](), [IIC6-3](), [IIC6-4](), [IIC6-5]()).

The College requires all new, incoming students to attend NSO online to familiarize them with campus degree pathways, resources, and procedures and subsequently meet with a counselor at an ISA session to review pathway options. During ISA, students are encouraged to meet with counselors semesterly before registering for classes. The UH System uses STAR, which provides students with information about degree programs, completed courses, and courses that they still need to complete. If a student registers for an unnecessary course or takes a course out of sequence, STAR notifies the student and recalculates their time to completion. Students can use STAR to see their progress toward degree or certificate completion and to look at any degree or certificate requirements across all 10 UH System campuses (IIC6-6, IIC6-7, IIC6-8).

Analysis and Evaluation

The College meets the standard. Leeward CC has governing-board-approved admission policies that are consistent with the College's mission. Leeward CC clearly outlines and defines specific qualifications of students appropriate for its programs. The College defines and advises students on pathways to obtain their degrees, certificates, and transfer goals.

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

Evidence of Meeting the Standard

In 2019, the UH System launched a new online application for all 10 UH campuses. The user-friendly, accessible to those with disabilities, and secure system ensures a uniform application process for all students (IIC7-1).

The UHCC System Cognitive Assessment Committee, an ad hoc committee of the Student Success Council, evaluates placement effectiveness and tools along with system wide math and English committees (IIC7-2). In 2016, the UHCC System moved from a single high-stakes placement test, Accuplacer, to the more equitable approach of using multiple placement measures. Accuplacer, a commonly used placement test, must be taken in person at Leeward CC. As a result of the COVID-19 pandemic, the UHCC System adopted the EdReady online tool in summer 2020 as a placement measure for English and math, and many DE students continue to use EdReady (IIC7-3, IIC7-4). The Office of the Vice President for Community Colleges' data team reviewed the fall 2020 pilot use of EdReady to see if it would be a viable placement option post-pandemic. They found that UHCC students placed with EdReady had higher course completion rates (A, B, or C grades) than students placed with other measures for ENG 100 and ENG 100 corequisite and Math 100, 115, 103, and 241 (IIC7-5).

Analysis and Evaluation

The College meets the standard. The College regularly evaluates admissions and placement

instruments and practices to validate their effectiveness while minimizing biases.

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

Evidence of Meeting the Standard
The College follows protocols and publishes policies aligned with the United States (US) Department of Education Family Educational Rights and Privacy Act (FERPA), which governs student privacy, including inspecting, reviewing, amending, and disclosing student educational records (IIC8-1). College policies and procedures, including maintaining, storing, and backing up confidential student information, records, and academic transcripts are in accordance with several UH System policies that govern data (IIC8-2, IIC8-3, IIC8-4, IIC8-5). For more information on data governance and information security, see Standard III.A.15.

The A&R Office retains records according to the ethics and practice of the American Association of Collegiate Registrars and Admissions (IIC8-6). The UH System *Procedures Relating to Protection of the Educational Rights and Privacy of Students* governs all processes (IIC8-7). The College houses records in Banner, a UH System campus data management system, which is accessible to limited campus administrators, faculty, and staff. The UH System backs up all Banner information (IIC8-8, IIC8-9, IIC8-10). For pre-Banner records, the College keeps hard copies of students' permanent records backed up via microfiche. The College permanently stores all student academic records and grade reports. All other documents and records are securely stored for a finite time and then destroyed. To ensure faculty and staff understand how to protect student information, the UH System requires most College faculty and staff to complete an annual data governance training that includes FERPA guidelines (IIC8-11).

The Financial Aid Office follows the US Department of Education guidelines regarding storing and disposing of student financial information and records. The office stores printed student financial aid information in locked file cabinets. Digital records are stored in Banner and are backed up and archived by the UH System. The College publishes its release of records policies on its website and in the catalog (IIC8-12, IIC8-13).

Analysis and Evaluation
The College meets the standard. The College has established policies and procedures for securing student records. Privacy related to student records follows FERPA guidelines, and the UH System provides training on FERPA regulations to the campus community. Students can find information about acquiring their records on the College website and catalog.

Conclusions on Standard II.C: Student Support Services

The College provides high-quality support services that are regularly evaluated and improved upon to support students more equitably in completing their educational and life goals. Leeward CC's student support services enhance student learning and matriculation and accomplishment of the institution's mission. Leeward CC offers student support services in a variety of formats and modalities and regularly evaluates and assesses these services for equity, outcomes, and overall effectiveness with the goal of continuous improvement.

Improvement Plan(s)
Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
II.C.4	Update Activities Board Charter.	Student Life, ASUH	Spring 2024	Review and update every five years.
II.C.4	Update Budget and Finance Operating Rules.	Student Life, ASUH	Spring 2024	Review and update every five years.
II.C.4	Update Constitution.	Student Life, ASUH	Spring 2024	Review and update every five years.

Evidence List

IIC1-1 LeeCC Policy on Assessment
IIC1-2 ARPD Template
IIC1-3 IPBP Diagram
IIC1-4 Admissions and Records ARPD 2023
IIC1-5 Counseling ARPD 2023
IIC1-6 Early College ARPD 2023
IIC1-7 Financial Aid Office ARPD 2023
IIC1-8 HINET ARPD 2023
IIC1-9 Job Prep Services ARPD 2023
IIC1-10 NHCP ARPD 2023
IIC1-11 Mental Health Services ARPD 2023
IIC1-12 Office of Workforce Development CRE 2023
IIC1-13 Office of International Programs ARPD 2023
IIC1-14 Recruitment Office ARPD 2023
IIC1-15 Student Health Center ARDP 2023
IIC1-16 Student Life ARPD 2023

Standard III: Resources

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

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria,

qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

There are four categories of employees at Leeward Community College (Leeward CC): executive and managerial (EM); faculty; administrative, professional, and technical (APT); and civil service. The University of Hawaiʻi (UH) Board of Regents (BOR) appoints EM, faculty, and APT personnel. All personnel except EM are subject to collective bargaining agreements (IIIA1-1).

UH System policies (governed by BOR policies) define EM, faculty, and APT classifications. The *Executive/Managerial Classification and Compensation* policy defines EM positions, duties, and responsibilities (IIIA1-2, IIIA1-3). The *Community College Faculty Classification Plan* defines faculty classifications and responsibilities based on consultation with the University of Hawaiʻi Professional Assembly (UHPA) (IIIA1-4, IIIA1-5). The *Classification and Compensation Plan for APT Personnel* defines criteria for APT based on consultation with the Hawaiʻi Government Employees Association (HGEA) (IIIA1-6). The UH System defines civil service positions, and the Hawaiʻi Department of Human Resources Development (DHRD) sets civil service minimum qualifications (IIIA1-7, IIIA1-8). Civil service position definitions include consultation with the HGEA or United Public Workers unions.

Clearly written job descriptions ensure that position qualifications match programmatic needs and that each position's duties, responsibilities, and authority are delineated. The College's Human Resources Office (HRO) verifies applicant qualifications (see Standard III.A.4). To safeguard consistent hiring practices, hiring procedures include the formation of a diverse hiring committee with at least one subject matter expert and an appointed committee chair. Committee members attend mandatory training on implementing an ethical screening process, and the committee is required to submit Form 17 to indicate how each applicant met or did not meet the minimum and desired qualifications (IIIA1-9, IIIA1-10, IIIA1-11).

To attract quality candidates, the College posts EM, faculty, and APT positions on publicly accessible websites (IIIA1-12, IIIA1-13). The College also advertises EM positions in *The Chronicle of Higher Education* and advertises civil service positions internally (IIIA1-14). Many job descriptions directly relate to the College's mission and values (IIIA1-15).

Analysis and Evaluation

The College meets the standard. Leeward CC has processes to ensure the integrity and quality of its programs, services, and mission by employing highly qualified administrators, faculty, and

staff. The College clearly and publicly states the criteria, qualifications, and procedures for the selection of personnel and ensures that the positions address the needs of the institution in serving its student population. Job descriptions relate to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
The University of Hawaiʻi Community Colleges (UHCC) System sets the minimum qualifications for each faculty position, including the appropriate degree or comparable work experience if applicable, and the criteria for tenure and promotion. Academic qualifications for lecturers (adjunct) are identical to those for tenure-track faculty. The College uses UH System policies in hiring, retention, and promotion decisions (IIIA2-1, IIIA2-2). Faculty job descriptions include responsibility for curriculum oversight and outcomes assessment. The faculty's supervisor is responsible for writing the desirable qualifications (DQs) for a job description. Instructional faculty positions include DQs that address subject-matter knowledge, experience with a diverse set of teaching methods and modalities, experience with curriculum oversight, and learning outcomes assessment (IIIA2-3, IIIA2-4, IIIA2-5, IIIA2-6, IIIA2-7). The College has a formal process for vetting credentials to ensure applicants are qualified (see Standard III.A.4).

Analysis and Evaluation
The College meets the standard. The College follows an established process to ensure that faculty selected for hire have the appropriate knowledge of the subject matter. Job descriptions include responsibility for curriculum oversight and outcomes assessment. The College has a formal process for vetting credentials to ensure qualified faculty.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
The UH System *Executive/Managerial Classification and Compensation* policy broadly describes EM positions and outlines processes for creating position descriptions (IIIA3-1, IIIA3-2). Within the UHCC System, EM positions include the chancellors, vice chancellors, and deans. Position descriptions include a list of duties and responsibilities and the qualifications necessary to

perform the duties at a high level. EM hiring committees include representation from all campus personnel (faculty, APT, and civil service) and may include a relevant community member. EM applicants often undergo additional interviews by specific groups such as faculty, administrators, students, and specialty groups from other campuses.

Each academic division at the College has a tenured faculty member serving as division chair. Academic divisions select candidates for chair and recommend them to the chancellor (IIIA3-3). Additionally, each academic program has a faculty program coordinator (IIIA3-4). Academic divisions select coordinators for their expertise in the discipline and their ability to effectively manage the program. The vice chancellor of academic affairs appoints the Liberal Arts AA degree program coordinator.

Analysis and Evaluation
The College meets the standard. The College has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

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

Evidence of Meeting the Standard
The College verifies the qualifications of applicants and newly hired personnel through official transcripts and employment verification checks (IIIA4-1). The UHCC System requires transcripts to come from a regionally accredited postsecondary institution (IIIA4-2). If a transcript comes from a non-accredited institution, the HRO rejects the application. The College refers to the National Association of Credential Evaluation Services to confirm degree equivalency from institutions outside of the United States (US) (IIIA4-3).

Analysis and Evaluation
The College meets the standard. The College verifies the qualifications of applicants and newly hired personnel and verifies degree equivalency from non-US institutions.

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

Evidence of Meeting the Standard

The UH System, UHCC System, and DHRD have established evaluation policies and procedures to measure personnel performance and ensure improvements in job performance for each personnel classification of Leeward CC employee.

The College annually evaluates EM employees per the UHCC System *Executive Employee Performance Evaluation* policy, which includes several performance categories and a review of the position description (IIIA5-1). The UH System distributes an anonymous assessment survey to personnel who work with an EM employee, and the EM's supervisor uses this as part of the EM employee's evaluation (IIIA5-2). The EM employee also prepares a discussion of specific goals to achieve for the upcoming year.

The UHPA collective bargaining agreement requires an evaluation every two years for probationary tenure-track faculty and at three to five years for faculty seeking tenure or promotion (IIIA5-3, IIIA5-4). The UHCC *Faculty Classification Plan* defines the evaluation criteria, which includes a self-assessment of the faculty's ability to perform their primary duties, their teaching effectiveness or support of student learning, and their contributions to the College and community (IIIA5-5). Faculty prepare an evidence-based dossier with supporting documentation for evaluation by a division personnel committee, the division chair, a tenure and promotion review committee (if applicable), and an administrator, all of whom provide written feedback (IIIA5-6). The primary objective of the process is to measure effectiveness and identify areas for improvement. Tenured faculty not seeking promotion undergo a Faculty Five-Year Review similar to that of the tenure and promotion process (IIIA5-7).

The UHCC System *Lecturer Evaluation* policy outlines the evaluation process for lecturers (IIIA5-8). Evaluations occur from every one to four years depending on the lecturer's rank. Lecturers submit an evaluation document to the division chair discussing their teaching effectiveness. The division chair or appropriate division faculty provides written feedback to the lecturer on their strengths and recommendations for improvement.

The UH System *Performance Evaluation of APT Personnel* policy guides the annual evaluation of APT employees (IIIA5-9). The APT's immediate supervisor reviews the employee's performance and documents the results electronically (IIIA5-10). The supervisor and APT employee discuss the review as well as improvements and goals for the upcoming year.

The DHRD defines civil service evaluations (IIIA5-11). The immediate supervisor performs an annual review of the civil service employee's performance and documents the results electronically (IIIA5-12, IIIA5-13). The supervisor and civil service employee discuss the review as well as improvements and goals for the upcoming year.

Analysis and Evaluation

The College meets the standard. The College follows formal written evaluation policies and procedures to measure the effectiveness of all personnel in the performance of their duties and to provide opportunities for improvement.

III.A.6. Effective January 2018, Standard III.A.6 is no longer applicable.

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

Evidence of Meeting the Standard

The College has the appropriate staffing levels for each program and service based on student enrollment. In fall 2022, the College had 223.4 full-time equivalent (FTE) faculty to 6,221 students. This includes 126 FTE instructional faculty, 59.4 FTE lecturers, and 38 FTE non-instructional faculty (see Table III.A-1 in Standard III.A.9).

All instructional programs and learning and student support units complete an Annual Report of Program Data (ARPD) (IIIA7-1). The ARPD includes program health metrics, which include a measure of the efficiency of the number of faculty in that area (IIIA7-2). If ARPD findings indicate a program, division, or unit needs additional faculty positions, the College can reallocate a vacant position from another area (IIIA7-3). Administrators discuss staffing sufficiency with the deans and division chairs and review ARPD personnel requests to determine if divisions, programs, or units require permanent and/or temporary positions to fulfill the College's mission and purpose. The College also recruits lecturers to meet course demands as needed (IIIA7-4).

Analysis and Evaluation

The College meets the standard. The College maintains a sufficient number of qualified faculty, both full and part-time, to ensure that the educational programs and services support the institutional mission and purposes.

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

Evidence of Meeting the Standard

UHCC policies govern lecturer advancement and evaluation; the UHPA collective bargaining unit covers lecturers teaching half-time or more (IIIA8-1, IIIA8-2). The College offers a New Hire

Orientation each semester for all new employees including lecturers (IIIA8-3). Leeward CC provides a wide variety of professional development opportunities for faculty, staff, and lecturers (see Standard III.A.14 for information on professional development). Lecturers can serve on committees, serve as voting members on College governance bodies, and participate in campus events (IIIA8-4, IIIA8-5). The Lecturer Mentor Group addresses matters important to lecturers, offers lecturer-specific workshops, and participates in the New Hire Orientation (IIIA8-6, IIIA8-7). The College also awards an annual Outstanding Lecturer Award (IIIA8-8).

Analysis and Evaluation
The College meets the standard. Leeward CC has policies and practices to ensure that lecturers are oriented to the College and evaluated. Lecturers have opportunities for professional development and can join the Lecturer Mentor Group and serve on campus committees.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
While the UHCC System does not establish formal staffing ratios, system administrators review and compare staffing levels for various classifications of employees across campuses. By policy, the UHCC System reallocates positions that have gone unfilled by the College (IIIA9-1). As of fall 2022, the College had 352.4 FTE positions (IIIA9-2).

Each instructional and learning and student support program submits an ARPD as part of the College's Integrated Planning and Budgeting Process (IIIA9-3). If a program ARPD demonstrates the need for more staff and the College prioritizes the position, the state legislature may award a new position. Leeward CC may also reallocate existing positions within the College. A more common practice to achieve appropriate staffing levels is to temporarily hire staff during a time of need. Before the end of the temporary hire's employment period, the College reviews the need for the position and the budget to determine if the position should be extended, institutionalized, or terminated.

By hiring staff that meet minimum qualifications, the College ensures that new hires are capable of performing the duties of the position (see Standards III.A.1, III.A.2, III.A.3, and III.A.4 for information on employee qualifications). Official UHCC organization charts and functional statements determine the organizational structure of the College (IIIA9-4, IIIA9-5). UH System policy governs any amendments to these charts and statements (IIIA9-6).

The onset of the 2020 COVID-19 pandemic created unprecedented challenges for the College and HRO. The state of Hawaiʻi and UH System forecasted budgetary shortfalls resulting in hiring

freezes and the elimination of 24 Leeward CC positions. During this turbulent period, the College reassigned faculty and staff to fill key positions on an interim basis, and many faculty and staff, including staff in the HRO, took on additional duties to maintain College operations (IIIA9-7). The HRO persisted as the post-pandemic period progressed and worked to justify to the UH System the need to fill the College's vacancies to ensure effective operations. In 2022-2023, Leeward CC went from having UH System authorization to fill 19 positions to having authorization to fill 34 positions. The hiring freeze ended in June 2023.

Analysis and Evaluation

The College meets the standard. To effectively support its educational, technological, physical, and administrative operations, the College maintains a sufficient number of qualified staff. The College uses the ARPD to evaluate program staffing levels.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

All UHCC administrative positions are controlled through legislative appropriation. While the UHCC System does not establish formal administrative staffing ratios, UHCC System administrators review and compare staffing levels of EM employees across the campuses. The College's organization charts are the UHCC-approved organization of all administrative and faculty positions (IIIA10-1). As required by UH System policy, the chancellor annually reviews the organization charts (IIIA10-2). If changes are necessary, the College proposes a reorganization of existing positions to meet changing campus needs. EM administrators at Leeward CC are the chancellor, two vice chancellors, and four deans (IIIA10-3). As discussed in Standards III.A.1, III.A.3, and III.A.4, rigorous hiring processes help ensure that administrators are well qualified, and as discussed in Standard III.A.5, the College annually evaluates EM employees.

Analysis and Evaluation

The College meets the standard. The College hires and maintains a sufficient number of qualified administrators to sustain continuity and provide effective administrative leadership in support of its mission and goals.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Comprehensive human resources-related policies and procedures are published on the UH

System's website including BOR policies, UH System executive policies, and UH System administrative procedures IIIA11-1, IIIA11-2, IIIA11-3). The UH System adheres to procedures for the recruitment and selection of all personnel, which ensures compliance with system hiring policies, equal employment opportunity and affirmative action (EEO/AA) guidelines, and respective collective bargaining agreements (IIIA11-4). The UH System reviews its policies every three years to maintain currency and relevance (IIIA11-5).

The EEO/AA coordinator is responsible for equitable and consistent compliance with existing personnel policies and procedures, the maintenance of records, and consultations with the UHCC System Office and the UH Legal Affairs and University General Counsel Office as needed (IIIA11-6, IIIA11-7). All new hires receive a briefing on major personnel policies at the New Hire Orientation (IIIA11-8).

Analysis and Evaluation
The College meets the standard. The College follows an established set of published personnel policies and procedures including BOR policies, UH executive policies, UHCC policies, and College policies that are fair, equitable, and consistently administered.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The College and UH System are EEO/AA institutions committed to an environment of nondiscrimination for all employees and students. The UH System establishes, publishes, and adheres to policies and practices promoting an understanding of equity and diversity (IIIA12-1, IIIA12-2, IIIA12-3, IIIA12-4). The UH System is committed to nondiscrimination based on 18 protected categories (IIIA12-5, IIIA12-6).

The College holds regular training sessions to educate employees on current and new practices concerning equity and diversity. Training starts with the New Hire Orientation, which includes information about nondiscrimination policies and practices (IIIA12-7). Additionally, the UH System holds regular workshops and training seminars, some mandatory, for employees on sexual harassment, workplace violence, disabilities, EEO/AA and diversity, and recruitment, selection, and hiring (IIIA12-8, IIIA12-9, IIIA12-10).

The UHCC System Office regularly conducts a formal EEO/AA action analysis and incorporates it into the recruitment/hiring processes.[52] Each UHCC campus has an affirmative action program

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[52] These processes align with the Commission's *Policy on Social Justice*.

that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measurement of affirmative action efforts, and remedial action when necessary (IIIA12-11, IIIA12-12). The UHCC EEO/AA director develops annual affirmative action plans for recruitment for all UHCC campuses. These plans cover minorities, women, protected veterans, and individuals with disabilities. If there is a shortage in a field such as females in administration, the HRO extends the hiring period to draw a sufficient number of applicants and/or posts job advertisements in specific publications to solicit a more diverse applicant pool. In support of its mission, most College job listings include qualifications such as experience working with a diverse student population and having a demonstrated understanding of UH's mission to become a leading indigenous-serving institution (IIIA12-13).

The College also complies with Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973 (IIIA12-14). All UH employees are required to complete an online Title IX training program every two years (IIIA12-15). Leeward CC has designated Title IX coordinators at the Puʻuloa campus and Waiʻanae Moku Education Center (Waiʻanae Moku) and two Title IX confidential contacts (IIIA12-16). The College has two designated ADA coordinators, representatives on the system wide Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual Equity Commission, and representatives on the UH Commission on the Status of Women (IIIA12-17, IIIA12-18, IIIA12-19). The College also has all-gender restrooms and lactation rooms for nursing mothers at the Puʻuloa and Waiʻanae Moku locations.

Analysis and Evaluation
The College meets the standard. Through established policies and procedures, the College creates and maintains programs and services that support its diverse personnel and regularly assesses its employment record with respect to equity and diversity.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The UH System has ethics policies and procedures for various employee classifications (IIIA13-1, IIIA13-2, IIIA13-3, IIIA13-4, IIIA13-5). The UHCC System has a policy statement of professional ethics for faculty (IIIA13-6). The College adheres to the Hawaiʻi state *Standards of Conduct*, which includes the code of ethics for all state of Hawaiʻi employees, procedures for charges, and possible violation outcomes (IIIA13-7, IIIA13-8). Leeward CC includes the Hawaiʻi State Ethics Commission's Ethics Guide and the UHCC System *Statement on Professional Ethics* policy on the new hire checklist (IIIA13-9). The College complies with Hawaiʻi law requiring all state employees

to participate in mandatory ethics training once every four years (IIIA13-10, IIIA13-11). College employees also complete an annual Conflicts of Interest and Commitment Disclosure form (IIIA13-12). Ethics violations are reported via the publicly searchable Hawaiʻi State Ethics Commission (IIIA13-13). Leeward CC has no reports of ethics violations.

Analysis and Evaluation
The College meets the standard. The College follows written, approved ethics policies for all of its personnel, which delineate consequences for violation.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. It systematically evaluates professional development programs and uses the evaluation results as the basis for improvement.

Evidence of Meeting the Standard
Two Academic Services units, the ICTL and the Educational Media Center (EMC), are the primary units responsible for providing personnel with professional development consistent with the institutional mission.

Innovation Center for Teaching and Learning
The ICTL's mission is to support student success by providing Leeward CC's faculty, staff, and lecturers with opportunities for innovation and professional growth. The ICTL has an advisory committee of 15 faculty and staff from each unit/division and one student representative (IIIA14-1, IIIA14-2, IIIA14-3). Professional development funds and awards support faculty in maintaining area expertise, certification, and relevance on evolving pedagogy, technology, and learning needs (IIIA14-4, IIIA14-5). The ICTL also managed and awarded nearly $15,000 in COVID-19 pandemic-related federal funding to support professional development addressing pandemic-related adaptations to teaching and workplace practices (IIIA14-6). The ICTL bases its professional development funding decisions on the benefits to be gained by the applicant and the relevance of the request to the College's mission or strategic plan (IIIA14-4). ICTL funding supports campus wide programs such as the Teaching Excellence Program, Lecturer Mentor Programs, and Kawaimanomano (The Many Waters) (IIIA14-7, IIIA14-8, IIIA14-9). The ICTL also implements the New Hire Orientation (IIIA14-10).

The ICTL identifies professional development needs using an annual needs assessment survey distributed to all campus constituents (IIIA14-11, IIIA14-12). For example, one of the top requested professional development topics in the fall 2020 survey was student interaction and engagement strategies (IIIA14-13). As a result, the ICTL created a "Getting to Know Our Students" series in fall 2021 (IIIA14-14). Any individual or group can share identified needs with

the ICTL. In summer 2020, in response to the increasing national racism crisis, Leeward CC counselors approached the ICTL to collaboratively create a workshop series. This evolved into the Social Justice League, a campus wide committee focused on providing education and awareness in support of diversity, equity, inclusion, and social justice in higher education (IIIA14-15).

The ICTL evaluates its workshops and programs through a standardized survey (IIIA14-16). In addition, some programs, such as Kawaimanomano use pre- and post-surveys to assess program outcomes (IIIA14-17). The ICTL also sends out an anonymous Partner Feedback Survey to the ICTL Advisory Board and professional development committee chairs (IIIA14-18). The ICTL completes an ARPD as part of the College's program review progress (IIIA14-19, IIIA14-20).

Educational Media Center
The EMC offers a wide variety of high-quality professional development opportunities and online learning resources for faculty, lecturers, staff, and administrators related to using technology in the workplace, classroom, and online (IIIA14-21, IIIA14-22). The EMC also provides one-on-one technology and instructional design consultations for faculty and staff (IIIA14-23).

The EMC collaborated with Leeward CC's Faculty Senate DE Committee on the DE Guidelines and the DE Guidelines Self-Assessment three-year pilot program from fall 2019 to spring 2022. This program involved 103 DE faculty who were asked to self-assess their course(s) using the DE guidelines; the completion rate for the program was 90 percent (IIIA14-24). The EMC and DE Committee incorporated findings from the pilot program into the DE Course R&R: Re(design) & Review (Pilot) Program to help faculty design high-quality DE courses, reaching three cohorts of instructional faculty (IIIA14-25). Faculty redesigned over 20 courses to meet the DE Guidelines. Lessons learned from these pilot programs inform EMC and DE Committee activities. For example, the DE Committee launched a three-part regular and substantive interaction campaign during the spring 2024 semester (IIIA14-26). Additionally, EMC instructional designers collaborate with instructional designers within the UH System on professional development programs and workshops including the five-week summer UH Online Professional Development for Accelerated Online Courses (IIIA14-27).

To determine faculty needs for online instruction, the DE Committee sends out an Online Teaching Survey (IIIA14-28). The DE Committee uses the results to guide the committee's initiatives. The EMC uses the results to guide professional development offerings (IIIA14-29). To evaluate its effectiveness, the EMC uses surveys to measure both short-term and longitudinal effectiveness of programs and workshops (IIIA14-30, IIIA14-31). The EMC completes an ARPD as part of the College's program review process (IIIA14-19, IIIA14-32).

UH and UHCC Systems

The UH and UHCC systems provide leadership training opportunities for College employees (IIIA14-33, IIIA14-34, IIIA14-35, IIIA14-36). In 2019, the ICTL coordinator formed the UHCC Professional Development Consortium. All seven UHCC campuses have representatives on this committee, which develops system wide workshops. Consortium members also open up their campus workshops to the other campuses (IIIA14-37). For over 30 years, the ICTL, with funding support from the UHCC, has coordinated the Hawaiʻi National Great Teachers Seminar, a week-long seminar held on the Big Island of Hawaiʻi (IIIA14-38). Additionally, the UH System supports faculty and staff professional development by offering semesterly tuition waivers, and the UHCC System offers sabbatical opportunities for qualified faculty (IIIA14-39, IIIA14-40, IIIA14-41).

Analysis and Evaluation

The College meets the standard. The College plans for and provides all personnel with appropriate opportunities for continued professional development. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College keeps personnel records secure and confidential through established UH System personnel records policies in accordance with the law and collective bargaining agreements (IIIA15-1, IIIA15-2). The College maintains records under its control in accordance with UH System policies (IIIA15-3, IIIA15-4, IIIA15-5, IIIA15-6). The HRO stores and maintains personnel records in a secure environment. HRO doors require a key that tracks usage including the date and time of entry. The HRO securely locks all computers with cables and has installed around-the-clock video surveillance. The UH System Office of Human Resources stores personnel files for EM and civil service employees. In compliance with Hawaiʻi state law, all employees have access to their personnel files upon request (IIIA15-7).

Analysis and Evaluation

The College meets the standard. The College follows UH System personnel records policies and has provisions for keeping personnel records secure and confidential. All employees have access to their personnel files upon request.

Conclusions on Standard III.A: Human Resources

To achieve its mission, the College employs highly qualified administrators, faculty, and staff. Criteria, qualifications, and procedures for the selection of personnel are accurately and publicly

stated in clearly written job descriptions. Leeward CC maintains a sufficient number of qualified faculty, which includes full-time faculty and part-time lecturers, to assure the quality of educational programs and services in support of teaching, learning, and student success. The College has methods to identify the professional development needs of all personnel and offers ample and appropriate professional development opportunities. The College assures the effectiveness of its human resources by regularly evaluating all personnel based on well-publicized written criteria that meet federal and state law and collective bargaining agreements. The UH System and the College regularly review and update personnel policies and procedures to ensure they are fair, consistently and equitably applied, relevant, and current. System and College policies and practices promote an understanding of equity and diversity and outline a code of ethics and consequences for violations for all personnel. The College and the System maintain policies and procedures to provide for the security and confidentiality of personnel records, including employee access to personal records, in accordance with the law.

Improvement Plan(s)
None at this time.

Evidence List
[IIIA1-1](#) Union Member Employees
[IIIA1-2](#) UH EM Classification and Compensation Policy
[IIIA1-3](#) EM Classification and Compensation Plan
[IIIA1-4](#) Community College Faculty Classification Plan
[IIIA1-5](#) UH Classification of Faculty Policy
[IIIA1-6](#) APT Band Guidelines
[IIIA1-7](#) Hawaiʻi State Compensation Plans
[IIIA1-8](#) DHRD Policies and Procedures Website
[IIIA1-9](#) UH Recruitment Guidelines
[IIIA1-10](#) UH Recruitment and Selection of Personnel Policy
[IIIA1-11](#) HR Form 17
[IIIA1-12](#) Work at UH Website
[IIIA1-13](#) NEOGOV LeeCC Job Posting
[IIIA1-14](#) Civil Service Positions
[IIIA1-15](#) Example Job Descriptions
[IIIA2-1](#) UH Classification of Faculty
[IIIA2-2](#) UH Classification of Faculty Policy
[IIIA2-3](#) UHCC MQ Implementation Guidelines
[IIIA2-4](#) UHCC MQs for Faculty Positions
[IIIA2-5](#) Faculty Position Job Bulletin

III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Leeward Community College (Leeward CC) has a main Puʻuloa campus and the Waiʻanae Moku Education Center (Waiʻanae Moku) (IIIB1-1). The Puʻuloa campus comprises 18 primary buildings and several clusters of portables located on 49 acres of land. The Waiʻanae Moku location has a 15,448-square-foot building on 2.52 acres of land. The Wahiawā Value-Added Product Development Center (WVAPDC) is a new 33,327-square-foot, noncredit food innovation facility located in central Oʻahu (IIIB1-2). The vice chancellor of administrative services' responsibilities include overseeing the management of the College's property, facilities, security, capital

improvement projects, and environmental health and safety to assure access, safety, security, and a healthy learning and working environment (IIIB1-3).

The College uses an Integrated Planning and Budgeting Process (IPBP) as one method to regularly evaluate if it has sufficient physical resources (IIIB1-4). The first step in the IPBP is completing the Annual Report of Program Data (ARPD), which all Leeward CC instructional programs, educational units, and support areas complete. The ARPD template includes quantitative and qualitative metrics, action plans for areas of improvement and future directions, and a list of resources required to meet the action plan (IIIB1-5). In addition, the College requires every program, educational unit, and support area to complete a Comprehensive Review and Evaluation (CRE) every five years (IIIB1-6). The final step in the IPBP is the annual Resource Request List where programs and units request funding based on findings in the ARPD/CRE. The Resource Request List includes specific sections for "Repair and Maintenance" and "Safety and Compliance" (IIIB1-7). The College uses this process to remedy safety and compliance issues and prioritize repair and maintenance requests.

The College implements a three-pronged approach to ensure that physical facilities provide a safe learning and working environment. The first prong is the Operations and Maintenance (O&M) unit, which provides ongoing monitoring and assessment of daily operations. O&M is divided into three areas: maintenance, grounds, and janitorial. O&M uses eFacilities AiM, an online maintenance request and management system, for campus departments, units, and programs to submit work requests (IIIB1-8). The College also uses the maintenance management system Sightlines to identify problem subsystems and their rate of recurrence (IIIB1-9). The O&M auxiliary and facilities services manager conducts daily checks of campus buildings and grounds and is the primary point of contact for campus facility needs. The manager sends prompt email notifications to all campus employees about construction, repair, and safety concerns (IIIB1-10, IIIB1-11). Students, faculty, and staff can report concerns by phone or online (IIIB1-12). Additionally, individuals can report concerns to any maintenance, grounds, and janitorial personnel they encounter who will then inform the O&M manager.

The second prong is the Enterprise Operations unit, which is responsible for Campus Security and emergency management. Campus security officers are important reporting sources at the Puʻuloa and Waiʻanae Moku locations. Students, faculty, and staff can report physical resource safety concerns to security officers at any time. Security officers also monitor and report physical resource safety to O&M as a part of their regular patrol duties. Security personnel at the Puʻuloa campus are available 24 hours a day, seven days a week by phone or through emergency call boxes (IIIB1-13). At the Waiʻanae Moku location, security services are on duty during the facility's operational hours. In recognition of the critical role of safety and security on both campuses, the College, in coordination with the University of Hawaiʻi Community Colleges

(UHCC) System, requested three additional security officer positions from the state legislature. The Board of Regents (BOR) supported the request, which was funded in 2023 (IIIB1-14, IIIB1-15). The auxiliary enterprise officer coordinates the College's emergency response plan for both campuses (IIIB1-16). Emergency guides can be found online and hard copies are provided for offices and classrooms (IIIB1-17, IIIB1-18, IIIB1-19).

The third prong consists of reports of maintenance and safety concerns to Leeward CC governance bodies. A common way that students report physical resource safety issues to the College is through the Associated Students of the University of Hawai'i-Leeward Community College (ASUH) (IIIB1-20). The Faculty Senate's Academic and Institutional Support Committee, which includes instructional and non-instructional faculty and ASUH representation, regularly engages in physical resource issues (IIIB1-21). For example, in 2021 and 2022, the committee raised numerous concerns related to leaky roofs and mold in offices and classrooms (IIIB1-22). The College and UHCC System worked to address these concerns resulting in the repair of pipes and the resurfacing or reroofing of six buildings in 2022 and 2023 (IIIB1-23, IIIB1-24).

To ensure that physical facilities are accessible to students, faculty, staff, and the general public, the state of Hawaii's Disability and Communication Access Board reviews and makes recommendations on all plans and designs for the College's construction and renovation projects as required by state law to ensure projects meet Americans with Disabilities Act (ADA) requirements (IIIB1-25, IIIB1-26). Periodically, the College, in coordination with the UHCC System, undergoes a Systemwide Accessibility Assessment of facility accessibility. The UHCC completed such an assessment in 2019 and divided the needed work into phases (IIIB1-27, IIIB1-28). As of 2023, all UHCC campuses are near completion of their Phase 1 accessibility improvements, which at Leeward CC include ADA-compliant walkways and ADA shuttle pick-up and drop-off locations. In 2019, the College underwent an extensive Civil Rights Compliance Review by the Office of the State Director for Career and Technical Education (CTE) (IIIB1-29). The state director for CTE determined the College needed to address accessibility at several CTE program buildings or facilities along with other areas of concern. See Table III.B-1 for a summary of findings and the College's responses to remedy the concerns.

Table III.B-1

Summary of Findings by the Office of the State Director for CTE and Leeward CC's Response

Area	Finding	College and/or System Response
Comparable Facilities	Compliant	None needed
Service for Students with Disabilities	Compliant	None needed
Financial Assistance	Compliant	None needed

Area	Finding	College and/or System Response
Employment	Compliant	None needed
Administrative Requirements	Publication of nondiscrimination policy	The UHCC System ensured each campus put a link on its homepage to a standardized UHCC nondiscrimination statement (IIIB1-30).
Admissions, Recruiting, and Counseling	Provision of language interpretation or translation for prospective students	The College website has links in different languages and notice of language assistance (IIIB1-31). Leeward CC has a Language Access Coordinator responsible for training and ensuring compliance (IIIB1-32). The UH System has a language access program and provides interpretation/translation services for prospective students (IIIB1-33).
Accessibility	Inaccessibility of program buildings or facilities	The College remedied multiple areas of concern; the remaining areas are currently being addressed or scheduled to be addressed (IIIB1-34).
Work Study, Cooperative CTE Programs, and Job Placement	Inclusion of nondiscrimination assurances in program work-based learning agreements	CTE programs with work-based learning courses include a standardized nondiscrimination clause in agreements with employers (IIIB1-35).

Lastly, in light of the System's *Policy and Guidelines on Inclusive Facilities*, the Puʻuloa and Waiʻanae Moku locations installed all-gender restrooms and lactation rooms for nursing mothers (IIIB1-36, IIIB1-37).

The University of Hawaiʻi (UH) System plays a key role in ensuring safe and sufficient physical resources. The UHCC System Office of Facilities and Environmental Health manages larger projects that require professional design consultants (IIIB1-38). This office, when appropriate, assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. A centralized Environmental Health and Safety unit supports all of the UHCCs (IIIB1-39). It works collaboratively with the College to develop and administer a variety of health and safety training and awareness programs including training and guidance on hazardous materials and waste management, asbestos and lead abatement, indoor air quality, fire safety, and stormwater discharge.

In March 2020, the COVID-19 pandemic created unprecedented adaptations in campus operations. To protect the college community's health and safety, Leeward CC followed UH System guidance and moved all instruction and services to remote delivery. In May 2020, the

chancellor created Leeward CC's Envisioning Team made up of facilities, instruction, campus services, and technology working groups to plan for a pandemic-informed return to campus in fall 2020. The College's Interim Plan for Reopening promoted the safety, health, and welfare of students, faculty, staff, and visitors to the campuses (IIIB1-40).

Analysis and Evaluation

The College meets the standard. The College uses its IPBP along with the O&M unit, the Enterprise Operations unit, and its governance bodies to assure safe and sufficient physical resources. The College constructs and maintains resources to assure access, safety, security, and a healthful environment at the Puʻuloa and Waiʻanae Moku locations.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

As discussed in Standard III.B.1, the College's mission-driven IPBP is the main method for programs and units to request specific resources to meet program and service needs, including those related to physical resources (IIIB2-1).

The Waiʻanae Moku location provides a clear example of facility planning aligned with the College's commitment to Native Hawaiians (IIIB2-2). Forty-five to 65 percent of students served at this campus are Native Hawaiian (IIIB2-3). Since its move to a permanent site in 2017, the Waiʻanae Moku facility has undergone several renovations to meet the needs of students, faculty, staff, and the community. For example, Phase II projects, which ended in 2020, included renovations resulting in a science lab, an additional classroom, an enlarged meeting space, additional restrooms, and food service options.

The Kīpuka Native Hawaiian Center at Puʻuloa renovation is another example of a successful facility plan aligning with the College's mission. The 2019 renovation of the center resulted in the doubling of student usage (IIIB2-4). Additionally, renovations made to seven of Leeward CC's chemistry, biology, and general science labs correlated with positive impacts on Native Hawaiian student enrollment, success, and transfer rates in science, technology, engineering, and math fields (IIIB2-5).

The WVAPDC, which opened in 2024, is an example of facility planning to meet College and UHCC System 2015 and 2023 strategic plans calling for programs, training, and teaching environments to meet existing and emerging workforce needs in Hawaiʻi (IIIB2-6). A project of the state of Hawaiʻi and Leeward CC, the center is a state-of-the-art facility designed to build

capacity for local residents to develop entrepreneurial skills and create small agribusinesses through food-related product development (IIIB2-7, IIIB2-8).

The College is actively engaged in ensuring that its faculty, staff, programs, and services have adequate equipment to fulfill their teaching and support roles. Campus members request new equipment through the IPBP. The College's Operational Expenditure Plan allocates nearly $1.2 million annually to units and departments in support of the modernization of its equipment, technology, smart classrooms, classroom furnishings, and library acquisitions (IIIB2-9).

Leeward CC embraces the UHCC Strategic Direction[53] calling community colleges to be models of sustainability (IIIB2-10). In 2020, the College became the first nearly net-zero energy campus in the country generating 97 percent of its energy through on-site photovoltaic systems, including solar shade canopies, rooftop arrays, and distributed energy storage (IIIB2-11, IIIB2-12).

Analysis and Evaluation
The College meets the standard. Guided by its mission-driven IPBP, the College acquires, builds, upgrades, and maintains its physical resources, including facilities, equipment, land, and other assets in support of its mission, programs, and services.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
For ongoing facilities planning, the College uses the Facilities Renewal Resource Model, eFacilities AiM, the Event Management System, room utilization reports, and the IPBP. The College tracks classroom usage, vacancy and fill rates, classroom equipment inventory, and campus facilities use. To identify trends, needs, and efficiency, the College compares its data to data at other UH campuses. The College uses current space utilization to identify current and projected needs by departments, units, and programs, and the IPBP facilitates this process (IIIB3-1, IIIB3-2, IIIB3-3). For instance, the Associate in Science in Natural Science program demand indicators demonstrated the need for facility upgrades including the Oceanography classroom and lab, which did not have enough seating to accommodate student enrollment (IIIB3-4, IIIB3-5). A combination of identified needs, mission alignment, and federal Native Hawaiian serving institution grants enabled the College to improve its facilities. Between 2017 and 2020, the College completed

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[53] The UHCC System revised its mission and strategic plan in fall 2023 while the ISER was being written (IIIB2-13). The College, adhering to its own policy, revised its mission and strategic plan in spring 2023 (IIIB2-14). The ISER uses the UHCC and Leeward CC 2015-2021 strategic plans, which guided the College during the review period (IIIB2-15).

- one new science lab and renovated five science labs on the Puʻuloa campus
- one new science lab at the Waiʻanae Moku location
- two model classroom renovations on the Puʻuloa campus for the Math and Sciences division that includes a covered outdoor area that has become a popular space for students to study and charge their electronic equipment

The College expects to complete the Oceanography classroom and lab in 2026.

The College administers an Employee Satisfaction Survey every three years ([IIIB3-6](#)) and uses results to direct areas for improvement. Comparative measures between 2019 and 2022 for aspects of the College's physical environment show improvements in most areas ([IIB3-7](#)). However, findings for landscaping saw significant drops in satisfaction between 2019 and 2022 likely due to increased construction on campus affecting landscaped areas coupled with attrition and loss of groundskeeping staff. The UH System pandemic-informed hiring freeze prevented Leeward CC from filling vacant positions ([IIIB3-8](#)). The hiring freeze ended in June 2023, allowing the College to address staffing shortfalls.

Analysis and Evaluation

The College meets the standard. Leeward CC assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through data collection, evaluation, and planning. The College takes utilization and other data, such as the IPBP and employee feedback, into account.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Per the UH System policies on *Long-Range Physical Development Plans* and the *Integrated Long-Range Planning Framework*, each UHCC campus has a Long Range Development Plan (LRDP) to guide future projects ([IIIB4-1](#), [IIIB4-2](#)). Leeward CC's LRDP is a comprehensive capital improvement and land use plan for the Puʻuloa and Waiʻanae Moku campuses that is guided by the College's strategic plan ([IIIB4-3](#), [IIIB4-4](#)). Planning processes are collaborative and ensure that capital projects support college goals ([IIIB4-5](#)). For example, the College updated the 2011 LRDP to reflect the College's and UHCC System's 2015 strategic plan objectives to execute renewable energy options coupled with changes in renewable energy options for the campus ([IIIB4-3](#), [IIIB4-6](#)). The LRDP not only establishes space requirements and allocations as shaped by the long-term goals but also provides the framework by which the College can request additional funding for capital improvement projects.

Capital improvement programs (CIP) at the UH System, UHCC System, and College include the total cost of ownership. Major CIPs include whole or significant building renovations or new structures. Minor CIPs and capital renewal and deferred maintenance (CRDM) projects at the UHCC System level address the long-term maintenance of buildings including repairs, maintenance, replacements, and improvement of campus buildings and infrastructure through modernization efforts. The *UH 6-Year CIP Plan* aligns capital improvements with UH System, UHCC System, and College goals and includes projections for total cost of ownership (IIIB4-7). The College's IPBP addresses the programmatic and staffing costs for buildings and facilities, as discussed in Standard I.B.9.

A fundamental element in the cost estimation of any major CIP project is the completion and submission of the Capital Project Information and Justification Sheet (IIIB4-8). This document includes the project's scope of work and its direct planning, design, and construction cost projections. It also requires information on the need and assessment of existing conditions, alternatives that the College will undertake if the project is deferred, benefits associated with the completion of the project, and future operating cost impacts of the project. By requesting this level of detail, the College, UH System, and the state of Hawai'i ensure that all facility construction projects factor in the total cost of ownership prior to the project receiving funding approval by the state legislature and the governor. Similar planning processes are in place for minor CIP projects and CRDM projects. The College adheres to BOR policies on interests in and planning and management of real property (IIIB4-9, IIIB4-10).

Analysis and Evaluation
The College meets the standard. Leeward CC's long-range capital plans support the College's improvement goals. The *UH 6-Year CIP Plan* aligns capital improvements with UH System, UHCC System, and College goals and includes projections for total cost of ownership.

Conclusions on Standard III.B: Physical Resources
Leeward CC, working in close partnership with the UH System and UHCC System, effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. Leeward CC's O&M and Enterprise Operations units with support from campus governance bodies and the UHCC System assure safe, accessible, secure, healthful, and sufficient physical resources in support of learning and student services through effective planning, building, acquiring, and maintenance of facilities and equipment. The College's long-range capital plans align with identified improvement goals and reflect the total cost of ownership.

Improvement Plan(s)
None at this time.

Evidence List

IIIB1-1 LeeCC Campus Locations

IIIB1-2 WVAPDC Map

IIIB1-3 VCAS Job Description

IIIB1-4 IPBP Diagram

IIIB1-5 ARPD Template

IIIB1-6 CRE Template and Schedule

IIIB1-7 Resource Request Template

IIIB1-8 AiM (eFacilities)

IIIB1-9 Sightlines Report

IIIB1-10 Construction Advisory

IIIB1-11 Campus Closure Email Example

IIIB1-12 Auxiliary Services Website

IIIB1-13 Call Box Map

IIIB1-14 Legislative Funding News Story

IIIB1-15 Convocation Presentation 2023-Security Officers

IIIB1-16 LeeCC Comprehensive Emergency Management Plan

IIIB1-17 Puʻuloa Campus Emergency Pamphlet

IIIB1-18 Waiʻanae Moku Campus Emergency Pamphlet

IIIB1-19 Emergency Website

IIIB1-20 Student Life Frequent Concerns or Questions Website

IIIB1-21 Faculty Senate Academic and Institutional Support Committee

IIIB1-22 AIS Committee Annual Reports

IIIB1-23 Roof Repair Work Orders

IIIB1-24 AIS Committee Roof Leaks Update

IIIB1-25 Disability and Communication Access Board Facility Access Website

IIIB1-26 Hawaiʻi Statute Building Design to Consider Needs of Persons with Disabilities

IIIB1-27 LeeCC Accessibility Improvements Specifications

IIIB1-28 LeeCC Accessibility Improvements Drawings

IIIB1-29 CTE Civil Rights Review Letter of Findings

IIIB1-30 LeeCC Homepage Nondiscrimination Notification

IIIB1-31 LeeCC Homepage Notice of Language Assistance

IIIB1-32 Language Access Training by Language Access Coordinator

IIIB1-33 UH Language Access

IIIB1-34 Accessibility Updates

IIIB1-35 Nondiscrimination Work Based Learning Agreements

IIIB1-36 UH Policy and Guidelines on Inclusive Facilities

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
The Academic Services unit comprises diverse areas that serve students, employees, other campus units, and the community. The units include the Disability Services Office (DSO), Educational Media Center (EMC), Information Technology Group (ITG), Innovation Center for Teaching and Learning, Library, Tutoring (Learning Resource Center and Writing Center), and Theatre (IIIC1-1).

The ITG maintains and manages all Apple and Windows computers at Leeward Community College (Leeward CC), nine computer classroom labs, institutional servers, telephone systems, web servers, networking services, networked printers, information technology security, the Test Center, and Help Desk operations (IIIC1-2). In 2021, the ITG implemented a Technology Replacement Plan to ensure that employees have a computer not older than five years. In support of the plan, the ITG is responsible for inventory, identifying and e-wasting old equipment, and biannual bulk purchases of new technology. This plan helps to protect and secure the College's network from data breaches due to old equipment and allows the ITG to better manage the College's technology-related resources (IIIC1-3). In 2023, the College allocated $715,000 to support the Technology Replacement Plan, which funds network/server infrastructure costs, software maintenance contracts, classroom technology, employee and student-use computers, and three Pu'uloa campus conference spaces (IIIC1-4). Computer and audio-visual hardware in computer classroom labs on the Pu'uloa campus and Wai'anae Moku Education Center (Wai'anae Moku) are on a five to seven-year replacement plan. The College's technology-enhanced classrooms (TEC) are on a 10-year maintenance replacement cycle. Additionally, the College provides standard software on all computer devices (e.g., Microsoft Office, virus protection, browsers, Zoom video conferencing, and Google products) and upgrades software when necessary to meet the needs of technology-intensive programs (IIIC1-5).

Leeward CC's technology infrastructure is sufficient to maintain and sustain both in-person and distance education (DE) teaching and learning offerings as highlighted below:
- The Pu'uloa campus has 50 TECs, nine computer classroom labs, and one Testing Center.
- The Wai'anae Moku location has one computer lab with 20 computers, a student common area with 10 computers, a Test Center with 15 computers, and a Classroom on Wheels for use by mathematics students. Additionally, there are 90 laptops and 10 Wi-Fi hotspots available for long-term lending.

- The Puʻuloa campus has wireless networking available in 95 percent of its indoor areas. All instructional spaces have wireless networking. Outdoor coverage includes the courtyards, main concourse, and parts of the main parking lots. Wireless connectivity for College and personal laptops and mobile devices is available for students, faculty, and staff at both locations. The wireless network at Waiʻanae Moku provides Wi-Fi access in the building and a wireless access point to provide outdoor access.
- The College is testing Virtual Desktop Infrastructure with a fall 2024 implementation date. Once implemented, Virtual Desktop Infrastructure will allow employees access to their virtual desktops and files from anywhere at any time providing a secure and cost-effective way to support remote work.
- Printer and scanning services are available at both Puʻuloa and Waiʻanae Moku for all students, staff, and faculty. Both black-and-white and color printers and black-and-white photocopiers with scanners are available. Students can print from the College's computers/laptops or their own devices.
- The Library provides a wide range of technological resources for teaching and learning:
  - twenty-seven desktop computers for students including designated computers with specialty software needed by digital media students
  - thirty laptops for semester-long loan, 30 short-term loan laptops in a self-serve kiosk, 25 Wi-Fi hotspots for semester-long loan, and 15 iPads that students and instructors can borrow for four-hour intervals to use anywhere on campus
  - two study rooms equipped with an Apple TV for student use
  - access to 108 databases, 82,021 streaming videos, 88,210 e-journals, and 438,965 e-book titles that can be accessed anywhere with an internet connection
  - a 24-seat classroom space with video projection technology for library instruction sessions
  - online chat for research help and online appointment booking services
- The Kīpuka Native Hawaiian Center at Puʻuloa has a self-service kiosk with 12 laptops for short-term use on campus for students and faculty.
- Online tutoring for students is available 24 hours a day, seven days a week through Tutor.com, a University of Hawaiʻi Community Colleges (UHCC) System initiative to increase access to tutoring for all students. The service provides tutoring in math, English, history, foreign languages, nursing and healthcare, physics, biology, science, business, computer science, social sciences, and more.
- The DSO has two low-distraction assistive technology computer workstations for students with documented disabilities, which are equipped with computers and scanners that offer adaptive software including Dragon Naturally Speaking, Kurzweil 3000, JAWS, ZoomText, and CCTV. Available assistive technology includes Dragon Naturally Speaking

(voice-to-text), Kurzweil (audible scanned text), and GLEAN (audio note-taking software). For more information on the College's library and learning and support services see Standard II.B.1.

The Integrated Planning and Budgeting Process (IPBP) is the primary method for identifying the College's various technology needs (IIIC1-6). Every division and unit completes an Annual Report of Program Data (ARPD) using a variety of program evaluation metrics (IIIC1-7). Based on ARPD findings, programs generate Resource Request Lists, which include any technology resources needed by the division or unit.

To evaluate the effectiveness of its technology and identify the needs of faculty, staff, and students, the Academic Services unit implements a variety of user surveys.

- The Academic Services unit sends an annual feedback survey on technology and services to all Leeward CC employees (IIIC1-8).
- The Library's annual user survey of students and faculty includes questions on the effectiveness of computer resources in the library and the library website (IIIC1-9).
- The EMC's audio/visual services and ITG survey faculty teaching in Pu'uloa campus classrooms to assess needs (IIIC1-10).
- The Help Desk logs all trouble calls and sends a post-trouble call survey. The log and survey help the ITG and EMC identify areas of need, prioritize resource allocation, and assess customer service (IIIC1-11).
- The ITG uses Community College Survey of Student Engagement data to determine student usage and satisfaction with computer labs (IIIC1-12).
- The EMC collects evaluation data from audio/visual services and each educational technology workshop and includes any technology recommendations in the EMC ARPD (IIIC1-13).

For privacy and security, the College uses network security appliances and its security bundle subscriptions to protect devices that are connected to the College's network. The Fortinet Fortiguard Security Bundle includes an intrusion prevention system and application control, antivirus, web filtering, endpoint control, data leak prevention, domain name system filter, and virtual private network. In addition to network security appliances and the security bundle subscription, the College also provides McAfee Endpoint Security at no charge to all faculty, staff, and students (IIIC1-14). University of Hawai'i (UH) Information and Technology Services implements single sign-on, multi-factor authentication (MFA) via the UH System's identity management system. MFA is implemented using Duo Security, a trusted third-party cloud-based authentication system, integrated with the UH System's web login system. Widely adopted by higher education institutions, Duo Security strengthens security by reducing the risks associated with standard password-based systems (IIIC1-15). The ITG maintains a cluster of server

equipment with uninterrupted power supply units to provide maximum reliability of the College's network. To maintain a reliable network, the ITG replaces network switches every five to eight years, battery backups every four or five years, and servers as needed.

The College provides an appropriate system for reliability and emergency backup. The ITG performs a daily disc-to-disc backup of critical servers that are located in the Data Center and stores the discs in a secured facility. The ITG also performs monthly backups and stores them on external drives in a fireproof safe in a location separate from the Data Center. The server administrator conducts semi-annual recovery drills. To ensure the reliability of the College's network, the ITG maintains a cluster of servers housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units installed in a separate secured room as well as a generator to power the Data Center.

The ITG has a disaster recovery plan in the event damage occurs to the campus server room or if there is a major campus wide power outage. The College has rack-mounted uninterrupted power supply units and a gas-powered generator. During a power outage, the units can power essential critical servers for 30 minutes to one hour on battery. The Data Center will switch over to the generator within a minute to provide continuous power to the server room ([IIIC1-16](#)). The ITG has maintenance contracts for the uninterrupted power supply units and generators that are performed twice a year to test whether the equipment is operating at specifications.

Analysis and Evaluation
The College meets the standard. Leeward CC provides robust information technology support to address the College's operational, management, and student learning support needs. Through the IPBP, the College prioritizes technology resources and services that best support student learning and institutional operations. The ITG works to provide the necessary services, support, facilities, hardware, and software to ensure student success and employee effectiveness.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
As discussed in Standard [III.C.1](#), Leeward CC has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained to provide maximum reliability for students, staff, and faculty.
- The College uses its IPBP to prioritize needs when making decisions about technology purchases ([IIIC2-1](#)). Each year all programs and units assess their activities in the ARPD and use these assessment findings to justify technology decisions and requests ([IIIC2-2](#)).

- Programs and units collect and use input from end users in their ARPDs as appropriate. For example, faculty using TECs, faculty and students using computer lab classrooms, and faculty, staff, and students using the Help Desk are surveyed for user satisfaction and input for areas of improvement.
- The ITG is responsible for developing, implementing, and maintaining the College's technology infrastructure ensuring its quality and capacity are adequate to support Leeward CC's mission, operations, programs, and services.

The UH System is responsible for providing the College with a variety of enterprise, facility, resource, and student management systems including the Kuali Financial System, SuperQuote System, Sightlines Facilities Renewal Reinvestment Model, PeopleSoft Human Resources, Banner Student Information System, STAR Guided Pathways System registration, Academic Essentials degree check, Kuali Curriculum Management System, Laulima (UH's online learning management system), and UH Alert (UH's emergency notification system).

Analysis and Evaluation
The College meets the standard. The College uses ARPDs and the IPBP to plan for, update, and replace technology to ensure it can adequately support Leeward CC's mission, operations, programs, and services.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The processes in which the College prioritizes, allocates, and maintains technology, as detailed in Standards III.C.1 and III.C.2, apply to both the Puʻuloa and Waiʻanae Moku locations. The College ensures that technology resources at both locations are reliable, backed up, safe, and secure; the ITG and EMC manage and maintain the same services at both locations. For example, the ITG's Help Desk supports over 400 faculty and staff and thousands of students with technology services, including computers and related peripherals, at the Puʻuloa and Waiʻanae Moku locations (IIIC3-1). Additionally, the UH System Help Desk provides all students, faculty, and staff with phone and email support 24 hours a day, seven days a week, 365 days a year (IIIC3-2). The UH System Office of Technology Infrastructure provides additional support for state wide connectivity among and between all UH locations (IIIC3-3).

Analysis and Evaluation
The College meets the standard. Leeward CC allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment assuring that

technology resources at both the Puʻuloa and the Waiʻanae Moku locations are implemented and maintained to assure reliable access, safety, and security. The College has an appropriate system for reliability and emergency backup.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

To provide appropriate instruction and support for faculty, staff, students, and administrators, Leeward CC allocates resources for professional development and training in technology related to programs and services. The EMC is the primary provider of these supports (IIIC4-1). The EMC has two full-time tenured instructional designer faculty members.

The EMC offers regular and robust professional development opportunities and online learning resources and support for faculty, staff, and administrators (IIIC4-2). These include

- DE instructor resources, a collection of online resources and tutorials
- single-session workshops including Using Google Docs Challenge, Syllabus Challenge, and Laulima Challenge and multi-session workshop series including Flipping Your Classroom and Go Free Using OER
- DE Guidelines professional development series
- accessibility and Universal Design for Learning workshops
- Teaching Continuity Guide for instructors moving to online instruction
- monthly newsletter
- technology and instructional design consultations for one-on-one instruction and support for faculty and staff
- technology equipment loan service
- video production support for faculty to create videos for the classroom and DE courses

Leeward CC assesses the need for professional development and training in technology for employees through the regular evaluation of its services. After every workshop, participants are asked to complete an evaluation. For workshops such as teaching online, which have multiple meetings over a year, participants complete a formal evaluation and a presentation of artifacts (IIIC4-3). Evaluations regularly include a prompt asking for what other kinds of training or technical support are needed (IIIC4-4). The EMC completes an ARPD as part of the College's IPBP, which includes analyses of program evaluations and discussion of future needs (IIIC4-5, IIIC4-6). For more information on professional development and the EMC, see Standard III.A.14.

To help students understand the expectations of online classes, the College offers the Leeward CC Online Learning Orientation for DE students ([IIIC4-7](#)). Additionally, the UH Online Innovation Center created the Student Guide to Online Learning, which students can find linked on Laulima's homepage ([IIIC4-8](#)). To determine student needs for online instruction, Leeward CC's DE Committee regularly surveys DE students ([IIIC4-9](#)).

Analysis and Evaluation
The College meets the standard. The EMC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology related to the College's programs, services, and institutional operations.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Established policies and processes to make decisions about the appropriate use and distribution of technology resources at the College are largely governed by the following UH System policies: *Use and Management of Information Technology Resources*, *Institutional Data Classification Categories and Information Security Guidelines,* and *System and Campus Wide Electronic Channels for Communicating with Students* ([IIIC5-1](#), [IIIC5-2](#), [IIIC5-3](#)). The College has procedures governing the replacement of technology in labs and public spaces on campus and a Technology Replacement Plan to ensure that faculty and staff have up-to-date technology ([IIIC5-4](#)). All UH System policies are available online, and the ITG makes related system policies available on its website ([IIIC5-5](#), [IIIC5-6](#)).

Analysis and Evaluation
The College meets the standard. The College has established policies and processes to make decisions about the appropriate use and distribution of technology, and it publicizes them.

Conclusions on Standard III.C: Technology Resources
Leeward CC provides resources for the management, maintenance, and operation of its robust technological infrastructure and IT support to address the College's operational, management, and student learning support needs. The College uses the IPBP to plan for, update, and replace technology to ensure it can adequately support its mission, operations, programs, and services. The ITG provides the necessary services, support, facilities, hardware, and software, the EMC provides appropriate training for employees, and the College and System provide training and support for online learners. These resources ensure student success and employee effectiveness. The College adheres to UHCC System policies on the appropriate use and distribution of technology, and the College assures reliable access, safety, and security for its

technology including an emergency backup system.

Improvement Plan(s)
None at this time.

Evidence List
IIIC1-1 Academic Services Website
IIIC1-2 Information Technology Group Website
IIIC1-3 Technology Replacement Plan
IIIC1-4 OEP TFSF Budget Allocations
IIIC1-5 IT Software Security
IIIC1-6 IPBP Diagram
IIIC1-7 ARPD Template
IIIC1-8 Academic Services Executive Summary ARPD 2022
IIIC1-9 Library User Survey Spring 2023
IIIC1-10 Technology Needs Survey Reminder
IIIC1-11 Help Desk Survey Stats 2022
IIIC1-12 ITG ARPD 2022
IIIC1-13 EMC ARPD 2022
IIIC1-14 UH Computer Anti-Virus and Threat Prevention Information
IIIC1-15 UH Login
IIIC1-16 Datacenter Emergency Backup Power
IIIC2-1 IPBP Diagram
IIIC2-2 ARPD Template
IIIC3-1 LeeCC Help Desk Website
IIIC3-2 Help Desk UH System
IIIC3-3 Technology Infrastructure UH System
IIIC4-1 EMC Website
IIIC4-2 EMC Professional Development Examples
IIIC4-3 EMC Badges
IIIC4-4 EMC DE Survey Responses
IIIC4-5 IPBP Diagram
IIIC4-6 EMC ARPD 2022
IIIC4-7 Laulima Orientation
IIIC4-8 UH Online-Students
IIIC4-9 DE Survey Students
IIIC5-1 UH Use and Management of Information Technology Resources
IIIC5-2 UH Institutional Data Classification Categories and Information Security Guideline

IIIC5-3 UH System and Campus Wide Electronic Channels for Communicating with Students
IIIC5-4 Technology Replacement Plan
IIIC5-5 UH Systemwide Policies and Procedures Information System (PPIS)
IIIC5-6 ITG Policies

III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Leeward Community College's (Leeward CC) diversified funding base comprises five types of funds: general, special, revolving, bond, and extramural. Hawai'i state legislative processes create general funds, which are designated to the University of Hawai'i Community Colleges (UHCC) System to ensure the maintenance of current service levels. This funding is equal to the prior year's general fund appropriations, adjusted for collective bargaining increases and new initiatives agreed upon by the legislative branch to improve and enhance the overall mission of the UHCC System and Hawaii's workforce. By policy, the UHCC System allocates these funds to provide a fair distribution of resources to support individual campus operations and meet UHCC strategic plan goals (IIID1-1). Special funds primarily consist of tuition and fee revenue generated from credit instruction. Tuition and fees along with general funds are the core components that support instructional and academic programs.

Unlike general and special funds that support general operations, revolving funds support specific program activities, including noncredit instruction, summer session instruction, conferences, and student activities. These funds operate on a self-sustaining basis. The programs must cover direct costs and generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Bond funds, composed of state-issued general obligation bonds and University of Hawai'i (UH) System-issued revenue bonds, help finance the UHCC's capital improvement programs (CIP) and capital renewal and deferred maintenance projects. The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects.

Extramural funds are project-based funds from federal, state, and private sources obtained through competitive grants or contracts, which support the College's mission and strategic plan. The UH Office of Research Services (ORS) and the Research Corporation of the University of Hawai'i (RCUH) administer extramural funds.

Institutional financial planning processes are comprehensive, inclusive, and transparent with ultimate oversight provided by the UH Board of Regents (BOR). Annually, the UH System presents the operating budget to the BOR for open discussion and approval with supporting documentation including details by campus and short and long-term capital improvement plans (IIID1-2, IIID1-3, IIID1-4, IIID1-5, IIID1-6). The annual budget presentation includes discussions on revenue and expenditure projections, anticipated one-time expenditures, unexpected expenditures that may affect the budget, and projected estimated ending balances. Every quarter, the System reviews and discusses updated financial results with the BOR, justifying variances between actual results and budgeted amounts.

All UHCC System community college campuses maintain adequate financial resources to ensure financial stability. This includes a five percent minimum cash reserve to address emergencies and a 10 percent targeted reserve to address operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation. BOR, UH, and UHCC System policies dictate financial reserve requirements (IIID1-7, IIID1-8, IIID1-9). The UHCC System monitors compliance with these policies to ensure campuses maintain adequate cash balances.

Leeward CC administration approved the College's operating budget for the fiscal year 2023-2024 with a projected $45,350,793 in unrestricted revenue to fund a projected unrestricted expenditure budget of $37,779,291 (IIID1-10). Projected revenues exceed expenditures by $7,571,502. The College combines excess funds with internal budget reallocations to fund resource needs prioritized through the mission-driven Integrated Planning and Budgeting Process (IPBP) (IIID1-11).

The UHCC System and the College enter fiscal year operating budgets for general, special, and revolving funds into the UH System's Kuali Financial System (KFS) by individual account level and major expenditure categories (i.e., regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses, and equipment). The College monitors budgets through monthly financial reports available on the UHCC budget website, on KFS, and by financial reports from the Leeward CC Business Office (IIID1-12, IIID1-13, IIID1-14). The College's account supervisors, such as unit heads, division chairs, deans, or administrators monitor and adjust their operating budgets for special funds as needed. For revolving funds, the College monitors business and financial plans to track revenue and expenditure projections.

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. Financial resources are sufficient and managed with integrity in support of student learning programs and services, institutional effectiveness, and financial stability. Diversified funding bases support the maintenance and improvement of Leeward CC programs and services.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The UH System, after extensive consultation with and input from various internal and external stakeholders, finalized the *UH System Strategic Plan 2023-2029* in fall 2022 (IIID2-1). The plan provides the foundational principles and imperatives for the UH System and is the basis of all institutional and financial planning for the UHCC System and the College. The UHCC's Strategic Plan Framework, finalized in fall 2023, largely mirrors the UH System plan (IIID2-2). The UHCC's Strategic Planning Council oversees the strategic planning process and ensures the participation of all of the community colleges (IIID2-3). Leeward CC's 2023-2029 mission and strategic plan, developed in collaboration with campus constituencies, support system missions and imperatives (IIID2-4, IIID2-5).

The College's IPBP uses the mission and strategic plan as the foundation for program assessment and resource allocation (IIID2-6).[54] All Leeward CC instructional programs, educational units, and support areas participate in the IPBP, which begins with the Annual Report of Program Data (ARPD). The ARPD includes assessment measures, action plans, mission/strategic plan alignment, and required resources (IIID2-7). For longer-range planning, the College requires a similar process in the Comprehensive Review and Evaluation (CRE) every five years (IIID2-8). Based on ARPD or CRE findings, programs and units create a prioritized Resource Request List (IIID2-9). Through a collaborative prioritization process (see Standard III.D.3), the College documents its final budget priorities in the annual Operational Expenditure Plan (OEP) (IIID2-10, IIID2-11). For example, the Kīpuka Native Hawaiian Center at Puʻuloa (NHCP) is a learning support program that addresses Native Hawaiian disparities in higher education in alignment with the UH System, UHCC System, and the College's strategic plans to improve Native Hawaiian student achievement. In 2022, the NHCP identified the need for peer mentors. Based on the NHCP's ARPD and Resource Request List, the College prioritized NHCP peer mentors in the top

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[54] This practice aligns with the Commission's *Policy on Social Justice*.

five requests for the College's combined priority list and included them in Leeward CC's 2023 OEP ([IIID2-12](#), [IIID2-13](#), [IIID2-14](#), [IIID2-15](#)). As part of continuous improvement, the IPBP prompts programs to re-evaluate the effectiveness of action plans in the following year's ARPD and longitudinally in the CRE.

Policies and procedures ensure that financial information is disseminated in a timely manner. For example, the BOR policy *University Budget (Operating and Capital Improvements)* requires the board to ensure mission-driven fiscal management and oversight and to ensure responsible budget processes ([IIID2-16](#)). This policy also requires that system administrators provide timely fiscal information to the BOR. The UHCC policy *General Fund and Tuition and Fees Special Fund Allocation* requires that operating budget allocations are fairly distributed to support campus operations and meet UHCC strategic plan goals ([IIID2-17](#)). The UHCC System posts various monthly campus budget reports and historical financial reports on its website ([IIID2-18](#), [IIID2-19](#)). The KFS, in conjunction with the Jaspersoft Reports Server reporting tool, provides the College with reliable, accurate, and timely financial information.

Analysis and Evaluation
The UH and UHCC systems and the College meet the standard. As demonstrated by the College's IPBP and system practices, institutional missions and goals and financial planning are well integrated. The UH and UHCC systems have policies and procedures to ensure sound financial practices and financial stability. The systems and the College disseminate financial information widely and in a timely manner.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
The Hawaiʻi State Department of Budget and Finance issues its biennial *Executive Budget Review and Budget Preparation Policies and Guidelines* ([IIID3-1](#)). This document describes the state's priorities, revenue projections, and budget request guidelines. The UH System vice president for budget and finance/chief fiscal officer, in collaboration with the UH System Budget Office (UBO), the four-year campuses' vice chancellors for administration, and the UHCC System associate vice president (AVP) for administrative affairs, uses these guidelines to build the UH System budget. The AVP for administrative affairs is responsible for reporting these parameters to community college chancellors and vice chancellors of administrative services (VCAS).

Leeward CC's IPBP ensures constituent participation in financial planning and budget development ([IIID3-2](#)). Each year, all College programs, areas, and units solicit input from their

respective faculty and staff to generate and prioritize resource requests based on program assessment findings. The administration reviews and further prioritizes the resource requests into a campus wide draft Institutional Priorities List (IPL). The vice chancellor of academic affairs (VCAA) shares the draft IPL with the entire campus (IIID3-3). The VCAA also presents the draft to the College's four authorized governance bodies (AGB) who share the draft IPL with their respective constituents (for more information on the AGBs, see Standard IV.A.1.). The VCAA and AGBs meet to review, discuss, and re-prioritize the IPL if needed (IIID3-4). The chancellor reviews and approves the final IPL and adds it to the Leeward CC OEP. The VCAS shares the OEP with the entire campus via the campus listserv (IIID3-5). The IPBP is a collaborative endeavor that the College continuously improves. For example, in spring 2023, the Campus Council recommended changes to improve transparency. An ad hoc committee of constituents representing all areas of the College worked to improve the IPBP for 2024 (IIID3-6).

The UHCC System coordinates, compiles, reviews, and submits the annual budget to the UBO for the community colleges, incorporating the OEPs from each campus. As discussed in Standard III.B.1, the UH System annually presents the operating budget to the BOR for open discussion and final approval.

Analysis and Evaluation
The UH System, UHCC System, and College meet the standard. Clear policies and procedures guide planning and budget development at all levels. As part of the process, Leeward CC engages campus constituencies in a collaborative and transparent budget development process.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
The funding available to the UH System, UHCC System, and College comes from a variety of sources, each with its own state statutes, regulations, policies, and/or procedures that govern the budget preparation and budget execution processes. Institutional planning reflects regular and realistic assessments of these resources to meet required expenditures and strategic goals (see Standard III.D.1 for more information). For example, the UH System has a structured process for setting tuition rates that includes stakeholder feedback from students, faculty, staff, and the general public (IIID4-1, IIID4-2, IIID4-3). Budget projections for tuition and fee revenue incorporate approved tuition rates as well as projected enrollment based on historical enrollment statistics (IIID4-4). This provides for realistic, data-driven revenue projections and is incorporated in the annual budget submitted to the BOR.

The UH System vice president for budget and finance/chief fiscal officer, in collaboration with the UBO, four-year campuses, and the UHCC System, is responsible for building the UH System budget. The UH System provides annual and quarterly budget information and fiscal updates to the BOR. Current and forecasted budget documents are available on the UBO's website (IIID4-5). See Standard III.D.3 for more information.

The UHCC System coordinates, compiles, reviews, and submits the annual budget to the UBO for the community colleges, incorporating each campus's OEP. Before submission to the UBO, the UHCC System reviews the budget, comparing it with prior year actual amounts and anticipated changes in economic conditions to ensure sound financial planning.

Leeward CC develops its OEP based on the funds available to the College at the beginning of the fiscal year (IIID4-6). The Leeward CC Business Office distributes monthly reports to division and unit account supervisors showing their budget allocations, expenditures, and remaining account balances. In support of the effective utilization of funds, the VCAS and Business Office fiscal administrator hold quarterly Financial Management Group meetings made up of all faculty, staff, and administrators with program budget or fiscal-related duties (IIID4-7, IIID4-8). The VCAS also meets regularly with the AGBs to discuss the College's projected budgets, current expenditure plans, and future plans.

Analysis and Evaluation
The UH System, UHCC System, and College meet the standard. As part of the UH System, Leeward CC receives a System allocation based upon a realistic assessment and accounting of resource availability, development of financial resources, partnerships, and expenditure requirements. The College develops its budget based on the System's established budget allocation model. Individuals involved in institutional planning at the BOR, UHCC System, and campus level receive accurate information about available funds.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard
The UH has extensive systems in place to ensure that financial information is timely, accurate, complete, and reliable. Some components of the UH System's effective internal control structure are listed below:

- comprehensive business and finance-related policies and procedures published on the UH System's website including BOR policies, UH System executive policies, and UH System administrative procedures (IIID5-1, IIID5-2, IIID5-3)
- UHCC System business and finance-related policies published on its website (IIID5-4)
- information technology system controls to ensure staff have access to data appropriate to their job duties and that data is used appropriately (IIID5-5, IIID5-6, IIID5-7)
- automated KFS workflow controlled by user roles (IIID5-8, IIID5-9)
- the UHCC System *Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs* policy, which provides guidance on the financial and managerial oversight of revenue-generating programs (IIID5-10)
- BOR oversight, including the BOR's Committee on Independent Audit (Audit Committee), which oversees the UH's internal and external audits; the BOR reviews and approves all internal and external audits (IIID5-11)
- a state of Hawai'i statute defining the roles, responsibilities, and reporting structure of the UH Office of Internal Audit, which reports directly to the BOR Audit Committee and presents an annual Audit Plan to the Audit Committee for approval (IIID5-12)
- external auditors that conduct two major audits annually: the financial statement audit and the audit performed in accordance with Government Auditing Standards, a single audit required for entities that receive a certain amount of federal funds (for more information on the two major audits see Standard III.D.7)
- regular review and updates by the BOR, UH System, and UHCC System of their business and finance policies and procedures as needed to improve internal control systems

At the College, account supervisors use KFS to review the budget, expenditures, encumbrances, and balances at any given time. Account supervisors are responsible for managing their budgets. When reviewing fiscal transactions, the Business Office checks the account balance to ensure the account has sufficient funds. If funds are insufficient, the Business Office sends an email informing the account supervisor. As noted in Standard III.D.4, the Business Office also sends monthly expenditure reports to account supervisors to keep them informed of the status of their accounts. Another internal control implemented by the Business Office is to ensure that the requisitioner, account supervisor, and fiscal administrator are different people in order to provide adequate authorization for the purchase. The Leeward CC Business Office also reviews its activities and practices each year in the ARPD, creating action plans as needed for continuous improvement (IIID5-13).

Information about budget, fiscal conditions, and financial planning are provided throughout the College. Leeward CC incorporates revenue and expenditure budgets for all funds and programs into the OEP, which is shared with the campus annually (see Standard III.D.3 for details). At the

system level, the AVP for administrative affairs provides semesterly UHCC System budget updates to each community college campus (IIID5-14).

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. The systems and College practice financial integrity and the responsible use of financial resources through the application of internal control structures governed by BOR, UH, and UHCC System policies and procedures. The systems and College regularly and widely disseminate timely budget information and evaluate financial management practices.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The various reviews and continuous monitoring of the annual budget reinforce its credibility. Before submission to the UBO, the UHCC System reviews the budget, comparing it with prior year actual amounts and anticipated changes in economic conditions. The UHCC System discusses variances between the budget and prior year actual amounts with the BOR before their approval. Current fiscal year budgets to actual variances are also discussed quarterly at BOR meetings, with emphasis placed on the adequacy of remaining unexpended budgeted amounts. As discussed in Standard III.D.7, audits demonstrate the integrity of the UH's financial management practices.

The UHCC System posts various monthly campus budget reports on its website to facilitate the College's internal planning and reviews (IIID6-1). The Leeward CC Business Office distributes the following monthly reports to account supervisors to help them manage their accounts efficiently and effectively:
- Cash Balance Report for Revolving Funds
- Account Summary Expenditure Report for Special and Revolving Funds
- Budget Pool Summary Report for Extramural Funds

The Business Office also prepares a quarterly budget and expenditure report summary for special and revolving funds by account and by division for the VCAS who shares them with the appropriate administrators.

As discussed in Standard III.D.2, BOR and UHCC policies ensure mission-driven fiscal management to support student learning (IIID6-2, IIID6-3). Leeward CC provides direct support to student learning programs and support services through the IPBP (IIID6-4). This process ensures that resource requests and subsequent investment of resources are aligned with

program needs and activities and the College's stated goals for student learning. The College's IPBP is a collaborative endeavor meant to build transparency, integrity, and credibility with campus constituents.

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. Reviews and continuous monitoring by the UHCC System and BOR ensure financial documents are accurate and credible as determined by BOR policy and administrative procedure and demonstrated by audits. BOR and UHCC policy and Leeward CC's IPBP ensure budgets reflect the appropriate financial commitment to and support for student learning and support services.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The UH System engages external auditors to conduct two major audits annually. The first is the financial statement audit (IIID7-1). The second is the Single Audit, performed in accordance with Government Auditing Standards, which is required for entities receiving federal funds (IIID7-2). The UH System consistently receives unqualified audit opinions on its annual financial statement audits, meaning that the financial statements are fairly presented in all material respects. In addition, UH's Single Audit did not identify any internal control deficiencies over compliance considered to be material weaknesses. Previous years' audit reports are available on UH's Budget and Finance website (IIID7-3).

When conducting the annual Single Audit, external auditors may identify other matters involving internal controls and will report these in the Internal Controls and Business Issues Report to the BOR (IIID7-4). This report lists the responsible parties for the findings and details their responses and corrective actions. The BOR Audit Committee ensures that all audit findings are addressed in a timely manner. All Single Audit findings, as well as other internal control issues identified in the Internal Control and Business Issues Report, require the responsible parties to provide management responses, which are presented to and reviewed by the Audit Committee and the BOR (IIID7-5). Responses are comprehensive and include corrective actions taken. The following year's external audit reports also include the status of the previous year's findings.

Leeward CC had one audit finding for the 2022 Single Audit and no findings in the 2022 Internal Control and Business Issues Report (IIID7-6). The audit finding was the untimely return of Title IV Federal Pell Grant funds in accordance with federal regulations requiring Title IV Funds to be returned no later than 45 days after a student withdraws. Leeward CC took corrective actions.

To prevent repeat findings, the College updated its return to Title IV procedure adding a step for weekly confirmations that all required returns have been processed and returned (IIID7-7).

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. The System and College respond to external audit findings in a comprehensive, timely, and appropriately communicated manner.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

In addition to the annual external audits discussed in Standard III.D.7, the UH System Office of Internal Audit performs internal audits of various programs and processes to demonstrate the integrity of financial management practices including evaluation of internal control practices (IIID8-1). The UH System vice president for budget and finance/chief fiscal officer is responsible for reviewing areas of concern found by the Office of Internal Audit with the BOR Audit Committee to improve current and future financial plans.

The College's IPBP provides the opportunity for the annual assessment of financial plans and facilitates the continuous improvement of current and future plans (IIID8-2). Like all programs and units at Leeward CC, the College's Business Office completes an ARPD each year to assess its activities including its financial management and internal control procedures (IIID8-3). The Business Office uses findings to make action plans for continuous improvement.

As discussed in Standard III.D.5, the BOR and UH System have comprehensive policies and procedures, which are reviewed regularly, to ensure internal control structures. BOR and system policies and procedures are reviewed every three years (IIID8-4).

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. The BOR and UH System have standing committees and annual internal and external audit processes to assess the validity and effectiveness of institutional financial management practices including internal control systems. The BOR and UH System use the results of these processes for ongoing improvement. The Leeward CC Business Office assesses its financial management and internal control procedures annually making action plans as needed for continuous improvement.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Per BOR, UH System, and UHCC System policies, the UHCC System requires that each campus maintain adequate financial resources to ensure financial stability (IIID9-1, IIID9-2, IIID9-3). The UHCC System monitors compliance with these policies. Leeward CC has sufficient cash flow and reserves to meet financial emergencies and unforeseen occurrences. For the past three years, the College has consistently met and exceeded both the minimum five percent operating reserve and the 16 percent emergency reserve. Per the Reserve Status Report, as of June 30, 2023, the College has $30,888,043 cash balance and 76.47 percent reserve, exceeding the five percent minimum reserve of $2,019,720, the 10 percent reserve target of $4,039,440, and the 16 percent emergency reserve of $6,463,104 (IIID9-4).

The Office of Risk Management coordinates the UH System's risk management efforts, administers its program of insurance and self-insurance, and develops various risk and loss control programs (IIID9-5). The UH System is partially or entirely self-insured for certain risks, including unemployment claims and workers' compensation claims. The state's Risk Management and Insurance Administration program provides insurance coverage for UH-owned and leased vehicles and other UH-owned property or property in the care, custody, and control of the UH System (IIID9-6).

The UH System's response to the COVID-19 pandemic provides an example of institutional contingency plans for unforeseen occurrences. Due to forecasted pandemic-related budgetary shortfalls, between 2020 and 2023, the state of Hawaiʻi and UH System implemented restrictions on hiring, travel, and new contracts and eliminated 24 Leeward CC positions (IIID9-7). These measures created unprecedented challenges for the College's Business Office. Restrictions resulted in additional layers of procedures for ordinary office operations. This was exacerbated by the federal Coronavirus Aid, Relief, and Economic Security Act funding. While this funding was critical for maintaining campus operations and stability during the pandemic, Business Office transactions significantly increased. Furthermore, the Business Office was short-staffed as a result of retirement and attrition, and positions could not be filled due to the hiring freeze. The Business Office persisted during this turbulent period providing effective oversight and management of the College's finances and ensuring the timely payment of obligations (IIID9-8).

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. Policies, procedures, and practices ensure the UH systems and Leeward CC have sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The UH System has various oversight mechanisms for its resources including a UH System *Cash Management And Short-Term Investment of Operating Funds* policy for the management of cash and short-term investments and a BOR *Investments* policy on the University's legacy endowments (IIID10-1, IIID10-2). The UH System and BOR regularly review these policies and revise them as needed.

Contracts and grants or extramural funds are project-based funds from federal, state, and private sources. The ORS provides overall oversight of federal, state, and private grants and contracts (IIID10-3). The RCUH administers some extramural funds related to research and training grants or contracts (IIID10-4). The principal investigator (PI) of a grant is responsible for managing the extramural funds in compliance with federal, state, or private agencies' rules and regulations. Leeward CC has a grants coordinator who assists PIs in the pre-award submissions for new proposals and advises PIs on the allowability of expenditures (IIID10-5). The Business Office reviews and approves fiscal documents to ensure that the expenses are allowable, allocable, and reasonable to the grant. The Business Office distributes monthly budget reports to PIs, and KFS provides the financial status of the accounts.

The UH Foundation manages funds from scholarships, fundraisers, and donations and has its own financial management system to monitor the accounts (IIID10-6). Oversight includes the UH president and BOR chairperson serving as ex-officio trustees of the UH Foundation and annual audits by external auditors. At the College, the account administrator for foundation funds is responsible for the timely processing of fiscal transactions, ensuring compliance with the donor's intention, and monitoring the account balances.

The College demonstrates compliance with Federal Title IV regulations and requirements as described below:
- documentation to demonstrate compliance with regulations and requirements such as student eligibility based on need, financial aid awards that do not exceed unmet need, or maximum award limits
- adjustment of awards when unmet need changes or a student withdraws
- repayment of the federal program for over award/adjustments
- reporting of awards, adjustments, and withdrawals to the federal agency
- exit interviews for students with loans

As discussed in Standard III.D.7, the UH System engages in two major annual audits to assess its use of financial resources, and the BOR Audit Committee ensures that the College addresses all audit findings in a timely manner (IIID10-7, IIID10-8, IIID10-9). Evaluations from internal and external audits are one way the College uses assessment results as the basis for improvement. Leeward CC had an audit finding for the untimely return of Title IV Federal Pell Grant funds resulting in the College revising procedures to ensure timely returns (IIID10-10).

Analysis and Evaluation
The UH System and College meet the standard. The UH System and Leeward CC have established policies and procedures to systematically and effectively assess their use of all financial resources for continuous improvement.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The budgeting process includes short and long-term financial planning. The annual operating budget and CIP expenditure plan undergo extensive reviews with the BOR, both at inception and quarterly. A multi-year financial forecast, along with the six-year CIP plan, provides for long-term planning with adjustments made annually (IIID11-1, IIID11-2). Debt service payments on revenue bonds are built into the annual operating budget and the multi-year financial forecast.

Leeward CC's IPBP facilitates short and long-term planning as noted in Standard III.B.2. All financial planning and resource allocation decisions incorporate payments of long-term liabilities and future obligations, including debt service, system wide assessments, and any compensation-related adjustments (IIID11-3, IIID11-4). The College uses the same type of financial planning and information in developing an annual budget, short-term planning, and other fiscal-related planning efforts.

The community college campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs or repairs, and maintenance projects that are funded by the state. The items currently financed with long-term debt are projects that directly create revenue streams that offset debt service costs. See Standards III.D.12, III.D.13, and III.D.14 for additional information.

Analysis and Evaluation
The UH System and College meet the standard. Financial resource levels provide for short and

long-term financial solvency and stability as documented in annual budgets and short-term and long-range fiscal plans. The System and Leeward CC clearly identify, plan, assess, allocate, and adjust resources for payment of all liabilities and future obligations.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The UH System's proportionate share of both pension and OPEB liabilities are actuarially determined by the state of Hawai'i (IIID12-1). The state adjusts these estimated liabilities annually and includes them in the UH System's audited financial statements. The state pays for OPEB and pension costs for general funded employees. Leeward CC is only responsible for reimbursing the state for OPEB and pension costs for non-general funded employees. The College reimburses the state after each payroll. Reimbursement is based on fringe benefit rates that the state determines and assesses. Current fringe benefit rates can be found on the ORS website (IIID12-2). The state assesses OPEB and pension costs per employee with each pay period. Budgets include all projected fringe benefit costs, including OPEB and pension assessments.

Analysis and Evaluation
The state of Hawai'i, UH System, and College meet the standard. The state, UH System, and Leeward CC have sound practices for allocating appropriate resources for liabilities and future obligations. The actuarial plans to determine OPEB for the UH System and College are current.

III.D.13. The institution annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
Leeward CC used revenue bonds to finance the College's energy conservation and alternative energy projects and the Wai'anae Moku Education Center. The UH System makes debt service payments and assesses the College its portion of these payments. The College includes all debt service assessments in the annual budget and multi-year financial forecast (IIID13-1, IIID13-2).

Analysis and Evaluation
The UH System and College meet the standard. The UH System makes debt service payments and assesses Leeward CC for its portion of these payments. The College includes all debt service assessments in the annual budget as well as the multi-year financial forecast.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The University Bond System Office is responsible for facilitating and managing accounting, audits, bond debt service payments, cash flow projections, financial statement preparation, investment of bond proceeds, and post-issuance compliance. UH System policies and procedures require that funds be used in accordance with state and federal requirements and the mission and goals of the UH System (IIID14-1, IIID14-2, IIID14-3). Leeward CC has UH-issued revenue bonds (long-term debt instruments). The College used bonds to purchase an existing building and site for the Waiʻanae Moku Education Center. The College allocates and transfers funds for debt service to the UH System on an annual basis. The percentage of the College's operating budget used for this debt service is 0.32 percent. Leeward CC and the UHCC System also used UH-issued revenue bonds to fund energy conservation and alternative energy projects that resulted in lower utility costs for the College. The UHCC System pays the debt service and receives annual reimbursement from the College based on energy savings. The percentage of the College's operating budget used for this debt service reimbursement is 0.98 percent.

Community College Revolving Funds come from auxiliary revenue-generating programs at the College such as art galleries, automotive services, concession and vending contracts, conference programs, commercial enterprise activities, culinary arts activities, Office of Workforce Development programs, Office of International Programs activities, facilities use, Educational Media Center activities, summer session classes, parking operations, and theatre operations. The chancellor is responsible for ensuring the financial and operational success of revenue-generating programs and requires that each program develop annual revenue and expense projections. The Revenue Generating Program Budget Projection template provides appropriate justification for the program purpose, sources and uses of revenues collected in support of the program, and program alignment with the College's mission (IIID14-4). The chancellor or designee meets with program personnel annually to review revenue and expense projections. Each program must implement effective systems of internal controls to ensure the segregation of duties and responsibilities. They must also follow UH policies for cash handling and deposits, accounts receivable, inventory control, and tracking of program revenues and expenditures. The College's bookstore is administered by the UH Mānoa Bookstore.

UH Foundation funds come from donors. Leeward CC's Business Office has the primary responsibility for ensuring that the College makes expenditures in accordance with the donor's intent. Expenditures must be appropriate, adequately documented, acceptable to the donors,

benefit the UH System, and stand up in an audit (IIID14-5).

The grants coordinator is responsible for advising extramural grant PIs on allowability, and the fiscal administrator is responsible for final approval. The grants manager and fiscal administrator ensure that all procurements align with the sponsor-approved budgets. The grants coordinator helps PIs obtain prior approval from sponsors for expenses that are not in the original proposal budget. The Business Office also reviews and authorizes personnel forms that go through the RCUH, ensures project expenditures are recorded in a timely manner, confirms expenses are allowable, allocable, and reasonable, and certifies the availability of funds in the account.

Analysis and Evaluation

The UH System, UHCC System, and College meet the standard. System and College practices ensure the diligent monitoring of all financial resources to verify they are used with integrity and in a manner consistent with the intended purpose.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the government identifies deficiencies.

Evidence of Meeting the Standard

Leeward CC's student loan cohort default rate for 2020 is zero percent[55] and has remained fairly low over the past three years with a low of zero percent and a high of 11 percent in 2018 (IIID15-1, IIID15-2, IIID15-3). The College's cohort default rate is well below the 30 percent federal guideline threshold requiring an action plan (IIID15-4). The Financial Aid Office is responsible for the management, oversight, and compliance with Title IV financial aid programs and monitors the cohort default rate annually to ensure compliance with federal requirements. As discussed in Standard III.D.7, a 2022 audit finding for the untimely return of Title IV Federal Pell Grant funds resulted in Leeward CC's Financial Aid Office revising its procedures to ensure timely returns.

Analysis and Evaluation

The College meets the standard. Leeward CC's three-year default rate is well below federal guidelines. The College monitors and manages student loan default rates and revenue streams to ensure compliance with federal requirements. The College comes into compliance when the federal government identifies deficiencies.

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[55] The unusually low 2020 default rate is a result of the COVID-19 pandemic pause on federal student loan payments that began in March 2020. During the pause, borrowers were not required to make payments and thus could not default.

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
UHCC policy delegates authority to the College's chancellor to enter into affiliation agreements and/or memoranda of understanding for sponsored class or sheltered class contracts with external agencies ([IIID16-1](#)). The chancellor is responsible for the review and approval of these and delegates authority to the VCAS to review and approve other contractual agreements to fulfill basic service-related functions such as beverage and snack vending contracts, food service concessions, facility use contracts, and facility service and maintenance contracts. The need for other contractual agreements is identified through the College's mission-driven IPBP ([IIID16-2](#)).

UH System *Administrative Procedures* 8.200 through 8.299 provide procurement guidelines for the acquisition of goods, services, and construction including those from county, state, federal, and foreign governments, educational institutions, financial institutions, vendors, contractors, consultants, and nonprofit entities ([IIID16-3](#)). The Procurement Checklist summarizes the procurement requirements for goods and services ([IIID16-4](#)). The Business Office reviews purchases to ensure that they comply with procurement policies and procedures. The Business Office processes purchase orders and sends them to the vendor with the applicable terms and conditions ([IIID16-5](#)). To limit liability, the College utilizes the UH System Services Contract, which includes a termination clause ([IIID16-6](#)).

The UH System *Policy on Contracts and Signing Authority* ([IIID16-7)](#) is applicable to all contractual agreements between the UH System and non-university entities and standardizes contractual provisions, establishes clarity for approvals, and implements risk-reduction strategies including ensuring compliance with federal regulations. The fiscal administrator signs contracts less than $25,000, and the UH Procurement Office signs contracts over $25,000. The UH System *Contract Formation and Administration* procedure consists of the preparation of the contract and management of the contract from the award to the completion of the work required ([IIID16-8](#)). This administrative procedure also provides guidelines for contract modification and termination.

Analysis and Evaluation
The UH System, UHCC System, and College meet the standard. The UH System, UHCC System, and Leeward CC's contracts with external entities are consistent with institutional missions and

goals, governed by policies and procedures, and contain provisions to maintain institutional integrity and the quality of programs, services, and operations.

Conclusions on Standard III.D: Fiscal Resources

The UH System, UHCC System, and Leeward CC effectively use financial resources to achieve institutional missions and improve academic quality and institutional effectiveness. The UH systems and the College possess sufficient financial resources and manage these resources with integrity and accuracy to support and enhance student learning programs and services. By adhering to established policies and procedures, the UH systems and the College integrate financial and institutional planning to ensure short and long-term financial stability. The UH systems and the College include constituency groups in financial planning and allocation processes and widely disseminate financial information in a timely manner. The UH systems and the College undergo annual external audits to ensure integrity and continually improve upon financial operations.

Improvement Plan(s)

None at this time.

Evidence List

[IIID1-1](#) UHCC General Fund and Tuition and Fees
[IIID1-2](#) UH Operating Budget
[IIID1-3](#) UH Operating Budget Narrative
[IIID1-4](#) UH Operating Budget–LeeCC
[IIID1-5](#) BOR Minutes Annual CIP
[IIID1-6](#) BOR Minutes 6-Year CIP
[IIID1-7](#) BOR Reserve Policy
[IIID1-8](#) UH Systemwide Financial Reserves Policy
[IIID1-9](#) UHCC Unrestricted Fund Reserve Policy
[IIID1-10](#) OEP Worksheet
[IIID1-11](#) IPBP Diagram
[IIID1-12](#) Budget Files UHCC Website
[IIID1-13](#) KFS Website Main Menu
[IIID1-14](#) Account Summary Hardcopy Example
[IIID2-1](#) UH Strategic Plan 2023-2029
[IIID2-2](#) UHCC Strategic Plan 2023-2029
[IIID2-3](#) Strategic Planning Council
[IIID2-4](#) LeeCC Strategic Plan 2023-2029
[IIID2-5](#) Connections Between Plans
[IIID2-6](#) IPBP Diagram

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles

within the district/system are clearly delineated. The multi-college district or system has policies for the allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes[56]

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes assure effective planning and implementation.

Evidence of Meeting the Standard

Leeward Community College (Leeward CC) builds collegiality by encouraging participation from students, faculty, staff, and administration. When ideas for improvement have policy or significant institution wide implications, the College's Integrated Planning and Budgeting Process (IPBP) provides a systematic participative process (IVA1-1). The College has four authorized governance bodies (AGBs): Campus Council, Faculty Senate, Pūkoʻa no nā ʻEwa Council (Nā ʻEwa), and the Associated Students of the University of Hawaiʻi-Leeward CC (ASUH) (IVA1-2). The Campus Council is the recommending body to the chancellor on planning and budgeting issues, and council members represent all campus constituencies (IVA1-3).

Chartered by the University of Hawaiʻi (UH) Board of Regents (BOR), the Faculty Senate is the primary voice of faculty in academic governance. Membership includes instructional and non-instructional faculty, a lecturer, and an ASUH representative. The Senate has 10 standing committees, some of which work regularly with administration, Student Services, and the ASUH to improve student learning programs and support services (IVA1-4, IVA1-5, IVA1-6).

To support the UH System's commitment to serving Native Hawaiians, the UH president formed the Pūkoʻa Council as an advisory group to the president (IVA1-7). To represent the College's interests at the Pūkoʻa Council, Leeward CC established Nā ʻEwa, which welcomes all faculty, staff, and students interested in Native Hawaiian issues and advocacy (IVA1-8, IVA1-9).

The ASUH is the approving authority for student government-related activities as well as annual budget adoption and expenditures. Ten senators are elected by the student body and sit on numerous campus committees to represent the perspectives of students (IVA1-10, IVA1-11). For more information on ASUH, see Standards II.C.4 and IV.A.2.

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[56] Practices discussed in IV.A.1 through IV.A.5 align with the Commission's *Policy on Social Justice*.

College leaders support ideas for institutional improvement regardless of a person's role on campus, resulting in innovative practices. Examples include

- Open Educational Resources (OER). Leeward CC faculty were early OER adopters, and the College continues to be the system leader in no-cost textbook courses ([IVA1-12](), [IVA1-13]()). Faculty have contributed to this global movement by creating OER assignments and textbooks ([IVA1-14]()).
- Diaper Bank. Created in 2019 by a small group of faculty, Leeward Hui ʻOhana (familial alliance) supplies diapers, wipes, and formula to student parents and caregivers and maintains a swap and share area where campus members can donate or receive child and family items ([IVA1-15](), [IVA1-16]()).
- Water Contamination Crisis Response. In 2021, a Leeward CC student contacted a College science faculty member with concerns about their water. With help from the local science community and UH faculty and staff, Leeward CC faculty and students sampled tap water at several locations including military housing; subsequent results detected contamination, leading to the creation of the UH Red Hill task force ([IVA1-17](), [IVA1-18]()).

Formal structures encourage, support, and reward innovative practices at Leeward CC. A variety of innovation and professional development funds support campus innovation initiatives ([IVA1-19]()). The College also rewards innovation and excellence through campus and system awards ([IVA1-20]()).

Analysis and Evaluation
The College meets the standard. Leeward CC has formal and informal practices and procedures that encourage individuals to bring forward ideas for institutional improvement. The College has established systems and participative processes for effective planning and implementation for program and institutional improvement. Leeward CC encourages and rewards innovation through funding and recognition awards. When ideas for improvement have policy or significant institution wide implications, the College's AGBs and IPBP provide systematic processes in which stakeholders can participate.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
Policies and procedures describing collegial decision-making roles and responsibilities that

ensure appropriate consideration of relevant perspectives include the following:

- The *Policy on Shared Governance* allows individuals and groups to voice opinions, vote, make recommendations, investigate, write reports, evaluate leaders, serve as consultants, lead forums, and attend forums. It ensures that administrative leaders incorporate faculty, staff, and student input into decision-making processes (IVA2-1).
- The *Policy on Policy Development and Review Process* outlines the process for the involvement of the AGBs, vice chancellors, and the chancellor in the development and approval of all College policies (IVA2-2).
- The *Policy on Institutional Mission* defines procedures for the review and revision of the College's mission. This includes soliciting broad input from and dialog with the campus community and receiving approval from the AGBs and chancellor (IVA2-3).

Student participation in campus decision-making happens through the ASUH. ASUH senators serve on 20 campus or system committees and have voting rights in all except for the Faculty Senate (IVA2-4). ASUH provides crucial representation on multiple campus committees that influence policies and procedures including the Campus Council Ad Hoc Committee for Budget and Planning, which revised the College's resource allocation process, and the Faculty Senate Academic and Institutional Support Committee, which revised the College's new parking procedures (IVA2-5, IVA2-6). The Faculty Senate student representative attends meetings, participates in discussions, and provides monthly reports to the Senate on issues affecting students (IVA2-7). Additionally, campus administrators attend ASUH meetings twice a semester, and the ASUH president meets monthly with the chancellor. Outcomes from these meetings are shared by the ASUH with the student body via podcasts (IVA2-8).

Analysis and Evaluation

The College meets the standard. The College has policies on shared governance, policy development process, and institutional mission that describe administrator, faculty, and staff roles in decision-making processes. The student perspective is included through ASUH and student representation on 20 campus and system committees.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Shared governance and policy development policies provide frameworks for governance and decision-making processes at the College as noted in Standard IV.A.2. The *Policy on Assessment* governs the IPBP, which includes program review and resource requests (IVA3-1, IVA3-2). College administrators have both formal and informal roles in governance. Administrators have

a decision-making role as part of their position descriptions, and the administrative team and chancellor have the responsibility of final decision-making. Each AGB has a clear role related to its area of responsibility and expertise as noted in Standard IV.A.1.

The formation of the Campus Council Ad Hoc Planning and Budgeting Committee provides an example of how governance groups exercise a voice in institutional planning. In spring 2022, the Campus Council established the ad hoc committee to improve transparency in the IPBP. The process now includes a meeting between the administration and AGB executives where the administration provides its rationale for the draft Institutional Priorities List, including explanations for denied resource requests (IVA3-3, IVA3-4).

Analysis and Evaluation
The College meets the standard. Administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgeting that relates to their areas of responsibility and expertise. College policies and procedures describe the roles of each group in governance, including their roles in the IPBP.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The University of Hawaiʻi Professional Assembly (UHPA), BOR, and campus policies describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters. The BOR *Faculty Involvement in Academic Decision-Making and Academic Policy Development* policy and UHPA union contract delineate the role of faculty and academic administrators in the academic governance of the UH System (IVA4-1, IVA4-2).

College committees have responsibility for policies and procedures related to curricular and other educational matters including the following Faculty Senate standing committees:
- The Curriculum Committee is responsible for the development, review, recommendation, and approval of new, modified, and deleted academic courses and programs (IVA4-3, IVA4-4, IVA4-5). All courses are reviewed over a five-year cycle (IVA4-6).
- The Assessment Committee facilitates assessment based on Leeward CC's *Policy on Assessment* to ensure that all course and program learning outcomes are assessed every five years (IVA4-7, IVA4-8).
- The Distance Education (DE) Committee works to ensure that DE content and design

meet best practices. The committee created *Distance Education Guidelines* to support the development of high-quality DE courses ([IVA4-9](#), [IVA4-10](#)).

- The Student Affairs Committee develops, reviews, and revises student-related policies and procedures ([IVA4-11](#)). For example, in 2021-2022, the committee revised the *Policy on Graduation, Unsatisfactory Academic Progress Policy*, and *Student Conduct Code Procedures* ([IVA4-12](#), [IVA4-13](#), [IVA4-14](#)).

All College policies are reviewed every five years. This process is facilitated by the Office of Planning, Policy and Assessment (OPPA) ([IVA4-15](#)).

Analysis and Evaluation
The College meets the standard. College policies and procedures describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters. BOR and UHPA policies authorize the Faculty Senate to advise campus administration on matters impacting curriculum and student learning programs and services. College policies are reviewed every five years.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The College's *Policy on Shared Governance* provides an overview of constituency roles in participatory governance processes ([IVA5-1](#)). Through AGBs, which include staff, student, and faculty perspectives, the policy recognizes the roles of these interdependent groups, each with its own delegated expertise and authority, and encourages communication of decision-making across the institution (see Standard [IV.A.1](#)). Shared responsibilities for AGBs and administration include fulfilling the College's mission, informing constituents about their meetings, and educating faculty, staff, and students on their right to share diverse views. Per their charters and bylaws, AGBs and the administration have a responsibility to work with each other in a transparent manner on behalf of institutional improvement ([IVA5-2](#), [IVA5-3](#), [IVA5-4](#), [IVA5-5](#)).

The AGBs facilitate campus improvements. The Campus Council reviews campus operations that fall under the purview of the vice chancellor of administrative services (VCAS). For example, the council reviewed policies and procedures such as new parking rules, *Guidelines for Campus Procedures that Affect Multiple Units*, and facilities access control ([IVA5-6](#), [IVA5-7](#)). The Faculty Senate reviews campus operations that fall under the vice chancellor of academic affairs (VCAA). For example, the Faculty Senate revised the *Student Academic Grievance Procedure* to more

clearly direct students through the grievance procedure (IVA5-8). Nā ʻEwa reviews matters related to Native Hawaiians. For example, Nā ʻEwa created a *Hōʻoia ʻĀina Land Acknowledgement Statement* as a reminder that Hawaiʻi and Leeward CC campuses are indigenous spaces (IVA5-9). Finally, the ASUH reviews matters related to students and played an important role in the review and revision of the College's mission statement and strategic plan (IVA5-10). ASUH members also sit on the Campus Council, Faculty Senate, and Nā ʻEwa.

Analysis and Evaluation

The College meets the standard. The College ensures broad participation, leadership, and input from all College constituencies—administrators, faculty, staff, and students—through its shared governance system. The College considers diverse and relevant perspectives in the decision-making process to allow timely action on institutional plans.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College has processes to document decision-making and widely communicate resulting decisions across the institution via convocation and the College listserv and website. Campus administrators present reports on new initiatives, policy changes, and issues of interest to the campus at convocation. The College makes all convocation documents available to employees on the intranet (IVA6-1). During the pandemic, the chancellor provided regular campus updates via Zoom and made them available on the Leeward CC YouTube Channel (IVA6-2). The chancellor also periodically shares updates via email and schedules meetings to keep the AGBs informed about pertinent changes (IVA6-3, IVA6-4). Leeward CC follows its IPBP, documenting consultation with stakeholders and demonstrating transparency as budgetary decisions are made (IVA6-5). The administration communicates these decisions at the fall convocation and documents them in the annual Operational Expenditure Plan (IVA6-6).

AGBs document decision-making processes and outcomes in minutes and annual reports, which are shared with the campus. Campus Council, Faculty Senate, and Nā ʻEwa send out monthly meeting notices with an agenda. The Campus Council and Nā ʻEwa post agendas, meeting minutes, and pertinent documents on the intranet (IVA6-7, IVA6-8). The ASUH and Faculty Senate post agendas, meeting minutes, and supporting documents on their websites (IVA6-9, IVA6-10). AGB minutes include records of discussions, votes, and other relevant information.

Analysis and Evaluation

The College meets the standard. The College has processes to document decision-making. Resulting decisions are widely communicated across the institution via convocation, the campus

listserv, and the College website.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Policies governing decision-making processes include the *Shared Governance Policy*, *Policy on the Policy Development and Review*, and *Policy on Assessment* ([IVA7-1](#), [IVA7-2](#), [IVA7-3](#)). The College reviews and revises (if needed) all policies at least once every five years. The AGBs communicate any revisions to the campus ([IVA7-4](#)).

The OPPA administers an Employee Satisfaction Survey every three years to better understand employee morale, satisfaction, and engagement and shares findings with the campus community via the campus listserv ([IVA7-5](#)). Several questions are direct or indirect measures of the institution's governance and decision-making structures. Table IV.A-1 shows measures from 2016, 2019, and 2022.

Table IV.A-1

Employee Satisfaction Survey Selected Questions For Standard IV

Leeward CC Employee Satisfaction Survey (Selected Questions)	Percent Agreed		
	2016	2019	2022
I know the mission, major goals, initiatives, and priorities of the College.	93%	94%	86%
The activities of my division/department/unit tie into mission, major goals, initiatives, and/or priorities of the College.	90%	90%	86%
The College's overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College.	57%	65%	57%
I participate in the planning processes of my division/department/unit.	68%	73%	74%
The College planning process results in improvement of programs and services.	61%	62%	47%
The resources provided for my division/department/unit are adequate.	75%	69%	67%
My division/department/unit is adequately represented at Campus Council.	59%	70%	68%
Campus Council effectively carries out its role in governance.	36%	48%	44%
Pūkoʻa no nā ʻEwa Council effectively carries out its role in governance.	*	35%	47%
The Faculty Senate effectively carries out its role in governance.	56%	56%	64%
The Chancellor provides effective leadership to the campus.	78%	69%	56%
The Administrative Team provides effective leadership to my division/ department/unit	66%	69%	50%

| Leeward CC Employee Satisfaction Survey | Percent Agreed | | |
(Selected Questions)	2016	2019	2022
The Administrative Team encourages an open exchange of ideas that fosters institutional improvement.	62%	68%	48%
I feel I can freely express my opinions.	66%	62%	52%

*Not asked

The College saw improvement in many areas between 2016 and 2019 due to direct efforts by the administration and AGBs to make improvements based on the survey findings. Between 2016 and 2019, members of the administrative team such as the VCAA, VCAS, and deans began regularly sharing information at convocations, and the VCAA and VCAS began sharing IPBP updates via the campus listserv. The AGBs offered informational breakout sessions at convocations and began sending out monthly meeting minutes and agendas to the entire campus. However, with the exceptions of the Nā ʻEwa and Faculty Senate, satisfaction ratings declined in 2022 likely due to significant leadership changes coupled with challenges caused by the COVID-19 pandemic.

The decline in the perceptions of the chancellor and administrative team's effectiveness coincides with the retirement of Leeward CC's chancellor of 10 years in 2018, followed by the appointment of an interim chancellor, and then a new chancellor in 2019 (IVA7-6, IVA7-7, IVA7-8). Between 2018 and 2023, additional retirements and other transitions resulted in 50 percent of executive positions being filled in an interim capacity due to a pandemic-informed hiring freeze (IVA7-9). In response to multiple interim appointments, the Faculty Senate passed a resolution calling for its consultation in the appointment of interim executive positions, resulting in stronger campus participation in appointing interim leadership (IVA7-10). In an effort to build a more stable executive leadership team, between 2021 and 2023 Leeward CC made permanent appointments to the VCAA, VCAS, dean of arts and sciences, and dean of student services positions (IVA7-11, IVA7-12, IVA7-13).

Employee satisfaction concerns were exacerbated by the state of Hawaiʻi and UH System measures instituted between 2020 and 2023 based on forecasted pandemic-related budgetary shortfalls that never materialized. These measures resulted in restrictions on hiring, travel, and new contracts (IVA7-9). Dissatisfaction with the restrictions is seen in the 2022 satisfaction survey qualitative results where themes for areas of improvement include resource allocation, workload concerns, improved standard operating procedures, and personnel (IVA7-14).

To address resource-related concerns seen in the survey, the Campus Council formed an Ad Hoc Budget and Planning Committee in summer 2022, which made significant revisions to the IPBP to increase transparency including creating formal rubrics for the prioritization process to

facilitate more equitable evaluations of resource requests ([IVA7-15](#)). In 2023, the council also initiated several activities for continuous improvement including clarifying the council's purpose, implementing a member survey, and implementing a biannual campus update ([IVA7-16](#)).

In 2022, as the College emerged from pandemic-related challenges, it undertook a comprehensive mission and vision review process, resulting in the Leeward CC *Strategic Plan 2023-2029*. The College leadership used this process to address employee satisfaction and morale concerns evident in the survey, resulting in the plan's Thriving Employees pillar ([IVA7-17](#)).

Given that the 2022 Employee Satisfaction Survey found 30 percent to 49 percent of respondents unsure if leadership carries out its role effectively, leadership will implement awareness strategies to improve this outcome ([IVA7-18](#)). For more information see Standard [IV.A Improvement Plan](#).

Analysis and Evaluation

The College meets the standard. The College regularly evaluates its governance and decision-making structures through policy review and the Employee Satisfaction Survey and communicates survey results with the campus via the AGBs, campus listserv, and at convocation. Leeward CC uses evaluation results to identify weaknesses and make improvements.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Through established policies, procedures, and practices, the College's decision-making roles and processes are participatory, encourage leadership, and provide opportunities for individuals and groups to contribute innovative ideas to promote student success and sustain academic quality, integrity, fiscal stability, and institutional improvement. The College relies on the expertise of administrators, faculty, staff, and students to improve and support academic programs and services. The College maintains clearly defined governance roles for administrators, faculty, staff, and students. The policies and procedures that define these roles encourage discussion, facilitate decision-making for the good of the College in accordance with designated responsibilities, and are regularly evaluated for integrity and effectiveness. BOR, UH System, union, and College participatory governance policies and practices provide Leeward CC administrators, faculty, staff, and students with substantive and clearly defined roles in the processes of institutional governance, planning, and resource allocation.

Improvement Plan(s)

Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
IV.A.7	Improve campus awareness of Campus Council's role and effectiveness.	Campus Council Executive Committee	Summer 2023	Conduct Campus Council member survey.
			Fall 2023	Expand membership reports.
			Spring 2024-Fall 2028	Provide biannual Campus Council updates to campus via listserv. Include more content on the Campus Council intranet site. Provide council-related information, activities, or breakout sessions at convocation.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent fewer respondents select "unsure" on related question.
IV.A7	Improve campus awareness of Nā ʻEwa Council's role and effectiveness.	Nā ʻEwa Executive Committee	Spring 2022-2028	Share agendas and meeting minutes via campus listserv.
			Fall 2024	Present Nā ʻEwa-related initiatives, information, and activities at convocation.
			Fall 2024-Spring 2025	Make Nā ʻEwa intranet site more user-friendly (e.g. include sections on purpose, leadership, membership, etc.).

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
			Fall 2024-Fall 2028	Create and send out a semesterly newsletter on Nā ʻEwa-related actions and activities.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent or fewer respondents select "unsure" on related question.
IV.A.7	Improve campus awareness of Faculty Senate's role and effectiveness.	Faculty Senate Executive Committee	Spring 2022-2028	Share agendas and minutes via campus listserv and Faculty Senate website.
			Spring 2024-Fall 2028	Email a monthly update to the campus regarding the ongoing work of the Faculty Senate.
			Fall 2024-Fall 2028	Provide Faculty Senate-related information, activities, or breakout sessions at convocation.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent or fewer respondents select "unsure" on related question.
IV.A.7	Improve campus awareness of the chancellor's role and effectiveness.	Office of the Chancellor	Fall 2024-Fall 2028	During regular convocations and town halls, provide updates on topics that are not frequently covered such as legislative affairs, fundraising and development, extramural funding, and activities related to

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
				the external visibility of the College. Develop an Office of the Chancellor newsletter and send it quarterly via the campus listserv.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent or fewer respondents select "unsure" on related question.
IV.A.7	Improve campus awareness of the administrative team's role and effectiveness.	Administrative Team	Fall 2023-Fall 2028	Convocation format includes rotating presentations by administrative leads to generate awareness of the role and effectiveness of the various administrative units.
			Spring 2024-Spring 2028	Add an administration section to the Campus Bulletin to share updates and changes. Administration, divisions, and units push out updates to social media on administrative/ division/program developments and updates such as hirings, grants, and upcoming opportunities as appropriate.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent or fewer respondents select "unsure" on related question.

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
IV.A.7	Improve campus perceptions of the administrative team's willingness to openly exchange ideas with the campus community and employee perceptions of being able to freely express opinions.	Administrative Team	Spring 2024-Spring 2028	Include a "We're Listening" section in the Campus Bulletin with an email address for campus members to send questions and concerns to the administrative team. Hold topic-specific campus "town halls" to vitalize campus conversations and address questions, concerns, and issues. Hold campus wide events to increase "connection" between all employees.
			Fall 2025, Fall 2028	Fall 2025 and 2028 Employee Satisfaction Survey-15 percent more respondents select "agree" on related question.
IV.A.7	Implement Administrative Services User Satisfaction Survey.	VCAS, OPPA	Spring 2024	Design survey.
			Fall 2024, Fall 2027	Implement survey in fall 2024 and 2027 to assess trends and use findings for continuous improvement.
IV.A.7	Review and revise *Shared Governance Policy*	Campus Council ad hoc committee, AGB executives	Spring 2024-Fall 2024	Policy review and revision as needed by all AGBs and other appropriate campus leaders to reaffirm the importance of broad and inclusive shared governance in campus decision-making.
IV.A.7	Thriving	VCAA, OPPA	2025-2029	See part H. Quality Focus Essay.

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
	Employees pillar (IVA7-17).		Fall 2025, Fall 2028	Improvements in related fall 2025 and 2028 Employee Satisfaction Survey measures.
IV.A.7	Refine Employee Satisfaction Survey methodology to include employee type.	OPPA	Fall 2025	Collect data on employee type (e.g. faculty; lecturer; administrative, professional, and technical; civil service, etc.). Disaggregate findings by employee type and use findings to determine targeted communication methods to improve outcomes in the 2028 Employee Satisfaction Survey.

Evidence List

IVA1-1 IPBP Diagram

IVA1-2 LeeCC Shared Governance Policy

IVA1-3 Campus Council Bylaws

IVA1-4 Faculty Senate Website

IVA1-5 Faculty Senate Charter and Bylaws

IVA1-6 Faculty Senate Committees

IVA1-7 UH System Pūkoʻa Council

IVA1-8 LeeCC Pūkoʻa no nā ʻEwa Council

IVA1-9 Pūkoʻa no nā ʻEwa Council Charter Bylaws

IVA1-10 ASUH Website

IVA1-11 ASUH Committees

IVA1-12 OER UH News

IVA1-13 LeeCC OER Tableau Website

IVA1-14 LeeCC Faculty OER Examples

IVA1-15 Hui ʻOhana and Hānai iā

IVA1-16 Hui ʻOhana UH News

IVA1-17 Water Crisis UH News

IVA1-18 Results from Leeward and UH System Response to Red Hill Water Contamination

IVA1-19 Award Examples

IVA5-10 LeeCC Strategic Plan
IVA6-1 Convocation Notes
IVA6-2 LeeCC YouTube Channel
IVA6-3 Budget Restrictions
IVA6-4 Pandemic Related Updates Email
IVA6-5 IPBP Process and Timeline
IVA6-6 OEP
IVA6-7 Campus Council Website
IVA6-8 Pūkoʻa no nā ʻEwa Council Website
IVA6-9 ASUH Minutes Website
IVA6-10 Faculty Senate Website
IVA7-1 LeeCC Policy on Shared Governance
IVA7-2 LeeCC Policy on Policy Development and Review
IVA7-3 LeeCC Policy on Assessment
IVA7-4 LeeCC Policies Website
IVA7-5 Employee Satisfaction Survey
IVA7-6 Chancellor Retirement
IVA7-7 Interim Chancellor
IVA7-8 New Chancellor
IVA7-9 UH Update to Freezes Memo
IVA7-10 Interim Managerial Appointments Memo
IVA7-11 New VCAA
IVA7-12 New VCAS
IVA7-13 Deans
IVA7-14 Employee Satisfaction Survey Qualitative
IVA7-15 End of Year Report
IVA7-16 Mid-Year Update Campus Council
IVA7-17 LeeCC Strategic Plan Excerpt
IVA7-18 Percent of Campus Unsure About Leadership

IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
The Leeward Community College (Leeward CC) chancellor serves as the College's chief executive

officer. The chancellor is responsible for the overall quality of the institution and its ability to meet the College's mission, goals, and educational objectives (IVB1-1). The chancellor is also responsible for managing the financial affairs of the campus as delegated by the University of Hawai'i (UH) System (IVB1-2). The chancellor's primary responsibilities include

- providing proactive and executive leadership, direction, and support to establish, communicate, and achieve the vision, mission, goals, and initiatives of the College
- working with the College administrative team and authorized governance bodies (AGBs) to establish College priorities
- working with the College administrative team to direct, manage, and supervise personnel responsible for all programs and units
- ensuring the financial soundness of College operations through college wide accountability, integrity, and transparency
- establishing communication processes to transmit information (IVB1-3)

The chancellor and the administrative team regularly communicate institutional values, goals, and institution-set standards to faculty and staff at semesterly convocations, and convocation notes are sent to the faculty and staff listserv (IVB1-4). The College records convocation presentations and posts them on the Leeward CC YouTube channel (IVB1-5). Additionally, the chancellor regularly communicates updates, goals, and accomplishments to faculty and staff through town halls at least once a semester (IVB1-6). In partnership with the vice chancellor of academic affairs (VCAA), the chancellor presents student enrollment and student outcomes data to facilitate discussion and strategies to inform student success efforts. These presentations are shared with the UH Board of Regents (BOR) as well as campus constituents (IVB1-7).

The chancellor, through the delegation of authority to the VCAA, engages key stakeholders in evaluating student learning and achievement. The VCAA works directly with the Faculty Senate Assessment Committee and meets monthly to improve processes in support of continuous improvement and ensure adequate resources are available to support these efforts (IVB1-8).

Through the College's Integrated Planning and Budgeting Process (IPBP), the chancellor ensures institutional planning and resource allocation is evidence based (IVB1-9). The chancellor makes the final decisions on the resource allocations generated by the IPBP. For more information on the IPBP, see Standard I.B.4.

Analysis and Evaluation

The College meets the standard. The chancellor has primary responsibility for the overall quality of the College. The chancellor provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The chancellor's job description outlines the duties and responsibilities.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The chancellor's administrative team consists of six executives: two vice chancellors and four deans. The chancellor delegates administrative and financial affairs authority to the vice chancellor of administrative services (VCAS) (IVB2-1). The chancellor delegates authority for academic and institutional functions to the VCAA. Additionally, the VCAA is responsible for the Office of Planning, Policy and Assessment (OPPA) (IVB2-2).

Along with the VCAS and VCAA, the Creative Services and Title IX offices directly report to the chancellor. Creative Services, the College's office of marketing and public relations, provides appropriate community outreach and external communication for the campus (IVB2-3). The Title IX Office seeks to protect faculty, staff, and students from gender discrimination and sexual violence (IVB2-4).

The chancellor conducts monthly administrative meetings; agendas include system updates, legislative briefings, departmental initiatives, and campus wide activities. The chancellor and administrative team also hold single-day and multi-day retreats to provide the team and respective unit heads opportunities to design and prioritize objectives (IVB2-5).

The chancellor maintains an open-door policy with campus committees. The chancellor and administrative team participate in the College's AGBs and sit on various standing campus committees as voting or non-voting members. The AGBs are the Campus Council, Faculty Senate, Pūkoʻa no nā ʻEwa Council, and Associated Students of the University of Hawaiʻi-Leeward CC (ASUH). The administrative team regularly participates in Faculty Senate standing committees including the Distance Education, Assessment, Budget, and Student Support committees (IVB2-6, IVB2-7, IVB2-8, IVB2-9).

Analysis and Evaluation

The College meets the standard. The chancellor is responsible for planning, managing, and evaluating the College's organizational structure with an appropriate administrative structure to manage Leeward CC. The chancellor delegates authority to the administrative team and others consistent with their responsibilities.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**

- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.[57]**

Evidence of Meeting the Standard

The University of Hawaiʻi Community Colleges (UHCC) System sets the institution-set standards for all of the community colleges (IVB3-1).[58] The UHCC and UH system strategic plans support the College's strategic plan, which includes Leeward CC's goals and priorities (IVB3-2, IVB3-3), IVB3-4, IVB3-5). During semesterly convocations, the chancellor sets the focus for the coming year and initiates campus conversations about the IPBP (IVB3-6). The IPBP begins by considering the College's mission and strategic plan and ensures that educational planning and resource allocation support student learning and achievement (IVB3-7).

The IPBP includes an Annual Report of Program Data (ARPD) to assess each instructional, learning, and support program or unit (IVB3-8). The ARPD requires multiple program assessment metrics provided by the UHCC System and the OPPA as needed (IVB3-9, IVB3-10). Based on the data-driven assessment, programs and units plan improvements and request needed resources (IVB3-11). The College's IPBP is a collaborative endeavor that the College continuously improves. For example, in spring 2023, the Campus Council recommended the creation of rubrics and adjustments to the IPBP timeline. An ad hoc committee of constituents representing all areas of the College worked to improve the process for 2024 (IVB3-12).

The College sets its values, goals, and priorities on an institutional level through its strategic planning process. In 2022, the chancellor delegated the OPPA coordinator to lead a collegial mission, vision, and strategic plan planning process (IVB3-14, IVB3-4). To establish procedures for the regular overall evaluation of institutional planning and implementation efforts, the OPPA incorporated strategic planning as part of its office's responsibilities along with the formation of the Strategic Working Group (IVB3-15). On a departmental or program level, goals, values, and priorities are set at retreats. For example, the VCAA, under the supervision of the chancellor, led a post-pandemic leadership retreat in summer 2022 (IVB3-16).

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[57] These practices align with the Commission's *Policy on Social Justice*.

[58] The institution-set standards were being revised as the ISER was being written (IVB3-13).

Analysis and Evaluation

The College meets the standard. The chancellor is responsible for institutional planning and guides the College through a continual improvement process. The chancellor ensures that educational planning is integrated with resource planning through the IPBP. This process incorporates data informed by all constituencies at multiple levels and is driven by the College's common values, goals, priorities, institution-set standards, and mission.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The chancellor has the primary leadership role for accreditation (IVB4-1). The chancellor regularly communicates and meets with the College's accreditation liaison officer (ALO) to ensure that Leeward CC meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. The chancellor discusses accreditation at convocation and encourages faculty and staff participation in accreditation efforts (IVB4-2, IVB4-3). The chancellor delegates responsibility to the ALO for sharing Accrediting Commission for Community and Junior Colleges (ACCJC) information and accreditation reports with the campus (IVB4-4). Administrative leaders ensure compliance with accreditation requirements in their respective areas, and faculty and staff ensure compliance with curriculum and student learning requirements through the Faculty Senate Curriculum and Assessment committees (IVB4-5, IVB4-6). Additionally, the chancellor encourages administration, faculty, and staff participation on ACCJC evaluation teams to gain a deeper understanding of accreditation (IVB4-7). The chancellor also supported the applications of campus personnel who applied to ACCJC's decennial Standards Review Team, resulting in three faculty who served to draft, review, and revise the 2024 ACCJC standards (IVB4-8).

Analysis and Evaluation

The College meets the standard. The chancellor assumes ultimate responsibility for accreditation. Faculty, staff, and administrative leaders also have responsibility for assuring compliance with accreditation requirements.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The chancellor actively participates in the Council of Community College Chancellors (CCCC), where the UHCC chancellors meet with each other, the vice president for community colleges, and their constituents. The CCCC collaboratively discusses, defines, and refines academic policy and quality, standards in policy development, operational procedures and practices, and strategic and facilities planning and budgeting (IVB5-1). As a CCCC member, the chancellor is well-informed of system and BOR policies governing College practices and can make recommendations to the System regarding legislation and other issues consistent with Leeward CC's mission. The chancellor regularly participates in BOR meetings to remain informed on policy issues and to provide the BOR with information about Leeward CC as needed (IVB5-2).

The chancellor communicates information about BOR policies and state regulations by working closely with the College's administrative team, which is made up of the VCAS, VCAA, and the deans of Arts and Sciences, Student Services, Academic Services, and Career and Technical Education, so that regulations and policies pertaining to these divisions are adhered to. Through consistent interactions with the administrative team and campus AGBs, the chancellor ensures that all governance decisions are linked to the College's mission (IVB5-3). For example, all proposed Leeward CC policies must be in accordance with the institutional mission and meet applicable governing policies, and the College's IPBP is mission driven (IVB5-4, IVB5-5).

The chancellor delegates the responsibility for day-to-day operations and programs to the administrative team, which includes the VCAS who reports directly to the chancellor. The VCAS manages the College's budget and expenditures, supervises budget preparations and management, and oversees fiscal management driven by the College mission and in accordance with BOR policy. The VCAS provides fiscal information to the campus at convocation, collaborates with the Campus Council, and meets monthly with the Faculty Senate Budget Committee. The VCAS shares the annual Operational Expenditure Plan with the campus via email (IVB5-6). The VCAS regularly discusses the budget with the chancellor, VCAA, deans, Business Office, and in quarterly financial management group meetings made up of all faculty, staff, and administrators with program budget or fiscal-related duties (IVB5-7, IVB5-8).

Analysis and Evaluation

The College meets the standard. The chancellor and VCAS assure the implementation of statutes, regulations, and BOR policies and assure that institutional practices are consistent with Leeward CC's mission and policies, including effective control of budget and expenditures.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The chancellor has adopted a collaborative, inclusive, and participatory approach to keeping the communities served by the College informed about the institution. The chancellor engages with communities in a variety of ways to provide information, understand needs, and facilitate positive change.

Neighborhood Boards

The chancellor attends four College area neighborhood board meetings each month (IVB6-1, IVB6-2). The chancellor learns about community needs and provides attendees with information related to Puʻuloa and Waiʻanae Moku Education Center projects and the new Wahiawā Value-added Product Development Center (IVB6-3).

Community Engagement

As the spokesperson for the College, the chancellor prioritizes building relationships with partners and community groups to educate the community about Leeward CC's mission, goals, and accomplishments. The chancellor connects with the workforce community through various events, regularly participates in social media, and strategically advances the College's mission through philanthropic efforts for underrepresented students (IVB6-4, IVB6-5, IVB6-6, IVB6-7, IVB6-8, IVB6-9, IVB6-10, IVB6-11, IVB6-12). During the COVID-19 pandemic, the chancellor partnered Leeward CC with the City & County of Honolulu's Department of Emergency Management and the Hawaiʻi State Department of Health to administer over 50,000 doses of the COVID-19 vaccines to first responders, federal, state, and county employees, those providing critical services to Oahu's infrastructure, UH employees and students, and the public (IVB6-13).

Board and Community Group Membership

The chancellor maintains active membership in higher education organizations that advocate for and support the missions of community colleges (IVB6-14, IVB6-15, IVB6-16, IVB6-17).

Analysis and Evaluation

The College meets the standard. The chancellor works and communicates effectively with the communities served by Leeward CC to ensure that they are regularly informed about the College.

Conclusions on Standard IV.B: Chief Executive Officer

The chancellor of Leeward CC has primary responsibility for institutional quality and effectiveness. The chancellor oversees the IPBP, resource allocation, and the continual assessment of institutional standards and effectiveness for the purpose of improvement and mission accomplishment. The chancellor assures the implementation of, and adherence to, statutes, regulations, governing board policies, and accreditation standards. Where appropriate,

the chancellor delegates day-to-day operations to an administrative team of vice chancellors, deans, and program coordinators. The chancellor maintains regular and frequent communication with faculty, staff, students, and community members through campus governance groups, service on community-based boards, regular reports to the BOR, social media, and campus presentations. Through collaborative leadership, planning, evaluation, and community involvement, the chancellor supports the overall achievement of the College's mission and goals and the continuous improvement of student learning and achievement.

Improvement Plan(s)
None at this time.

Evidence List
IVB1-1 BOR Institutional Accountability and Performance Policy
IVB1-2 UH Authority to Manage and Control the Operations of the Campus Policy
IVB1-3 Chancellor Position Description
IVB1-4 Convocation Email Spring 2023
IVB1-5 LeeCC YouTube Channel
IVB1-6 Live Forum Chancellor
IVB1-7 Enrollment Update Chancellor
IVB1-8 Faculty Senate Assessment Committee
IVB1-9 IPBP Diagram
IVB2-1 VCAS Org Chart
IVB2-2 VCAA Org Chart
IVB2-3 Creative Services Website
IVB2-4 Title IX Website
IVB2-5 Administrative Meeting Agenda 9-6-22
IVB2-6 Campus Council Agenda 10-21-22
IVB2-7 Nā ʻEwa Minutes 11-12-21
IVB2-8 ASUH Chancellor
IVB2-9 Faculty Senate Minutes 4-12-23
IVB3-1 UHCC Institution-Set Standards Policy
IVB3-2 UH Strategic Plan 2023-2029
IVB3-3 UHCC Strategic Plan Framework 2023-2029
IVB3-4 LeeCC Strategic Plan 2023-2029
IVB3-5 Connections Between Plans
IVB3-6 Convocation Presentation Spring 2023
IVB3-7 IPBP Process and Timeline
IVB3-8 ARPD Template

IVB3-9 System ARPD Site

IVB3-10 Institutional Research Website

IVB3-11 Resource Request Template

IVB3-12 Campus Council End of Year Report

IVB3-13 UHCC Institution-Set Standards

IVB3-14 Strategic Planning Design Team Final Report

IVB3-15 Strategic Planning Working Group Minutes

IVB3-16 Academic Affairs Retreat Summer 2022

IVB3-17 UH System Sustainability Policy (link found in IVB3-4 evidence)

IVB4-1 Chancellor Job Description Accreditation

IVB4-2 Convocation Fall 2022

IVB4-3 Convocation Spring 2024

IVB4-4 ACCJC Annual Reports Email

IVB4-5 Faculty Senate Curriculum Committee Website

IVB4-6 Faculty Senate Assessment Committee Website

IVB4-7 ACCJC LeeCC Contact List 2021

IVB4-8 Standards Reviewers Email

IVB5-1 Council of Community College Chancellors

IVB5-2 BOR Meeting Examples

IVB5-3 Legislative Update and Budget to Campus Council

IVB5-4 LeeCC Policy on Policy Development and Review

IVB5-5 IPBP Diagram

IVB5-6 OEP Email

IVB5-7 Financial Management Group

IVB5-8 Financial Management Group Agenda 10-23

IVB6-1 Pearl City Neighborhood Board

IVB6-2 Wahiawā Neighborhood Board

IVB6-3 LeeCC Civil Beat Story

IVB6-4 Discovery Fair

IVB6-5 Lʻulu

IVB6-6 Podcast Chancellor

IVB6-7 UH Alumni

IVB6-8 Live Information Session Chancellor

IVB6-9 Social Media

IVB6-10 Foundation Donation

IVB6-11 Scholarships

IVB6-12 UHF BOR Update Extract

IVB6-13 COVID Vaccinations

IVB6-14 Leadership in Disabilities and Achievement of Hawaiʻi Board of Directors

IVB6-15 JABSOM Steering Committee

IVB6-16 Presidents Academy Executive Committee–AACC

IVB6-17 Higher Education Research and Development Institute–HERDI

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)[59]

Evidence of Meeting the Standard

The University of Hawaiʻi (UH) Board of Regents (BOR) is established under Hawaiʻi statute (IVC1-1). The 11-member board is responsible for the general management and control of the UH System that incorporates all of public higher education including the University of Hawaiʻi Community Colleges (UHCC) (IVC1-2). BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System (IVC1-3). This authority is further delineated through board policies (IVC1-4). Several policies, including the BOR policy *Mission and Purpose of the University*, focus on assurance of academic quality, integrity, and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements (IVC1-5).

Analysis and Evaluation

The BOR is the governing board with authority over and responsibility for policies that provide guidance on a range of issues, including academic quality, integrity, effectiveness of learning programs and services, and the System's financial stability. BOR policies address quality improvement and adherence to the System's mission and values; they are regularly reviewed.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The primary policy governing interaction among BOR members and with the broader UH System community is *Relationship of the Board to Administration and University*, which states that the board is to act as a collective entity and specifies how "the board reposes in the board as a whole" (IVC2-1). The BOR General Overview handbook, based on practices drawn from the

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[59] Practices discussed in IV.C.4 and IV.C.5 align with the Commission's *Policy on Social Justice*.

Association of Governing Boards, further emphasizes this policy indicating that regents have the responsibility to "serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree." (IVC2-2, IVC-3). BOR meetings are streamed live, and meeting agendas, minutes, and other materials reflecting BOR interactions can be found on the BOR website (IVC2-4).

Analysis and Evaluation
BOR policies and procedures specifically address and seek to ensure the collective nature of BOR decisions and actions. Once the board reaches a decision, regents act in support of the decision as documented by BOR meeting minutes.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The BOR and UHCC System have processes for conducting the search, selection, and evaluation of chief administrators. The Hawai'i State Constitution gives the BOR the power to appoint the UH president (IVC3-1). The BOR policy *Evaluation of the President* establishes the evaluation protocols for the president (IVC3-2, IVC3-3 IVC3-4). UHCC campuses are collectively led by the UH vice president for community colleges (VPCC) who is selected by the president following recruitment, hiring, and selection procedures outlined in the BOR policy *Executive and Managerial Personnel* (IVC3-5). The president makes a recommendation for the VPCC to the BOR, which is the final approving authority for that position. Each community college (CC) is led by a chancellor, selected per the UHCC policy *Recruitment, Selection, and Appointment of Community College Chancellors* (IVC3-6). The VPCC has the authority to appoint chancellors with final approval of the appointments by the president.

The BOR delegates the evaluation of the VPCC to the UH president and the evaluation of the individual college chancellors to the VPCC. The UH System policies, *Evaluation of Board of Regents Appointees* and *Executive/Managerial Classification and Compensation*, govern the annual evaluation of the VPCC and the chancellors (IVC3-7, IVC3-8). The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through the UHCC policy *Executive Employees Performance Evaluation* (IVC3-9).

The BOR sets clear expectations for reports on institutional performance from the UH president. The president provides these reports at monthly BOR meetings (IVC3-10). The president meets weekly with his officers, including the VPCC, as a group and individually. Through the Council of Community College Chancellors, chancellors provide monthly updates to the VPCC (IVC3-11).

Analysis and Evaluation

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Policies and procedures ensure annual performance evaluations of the UH president, VPCC, and college chancellors.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Hawaiʻi State Constitution establishes the autonomy of the UH System and related independent authority of the BOR and prohibits discrimination in the UH System based on race, religion, sex, or ancestry as well as the use of public funds to support or benefit sectarian or nonsectarian private educational institutions (IVC4-1). The governor of Hawaiʻi appoints the regents, and regents represent, in part, geographic subdivisions of the state. The BOR includes a student regent. Biographical information about governing board members can be found on the UH System website (IVC4-2). The General Overview handbook includes an ethics code related to conflicts of interest. The Hawaiʻi State Ethics Code also applies to BOR members (IVC4-3).

Analysis and Evaluation

The BOR is an independent policy-making body that makes decisions reflecting the public interests and its commitment to educational quality. The BOR advocates in support of the interests of the UHCC System, colleges, and students.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

BOR planning policies include the *Mission and Purpose of the University* which focuses on the assurance of academic quality, integrity, and effectiveness as integral to the institution (IVC5-1, IVC5-2). The role of CCs within the UH System is further defined in the BOR policy *Community College System* (IVC5-3). The BOR policy *Institutional Accountability and Performance* ensures campuses collect institutional effectiveness data in meeting their mission, goals, and objectives and use this data to improve programs and services (IVC5-4). BOR business and finance policies provide for financial integrity and stability. As discussed in Standard III.D.2, BOR policies ensure mission-driven fiscal management to support student learning (IVC5-5). Lastly, BOR general provision policies include the *Relationship of the Board to Administration and University*, which

states that the BOR has full legal authority and responsibility to manage the affairs of the UH System and the ultimate responsibility for its success (IVC5-6, IVC5-7).

The BOR holds monthly meetings at each UH campus on a rotating basis. The host campus provides an overview of its performance metrics and goals, including the current status of student learning and achievement (IVC5-8, IVC5-9). Additionally, the BOR reviews required reports submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC). For example, the BOR reviewed all six of the UHCC Midterm Reports in August 2022 (IVC5-10).

Analysis and Evaluation
The BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the UH System and reflect broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The BOR website includes links to its bylaws and policies (IVC6-1). The bylaws define board membership and organization, officers and their duties, standing committee structure and scope, meeting requirements, and other operating procedures such as parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws. The bylaws also include the conflict of interest requirements for BOR members (IVC6-2).

Analysis and Evaluation
The BOR bylaws and policies are published and made available to the public and include all required elements of the standard.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The BOR has a system for evaluating and revising its policies as delineated in the UH *Systemwide Policies and Procedures* (IVC7-1). UH System vice presidents have the authority to draft and adopt system wide administrative procedures and other guidelines consistent with their functional scope. The UH System vice presidents consult as appropriate with other system offices, internal campus constituencies, and external agencies that may be affected by or responsible for implementing any part of the policy or procedure.

The BOR reviews its policies following a review schedule or sooner if policy updates are needed. The UH vice president of administration maintains the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all BOR policies and UH System executive policies and administrative procedures ([IVC7-2](#)). The PPIS includes a feature of automatic notification to interested parties of any change in policy.

Analysis and Evaluation
BOR policies are publicly available on the BOR website and are managed through the comprehensive PPIS system. Policies are regularly reviewed, assessed for effectiveness, and revised as needed. The BOR acts in a manner consistent with its policies and bylaws.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The BOR meets on a rotating basis at each campus in the System and receives a briefing from the host campus on its progress toward meeting the college mission. College presentations include student success metrics to demonstrate student performance. For example, Kapiʻolani CC hosted and presented at the BOR meeting in April 2023, and Honolulu CC hosted and presented at the May 2023 meeting ([IVC8-1](#), [IVC8-2](#)).

The BOR approved a new *UH Strategic Plan 2023-2029* for the System and its component colleges in fall 2022 ([IVC8-3](#), [IVC8-4](#), [IVC8-5](#)). The plan has four key imperatives, each with metrics to assess progress toward achieving the imperatives. Quarterly reports are planned with a focus on each imperative every three months.

Analysis and Evaluation
The BOR schedules a meeting at each UH System campus. Each college presents student success performance outcomes to the BOR at their respective meeting. The CCs have adopted strategic goals that are consistent with the UH Strategic Plan goals, and progress is reported annually at the system level.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
Per the BOR bylaws, all new regents receive an orientation within one month of starting their term. The orientation consists of an introduction to UH System functions, board governance,

processes, and strategic directions. All new regents receive a copy of the BOR General Overview handbook as part of the orientation (IVC9-1). The vice president for budget and finance provides an overview of the state budget as it pertains to the UH System (IVC9-2), and the vice president for legal affairs and general counsel provides a legal review of all relevant laws, including ethics and conduct.

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees (IVC9-3). The BOR also organizes training for its members as a part of regular committee meetings.

Analysis and Evaluation
New board members receive a comprehensive orientation and related materials. Attendance at national board professional association conferences and training at board meetings provide board members with professional development.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
The BOR conducts an annual self-assessment based on the *Policy on Board Self-Evaluation* (IVC10-1). The BOR reviews the results of the self-assessment and determines if action is necessary. For example, in 2023 the BOR restructured its committees from seven to five to better reflect priorities in the new UH Strategic Plan (IVC10-2). The BOR also revised the campus presentation format and returned to the past practice of holding full board and committee meetings once a month over the course of two days for meetings conducted at the neighbor island campuses (IVC10-3). The 2023 self-evaluation results were published in the August 2023 BOR Committee on Governance agenda (IVC10-4).

Analysis and Evaluation
The BOR uses the results of its self-evaluation process to make improvements regarding its role, functioning, and effectiveness.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial

interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BOR bylaws establish the conflict of interest policies and procedures for regents, and regents are informed of the ethics requirements during their initial orientation ([IVC11-1](#)). The *Policy on Regents as Employees* describes the conflicts of interest that may arise when regents are also active employees of the UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IVC11-2](#)). Regents are also subject to state laws governing ethical behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public ([IVC11-3](#)). The UH System general counsel is available at BOR meetings to help resolve the determination of potential conflicts of interest. Ethics violations are also reported and publicly searchable via the Hawai'i State Ethics Commission website. The BOR has no reports of ethics violations.

Analysis and Evaluation

BOR policies and procedures require regents to adhere to a code of ethics and conflict of interest policy and provide for dealing with any behavior that violates these expectations. BOR member interests are publicly disclosed. The BOR has no reports of ethics violations.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The BOR policy *Duties of the President & Mitigation of Conflicts of Interest* clearly documents the relationship between the BOR and the UH System president and establishes the authority of the president to implement and administer BOR policies ([IVC12-1](#)). The general policy on the duties of the president is further refined in specific actions. For example, the policy *Delegation of Personnel Actions* describes hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president ([IVC12-2](#)). The structure of the UH System establishes this line of authority with the UH System president and through the president to the VPCC and the individual college chancellors (see Standard [IV.C.3](#) for more information).

When the BOR feels that a matter needs additional oversight, it authorizes a task group, assigning powers and duties determined by the BOR. The tenure of a specific task group expires at the completion of its assigned task.

Analysis and Evaluation
While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the CCs or individual campuses.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The UHCCs inform the BOR about the status of their accreditation through the submission of ACCJC reports. For example, in preparation for the submission of the 2022 midterm reports, the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process and an update on progress made since the 2018 Institutional Self-Evaluation Reports (ISER) were submitted. This included the chancellors of the six CCs presenting a synopsis of their respective midterm reports, focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations ([IVC13-1](#)).

A briefing on the 2025 ISERs will be provided to the Committee on Governance, and the BOR will be provided an opportunity to review and provide feedback on the governance standards before submission to ACCJC. The BOR is updated if any changes in accreditation status occur outside of the scheduled review processes.

Analysis and Evaluation
The BOR is fully informed of the accreditation requirements and the process of ISER preparation and supports UHCC efforts to improve and excel.

Conclusions on Standard IV.C: Governing Board
The UH BOR maintains appropriate policies and has exclusive jurisdiction over the internal structure, management, and operation of the UH System. The BOR is guided by bylaws, policies, and the BOR handbook and engages in ongoing professional development and training. BOR annual self-evaluation ensures effectiveness in sustaining academic quality and institutional effectiveness.

Improvement Plan(s)

None at this time.

Evidence List

IVC1-1 Hawaiʻi State Revised Statutes Section 304A-104

IVC1-2 BOR Website

IVC1-3 BOR Bylaws

IVC1-4 BOR Chapter 1 General Provisions Policies

IVC1-5 BOR Mission and Purpose of the University Policy

IVC2-1 BOR Relationship of the Board to Administration and University Policy

IVC2-2 Association of Governing Boards

IVC2-3 BOR General Overview with Appendix

IVC2-4 BOR Meeting Minutes Website

IVC3-1 Article X State Constitution

IVC3-2 Policy on Evaluation of the President and Other Persons

IVC3-3 BOR Meeting Minutes 11-16-23

IVC3-4 BOR Special Meeting Minutes 7-7-22

IVC3-5 Executive and Managerial Personnel Policies

IVC3-6 UHCC Recruitment, Selection, and Appointment of Community College Chancellors Policy

IVC3-7 UH Evaluation of Faculty and Administrative, Professional & Technical Employees Policy

IVC3-8 UH Executive/Managerial Classification and Compensation Policy

IVC3-9 UHCC Executive Employees Performance Evaluation Policy

IVC3-10 President's Report YouTube & UH News

IVC3-11 Council of Community College Chancellors

IVC4-1 Article X State Constitution

IVC4-2 BOR Biographies

IVC4-3 Chapter 84 HRS

IVC5-1 BOR Policies Chapter 4 Planning

IVC5-2 BOR Mission and Purpose of the University Policy

IVC5-3 BOR Community College System Policy

IVC5-4 BOR Institutional Accountability and Performance Policy

IVC5-5 BOR University Budget Policy

IVC5-6 BOR Policies Chapter 1 General Provisions

IVC5-7 BOR Relationship of the Board to Administration and University Policy

IVC5-8 BOR Meeting Minutes 4-20-23 KapCC Example

IVC5-9 BOR Meeting Minutes 5-18-23 HonCC Example

IVC5-10 BOR Meeting Minutes 8-18-22 Midterm Reports

IVC6-1 BOR Website

IVC6-2 BOR Bylaws

IVC7-1 UH Systemwide Policies and Procedures

IVC7-2 UH Systemwide Policies and Procedures Information System (PPIS)

IVC8-1 BOR Meeting Minutes 4-20-23

IVC8-2 BOR Meeting Minutes 5-18-23

IVC8-3 UH Strategic Plan 2023-2029

IVC8-4 BOR Meeting Minutes 11-17-22

IVC8-5 UH Strategic Plan Website

IVC9-1 BOR General Overview

IVC9-2 State of Hawai'i Budget 101

IVC9-3 BOR National Professional Development Attendance 2014-2024

IVC10-1 BOR Policy on Board Self-Evaluation

IVC10-2 BOR Memo Amending the Board Committee

IVC10-3 BOR Meeting Minutes 10-5-23

IVC10-4 BOR Meeting Minutes 8-3-23

IVC11-1 BOR Bylaws

IVC11-2 BOR Policy on Regents as Employees

IVC11-3 Hawai'i State Ethics Website

IVC12-1 BOR Duties of the President & Mitigation of Conflicts of Interest Policy

IVC12-2 BOR Delegation of Personnel Actions Policy

IVC13-1 BOR Meeting Minutes 8-4-22

IV.D. Multi-College Districts or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The University of Hawai'i (UH) System is the sole provider of public higher education in the state of Hawai'i. The UH Board of Regents (BOR) policy *Major Organizational Units of the University of Hawai'i* establishes the overall structure of the UH System (IVD1-1). The 10-campus UH System includes the University of Hawai'i Community Colleges (UHCC) System, which comprises seven community colleges (CC). BOR policy *Community College System* further establishes the UHCC System (IVD1-2). Maui College is accredited by the Western Association of Schools and Colleges, Senior Division. The other six CCs are accredited by the Accrediting Commission of Community

and Junior Colleges and function as the multi-campus system now being evaluated.

The vice president for community colleges (VPCC) is the chief executive officer (CEO) of the UHCC System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD1-3](#)). The Office of the Vice President for Community Colleges (OVPCC) oversees the management of the CCs and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. The VPCC works with an associate vice president (AVP) for academic affairs and an AVP for administrative affairs to ensure support for the effective operation of the CCs at the system level ([IVD1-4)](#).

The VPCC works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership ([IVD1-5](#)). For more information, see Standard [IV.D.4](#). Chancellors report through the VPCC to the president of the UH System for system wide policy-making and decisions affecting all campuses and to the VPCC for leadership and coordination of CC matters. This flow of communication preserves the actions of the BOR in supporting both individual campus autonomy and system wide coordinated operations ([IVD1-6](#)).

The UHCC System's functional map summarizes the delineation of functions and the differentiation of system and campus-level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([IVD1-7](#)).

Analysis and Evaluation
Established policies and procedures clearly identify the positions of CEO for both the UHCC System (the VPCC) and individual campuses (chancellors) and describe their authorized roles in providing leadership at multiple levels.

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard
The VPCC provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The OVPCC provides system-level support for campus operations through a centralized system office and several bodies composed of campus representatives. The detailed functional map shows the areas of shared responsibility and delineated responsibility ([IVD2-1](#)).

Two AVPs coordinate centralized support services in academic affairs and administrative affairs and oversee the operations of the OVPCC. Coordination at the system level, balanced with campus-based coordination, ensures that the colleges adhere to consistent standards, benefit from sharing resources and best practices, and have support for implementing initiatives that fit best with the individual campus culture and mission.

The OVPCC website posts policies developed by the UHCC, which include the delineation of responsibilities through the work of system wide councils (IVD2-2). The VPCC meets regularly and works with several councils composed of representatives of specific leadership constituencies at the CCs: the Council of Community College Chancellors (CCCC), the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs (IVD2-3, IVD2-4, IVD2-5, IVD2-6).

See Standard IV.D.7 for more information on the evaluation of role delineations and responsibilities.

Analysis and Evaluation
The UHCC System delineates the roles and responsibilities for the system as a whole and the individual colleges. It provides for the benefits of the economies of scale through the coordination of academic and administrative functions in the system-level OVPCC while supporting the autonomy of individual campuses. Regular communication and collaborative discussion and decision-making through councils ensure alignment in efforts that support student success.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
State law governs the UH System's budget preparation and receipt of and further distribution of resources (IVD3-1). The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the legislature in odd-numbered years; the UH System may also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and capital improvement program (CIP) funds for the UH System.

The UHCC System Office, under the guidance of the AVP for administrative affairs, coordinates the budget development and request process for the CCs. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

In preparation for a new budget cycle, each college develops its own budget requests (see Standard III.D for more information) in alignment with strategic planning goals and objectives. The individual college budgets remain intact at the campus level but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state legislature.

While state general funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Each college may also generate and retain other sources of internal and extramural funds. UHCC policies guide the management of sources of funding other than general funds (IVD3-2, IVD3-3). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors (IVD3-4). The BOR Committee on Independent Audit receives and reviews a UH System audit report (IVD3-5).

Campuses also have access to additional funds from the OVPCC and the office of the UH president, providing additional incentives for meeting certain student achievement performance goals (IVD3-6). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or system initiatives, such as those associated with student success.

In addition to fiscal resources, the UHCC System is attentive to the more effective use of vacant positions throughout the System. Since requests for new positions are subject to legislative approval and appropriation, the System must often reallocate a position from one unit or program to another in order to be responsive to factors such as enrollment growth, changing workforce needs, and program requirements. The OVPCC created the UHCC policy *Long-Term Vacancy* to outline the process for reallocating long-term vacant positions (IVD3-7).

Analysis and Evaluation
Clearly established policies guide the allocation of key resources, particularly funding and personnel. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that the colleges use resources effectively to support their missions and student learning and achievement. Fiscal controls ensure accountability in the allocation and use of resources.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
The UH System has a president, a VPCC (among several vice presidents responsible for

differentiated areas of UH System functions), and chancellors (the CEOs) for each of the 10 universities or colleges in the System (IVD4-1). The VPCC is the CEO of the seven-campus UHCC System. BOR policy *Community College System* established the CC system in 2002, although the colleges have been functioning since 1965 as part of the UH System (IVD4-2).

The BOR policy *Faculty Involvement in Academic Decision-Making and Academic Policy Development* gives chancellors primary responsibility for the operational management and governance of their respective campus within the scope of BOR and UH System policies (IVD4-3). The authority and responsibility of CC chancellors for the overall management and governance of their campuses is further affirmed in the policy *Authority to Manage and Control the Operations of the Campus*, which also allows chancellors to appropriately delegate leadership authority (IVD4-4). UHCC policy *General Fund and Tuition and Fees Special Fund Allocation* specifies the chancellor's responsibility "to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission" (IVD4-5). The policy *Delegation of Personnel Actions by the President* also delegates responsibility for a broad range of personnel actions to the chancellors (IVD4-6).

Chancellors and other executive and managerial personnel are subject to an annual performance evaluation with a final assessment by the VPCC. BOR policy *Executive and Managerial Personnel Policies* provides the evaluation process (IVD4-7). The process includes a 360° evaluation survey, a self-evaluation by the executive, and a review of goals with the supervisor.

Analysis and Evaluation
Several policies and procedures document that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The delineation and delegation provide autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
Multiple structures at the UH and UHCC system levels facilitate the dialogue and decision-making essential to planning and implementation processes. Each tier of the UH is grounded in a comprehensive strategic plan, which provides guidance for mid-range planning. These plans are the *UH Strategic Plan 2023-2029* and the *UHCC Strategic Plan Framework 2023-2029* (IVD5-1, IVD5-2). The UHCC plan is aligned with the UH plan. Leeward CC's plan is also in alignment (IVD5-3, IVD5-4).

The UHCC System receives a single general fund appropriation from the state legislature and governor. This appropriation is allocated directly to the campuses based on a long standing allocation model. Each college is responsible for planning and managing the campus budget based on its own integrated planning processes that align with the campus and system strategic plans. See Standards III.B and III.D for more information on planning and budgeting.

The UHCC System receives system wide funding for CIP and repairs and maintenance funds. The AVP for administrative affairs works closely with the vice chancellors for administrative services to prioritize and expend the CIP and repairs and maintenance funds in alignment with the strategic plans and campus needs. Additionally, the AVP for administrative affairs is the legislative liaison for the UHCC. This role is responsible for gathering campus requests for the legislature and reviewing and approving legislative proposals that will be included in the UH budget, which is submitted to the BOR, governor, and legislature (IVD5-5).

In some cases, strategic planning goals and objectives are quantified or operationalized to provide a basis for the evaluation of institutional effectiveness. Several of these measures are linked to performance-based funding provided at the UH and the UHCC system levels (IVD5-6). The UHCC has system wide institution-set standards with baseline and target measures to guide the colleges in the planning and improvement of student learning and achievement. The OVPCC presents data based on these standards and other metrics to the campuses for discussion. These presentations inform campuses of their performance in addition to their performance in relation to the other UHCCs. As an incentive for institutional effectiveness, the UHCC and UH systems offer performance funding to colleges for achieving institution-set targets (IVD5-7).

The UHCC also promotes and supports system wide committees on student learning such as the UHCC Online Education Systemwide Committee, General Education Inquiry Team, and UH system wide committees supporting general education. The UHCC System also convenes math and English faculty to evaluate co-requisite and accelerated learning models for math and English and the Program Coordinating Councils in support of cross-campus discussions of student outcomes with career and technical education programs (IVD5-8, IVD5-9, IVD5-10, IVD5-11).

Analysis and Evaluation
The UH and UHCC systems and individual colleges develop strategic plans that are aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH and UHCC systems and individual colleges use as the basis for evaluating institutional and system effectiveness.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Within the UHCC System, the VPCC and OVPCC administrative staff are key liaisons in the ongoing flow of information. The VPCC is a member of the UH president's senior leadership team and serves as the administrative representative to the BOR Committee on Student Success. When colleges forward items to the BOR for approval such as institutional self-evaluation reports, they do so under the signature of the VPCC. In addition to reviewing minutes of BOR committee and board meetings, the VPCC receives memos summarizing board-approved actions (IVD6-1). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure (IVD6-2).

The VPCC meets weekly with the chancellors via Zoom and monthly in person for the CCCC. The meetings are the primary communication method from the system office to the chancellors of upcoming system initiatives, announcements from the president, clarification of federal and state regulations, and other topics that impact the colleges system wide.

The two AVPs also meet regularly with their respective campus counterparts. The AVP for academic affairs hosts monthly meetings with the vice chancellors of academic affairs, vice chancellors and deans of student affairs, and deans of career and technical education. Several times a year, joint meetings are held between groups on topics of shared interest.

The AVP for administrative affairs meets with the vice chancellors of administrative services monthly to discuss topics of concern to all of the colleges, including budget discussions, and to prioritize spending of system funds allocated by the legislature. The AVP for administrative affairs also manages general UHCC repair and maintenance and minor CIP projects.

The VPCC meets regularly with three councils representing different aspects of college governance: the CCCC, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Each council documents its meetings and completes an annual self-assessment (IVD6-3, IVD6-4, IVD6-5).

The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both the UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and the budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year (IVD6-6). Spring semester visits generally provide a summary of current initiatives as well as a prospective view of upcoming work (IVD6-7).

Communication between the System and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and the System indicate varying degrees of effective campus- and constituent-focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level, such as agendas and minutes of councils and other deliberative bodies. Additionally, the OVPCC is revising its website to enhance the accessibility and currency of the information posted there (IVD6-8).

Analysis and Evaluation

The VPCC serves as an important point of connection between the UH System and the UHCC System and between the OVPCC and individual colleges. The college chancellors are responsible for working with the OVPCC and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC is updating its website to maintain access to up-to-date documentation of system-level meetings.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The UHCC System Office regularly evaluates role delineations, governance, and decision-making processes through shared governance to assure integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The functional map delineates roles and responsibilities (IVD7-1). The primary tool to evaluate role delineations, shared governance, and decision-making processes is the UH/UHCC Shared Governance Survey. Surveys were conducted in October 2021 and January 2024 and distributed to all employees in the community college system (IVD7-2).

Responses from the most recent survey indicated that a majority of faculty and staff at the campuses have participated on a system wide committee, thus contributing to decision-making.

In response to the communication prompts, most respondents agreed that communication is timely and accurate from the UH and UHCC systems. The UHCC website has been updated to provide more timely communication. The OVPCC published a pilot newsletter in fall 2023, and

more than 55 percent of the respondents in the recent survey indicated it was an effective way to receive information.

Regarding shared governance, the results indicated the roles between the UH System, UHCC System, and the colleges are not clear. This is an area that will need to be addressed moving forward. The 2024 survey results indicate that UHCC committees do provide an effective forum for system wide decision-making but less so for those system wide committees under the purview of the UH System. Moving forward, the OVPCC is planning to increase efforts to communicate the importance of shared governance system wide and work more closely with the system wide committees to ensure they also communicate their efforts. See Standard IV.D Improvement Plan for more information.

In another effort to enhance communication, the OVPCC instituted a survey for campus employees before the fall 2023 campus visits. Each college was given an opportunity to submit questions, which were answered at the campus visit. The OVPCC shared the questions and responses as part of the campus presentations and subsequently shared them via a system wide email and a publicly-shared drive (IVD7-3).

Analysis and Evaluation
The UHCC System evaluates role delineations, shared governance, and decision-making processes through the Shared Governance Survey, which is distributed about every two years. Survey results are analyzed and actions are identified to drive improvements. Through campus visits each semester, the OVPCC shares the results of data and evaluations with the campuses.

Conclusions on Standard IV.D: Multi-College Districts or Systems
The VPCC provides leadership over all system functions. The functional chart shows how functions are delineated as system, college, or shared responsibilities based on the Accrediting Commission for Community and Junior Colleges standards. The VPCC reports to the UH president and works with UH officers, UHCC system wide committees, and the CCCC on student success and achievement, budget development and monitoring, and communication. The VPCC delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with a shared governance process. The VPCC ensures that all statutes, regulations, and BOR policies are implemented and work in accordance with the UH System's vision, mission, and values.

Improvement Plan(s)

Plans Arising out of the Self-Evaluation Process

Standard	Change or Plan	College Leads	Timeline	Expected Outcome
IV.D.7	Improve clarity of role delineation.	OVPCC	Fall 2024	Disseminate Functional Chart system wide. Include discussion of role delineation and shared governance in fall 2024 campus visits.
IV.D.7	Increase efforts to communicate the importance of shared governance system wide.	OVPCC, system wide committees	Spring 2023-Fall 2024	System wide committees to evaluate their role in shared governance and make recommendations for improvement.

Evidence List

IVD1-1 BOR Major Organizational Units Policy

IVD1-2 BOR Community College System Policy

IVD1-3 VPCC Organization Chart Summary

IVD1-4 VPCC Organization Chart 3

IVD1-5 VPCC Organization Chart 2

IVD1-6 UH Leadership

IVD1-7 UHCC Function Maps

IVD2-1 UHCC Detailed Functional Map

IVD2-2 UHCC Policies Website

IVD2-3 UHCC Council of Community College Chancellors Policy

IVD2-4 UHCC Community College Council of Faculty Senate Chairs Policy

IVD2-5 UHCC Community College Council of Native Hawaiian Chairs

IVD2-6 Community College Council of Faculty Senate Chairs Minutes 10-21-2022

IVD3-1 Chapter 37 Hawai'i Revised Statutes

IVD3-2 UHCC General Fund and Tuition and Fees Special Fund Allocation Policy

IVD3-3 UHCC Unrestricted Fund Reserve Policy

IVD3-4 Revenue Summary FY2014-FY2023

IVD3-5 UH Audit Report June 30, 2023

H. Quality Focus Essay (QFE)[60]

Introduction and Rationale

In January 2022, Leeward Community College (Leeward CC) commenced the review and revision of its mission, vision, and strategic plan. A Mission & Vision Review Committee, collecting input from over 90 employees and students, finalized the new mission and vision statements in April 2022. The strategic plan Facilitation Team examined five years of campus data and collected feedback from 135 employees and students. Through this inquiry process, the Facilitation Team identified high-priority issues relating to student learning and student achievement to address in the Strategic Plan including the following:

- a downward trend in home-based student enrollment
- consistent gaps in student achievement for Native Hawaiian students and other Pacific Islanders
- poor integration of noncredit student success and achievement data as part of Leeward CC's institutional analysis of student performance
- consistently high number of students preferring online courses
- low number and morale of Native Hawaiian faculty and staff
- lack of data on the Native Hawaiian experience at Leeward CC

In fall 2022, a Strategic Planning Design Team drafted the new strategic plan based on the information gathered by the Facilitation Team and input from 93 employees, 111 students, and 31 community members. In spring 2023, a Strategic Working Group finalized the plan, and in fall 2023, the campus formally adopted it along with the revised mission and vision statements (H-1). Leeward CC's new Strategic Plan is organized into four pillars: Student Success, Thriving Employees, High Quality Physical and Digital Resources, and Native Hawaiian Place of Learning. The strategic plan is conceived as a roadmap to advance the College's mission to serve Native Hawaiians and transform student lives through high quality, accessible, and affordable education. While the College collects a wide variety of student learning and student achievement data to inform course, program, and unit improvements, Leeward CC needs a formal system for evaluating the strategic plan. In a rapidly changing educational environment, the College must validate the impact of its strategies and initiatives on student outcomes.

Anticipated Impact on Student Learning and Achievement

Leeward CC's new Strategic Plan is organized into four pillars, each with goals and tactics (see Table H-1). All but the Thriving Employee pillar directly relates to student learning and achievement.

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[60]ACCJC Vice President Catharine Webb said it was acceptable for the College to propose a single project for the QFE (H-2).

This project focuses on developing a system for evaluating the Strategic Plan including developing
- the organizational structure necessary to evaluate the plan
- annual key performance indicators (KPIs) to track and gauge the impact of various on-the-ground strategic activities to implement the plan's tactics
- a system for collecting and reporting on the KPIs and strategic activity outcomes annually (H-3)

Table H-1

Strategic Plan Pillars, Goals, and Tactics

Pillar	Goals	Tactics
Student Success	1. Increase representation of underrepresented students in noncredit and credit programs. 2. Increase the number of underrepresented students transferring to other University of Hawai'i (UH)/University of Hawai'i Community Colleges (UHCC) campuses. 3. Increase the number of underrepresented students earning a livable wage in Hawai'i.	● Strengthen the alignment of outcomes in the College's courses, programs, and service areas with lifelong learning and workforce needs, including innovation and entrepreneurship. Increase the number of students and services that meet these outcomes. ● Create a shared College definition of equity. Collect data on equity gaps to inform the College's work. ● Provide the infrastructure and support (e.g., more flexible courses, programs, and services) needed by underrepresented students. ● Increase enrollment in and grow the College's Workforce Development and Career & Technical Education (CTE) programs.
Thriving Employees	1. Increase employee satisfaction with the work environment.	● Create a culture of care and appreciation. ● Modernize and improve processes to support healthier workloads. ● Create more flexible opportunities for all employees to engage and develop professionally. ● Provide more opportunities for mentorship and leadership.
High Quality Physical and Digital	1. Increase employee satisfaction with the work environment.	● Create a Technology Strategy to innovatively support high-quality online and in-person experiences.

Pillar	Goals	Tactics
Resources	2. Increase student engagement and satisfaction.	● Create a Facilities Strategy to innovatively support our mission and vision.
Native Hawaiian Place of Learning	1. Increase Native Hawaiian employee and student satisfaction with the campus experience. 2. Increase Hawaiian sense of place among employees and students. 3. Increase Native Hawaiian student representation, transfer, and earning power in Hawaiʻi.	● Create a plan for a Native Hawaiian Place of Learning. ● Implement practices and programs to increase Native Hawaiian employee representation and retention. ● Integrate the history, language, and culture of the ʻāina (Waiawa and Lualualei ahupuaʻa) into the student and employee experience to inform their work.

Outcome Measures

Table H-2 outlines the high-level metrics the College will examine to evaluate the impact of the Strategic Plan. Specific KPIs need to be established for these high-level metrics.

Table H-2

Strategic Plan Pillars, Goals, and Metrics

Pillar	Goals	Metrics
Student Success	1. Increase representation of underrepresented students in noncredit and credit programs. 2. Increase the number of underrepresented students transferring to other UH/UHCC campuses. 3. Increase the number of underrepresented students earning a livable wage in Hawaiʻi.	● Target student* enrollment, retention, graduation, and transfer rates in credit programs. ● Target student* enrollment and completion rates in noncredit programs. ● Target student* average salary earnings of cohorts of students in specified credit programs compared to ALICE[61] benchmarks.
Thriving Employees	1. Increase employee satisfaction with the work environment.	● Employee satisfaction survey results. ● Employment retention data.
High Quality Physical and Digital	1. Increase employee satisfaction with the work environment.	● Community College Survey of Student Engagement (CCSSE) data. ● Campus Survey results.

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[61] Asset limited, income constrained, employed (ALICE) thresholds (H-4).

Pillar	Goals	Metrics
Resources	2. Increase student engagement and satisfaction.	● Number of website visitors.
Native Hawaiian Place of Learning	1. Increase Native Hawaiian employee and student satisfaction with the campus experience. 2. Increase Hawaiian sense of place among employees and students. 3. Increase Native Hawaiian student representation, transfer, and earning power in Hawaiʻi.	● Student and employee satisfaction survey results. ● Native Hawaiian enrollment, retention, graduation, and transfer rates in credit programs. ● Native Hawaiian enrollment and completion rates in noncredit programs. ● Average salary earnings of cohorts of Native Hawaiian students in specified credit programs compared to ALICE benchmarks. ● College Native Hawaiian employee representation and retention data.

* Note: Based on the UHCC System institution-set standards definition (H-5).

Project Action Plan

The College will establish four pillar committees to facilitate the implementation of the Strategic Plan. Committees will have a chair, an administrative advisor, and a diversity of employees based on employee type, division/office, gender, and ethnicity. Each committee will be responsible for a pillar and will meet two to three times a month. The pillar committees will work with the Office of Planning, Policy and Assessment (OPPA) to identify KPIs related to the goals of its pillar. OPPA will track KPIs over the life cycle of the Strategic Plan to gauge the impact of strategic efforts on the College's Strategic Plan goals (see Figure H-1).

The vice chancellor of academic affairs (VCAA) and OPPA will convene a new Strategic Working Group (SWG) to oversee the implementation and evaluation process (see Figure H-2). The SWG will consist of administrators, representatives from the general areas of the College, and the Office of Marketing and Communications. The SWG will meet monthly. Its role will be to meet with each pillar committee at least once a semester to ensure they are on track as well as to provide administrative support. Specifically, the SWG will
1. ensure the pillar committees identify measurable KPIs
2. ensure the pillar committees collect baseline KPI data
3. ensure the pillar committees determine the strategic activities and the department, units, or offices responsible for implementing them

4. provide pillar committees with assistance in collecting and analyzing data on the KPIs
5. establish a reporting schedule and system
6. generate annual campus reports that share pillar committee activities and their impact on KPIs and the Strategic Plan's goals
7. evaluate the overall implementation of the Strategic Plan

Figure H-1

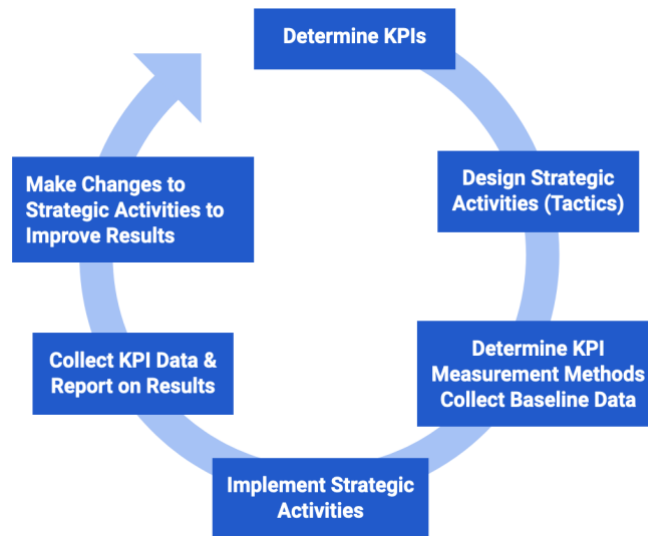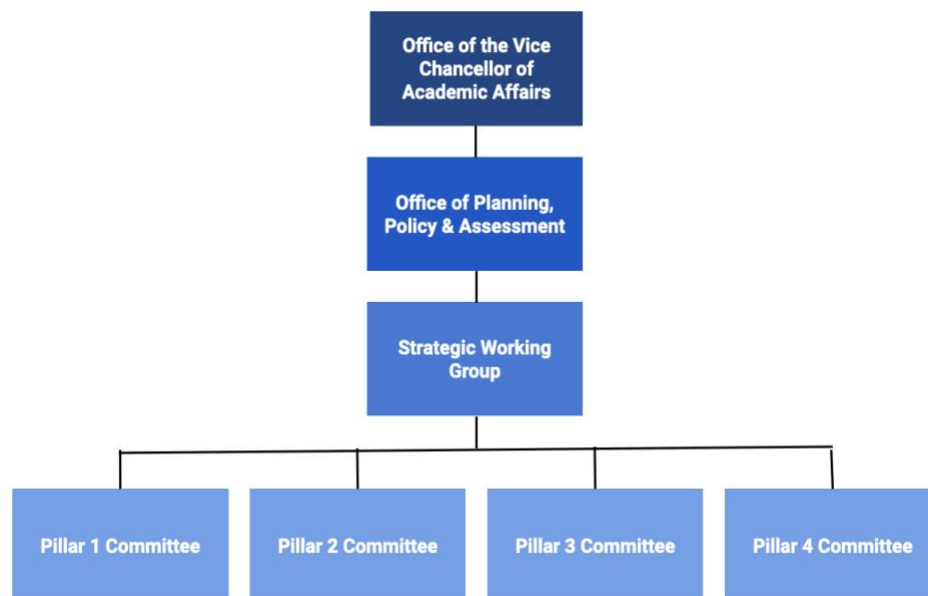*Pillar Committee Inquiry Process*

Figure H-2

Organizational Structure for Strategic Plan Implementation and Evaluation

The project's activities, responsible parties, required resources, and anticipated timeline for completion are outlined below.

General Work Plan and Timeline

Activity	Responsible Party	Resources Required	Timeline
Establish Strategic Working Group.	OPPA		Spring 2024
Establish Pillar Committees.	Office of VCAA	$12,000 professional development annually.	Spring 2024
Establish KPIs to evaluate the Strategic Plan.	OPPA, SWG, Pillar Committees		Fall 2024
Determine strategic activities to implement and methods to collect data on the KPIs.	OPPA, Pillar Committees	Survey Share. CCSSE.	Fall 2024 Fall 2025 Fall 2026 Fall 2027 Fall 2028
Implement strategic activities.	Pillar Committees, Relevant Campus Units		2024-2025 2025-2026 2026-2027 2027-2028 2028-2029
Collect data on KPIs and report to campus.	SWG, Pillar Committees, Office of Marketing & Communications	Report template. Software reporting system. Newsletter template. Website development.	Spring 2025 Spring 2026 Spring 2027 Spring 2028 Spring 2029
Assess the impact of efforts; re-evaluate strategic activities to implement for the following academic year.	Pillar Committees	Software reporting system.	Spring-Summer 2025 Spring-Summer 2026 Spring-Summer 2027 Spring-Summer 2028 Spring-Summer 2029

Evidence List

H-1 LeeCC Strategic Plan 2023-2029

H-2 ACCJC QFE Email

H-3 VCAA QFE Strategic Plan Update 2023

H-4 ALICE Hawaiʻi Health Matters Indicators Website

H-5 UHCC Institution-Set Standards 3-14-24