Kauaʻi Community College
2012
Self Evaluation Report for Educational Quality and Institutional Effectiveness

Kauaʻi Community College
3-1901 Kaumualii Highway
Lihuʻe, Hawaiʻi, 96766
Kaua‘i Community College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:
Kaua‘i Community College
3-1901 Kaumualii Highway
Līhu‘e, Hawai‘i  96766

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

May 31, 2012
Kaua‘i

Kaua‘i is geologically the oldest of the main Hawaiian Islands. With an area of 562.3 square miles, it is the fourth largest of the main islands in the Hawaiian archipelago. It is also the most verdant and is known as the "Garden Isle".

Kaua‘i’s origins are volcanic, the island having been formed by the passage of the Pacific plate over the Hawai‘i hotspot. Kaua‘i is approximately six million years old. The highest peak on this mountainous island is Kaua‘a at 5,243 feet. The second highest peak and considered the wettest spot on earth, is Mount Waialeale near the center of the island at 5,148 feet above sea level, with an annual average rainfall of 469 inches.

community

a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

college

an institution of higher learning, a constituent unit of a university, furnishing courses of instruction in the liberal arts, vocational, technical, and professional instructions.

Līhu‘e, Kaua‘i, Hawai‘i
Summer 2012
Chief Executive Officer Certification

Date: May 31, 2012

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

From: Dr. Helen A. Cox, Chancellor
Kaua‘i Community College
3-1901 Kaumualùi Highway
Līhu‘e, Hawai‘i 96766

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

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

Signature: ________________________________
Date: May 31, 2012

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

From: Dr. Helen A. Cox, Chancellor
Kaua‘i Community College
3-1901 Kaumuali‘i Highway
Līhu‘e, Hawai‘i  96766

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

Signed:

Dr. Helen A. Cox  Chancellor, Kaua‘i Community College

(insert name)  (insert title), (representing)

(insert name)  (insert title), (representing)

(insert name)  (insert title), (representing)
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Introduction

Kaua‘i Community College Mission Statement

Kaua‘i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

To demonstrate our commitment to this mission, Kaua‘i Community College:

- supports students of all ages, cultures, and backgrounds to achieve their educational goals
- perpetuates appreciation and understanding of Hawaiian culture and develops programs to support native Hawaiian students
- cultivates appreciation for artistic, intellectual, and technical pursuits
- creates curricula and programs responsive to the community’s changing needs for career and work force development
- fosters partnerships with schools, the University of Hawai‘i system, and local, state, national, and global communities
- leads the community toward greater social, economic, and environmental sustainability, and
- maintains a healthy and safe learning environment that enhances student and employee growth and success.
Introduction

History and Organization of the Institution

Kaua‘i Community College (KCC) was established in 1928 as a vocational school. It was part of the state Department of Education. In 1965, it became a comprehensive community college and was transferred to the University of Hawai‘i System as part of the UH Community College System. It is the only public institution of higher education serving the county of Kaua‘i, which includes the islands of Kaua‘i and Ni‘ihau.

KCC is one of seven community colleges in the University of Hawai‘i System. It provides access to two-year associate-level terminal and transfer degrees, as well as short-term certificate and non-credit training programs that enable the College to respond flexibly and quickly to changing workforce needs.

The College awards the following degrees and certificates:

- Associate of Arts (A.A.) in Liberal Arts
- Associate of Science (A.S.)
  - Early Childhood Education
  - Electronics Technology
  - Nursing
- Associate of Applied Science (A.A.S)
  - Accounting
  - Auto Body Repair and Painting
  - Automotive Technology
  - Business Technology
  - Carpentry Technology
  - Culinary Arts
  - Electrical Installation and Maintenance Technology
  - Hospitality and Tourism
- Certificate of Achievement (C.A.)
  - Accounting
  - Auto Body Repair and Painting
  - Automotive Technology
  - Business Technology
  - Carpentry Technology
  - Culinary Arts
  - Early Childhood Education
  - Electrical Installation and Maintenance Technology
  - Electronics Technology
Certificates of Completion and Competence are also awarded in most of the above areas, and an Academic Subject Certificate in Hawaiian Studies and Plant Bioscience Technology are available to complement the A.A. degree. The Certificates of Completion are offered in Automotive Technology, Business Technology, Culinary Arts, Digital Media Arts, Facilities Engineering, Hospitality and Tourism, Medical Assisting, Medical Office Receptionist, and Sustainable Renewable Energy Technology.

Certificates of Competence are offered in Accounting, Adult Residential Care Home Operator, Auto Body Repair and Maintenance, Automotive Technology, Culinary Arts, Early Childhood Education, Electronics Technology, Hawaiian Botany, Hospitality and Tourism, Massage Therapy, Nurse Aide, Marine Option Program, and Polynesian Voyaging.

The College has a continuing education branch in the Office of Continuing Education and Training (OCET). OCET provides customized training that responds to professional and personal development needs of the Kaua‘i community. Non-credit classes meet the needs of businesses and the visitor industries, farming and agriculture, vocational upgrading, dislocated workers, and professional development.

In 1996, KCC took on the responsibilities of a University Center in response to the growing need for baccalaureate- and graduate-level education in the community. As a University Center, the College can broaden the educational opportunities of island-bound residents by supporting baccalaureate and graduate programs from sister campuses.

The College is presently organized into five units, headed by a Vice Chancellor or Director who reports to the Chancellor. Instruction, led by the Vice Chancellor for Academic Affairs, is made up of six divisions:

- Academic Support and University Center
- Business Education
- Health Education
- Language, Arts, and Humanities
- Science and Mathematics
- Trade Technology

Student Services is led by the Vice Chancellor for Student Affairs and includes:

- Academic Advising
- Admission and Records
- Financial Aid
- Special Student Services
Student Life

OCET, headed by a Director, is responsible for non-credit, customized training and the operation of the Performing Arts Center. Administration and facilities are coordinated by the Vice Chancellor for Administrative Services. The University Center and Academic Support Services is headed by a Director.

The Chancellor reports to both the President of the University of Hawai‘i System and the Vice President for Community Colleges. The Chancellor is a member of both the Council of Chancellors and the Council of Community College Chancellors. KCC is part of a multi-college system and responsibilities within the systems are defined in this functional map of the College, University of Hawai‘i Community Colleges System, and the University of Hawai‘i System. This system has been in place since the last accreditation cycle. The functions and responsibilities are equal across the board without regard to college size. Colleges receive a great deal of support from the UHCC System Office in terms of institutional research support, marketing, fiscal, academic affairs, and overall administration. Over the past few years, the UHCC System has functioned more as a system than in years prior. For example, the UHCC provides annual research data on each of several performance measures, and the Vice President for Community Colleges presents this information on each college, placing the individual college’s performance within the context of the UHCC System. The UHCC System Office has also established funding for enrollment growth and innovation, which is directed to individual campuses based on need and application. Colleges within the system are also encouraged to work together to develop programs to avoid duplication and increase articulation.
Organizational Charts
Major Developments

KCC has added several new certificates in the past two years: Carpentry Technology, Digital Media Arts, Electrical Installation and Maintenance Technology, Marine Option Program, Massage Therapy, Medical Assisting, and Plant Bioscience Technology. The Construction Academy was created in 2007 as a partnership with UH Maui College, Honolulu Community College and the three Kaua‘i high schools to establish a career pathway for high school students. The Culinary Arts Program has been accredited by the American Culinary Federation Education Foundation Accrediting Commission since 2007. The College is committed to sustainability and has created Ho‘oulwehi, the Sustainable Living Institute of Kaua‘i. A new partnership with Toyama National College of Technology was established with OCET in 2010.

Since the 2006 Self-Evaluation Report, the College has added two new buildings: the One Stop Center (which houses the administrative offices, Business Office, Financial Aid, Counseling and Advising, Admissions and Records, and the University Center) and the OCET building which provides offices and classrooms for continuing education and which includes the Bookstore. The first floor of the Library has undergone a renovation and is now the Learning Commons. Library services, computers, tutors, and other services have
relocated to the first floor to provide student support. At this writing, the former Bookstore is being renovated into a demonstration kitchen for the Culinary Arts Program.

The Community We Serve

Geographically, the College is isolated. Kaua‘i is the northernmost island of the major Hawaiian islands and is separated from Honolulu, the capital and main population and business center of the state, by 100 miles of the Pacific Ocean. Travel to any of the other islands is primarily by air. Ni‘ihau is a privately owned island, which is accessible only by barge and helicopter. It is home to the state’s largest concentration of speakers with Native Hawaiian as their first language.

According to the 2010 Census, the county has a population of 67,091 with 22.7 percent 18 years of age and under and a median age of 41.3. Of persons 25 and over, only 20.2 percent have a bachelor’s degree compared to a state average of 29.5 percent. There are 16 public schools, six public charter schools with a focus on Native Hawaiian language and culture, and seven private schools. The county also has the highest proportion (11.1 percent) of persons aged 25 and older who do not have a high school education.

**Ethnic Distribution: Kaua‘i 2010 Census**

![Ethnic Distribution Chart]

Fig. 1

The ethnic makeup of the island has changed slightly since the last census. The biggest changes are in the numbers for Asian ethnicity which has dropped by five percent while the white community has grown by 3.5 percent (Fig.1). Those listing Native Hawaiian as their only ethnic background make up only 7.6 percent of the population, the numbers of residents declaring Native Hawaiian and another ethnic background (as well as Native Hawaiian only) actually make up 25.9 percent of the Kaua‘i population (see 2010 Census Summary File 1).
The recently completed 2010 Kaua‘i Economic Development Plan/Comprehensive Economic Development Strategy (CEDS) report notes the following significant factors:

- Unemployment rate was 9.2 percent as of November 2009 and in February 2012 was 7.9 percent
- Only 22 percent of the jobs paid a living wage in 2008
- Industry mix on Kaua‘i has not changed since 2000 (dominated by retail and other visitor industry-related services, including a significant number of small, locally owned businesses)
- Public high school graduation rate is decreasing
- High school graduates entering KCC test below College Transfer levels
- 25 percent of 10th graders and 48 percent of 3rd graders did not meet Hawai‘i State Assessment (HAS) standards of proficiency in 2008
- The median single family home sales price was $442,000 in November 2009
- The median rent for a two-bedroom increased to $1183 per month in 2008
- Over 740 individuals (or 1.2% of the population) are homeless

In planning for future economic development, KCC and the county has identified six target clusters as priority areas for Kaua‘i:

- Food and Agriculture
- Health and Wellness
- Sports and Recreation
- Arts and Culture
- High Technology
- Renewable Energy

These cluster areas were identified in the previous CEDS and have been integrated into College planning. A few tangible examples are new faculty in agriculture, the addition of a Sustainability Director and Ho‘ouluwehi, new curriculum focus on sustainability, and high tech internships.

**Student Enrollment Trends**

The College’s enrollment has increased by 28 percent over the past six years (Fig. 2). There was a significant rise in 2009 at the beginning of the economic downturn and it has been growing steadily since that time. The part-time and full-time enrollments also grew in 2009 with a 30 percent increase in part-time enrollments and 24 percent increase in full-time enrollments (Fig. 3). The Native Hawaiian headcount has almost doubled since 2006 which mirrors the significant increase (Fig. 5) in the percentage of Native Hawaiian students who are now attending KCC. The College has exceeded its performance benchmarks for 2011 in both of these measures which were set at 1,178 for the total enrollment and 256 for enrollment of Native Hawaiian students. The FTE enrollment is also increasing, mirroring the headcount growth (Fig. 4). For further detail, see the Disaggregated Headcount And Enrollment Data.
Fig. 2

Fall Enrollment

Fig. 3

FT and PT Student Headcount: Fall Semesters
Overall, there have been very small fluctuations (± 3 percent) in the age distribution categories since 2006 (Fig. 5). A look at the distribution shows a three percent decrease of the 18-19 year old category which represents the majority of the students in a given fall semester. There have been two percent increases in the 22-24 and the 30-34 year old categories. At 14 percent, the 35-59 year old category is one of the larger groups though it seems to be trending slightly downward. The College focused a marketing campaign in 2008-9 to target this group since many have lost jobs during the recession but there has been little impact. The rate represented in this table is age group per fall headcount.
Age Distribution of Enrolled Students

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 or older</td>
<td>2006: 2%</td>
</tr>
</tbody>
</table>

Fig. 6

Local Address

The large majority of the students who attend KCC are residents of the island (Fig. 7). Only four percent of the students enrolled in 2011 have a permanent address away from the island including all those who came from other islands, out-of-state, and from other countries. This percentage is based on the number of students who are Hawai‘i residents per fall headcount.

![Percent Residents of Hawai‘i]

Fig. 7

In addition to the majority of students being residents of Hawai‘i, about 2.2 percent of students obtain an exemption of some type that allows them to pay resident tuition. Non-resident tuition is paid by about 2.4 percent of students (Fig. 8).
<table>
<thead>
<tr>
<th>Enrollment By Residency for Tuition Status</th>
<th>Fall Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>Resident Tuition</td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>1063</td>
</tr>
<tr>
<td>Converted Resident</td>
<td>19</td>
</tr>
<tr>
<td>N/R Faculty/Staff Exemption</td>
<td>0</td>
</tr>
<tr>
<td>N/R Hawaiian Exemption</td>
<td>2</td>
</tr>
<tr>
<td>N/R Institutional Exemption</td>
<td>3</td>
</tr>
<tr>
<td>N/R Military Exemption</td>
<td>0</td>
</tr>
<tr>
<td>N/R Rev Institutional Exemption</td>
<td>0</td>
</tr>
<tr>
<td>N/R WUE Exemption</td>
<td>1</td>
</tr>
<tr>
<td>Non-Resident Tuition</td>
<td>Non-Resident</td>
</tr>
</tbody>
</table>

Fig. 8
There are three public high schools located on the island: Kaua‘i High School is located in Līhu‘e, the county seat; Kapa‘a High School on the east side of the island in the Kawaihau area which has the highest population; and Waimea High School located on the west side of the island is a more rural and isolated area. Fig. 9 shows the permanent addresses of the college’s students and the majority of the students are from those areas with larger populations. Each high school graduates about 200 students per year and the College recruits about a quarter of these students though the going rate increased by four percent over the past six years (Fig. 10). The going rate is the number of high schools students who enroll after their graduation in the spring per the total number of graduates of the for the island’s three public high schools.
Ethnicity and Gender

The table in Fig. 11 shows that the majority of students who enrolled in KCC were female (60 percent). In terms of ethnicity there are three larger ethnic groups, Hawaiian, Caucasian and Filipino. In fall 2011, 30 percent of the students identified themselves as Native Hawaiian, 22 percent as Caucasian, and 20 percent as Filipino. There are a number of services that target the Native Hawaiian population which is in keeping with the College mission.

<table>
<thead>
<tr>
<th>Fall 2011 Ethnicity and Gender</th>
<th>Female</th>
<th>Male</th>
<th>No Data</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>870</td>
<td>560</td>
<td>3</td>
<td>1433</td>
</tr>
<tr>
<td>ASIAN/PACIFIC ISLANDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASIAN</td>
<td>259</td>
<td>174</td>
<td>1</td>
<td>434</td>
</tr>
<tr>
<td>Filipino</td>
<td>160</td>
<td>122</td>
<td>1</td>
<td>283</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Japanese</td>
<td>46</td>
<td>15</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Laotian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>37</td>
<td>26</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Ethnicity and Gender</td>
<td>Female</td>
<td>Male</td>
<td>No Data</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Other Asian</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Thai</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HAWAIIAN OR PACIFIC ISLANDER</td>
<td>286</td>
<td>168</td>
<td>1</td>
<td>455</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Part Hawaiian</td>
<td>273</td>
<td>158</td>
<td>1</td>
<td>432</td>
</tr>
<tr>
<td>Micronesian (not GC)</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Samoan</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tongan</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>11</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>185</td>
<td>136</td>
<td>1</td>
<td>322</td>
</tr>
<tr>
<td>African American or Black</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>104</td>
<td>65</td>
<td>0</td>
<td>169</td>
</tr>
<tr>
<td>No Data</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Fig. 11

International Students

The College consistently enrolls a small number of international students (Fig. 12). The enrollments shown in the graph reflects the presence of 24 distinct students over the past five years. Seven of these students originated from Japan, four from China, and two each from the Philippines, the Russian Federation, and the United Kingdom. Students have also come from Brazil, Canada, Denmark, the Federated States of Micronesia, Germany, and Sweden.
Employee Profile

Females made up 55.5 percent of employees at KCC as of fall 2010 while 61.2 percent of the fall 2010 student body was female. Notably, males were still a slight majority (53.8 percent) of instructional faculty.

<table>
<thead>
<tr>
<th>KAU</th>
<th>All Employees</th>
<th>Asian or Pacific Islander</th>
<th>Asian</th>
<th>Chinese</th>
<th>Filipino</th>
<th>Indian Subcontinent</th>
<th>Japanese</th>
<th>Korean</th>
<th>Laotian</th>
<th>Thai</th>
<th>Vietnamese</th>
<th>Other Asian</th>
<th>Hawaiian and Pacific Islander</th>
<th>Micronesian</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Exec/Mgr</td>
<td>6</td>
<td>6%</td>
<td>3</td>
<td>50%</td>
<td>19</td>
<td>76%</td>
<td>34</td>
<td>89.5</td>
<td>16</td>
<td>48.1</td>
<td>9</td>
<td>56.3</td>
<td>2</td>
<td>3.8</td>
<td>1</td>
</tr>
<tr>
<td>Admin, Prof &amp; Tech</td>
<td>25</td>
<td>18%</td>
<td>50</td>
<td>3%</td>
<td>19</td>
<td>8.0</td>
<td>38</td>
<td>3%</td>
<td>25</td>
<td>48.1</td>
<td>9</td>
<td>56.3</td>
<td>2</td>
<td>3.8</td>
<td>1</td>
</tr>
<tr>
<td>Civil Service</td>
<td>38</td>
<td>28%</td>
<td>48.0</td>
<td>3%</td>
<td>28</td>
<td>73.7</td>
<td>1</td>
<td>3%</td>
<td>21</td>
<td>40.4</td>
<td>7</td>
<td>43.8</td>
<td>2</td>
<td>3.8</td>
<td>1</td>
</tr>
<tr>
<td>Instruct Faculty</td>
<td>52</td>
<td>38%</td>
<td>35%</td>
<td>3%</td>
<td>25</td>
<td>48.1</td>
<td>9</td>
<td>56.3</td>
<td>9</td>
<td>18%</td>
<td>7</td>
<td>43.8</td>
<td>2</td>
<td>3.8</td>
<td>1</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>16</td>
<td>12%</td>
<td>12%</td>
<td>3%</td>
<td>16</td>
<td>31.6</td>
<td>5</td>
<td>9.6</td>
<td>1</td>
<td>6.3</td>
<td>2</td>
<td>12.5</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Fig. 12

International Students by Academic Year

- Asian or Pacific Islander: 90 (65.7%), 19 (76.0%), 34 (89.5%), 25 (48.1%), 9 (56.3%)
- Asian: 71 (51.8%), 12 (48.0%), 28 (73.7%), 21 (40.4%), 7 (43.8%)
- Chinese: 4 (2.9%), 1 (4.0%), 0.0, 2 (3.8%), 1 (6.3%)
- Filipino: 21 (15.3%), 2 (8.0%), 12 (31.6%), 5 (9.6%), 1 (6.3%)
- Hawaiian and Pacific Islander: 19 (13.9%), 7 (28.0%), 6 (15.8%), 4 (7.7%), 2 (12.5%)
- Guamanian: 0 (0.0%), 0 (0.0%), 0 (0.0%), 0 (0.0%), 0.0
- Hawaiian/Part Hawaiian: 19 (13.9%), 7 (28.0%), 6 (15.8%), 4 (7.7%), 2 (12.5%)
- Micronesian: 0 (0.0%), 0 (0.0%), 0 (0.0%), 0 (0.0%), 0.0
- Samoan: 0 (0.0%), 0 (0.0%), 0 (0.0%), 0 (0.0%), 0.0

Kaua’i Community College Self-Study 2012
Fig. 13

The table in Figure 14 compares the ethnic distribution of students at the College to that of its employees and Kaua’i County. College data are from fall 2010 and Kaua’i County data are from the 2010 US Census. For comparison purposes, the census data has been manipulated for persons reporting Native Hawaiian and some other ethnicity. These individuals have been counted in the “Native Hawaiian or Part Hawaiian” category, as is done for students according to UH System guidelines on reporting student ethnicity. Columns may not add to 100 percent due to rounding. In this table the denominator for students is the fall headcount and the instructional faculty denominator includes part-time and full-time.

<table>
<thead>
<tr>
<th>KAU</th>
<th>Total</th>
<th>Exec/Mgr</th>
<th>Admin, Prof &amp; Tech</th>
<th>Civil Service</th>
<th>Instruct Faculty</th>
<th>Other Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Tongan</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed Asian Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Ethnic Groups</td>
<td>42</td>
<td>30.7</td>
<td>6</td>
<td>24.0</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>0.7</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Caucasian</td>
<td>40</td>
<td>29.2</td>
<td>4</td>
<td>16.0</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0.7</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>3.6</td>
<td>2</td>
<td>33.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Gender</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>55.5</td>
<td>12</td>
<td>48.0</td>
<td>30</td>
<td>78.9</td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>44.5</td>
<td>13</td>
<td>52.0</td>
<td>8</td>
<td>21.1</td>
</tr>
</tbody>
</table>

Fig. 14

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Instructional Faculty</th>
<th>All Employees</th>
<th>Kaua’i County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part Hawaiian</td>
<td>28.9%</td>
<td>7.7%</td>
<td>13.9%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>23.4%</td>
<td>48.1%</td>
<td>29.2%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>19.4%</td>
<td>9.6%</td>
<td>15.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5.4%</td>
<td>23.1%</td>
<td>31.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>22.9%</td>
<td>11.5%</td>
<td>10.2%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>
Student and Kaua‘i County percentages are comparable, for the most part; larger differences exist between College’s instructional faculty and students. In particular, Native Hawaiian students see fewer role models within the faculty ranks and among the employees at the college.

Fig. 15

**Student Persistence, Graduation, and Transfer**

Persistence rates for students have been above 70 percent for students enrolling in the ensuing spring semester (Fig. 16). There was a peak in 2008 which fell for two years, but is up at 75 percent in 2011. The fall-to-fall persistence (Fig. 18) has ranged from 49 percent to 52 percent in 2008 and has fallen to 47 percent in 2010. The breakdown by ethnic group shows that the Native Hawaiian fall-to-fall persistence rate has increased steadily over the past five years. This increase may have possibly been the result of strategies that focus on retention for Native Hawaiian students that have been implemented over the last few years.
Fall-to-spring persistence (Fig. 17) has been on the rise for certain larger ethnic categories (e.g., Filipino and Japanese), but their fall-to-fall rates are decreasing.

The performance goal for all students for fall-to-spring persistence in 2011 was 75 percent which has been met, and for persistence from fall-to-fall, the goal was 46 percent in 2010 which was also met (Fig. 18). The persistence goals set for Native Hawaiian students were 69 percent (2010) for fall-to-spring and 31 percent was the goal for fall-to-fall which was exceeded by 16 percent. The persistence rate in the following figures represent students who persist in the given semester per all degree-seeking students in the fall. More detail for persistence is provided in the Disaggregated Headcount And Enrollment Data.

### Persistence Rates of Degree-Seeking Students

![Persistence Rates of Degree-Seeking Students](image)

**Fig. 16**

### Fall-to-Spring Persistence of Degree-Seeking Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>69%</td>
<td>74%</td>
<td>74%</td>
<td>70%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>Filipino</td>
<td>78%</td>
<td>81%</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>61%</td>
<td>68%</td>
<td>74%</td>
<td>73%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>65%</td>
<td>65%</td>
<td>79%</td>
<td>73%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Japanese</td>
<td>78%</td>
<td>88%</td>
<td>91%</td>
<td>77%</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>71%</td>
<td>65%</td>
<td>91%</td>
<td>68%</td>
<td>89%</td>
<td>74%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>56%</td>
<td>71%</td>
<td>80%</td>
<td>76%</td>
<td>56%</td>
<td>80%</td>
</tr>
<tr>
<td>All Other (&lt;10 students)</td>
<td>67%</td>
<td>64%</td>
<td>75%</td>
<td>75%</td>
<td>63%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Fig. 17

Fall-to-Fall Persistence of Degree-Seeking Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>40%</td>
<td>45%</td>
<td>45%</td>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td>Filipino</td>
<td>59%</td>
<td>58%</td>
<td>61%</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>38%</td>
<td>45%</td>
<td>49%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>40%</td>
<td>41%</td>
<td>50%</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Japanese</td>
<td>51%</td>
<td>56%</td>
<td>50%</td>
<td>56%</td>
<td>47%</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>37%</td>
<td>35%</td>
<td>56%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38%</td>
<td>57%</td>
<td>55%</td>
<td>55%</td>
<td>33%</td>
</tr>
<tr>
<td>All Other (&lt;10 students)</td>
<td>52%</td>
<td>36%</td>
<td>52%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Fig. 18

Certificates and Degrees Awarded

The total number of degrees and certificates the College awarded has increased by 89 percent since 2006 (Fig. 19). The College uses the degrees and the certificate of achievement (Fig. 19 and Fig. 20) that are approved by BOR as performance measures. The 2011 goal was 130 and College granted 208 degrees and certificates which exceeds the goal by 60 percent. Short-term certificates of completion and competence have also grown since 2006 (Fig. 21).
Fig. 19

Degrees and Certificates by Fiscal Year

<table>
<thead>
<tr>
<th>Fiscal Year (Summer n-1, Fall n-1, Spring n)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>91</td>
<td>91</td>
<td>105</td>
<td>115</td>
<td>125</td>
<td>149</td>
</tr>
<tr>
<td>Certificates</td>
<td>84</td>
<td>76</td>
<td>110</td>
<td>78</td>
<td>106</td>
<td>181</td>
</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>167</td>
<td>215</td>
<td>193</td>
<td>231</td>
<td>330</td>
</tr>
</tbody>
</table>

Fig. 20

Associate's Degrees Granted by Fiscal Year

<table>
<thead>
<tr>
<th>Fiscal Year (Summer n-1, Fall n-1, Spring n)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>31</td>
<td>27</td>
<td>43</td>
<td>52</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>AS</td>
<td>24</td>
<td>30</td>
<td>25</td>
<td>29</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>AAS</td>
<td>36</td>
<td>34</td>
<td>37</td>
<td>34</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>91</td>
<td>105</td>
<td>115</td>
<td>125</td>
<td>149</td>
</tr>
</tbody>
</table>
Fig. 21

**Transfers to Colleges and Universities**

The table in Fig. 22 tracks first-time FTE students who have been in the College for three years. It shows that the graduation for this population was high in 2005 and has tapered to 26 percent in 2008 indicating that about a quarter of KCC’s students graduate on time. Note that aside from degrees and certificates of achievement, this number also includes certificates of completion and competence that can be completed in a single term. The number of students who continue after three years has increased slightly to 12 percent and there seems to be a steady percentage of students who transfer to another community college within the University of Hawaii System. Students who transfer to a four-year institute in the UH System has increased slightly to five percent but the College is aware that a number of students choose to transfer when they have completed at least 12 credits of the general education requirements. Since 2007, the College has exceeded the benchmark performance measure for transfer by 35.6 percent (16 students over our goal) but this is up from last year when we were at our benchmark. More detail is available for transfer rates in the Disaggregated Headcount And Enrollment Data.
Basic Skills Completion

Reading placement scores at the college-level have improved by 11 percent in the past six years. Writing placement scores have changed very little while the math placement scores have had a slight increase in three of the four categories. It would appear that some of the new strategies implemented at the high school-level with regard to their new standards have had some impact on entering students. All of the placement rate denominators are based on first-time students who took the COMPASS placement test in the given fall.
Reading Placement of New Students

<table>
<thead>
<tr>
<th>Year</th>
<th>College-level</th>
<th>1 level below</th>
<th>2 levels below</th>
<th>Basic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>46%</td>
<td>39%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>2007</td>
<td>47%</td>
<td>45%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>2008</td>
<td>55%</td>
<td>39%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>2009</td>
<td>52%</td>
<td>37%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>2010</td>
<td>55%</td>
<td>34%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>2011</td>
<td>57%</td>
<td>35%</td>
<td>7%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Writing Placement of New Students

<table>
<thead>
<tr>
<th>Year</th>
<th>College-level</th>
<th>1 level below</th>
<th>2 levels below</th>
<th>Basic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>40%</td>
<td>34%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>2007</td>
<td>51%</td>
<td>30%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>2008</td>
<td>57%</td>
<td>23%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>2009</td>
<td>51%</td>
<td>28%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>2010</td>
<td>47%</td>
<td>32%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>2011</td>
<td>40%</td>
<td>34%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Fig. 23

Fig. 24
The College tracks students through their developmental courses as a way of measuring progress towards our goals (Figures 26-28). These measurements are for fall semesters only and use the census enrollment as the denominator. The tables show that the success of students in developmental reading has grown 35 percent in the past six years for English 18 and has declined by 12 percent for English 21. Developmental writing success has increased by a few percentage points. Success in developmental math has decreased in Math 22 by six percent but has risen 19 percent for Math 24. Several new math courses have been developed to support the math pipeline (one is the development of a remedial Math 21 course and Math 26 was developed to shorten the developmental math pipeline by combining Math 24 and Math 25). In order to move students through the developmental course sequence quicker and at less expense, acceleration projects in Math and English have been developed based on sequencing data and both projects are being implemented in fall 2012.
Developmental Reading Success Rates:
Fall Terms

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 18</td>
<td>42%</td>
<td>58%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>77%</td>
</tr>
<tr>
<td>ENG 21</td>
<td>66%</td>
<td>81%</td>
<td>49%</td>
<td>60%</td>
<td>47%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Fig. 26

Developmental Writing Success Rates:
Fall Terms

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 19</td>
<td>48%</td>
<td>57%</td>
<td>78%</td>
<td>61%</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>ENG 22</td>
<td>55%</td>
<td>57%</td>
<td>68%</td>
<td>68%</td>
<td>68%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Fig. 27
Job Placement and Preparation

For the past two academic years, every CTE Program at the College has met its Perkins’ targets for job placement (Fig. 29 and Fig. 30). This measures the percentage of students who stopped program participation during the academic year, whether due to graduation or exiting the program early, who got jobs, entered military service, or began an apprenticeship program.

“Students Placed” are Concentrators in the year reported (Prior Perkins Year) "who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion". “Students stopping participation” are Concentrators in the year reported (Previous Perkins Year) who have stopped program participation. Concentrator is defined as a participant in a CTE major who has completed at least 12 CTE credits.
### Student Placement by Program 2010-2011

<table>
<thead>
<tr>
<th>Program</th>
<th>Students placed</th>
<th>Students stopping participation</th>
<th>Placement %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBP</td>
<td>6</td>
<td>10</td>
<td>60%</td>
</tr>
<tr>
<td>ACC</td>
<td>22</td>
<td>29</td>
<td>76%</td>
</tr>
<tr>
<td>AMT</td>
<td>7</td>
<td>10</td>
<td>70%</td>
</tr>
<tr>
<td>BTEC (includes old OAT)</td>
<td>15</td>
<td>22</td>
<td>68%</td>
</tr>
<tr>
<td>CULN (includes old FSCA)</td>
<td>14</td>
<td>21</td>
<td>67%</td>
</tr>
<tr>
<td>ECED</td>
<td>3</td>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>ET</td>
<td>12</td>
<td>13</td>
<td>92%</td>
</tr>
<tr>
<td>FENG</td>
<td>12</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td>HOST (includes old HOPE)</td>
<td>9</td>
<td>11</td>
<td>82%</td>
</tr>
<tr>
<td>NURS</td>
<td>14</td>
<td>24</td>
<td>58%</td>
</tr>
<tr>
<td>PRCN</td>
<td>5</td>
<td>8</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Kaua‘i CC TOTAL</strong></td>
<td><strong>119</strong></td>
<td><strong>167</strong></td>
<td><strong>71%</strong></td>
</tr>
</tbody>
</table>

Perkins Target 56%

---

### Student Placement by Program 2010-2011

<table>
<thead>
<tr>
<th>Program</th>
<th>Students placed</th>
<th>Students stopping participation</th>
<th>Placement %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBP</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>ACC</td>
<td>14</td>
<td>21</td>
<td>67%</td>
</tr>
<tr>
<td>AMT</td>
<td>5</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>BTEC (includes old OAT)</td>
<td>10</td>
<td>14</td>
<td>71%</td>
</tr>
<tr>
<td>CULN (includes old FSCA)</td>
<td>11</td>
<td>14</td>
<td>79%</td>
</tr>
<tr>
<td>ECED</td>
<td>4</td>
<td>7</td>
<td>57%</td>
</tr>
<tr>
<td>ET</td>
<td>6</td>
<td>9</td>
<td>67%</td>
</tr>
<tr>
<td>FENG</td>
<td>14</td>
<td>16</td>
<td>88%</td>
</tr>
<tr>
<td>HOST (includes old HOPE)</td>
<td>11</td>
<td>15</td>
<td>73%</td>
</tr>
<tr>
<td>NURS</td>
<td>16</td>
<td>26</td>
<td>62%</td>
</tr>
<tr>
<td>PRCN</td>
<td>7</td>
<td>12</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Kaua‘i CC TOTAL</strong></td>
<td><strong>101</strong></td>
<td><strong>146</strong></td>
<td><strong>69%</strong></td>
</tr>
</tbody>
</table>

Perkins Target 50.50%
Student Engagement

CCSSE Benchmark Scores

Although Community College Survey of Student Engagement (CCSSE) Benchmark Scores have dropped overall since 2004 (relative to institutions taking the CCSSE), KCC has maintained above-average CCSSE scores in all of the past four surveys (Figs. 31-33).

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**Fig. 31**

---

**Fig. 32**
Fig. 32

**Average of Benchmark Categories**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>54.4</td>
</tr>
<tr>
<td>2006</td>
<td>51.4</td>
</tr>
<tr>
<td>2008</td>
<td>51.8</td>
</tr>
<tr>
<td>2010</td>
<td>51.6</td>
</tr>
</tbody>
</table>

Fig. 33

**Kauai CC vs Top 10% by Benchmark (2010)**

- **Active and Collaborative Learning**: Kauai CC 53.8 vs Top 10% Institutions 59.6
- **Student Effort**: Kauai CC 50.4 vs Top 10% Institutions 57.7
- **Academic Challenge**: Kauai CC 52.2 vs Top 10% Institutions 57.1
- **Student-Faculty Interaction**: Kauai CC 51.2 vs Top 10% Institutions 58.4
- **Support for Learners**: Kauai CC 50.3 vs Top 10% Institutions 59.6

Fig. 34
This graph (Fig. 34) provides context on KCC’s scores from the 2010 survey, comparing the College’s results with the average score of the institutions in the top ten percent for each benchmark.

**Distance Learning**

The College has more than tripled its number of students enrolled in online classes since the 2006-2007 academic year with 347 students in 18 course sections during the 2009-2010 year (Fig. 35). A distance education report prepared by the Institutional Researcher showed that student enrollment in distance learning courses is going up. The average number of distance learning classes offered by the College each semester since 2006 was six classes. In the past few years, the College has endeavored to increase the number of distance learning courses and to focus on general education courses, in particular. In a year, the College has doubled the number of distance learning courses that it offers. No degrees or certificates of achievement are offered by distance learning at this time.

![Student-Enrollments in Online Classes](image)

**Fig. 35**
Fig. 36

Unduplicated Students Enrolled in Online Classes

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>19</td>
<td>53</td>
<td>54</td>
<td>142</td>
<td>133</td>
<td>105</td>
<td>73</td>
<td>23</td>
<td>130</td>
<td>177</td>
<td>137</td>
<td>148</td>
</tr>
</tbody>
</table>

Fall Terms  Spring Terms
Abstract of the Report

Standard I: Institutional Mission and Effectiveness

Mission

Kaua‘i Community College (KCC) completed a campuswide review and revision of its mission statement in 2010-2011. This mission drives institutional planning and decision making. Goals derived from the mission statement and in alignment with the UH Community College System (UHCC) establish performance measures that are assessed on a regular basis and inform planning and resource allocation. The College commits to supporting students of all ages, cultures, and backgrounds to achieve their educational goals and recognizes its special obligation to perpetuating Hawaiian culture and supporting Native Hawaiian students. The mission statement has been approved by the University of Hawaii System’s Board of Regents and is published in the KCC College Catalog, on the website, and on campus banners.

College programs and services are responsive to community and workforce needs. The College has twenty certificates and degrees; the largest of these is the Liberal Arts Associates in Arts Program. New offerings added since the last visit include five certificates and a new A.S. in Electronics Technology. Following a KCC education, students are prepared to enter the workforce or transfer to a four-year institution. Students may also pursue advanced degrees through the University Center at KCC, or take non-credit courses through the Office of Continuing Education. The College has a wide array of support services, among them counseling, tutoring, library and media resources, computer labs, and a Campus Wellness Center.

Improving Institutional Effectiveness

The College has developed a well-established process based on evidence to ensure institutional effectiveness. The centerpiece of the process is the program review and Annual Program Review Update (APRU). Programs are fully evaluated every five years, and each year, the programs provide an update based on data regarding the health of the program including the enrollment, the ratio of faculty and students, graduation rates, and job demand.

The College has identified student learning outcomes at the course-, program- and institution- (general education) level, and these are being assessed. The College regularly receives updates on its performance measures from the UHCC System as well as on specific research questions from the College Institutional Researcher. Some of the specific data that the College tracks include success in developmental courses, enrollment, numbers of degrees and certificates, and number of students in STEM.

Engagement in the planning and assessment processes is widespread from division and unit meetings to standing committees to formal College Conversations, to campuswide Convocations that occur each semester. As a result of the integrated planning process, the College has made significant improvements, for example hiring an Institutional Researcher
and a second Financial Aid Officer, creating the College Success Center, and remodeling the Library. The College is at the Sustainable Continuous Quality Improvement level for Planning.

**Standard II: Student Learning Programs and Services**

**Instructional Programs**

In keeping with its mission, KCC offers high-quality, associate degrees and credit certificates in 22 different disciplines (with four new ones currently in development), as well as myriad non-credit courses. Credit courses are taught by full- and part-time faculty who meet or exceed all UHCC-approved minimum qualifications for the programs they teach.

The College has developed five campus-level Institutional Student Learning Outcomes (ISLOs) and Program Student Learning Outcomes (PSLOs) for each degree or certificate offered. Each course has established Course Student Learning Outcomes (CSLOs) that are mapped to PSLOs and ISLOs. CSLOs are evaluated each semester in every course using campus Course Assessment Report of Data forms (CARDs). The College is at the Proficiency Level in Student Learning Outcomes. In addition to CARDs, each program generates an Annual Program Review Update (APRU) as well as full program reviews every five years. Data from CARDs and APRUs are used to make improvements in instruction at the course- and program-level. In addition, APRUs are used in the College’s budget process for integrated planning. The College has reached the Sustainable Continuous Quality Improvement Level in program review.

While the College does not offer online degrees or certificates, it does offer online courses. In addition, KCC students can enroll in online courses at any of the other community colleges in the University of Hawai‘i System.

All course and programs, regardless of delivery, are developed at the academic division-level and approved by the Curriculum Committee, the Vice Chancellor for Academic Affairs, and the Chancellor. Certificates of achievement and associate degree programs are also approved by the UH System and Board of Regents. The Assessment Committee screens all CSLOs and PSLOs prior to review by the Curriculum Committee. The Distance Learning Committee reviews all courses prior to offering them online and certifies instructors for online delivery.

**Student Support Services**

The campus’ One Stop Center, Phase 1 was completed in 2007 offering, as its name implies, a central location for all student support services. These services include the Admissions and Records Office, the Counseling and Advising Center, the Financial Aid Office, the Business Office, the Testing Center, and the Career Center. Phase 2 of the One Stop Center was opened in 2010 and contains the Campus Bookstore and the Office for Continuing Education and Training. The campus also provides an Early Childhood Development Center and a health clinic for students. Programs offered to support student success include New Student
Orientation, COMPASS Brush Up, and Disability Counseling. The College has a very active student government organization, members of which serve on campus committees.

Since the 2006 Self-Evaluation Report, the College administered the Community College Student Survey Evaluation and the Noel-Levitz Student Satisfaction Survey. Both surveys indicate that students are very satisfied with student support services. In addition, all student support services conduct APRUs as well as program reviews every five years. As in academic programs, the student support services APRUs are used in the College’s budget process for integrated planning.

Library and Learning Support Services

The College’s Library serves all KCC students (including distance education students), faculty, staff, and the community. Along with access to a book collection of 61,052 volumes, the Library subscribes to a collection of electronic books that provides access to more than 80,000 titles. There are an additional four million volumes available through the UH System’s Interlibrary Loan system. Students may access library databases from any remote location through the website.

Other learning support services include Tutoring Services, Instructional Technology, Computer Services, and Media Services. Tutoring Services provides tutoring, computer-aided instruction, and COMPASS placement test preparation to on-campus and distance education students. Instructional Technology provides resources, recommendations, training, and support to faculty and students. Computer Services maintains the campus networks and provides student with wireless internet access across the campus. Media Services provide technical support for the campus voice communication system and the distance education infrastructure.

A 2009 student survey showed students were very satisfied with the Learning Resources Center. Additionally, the 2011 Academic Support Services Survey showed that students were exceedingly satisfied with all learning support services. The Library and all learning support services undergo APRUs and full program reviews every five years. Results from these assessments are used to make improvements in the services. The APRUs are used in the College’s budget process for integrated planning.

**Standard III: Resources**

Human Resources

The College has a number of system policies that serve to guide the institution in the recruitment and selection of all employees. The College’s adherence to these policies assures that all personnel are qualified, with appropriate education, training, and/or experience. Further, each employee is evaluated regularly and according to written guidelines. The College plans professional development activities to meet the needs of its various personnel by using program reviews and surveys. Additionally, training for new systemwide applications and health and safety workshops are regularly implemented.
The integrated planning cycle has led to the hiring of a number of new and replacement faculty in the past six years. Each new hire is a result of the program review process that is in alignment with KCC’s strategic priorities. To address the STEM initiative, the College hired faculty in mathematics, physics, and chemistry. The retention and success of Native Hawaiian students has been aided by the addition of a Financial Aid Specialist and a Counselor for Hawaiian students. To address sustainability, a Director of Sustainability and an agricultural faculty member was hired. Another priority is developmental education for which the College hired developmental math and developmental English faculty. An Institutional Researcher was hired in 2011 to support all of the College goals by providing data for informed decision making. To support non-traditional students in CTE Programs the faculty was increased by adding (and replacing) instructors in Automotive Technology, Carpentry, Culinary Arts, Accounting, and Business Technology.

Physical Resources

In the past six years, the College has grown to include the One Stop Center and the Office of Continuing Education and Training (OCET) buildings. These two buildings were built as a result of Capital Improvement Projects that were initiated 12 years ago. A few larger renovation projects have occurred in the past two years, the Learning Commons and the Culinary Arts Demonstration Kitchen, which are products of program APRU processes.

The College has strategic priorities to reduce deferred maintenance, address safety and health issues, and to promote sustainability. In the past few years, a deferred maintenance backlog list has been reduced with several reroofing projects, installing air conditioning and chiller units, and more. Chevron Energy Solutions has entered into a performance contract with KCC that will help the College reduce its energy consumption and the Photovoltaics on the roof of the One Stop Center. The Facilities Department also implemented recommendations from the UH Student Governments for better lighting and security on all of the campuses. In 2011, the APRU process for the Facilities Department has resulted in the approval (by the College Council) of two positions to support the new buildings that have been added to the campus.

Technology Resources

The College’s goal of Learning and Teaching was created to ensure quality, relevancy, and currency of the curriculum and to maintain the technological infrastructure to support institutional and student needs. Information competency is also one of the College’s Institutional Student Learning Outcomes (ISLOs). These objectives are in alignment with program/unit goals and SLOs which means that technology resources have been the focus of many of their improvement strategies. For example, in the past three years, APRU instructional requests have resulted in 19 classrooms with Smart Boards. The Information Technology Advisory Council (ITAC) has also developed a Technology Vision Plan in 2011 which has given a focus and direction to the acquisition and use of technology at the College for all programs and units.
Students have access to computers in the area that houses their programs or in various computer labs. New this year is the consolidation of computer labs into the Learning Commons which also houses Tutoring Services, Library services, etc. This was the result of a joint Academic Support APRU request aimed at student success and retention. The College has equipped 77 percent of the classrooms with teaching workstations and 85 percent of the campus has wireless coverage. Faculty and staff have computers assigned to them with a standard set of applications that enhances communication and collaboration. Infrastructure has undergone considerable network, security, and cabling upgrades since 2006.

Financial Resources

The College relies on revenues from two main sources of funding (general funds from the state of Hawai‘i and Tuition and Fees Special Funds from students) to operate its instructional and instructional support programs. Funding allocations from these two sources increased from $10,822,122 in the fiscal year 2008 to $13,128,407 in the fiscal year 2012 due to enrollment growth, an increase in tuition rates, and carryover tuition and fee balances. This growth in funding along with funding for facilities improvement projects from the UHCC System Office have been sufficient to support and improve the effectiveness of various student learning programs and services offered by KCC. Other sources of revenue are from special, revolving, federal, and private sources (donations) also support the College.

Funding for program improvement is initiated through the comprehensive program review and APRU process. The APRU requests align with the College’s mission and strategic goals. Some reallocation projects that have been initiated through the APRU process is the conversion of a Social Science Lab into a Natural Science Wet Lab (forthcoming), the conversion of the old Bookstore into a Demonstration Kitchen for Culinary Arts and the renovation of the Library’s first floor into a Learning Commons that created additional classrooms for Liberal Arts. As mentioned previously, major financial projects that have occurred during the last six years are the construction of the One Stop Center and the OCET/Bookstore.

The College demonstrates a sustainable continuous quality improvement-level for program planning and program review. Whether the resources are human, technology, physical, or financial, each new or replaced resource stems from goal setting and the creation of objectives (improvement plans) which stems from data and program analysis. This cycle is continuous and sustained with written procedures, processes that include dialog, and regular evaluation.

Standard IV: Leadership and Governance

Decision Making Roles and Processes

Since 2008, there has been an emphasis on communication, empowerment, innovation, and continuous improvement. Each year during Convocation, the strategic goals are reviewed and the Chancellor shares campus progress with the entire campus. The College Governance
Manual, created in 2009, as well as KCC Policies for the establishment of College Council and integrated planning, both reviewed and updated in 2011, provide clear roles and processes for faculty, staff, and administration and student participation in the decision making processes. Meeting minutes for committees and divisions are now available online to the entire campus, and there is ongoing improvement to links and available data on the KCC homepage. The College conducts College Conversations throughout the semester on issues impacting teaching and learning.

An Executive Cabinet reports directly to the Chancellor, and consists of Vice Chancellors for Academic Affairs, Student Affairs, and Administrative Services; Director of the University Center and Academic Support; and Director of Continuing Education and Training. College Council is the primary campus participatory forum, which assures regular and in-depth dialogue among all stakeholders about KCC’s mission, strategic planning, priority setting, policy, and budget development. College Council includes members from all divisions and departments within the campus, including students. The Faculty Senate, Curriculum Subcommittee, Academic Divisions, and Vice Chancellors for Academic Affairs and Student Affairs have the responsibility for student learning programs and services.

Campus involvement has seen some increase since the 2006 Self-Evaluation Report. In the Report, 36 percent of the faculty and staff agreed or strongly agreed that they exercised a substantial voice in matters relating to College policies. In a similar survey conducted during the spring 2011 semester, 82 percent strongly agreed or agreed that they are active participants who take initiatives in making improvements.

The College has also made significant headway in establishing outcomes and assessments. All courses have established student learning outcomes and assessments. All instructional and non-instructional programs have student learning outcomes and assessments. Ongoing evaluations of decision making structures are widely communicated and used as the basis of improvement. Examples of this include evaluating the Annual Program Review Update presentation process annually and conducting a survey of college administrative functions every three years.

Continuance of all campus program accreditations and the completion of the ACCJC Accreditation Recommendation demonstrate integrity in relationships with all external agencies. The Culinary Arts and Nursing Programs have recently successfully completed national accreditation at the program-level.

**Board and Administrative Organization**

Kaua‘i Community College is one of seven community colleges in the ten-campus University of Hawai‘i System. A fifteen-member Board of Regents (BOR) has ultimate responsibility for educational quality, legal matter and financial integrity for the UH System, and sets policy for the entire System consistent with the mission of the System and individual campuses. The roles for the College, UHCC, UH System, and BOR are clearly established in writing in a functional chart. BOR policies are implemented through administrative policies and procedures.
In fall 2008, the UHCC Strategic Planning Council finalized strategic outcomes, performance measures (definitions and sources), and expected levels of performance. The Vice President for Community Colleges holds forums at each college in the spring to present and discuss the UHCC System and college-level performance.

The KCC Chancellor reports directly to both the VPCC and the President of the University of Hawaii System, and has the primary responsibility of planning, overseeing, and evaluating the integrated planning process for the College. Since 2008, the College goals have been clearly aligned with the UHCC System Strategic Plan. The educational plan is integrated with resource planning based on data analysis at the UHCC System-level and provided by programs in the Annual Program Review Updates.

The UH System President prepares a budget which includes all elements of UH. When approved by BOR, the budget is submitted to the Hawai‘i State Legislature. Allocation of resources is systemwide after the appropriation from the Legislature is known. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the President for inclusion in the larger university budget. The Chancellor of each community college then has the responsibility for financial oversight.

KCC revenues come primarily from general funds from the state of Hawai‘i and Tuition and Fees Special Funds from students. Other sources of funding come from revenues generated through program activities and grants, as well as donations. Although state funding has declined, tuition and fees increased, and the budget allocation process has been adequate to maintain a five percent reserve for the past three years.

To assist the College in making decisions based on data, the College created an Institutional Researcher position in 2011.

The College has established a strong link with the community. The Chancellor personally sits on a number of community boards, as do members of the Executive Cabinet. The College has established mutually beneficial partnerships with several entities on the island, including the National Tropical Botanical Garden and the Kaua‘i Farm Bureau to run a Community Farmers Market. As a result of strategic planning sessions with Kaua‘i’s agriculture and technology economic sectors, the College has hired faculty in agriculture, created a certificate in Plant Bioscience Technology, and developed internships with the Pacific Missile Range Facility contractors.

In 2011, the College launched Ho‘ouluwehi: The Sustainable Living Institute of Kaua‘i to embed sustainability principles within curriculum, advance partnerships, and implement research and projects to foster a more vibrant future for Kaua‘i.
### Organization of the Self Evaluation

**Accreditation Self Evaluation Calendar 2010-2012**

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Date Scheduled/Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Chairs meet with Chancellor, Vice Chancellor, and Accreditation Liaison Officer</td>
<td>September 2010</td>
</tr>
<tr>
<td>Accreditation Chairs meet with Standard Chairs</td>
<td>September 2010</td>
</tr>
<tr>
<td>KCC Accreditation Team attend ACCJC training on Oahu</td>
<td>September 2010</td>
</tr>
<tr>
<td>Complete Standards Committee assignments</td>
<td>October 6, 2010</td>
</tr>
<tr>
<td>Establish Time-line</td>
<td>October 21, 2010</td>
</tr>
<tr>
<td>Standards Committee Chairs meet with Administration</td>
<td>October 19, 2010</td>
</tr>
<tr>
<td>Standard Committees meet and organize</td>
<td>Friday, October 22, 2010</td>
</tr>
<tr>
<td>Establish KCC Accreditation Website</td>
<td>October 26 – December 17, 2010</td>
</tr>
<tr>
<td>Self-Study Groups analyze standards and determine data and evidence needed. Review last self-study and interim reports.</td>
<td>November 2010</td>
</tr>
<tr>
<td>Create online access to resources (reports, evidence) through KCC website and campus docs (<a href="http://info.kauai.hawaii.edu/admin/accred2012/index.htm">http://info.kauai.hawaii.edu/admin/accred2012/index.htm</a>)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Date Scheduled/Completed</th>
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</thead>
<tbody>
<tr>
<td>Standard Committee Chairs report progress and concerns at Convocation</td>
<td>Monday, January 3, 2011</td>
</tr>
<tr>
<td>Standard Committees I and II meet to discuss all evidence, reports and/or data needed</td>
<td>Monday, January 3, 2011 10:30 a.m. – 12 p.m.</td>
</tr>
<tr>
<td>Standard Committees III and IV meet to discuss all evidence, reports and/or data needed</td>
<td>Tuesday, January 4, 2011 10:30 a.m. – 12 p.m.</td>
</tr>
<tr>
<td>Standards Committee Groups work together to finalize evidence and data needed for their standards and work on rough draft</td>
<td>January – April, 2011</td>
</tr>
<tr>
<td>Standard Committees II and IV meet with Administrators and other campus resources personnel</td>
<td>Friday, January 28, 2011</td>
</tr>
<tr>
<td>All Standard Chairs meet to discuss progress/concerns</td>
<td>Friday, February 4, 2011</td>
</tr>
<tr>
<td>All Standard Committees meet on WILD Day</td>
<td>Friday, March 4, 2011</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td><strong>Date Scheduled/Completed</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Standard Committees I and III meet with Administrators and other campus resources personnel</td>
<td>Friday, March 11, 2011</td>
</tr>
<tr>
<td>Standard Committees I and IV present rough draft to campus at Campus Conversation</td>
<td>Friday, April 15, 2011</td>
</tr>
<tr>
<td>Standard Committees II and III present rough draft to campus at Campus Conversation</td>
<td>Friday, April 29, 2011</td>
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<table>
<thead>
<tr>
<th><strong>Fall 2011</strong></th>
<th><strong>Date Scheduled/Completed</strong></th>
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</thead>
<tbody>
<tr>
<td>Standard groups meet regularly to review evidence and 1st draft and determine if additional information is needed; work on 2nd draft.</td>
<td>August 15 – December 1, 2011</td>
</tr>
<tr>
<td>Standard II A Committee Members meet to discuss 1st draft with ALO, IR, Assessment Chair, VCAA, and Accreditation Co-Chairs</td>
<td>Friday, August 26, 2011</td>
</tr>
<tr>
<td>Standard III Committee Members meet to discuss 1st draft with ALO, IR, VCAS, ITAC Chair and Accreditation Co-Chairs</td>
<td>Friday, September 30, 2011</td>
</tr>
<tr>
<td>Standard I Committee Members meet to discuss 1st draft with ALO, Chancellor, IR, VCAA, Assessment Chair and Accreditation Co-Chairs</td>
<td>Friday, October 21, 2011</td>
</tr>
<tr>
<td>Standard IV Committee Members meet to discuss 1st draft with ALO, Chancellor, IR and Accreditation Co-Chairs</td>
<td>Friday, October 21, 2011</td>
</tr>
<tr>
<td>Standard II B Committee Members meet to discuss 1st draft with ALO, VCSA, IR, Assessment Chair and Accreditation Co-Chairs</td>
<td>Friday, November 4, 2011</td>
</tr>
<tr>
<td>Standard II C Committee Members meet to discuss 1st draft with ALO, VCSA, IR, Assessment Chair and Accreditation Co-Chairs</td>
<td>Friday, November 4, 2011</td>
</tr>
<tr>
<td>Standard Chairs review and finalize 2nd draft of self-evaluation</td>
<td>November 1 – December 1, 2011</td>
</tr>
<tr>
<td>Standard Chairs complete 2nd draft and place on CampusDocs</td>
<td>Thursday, December 1, 2011</td>
</tr>
<tr>
<td>All Standard Committee Chairs (I, II, III, and IV) present 2nd drafts and plan for All-Campus Dialogues for spring 2012. Administrators, Assessment Chair and Co-Chairs participate in the discussion.</td>
<td>Friday, December 2, 2011</td>
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<tr>
<th><strong>Spring 2012</strong></th>
<th><strong>Date Scheduled/Completed</strong></th>
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</thead>
<tbody>
<tr>
<td>Standard Groups meet to develop presentations for Campus Dialogues</td>
<td>Tuesday, January 3, 2012</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Date Scheduled/Completed</td>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td>Standard I – Campus Dialogue</td>
<td>Friday, January 20, 2012</td>
</tr>
<tr>
<td>Standard IIA - Campus Dialogue</td>
<td>Friday, February 3, 2012</td>
</tr>
<tr>
<td>Standard IIB and C Campus Dialogue</td>
<td>Friday, February 10, 2012</td>
</tr>
<tr>
<td>Standard III – Campus Dialogue</td>
<td>Friday, February 17, 2012</td>
</tr>
<tr>
<td>Standard IV – Campus Dialogue</td>
<td>Friday, February 24, 2012</td>
</tr>
<tr>
<td>Standard IIB Chairs meet with VCAA and ALO</td>
<td>Friday, March 9, 2012</td>
</tr>
<tr>
<td>Standard IIC Chairs meet with VCAA and ALO</td>
<td>Monday, March 12, 2012</td>
</tr>
<tr>
<td>Standard III Chairs meet with VCAA and ALO</td>
<td>Tuesday, March 13, 2012</td>
</tr>
<tr>
<td>Standard IIA Chairs meet with VCAA and ALO</td>
<td>Wednesday, March 21, 2012</td>
</tr>
<tr>
<td>Standard I Chairs meet with VCAA and ALO</td>
<td>Friday, March 16, 2012</td>
</tr>
<tr>
<td>Standard IV Chairs meet with VCAA and ALO</td>
<td>Friday, March 23, 2012</td>
</tr>
<tr>
<td>Standard Groups review and edit final drafts based on suggestions from Campus Dialogues</td>
<td>February – March 15, 2012</td>
</tr>
<tr>
<td>Submit final drafts to Standard Chairs</td>
<td>Thursday, March 15, 2012</td>
</tr>
<tr>
<td>Standard Chairs submit final report to ALO</td>
<td>Monday, April 16, 2012</td>
</tr>
<tr>
<td>Editor works with ALO and Administrators to review final drafts</td>
<td>April 17 – May 11, 2012</td>
</tr>
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<table>
<thead>
<tr>
<th>Summer 2012</th>
<th>Date Scheduled/Completed</th>
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<td>Send final report to printers and post to website</td>
<td>May 2012</td>
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<tr>
<td>Submit to Board of Regents</td>
<td>May 2012</td>
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<td>Board of Regents approval</td>
<td>June 2012</td>
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<th>Fall 2012</th>
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<td>Fall Convocation – review of final report</td>
<td>August 13, 2012</td>
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<tr>
<td>Finalize preparations for team visit</td>
<td>September 2012</td>
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<td>ACCJC Team Visit to Kaua‘i CC</td>
<td>October 16 – 18, 2012</td>
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<td>Exit Interview for Kaua‘i CC</td>
<td>October 18, 2012</td>
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<td>UHCC System Exit Meeting</td>
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Self-Study Committees

Steering Committee

- Director Ramona Kincaid, Accreditation Program Liaison Officer (Director of the University Center and Academic Support)
- Professor/Counselor Bonnie Honma, Self-Study Co-Steering Committee Chair (Faculty, Student Services)
- Assistant Professor/Librarian Anne McKenna, Self-Study Co-Steering Committee Chair (Faculty, Academic Support)
- Professor Charlene Ono, Standard I Co-Chair (Director of Nursing, Health Education and Nursing)
- Assistant Professor Gigi Drent, Standard I Co-Chair (Faculty, Science and Math)
- Associate Professor Molly Summer, Standard IIA Co-Chair (Faculty; Language, Arts, and Humanities)
- Professor Gordon Talbo, Standard IIA Co-Chair (Faculty, Trade Technology)
- Assistant Professor Jeffrey Mexia, Standard IIB Co-Chair (Faculty; Language, Arts, and Humanities)
- Associate Professor/Counselor Creighton Fujii, Standard IIB Co-Chair (Faculty, Student Services)
- Associate Professor/Librarian Bob Kajiwara, Standard IIC Co-Chair (Faculty, Academic Support)
- Instructor Kimo Perry, Standard IIC Co-Chair (Faculty, Academic Support)
- Associate Professor Gregory Shepherd, Standard III Co-Chair (Faculty; Language, Arts, and Humanities)
- Assistant Professor Jonathan Kalk, Standard III Co-Chair (Faculty, Institutional Researcher)
- Associate Professor/Counselor Frances Dinnan, Standard IV Co-Chair (Faculty, Student Services)
- Assistant Professor Cherie Mooy, Standard IV Co-Chair (Faculty, Health Education and Nursing)

Standard I: Institutional Mission and Effectiveness

Charlene Ono, Co-Chair (Faculty, Health Education and Nursing)
Gigi Drent, Co-Chair (Faculty, Science and Mathematics)

Tante Azares (Faculty, Trade Technology)         Laura Dillman (Faculty, Health Education)
JoRae Baptiste (Personnel Officer, Administrative Services)  Shirong Du (Faculty, Trade Technology)
Loni Delaplane (Faculty, Science and Mathematics)  Joshua Fukino (Faculty; Language, Arts, and Humanities)
Mary Cardenas (Janitress, Maintenance)  Vincent Itoga (Secretary, Chancellor's Office)
Karen Doiron (Office Assistant; Language, Arts, and Humanities)  Isaiah Ka’auwai (Faculty, Student Services)
Sandy Knighton (Faculty, Health Education)  
Yukiko Kukimoto (Faculty, Health Education)  
Benjamin Lastimosa (Groundskeeper, Maintenance)  
Melanie Marshall (Office Assistant, OCET)  
Jim McFarland (Faculty, Science and Mathematics)  
Patricia McGrath (Faculty; Language, Arts, and Humanities)  
Sharon Milan (Faculty; Language, Arts, and Humanities)  
Ron Motosue (Groundskeeper, Maintenance)  
Kim O’Brien (Office Assistant, Wellness Center)  
Suesue Okada (Graphic Artist, Academic Support)  
Rick Randolph (Faculty; Language, Arts, and Humanities)  
Cresente Santos (Building Maintenance, Maintenance)  
Sharon Suzuki (IT Specialist, Academic Support)  
Kent Tanigawa (Theatre Technician, OCET)  
Maureen Tabura (Faculty, Health Education)  
Rebecca Thompson (Financial Aid Officer, Student Services)  
Amy Watase (Office Assistant, Student Services)  
Dawn Wooten (Program Coordinator, OCET)  
Keola Aki (ASUH-KCC Student)  
Nohelani Domenden (ASUH-KCC Student)  
Julio-cruz Flores (ASUH-KCC Student)  
Herbert Semana (ASUH-KCC Student)  
Aaron Williams (ASUH-KCC Student)  

**Standard II: Student Learning Programs and Services**

Molly Summers, Co-Chair IIA (Faculty; Language, Arts, and Humanities)  
Gordon Talbo, Co-Chair IIA (Faculty, Trade Technology)  
Creighton Fujii, Co-Chair IIB (Faculty, Student Services)  
Jeffrey Mexia, Co-Chair IIB (Faculty; Language, Arts, and Humanities)  
Bob Kajiwara, Co-Chair IIC (Faculty, Academic Support)  
Kimo Perry, Co-Chair IIC (Faculty, Wai‘ale‘ale Project)  
Leah Lei Agustin (Secretary, Academic Support)  
Cres Beralas (Clerk Stenographer; Language, Arts, and Humanities)  
Alan Boyes (Faculty; Language, Arts, and Humanities)  
Tina Castro (Educational Academic Specialist, Academic Support)  
Brian Cronwall (Faculty; Language, Arts, and Humanities)  
Will Dressler (Faculty, Academic Support)  
Tessie Edurise (Janitress, Maintenance)  
Cheryl Fujii (Faculty, Business Education)  
Tracy Hirano (Coordinator, OCET)  
Ralph Kouchi (Faculty, Trade Technology)  
Peggy Lake (Instructor, OCET)  
Rhonda Liu (Faculty, Student Services)  
Carol Llego (Clerk Stenographer, Business Education)  
Sandi Magnussen (Faculty, Student Services)  
Melanie Matsuyama (Clerk Stenographer, Science and Mathematics)  
Hiroko Merritt (Faculty; Language, Arts, and Humanities)  
Esther Miller (Computer Operator, Academic Support)  
Mel Momohara (Groundskeeper, Maintenance)  
Leighton Oride (Registrar, Student Services)  
Pua Palmeira (Educational Specialist, Academic Support)
Valerie Rita (Faculty, Childcare Center)
Pua Rossi (Faculty; Language, Arts, and Humanities)
Mario Ruiz (IT Specialist, Academic Support)
Kurt Rutter (Faculty, Health Education)
Becky Santos (Faculty, Business Education)
Kailana Soto (Student Services Specialist, Student Services)
Teresita Tagudin (Janitress, Maintenance)
Francis Takahashi (Faculty, Trade Technology)
Sheane Talbo-Mandrigues (Clerk, Bookstore)
Sally Tazelaar (Faculty, Health Education)
Chris Tennberg (Faculty; Language, Arts, and Humanities)
Judy Toy (Faculty, Health Education)
Donna Victorino (Clerk Stenographer, Trade Technology)
Phyllis Vidinha (Fiscal Accounting Specialist, Administrative Services)
Brian Yamamoto (Faculty, Science and Mathematics)
Candace Yim Tabuchi (Faculty, Business Education)
Logan Iwatate (ASUH-KCC Student)
Jonathan Kaipo Chin (ASUH-KCC Student)
Royce Kawamura (ASUH-KCC Student)
Ian Ross (ASUH-KCC Student)

Standard III: Resources
Greg Shepherd, Co-Chair (Faculty; Language, Arts, and Humanities)
Jon Kalk, Co-Chair (Faculty, Institutional Researcher)

Glenn Alquiza (Faculty, Trade Technology)
Sheri Amimoto (Office Assistant, Maintenance)
Kahale Blackstad (Account Clerk, Administrative Services)
Terry Bruns (Faculty, Science and Mathematics)
Dennis Chun (Faculty; Language, Arts, and Humanities)
Bob Conti (Faculty, Trade Technology)
Greg Enos (Fiscal Officer, Administrative Services)
Marina Eugenio (Janitress, Maintenance)
Maria Fabro (Faculty, Health Education)
Ryan Girard (Faculty, Science and Mathematics)
Michael Gmelin (Faculty, Academic Support)
Martina Hilldorfer (Faculty, Business Education)
Glenn Hontz (USDA Grant Coordinator, OCET)
Dawn Kaihara (Account Clerk, Administrative Services)
Cammie Matsumoto (Community Outreach Coordinator, Chancellor’s Office)
Kevin Mince (Rural Development Project Director, OCET)
Noel Mock (Manager, Bookstore)
Joyce Nakahara (Faculty, Science and Mathematics)
William Ortiz (Groundskeeper, Maintenance)
Mark Oyama (Faculty, Business Education)
Calvin Shirai (Auxiliary Services Officer, Maintenance)
Glen Taba (Faculty, Trade Technology)
Mandy Takata (Office Assistant, Student Services)
Wade Tanaka (Faculty, Student Services)
Tracy Tucker (IT Specialist, Academic Support)
Lane Yokotake (Janitor, Maintenance)
Nelson Batalion (ASUH-KCC Student)
Nahoku Rabot (ASUH-KCC Student)
Eileen Ricardo (ASUH-KCC Student)
John Oliver Yadao (ASUH-KCC Student)
Standard IV: Leadership and Governance

Frances Dinnan, Co-Chair (Faculty, Student Services)
Cherie Mooy, Co-Chair (Faculty, Health Education)

Melanie Bacio (Educational Support Specialist, Business Education)
Ronald Badua (Faculty, Trade Technology)
Crystal Bethel (Office Assistant, OCET)
Ed Coll (Faculty, Academic Support)
John Constantino (Faculty, Student Services)
Jennifer Defuntorum (Secretary, OCET)
Regina Ikehara (Library Assistant, Academic Support)
Diane Johnson (Faculty, Academic Support)
Tom Kajihara (IT Specialist, Academic Support)
Clarice Kali (Clerk Stenographer, Academic Support)
Scott Kimata (Cafeteria Helper, Business Education)
James Lee (Faculty; Language, Arts, and Humanities)
Victoria Mathis (Faculty, Health Education)
Duane Miyasato (Faculty, Business Education)
Karen Morita-Lee (Academic Specialist, Business Education)

Steven Nakata (Faculty, Business Education)
Cecilia Ramones (Cashier, Administrative Services)
Pacita Ramos (Janitress, Maintenance)
Annie Rellin (Secretary, Student Services)
Tracy Stogner (Faculty, Health Education)
Paula Takenaka (Office Assistant, Student Services)
Stephen Taylor (Faculty, Science and Mathematics)
James Trujillo (Faculty, Trade Technology)
Tina Unciano (Human Resources Clerk, Administrative Services)
Pat Watase (Electronic Engineer, Academic Support)
Susan Woods (Childcare Center)
Irene Yoshioka (Janitress, Maintenance)
Bethany Compton (ASUH-KCC Student)
Crystal Cruz (ASUH-KCC Student)
Taylor Stanton (ASUH-KCC Student)
Lyle Uenten (ASUH-KCC Student)
Kaua‘i Community College affirms that it continues to meet each of the eligibility requirements set by the Western Association of Schools and Colleges.

**Statement of Assurance**

We hereby certify that Kaua‘i Community College continues to meet the eligibility requirements for accreditation.

Signed:

Dr. Helen A. Cox  
Chancellor, Kaua‘i Community College

Dr. John Morton  
Interim Vice President for Community Colleges  
University of Hawai‘i

Dr. MRC Greenwood  
President, University of Hawai‘i

Eric Martinson  
Chairperson, Board of Regents  
University of Hawai‘i

Date
Certification of Continued Compliance With Eligibility Requirements

1. Authority

The UH Community Colleges were established by the Hawai‘i State Legislature in 1964 through Act 39, as an integral part of the University of Hawai‘i System. Kaua‘i Community College began in 1926 as Kalaheo Vocational School. In 1965, it became Kaua‘i Community College and, under Act 39, became part of the University of Hawai‘i System, governed by the Board of Regents.

2. Mission

The Board of Regents of the University of Hawai‘i System approved the most recent revision of the mission of Kaua‘i Community College on May 19, 2011. The mission statement defines our commitment to student learning and is reflected in the Student Learning Outcomes adopted by the College as part of its strategic planning process. Our mission defines us as an open access, post secondary institution providing education and training services in academic, career and vocational areas primarily to the Kaua‘i community.

3. Governing Board

The Governor of Hawai‘i appoints the 15 members of the Board of Regents of the University of Hawai‘i System. The Bylaws of the board state, “The primary duty of the board is first to determine and set forth the objectives of the University, and second, to provide the means, in the form of adequate budget, personnel and material, to achieve these objectives. In determining the objectives of the University, the assistance of the faculty will be sought and obtained through proper channels.”

Members of the board are chosen to represent the various constituencies and geographic areas served by the University of Hawai‘i System. A five-member standing committee is charged specifically with responsibility for overseeing community college affairs. These Regents include the Regents from Kaua‘i, Maui, Hawai‘i and two Regents from O‘ahu.

Article X of the Bylaws, Conflicts of Interest, outlines standards of conduct and fiduciary responsibility of the members, to ensure fair and objective decision making.

4. Chief Executive Officer

Dr. Helen A. Cox has served as Chancellor since her appointment in August 2008. The Chancellor of the College is appointed by the board and has full-time responsibility and authority for the day-to-day management of the institution and implementation of board policies. Neither the President of the UH System nor any Chancellor of an individual campus within the system may serve on the Board of Regents.
5. **Administrative Capacity**

The College is organized into five units, each headed by a managerial-level administrator who reports to the Chancellor. These units include Academic Affairs, Student Affairs, University Center and Academic Support, Office of Continuing Education and Training, and Administrative Services. All management personnel meet minimum qualifications as set by Board of Regents policy and have adequate staffing to perform day-to-day operations. All staff meet minimum qualifications as determined by the appropriate classification, e.g., state civil service.

6. **Operational Status**

Kaua‘i Community College is fully operational and has served an average of over 1500 students in each year since our last accreditation self-study. A majority of these students have been or are pursuing a certificate or degree.

7. **Degrees**

All of the College’s credit offerings are required courses, distribution requirements, or elective courses for one or another of the degree or certificate programs offered in 20 different areas. In fall 2011, 53 percent of students had declared a major in the Liberal Arts transfer A.A. degree program and 33 percent had declared a major in one of our career technical programs. The remaining students are unclassified students or special status students such as high school students taking courses under Early Admit or Running Start programs. Many unclassified students are residents taking advantage of cultural offerings for personal development, such as our performance music courses, ceramics or art.

8. **Educational Programs**

The College currently offers ten two-year degree programs, all in fields which are congruent to our mission, including a transfer-oriented Associate in Arts in Liberal Arts degree; three Associate in Science degrees in Early Childhood Education, Electronics Technology, and Nursing (Registered Nurse); and career and technical degrees in Accounting, Auto Body Repair and Painting, Automotive Mechanics Technology, Business Technology, Culinary Arts, and Hospitality and Tourism. All programs are based on recognized higher education fields of study, are articulated across the UHCC System and, in the case of transfer degrees, articulated with four-year institutions both in the state and on the mainland US. All programs have identified Student Learning Outcomes, which are also aligned with institutional, general education learning outcomes.
9. **Academic Credit**

   The College grants credits based on accepted practices in higher education and in compliance with Board of Regents policy. The College follows a semester calendar, in concert with the other campuses in the UHCC System.

10. **Student Learning and Achievement**

   Student achievement expectations for each graduate are spelled out in the KCC College Catalog description of graduation requirements and are on the student advising sheets, used by counselors and faculty when working with students on their progress toward an educational goal.

   Institutional Student Learning Outcomes for general education have been identified and are published in the College Catalog. All programs have identified and defined Program Student Learning Outcomes, which align with these campuswide SLOs. The Curriculum Action Form requires each course to clearly identify course SLOs, align them with program SLOs, and indicate what assessment methods will be used to evaluate student learning.

11. **General Education**

   All associate degrees at the College require successful completion of general education courses. The criteria for the Associates in Arts degree general education requirements are included in UHCC System Policy CCCM 6004. The degree “must include general education courses in the Arts and Sciences in the following areas: Written and Oral Communication; Mathematic and Logical Reasoning; World Civilizations; Natural Sciences; Arts and Humanities; and Social Sciences.” The general education requirements for the A.S. and A.A.S. degrees are found in UHCC Policy CCCM 6004. The areas covered are Communication, Thinking, Reasoning/Mathematics, Social Environment, Natural Environment, and Cultural Environment.

   Campuswide Student Learning Outcomes, incorporated into all degree programs, include Communication, Cognition, Information Competency, Social Responsibility and Personal Responsibility. General education courses promote academic inquiry and are delivered with the rigor appropriate to institutions of higher learning.

12. **Academic Freedom**

   Board of Regents Policy 9-15 (b) establishes the UH System policies on safeguarding the faculty’s freedom to pursue academic endeavors. Article IX-A of the faculty bargaining agreement with the Regents also addresses faculty rights to academic freedom:
“Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attached to all other citizens. When thus speaking as a citizen, they should be free from censorship or discipline.” [2009-2015 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, page 17]

13. Faculty

Full-time faculty make up the vast majority of Kaua‘i Community College’s instructional staff. All faculty meet a set of minimum qualifications set by UHCC System agreement among all campus Chief Academic Officers and Chancellors, in accordance with board policy. The Board of Regents policy of faculty classification (BOR Policy 9-2) clearly states that the development and review of curriculum and assessment of student learning are primary responsibilities of faculty.

14. Student Services

Appropriate student services are made available to all students. Academic advising, career counseling, financial aid, and services for students with special needs are available through the Student Services unit. Academic support services such as tutoring, computer labs, and peer assistant tutors are available through the College Success Center. Night and weekend hours are also scheduled as needed. Online information is available including tutoring, schedule and class availability, and catalog information.

15. Admissions

The College adheres to an open door policy, emphasizing access. Any student 18 years or older, or a high school graduate is eligible for admissions. In addition, special programs allow for high school students to take a limited number of courses on an Early Admit basis. Hawai‘i also has a Running Start Program, which provides for both high school and college credit to be earned for certain, articulated college courses. A placement test, COMPASS, is used to properly place students in appropriate academic levels. Individual programs may have specific pre-requisites to assure that students pursuing a particular degree, e.g., nursing, are adequately prepared for the demands of the program.
16. **Information and Learning Resources**

The College provides adequate information and learning resources. Students have access to a fully equipped and staffed Library, computer labs, wireless access in most buildings on campus to the campus’ high speed internet connection, and Distance Learning facilities including the UH System interactive television system.

17. **Financial Resources**

The College’s financial base is made up of primarily state general funds, and tuition and special fees charged to students. Although there have been reductions in general funds due to the economic downturn, revenue from tuition and fees has increased because of an increase in tuition rates and enrollment growth. Approximately 82 percent of the budget is made up of appropriated state general funds. The annual budget plans on a minimum reserve amount equal to five percent of our total resources.

18. **Financial Accountability**

The University of Hawai‘i’s consolidated financial statements are prepared in accordance with Government Accounting Standards Board (GASB) principles, which establish standards for external financial reporting for public colleges and universities. This financial audit includes the annual A-133 audit required by the federal government. Historically, as part of the University of Hawai‘i System, there has not been a separate audit of the community colleges. However, beginning with the fiscal year 2006, the University audit contract has been modified to include a presentation of a combined balance sheet and income statement of the University’s Community College System as supplemental information to the University’s consolidated financial statements, including an opinion on such supplemental information in relation to the University’s consolidated financial statements taken as a whole.

19. **Institutional Planning and Evaluation**

Kaua‘i Community College has implemented a continuous cycle of planning, implementation, assessment, and evaluation focused on our mission and goals and aligned with the UH System Strategic Plan. All instructional and non-instructional programs undergo a full program review every five years and produce an Annual Program Review Update (APRU) in the interval between full reviews. In addition, each instructional program annually updates a rolling Multi-Year Plan of Offerings (MYPO) each fall. This scheduling plan is also used as a springboard for reviewing curricular and programmatic changes and their budget, staffing and facilities implications. That analysis becomes part of the program review/APRU action plans,
which form the basis of program budget requests. Divisions/Units prioritize the various budget requests for presentation to the College Council and the Chancellor. Alignment with mission and strategic goals is one of the criteria used to rate these requests.

20. **Public Information**

The College Catalog includes all required information. The Catalog is in printed form as well as online on the College website, kauai.hawaii.edu. Semester schedules are also available online and are widely distributed to the community.

21. **Relations With the Accrediting Commission**

The College has responded appropriately to all communications from the Commission. The current self-study effort is evidence of its continuing commitment to maintaining the standards and policies of good practice embodied in the Commission standards.
Response to 2006 Recommendations

Recommendation 1: The team recommends that the College continue its two-year cycle of reviewing the mission statement and in so doing ensure the statement’s alignment with ongoing assessment results of collegewide planning and quality assurance processes. (Standard I.A.1.)

The College revised the mission statement in 2010 and it was approved by the Board of Regents (BOR) on May 19, 2011. The last mission statement was approved by BOR in 2003. It was reviewed in 2005 and 2007, and was revised in 2010. College Council developed a mission statement policy stating that the mission statement was to be reviewed every two years and it defined steps for this process in 2007. College Council representatives discussed the relevancy of the mission statement with their constituents and brought recommendations back to the Council. For two iterations, the mission statement was deemed appropriate and underwent no change. In 2010, College Council and the Chancellor decided to undertake an in-depth review of the mission and hold collegewide discussions. Based on these discussions with students, faculty, staff, and the community, the College developed a new mission statement which was approved in 2011. A stronger mission statement policy has been embedded within a new policy for integrated planning (KCCP 1-8) that was approved in 2012. The mission statement will still be reviewed every two years by the College Council and a full campuswide review will take place every five years or more often, if necessary. A more detailed discussion of the mission and the statement itself can be found in Standard I.A.

Recommendation 2: The team recommends that
(a) the College develop a timeline for and method of measuring its success in accomplishing its goals and quality-assurance processes.
(b) the College integrate the results of such measurement into its overall planning and decision making processes.
(c) the College regularly incorporate the results of such measurements into the process of reviewing the mission statement. (Standards I.B.2. and I.B.3.)

Timeline

In spring 2007, the University of Hawai‘i Community College (UHCC) System established the UHCC System Strategic Planning Council to reaffirm and extend the College’s existing UHCC 2002-2010 Strategic Plan. The Planning Council created guidelines for the strategic planning process as well as a UHCC System timeline that colleges would follow to complete their plans. The colleges were tasked with aligning their plans to the UHCC System and UH System plan and to be prepared for the Biennium Budget request of 2010-2011 by spring 2008. All of the UH Community Colleges are guided by UHCC Policy 4.101, the policy on UHCC Strategic Planning.

KCC’s strategic planning process follows the UHCC System process and so the current strategic plan was created in 2008 as a result of collegewide conversations. The performance
measures that measure progress toward achieving the goals in this plan are reported annually by the UHCC System Office of Academic Planning, Assessment, and Quality Analysis. The College’s comprehensive program review process is on a five-year cycle for the cumulative review and an annual process for the updated review. Action plans in both reviews are in alignment with the goals of the College and necessarily impact the strategic measurements. The Annual Program Review Update (APRU) is due on the first of December, prior to budget planning in the spring semesters. The strategic performance measures will be discussed in the fall in time for programs to incorporate any new developments into their APRU submittals. The College has created a new policy on integrated planning (KCC Policy 1-8) to define timelines that incorporate college performance measurements and the annual program review planning.

Goal Planning and Performance Measures

The College’s goals are aligned with the UH System goals and are tracked with a set of performance measures defined in the UHCC Strategic Plan 2002-2010 Update, Appendix B. The performance measures are based on benchmarks established in 2006. All measurements will be tracked until 2015. The measurement goals that are set for the College increase by a rate of three percent each year. Progress towards the goals is tracked and reported to the Colleges by the UHCC System Institutional Research Office as annual performance data. The Vice President for Community Colleges (VPCC) visits all seven campuses each spring to report on their progress. The VPCC’s powerpoint presentations are uploaded on the KCC website.

The College has a set of priority goals that reside within the UH System goals but in order to have a stronger impact on the performance measures the College has chosen to focus efforts on a few of these goals. Programs that target these goals receive a higher ranking in the resource allocation process. In fall 2011, the College identified the following as priority goals for the coming year:

- Remedial/Developmental students
- Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides
- Increase and improve design and delivery of distance education offerings
- Increase transfer rates by strengthening four-year pathways particularly in Science, Technology, Engineering, and Mathematics (STEM) fields

Integration and Decision Making

The College made a number of decisions based on performance measures. There are many examples of integration and decision making that followed the annual reporting of performance measures and the APRUs. When the Pell participation and award goal was not met in 2007, a part-time outreach financial aid position was created and an additional financial aid position was also created. Other financial aid strategies were supported using American Recovery and Reinvestment Act 2009 (ARRA) and UHCC System funding. In 2010, the College doubled the goal of 245 recipients to 485.
The success of students in developmental courses in writing, reading, and math is at 73 percent, 50 percent, and 58 percent respectively. Over five years these measurements have fluctuated within a range of ten percent. The College has continued to make remedial/developmental students a strategic priority. KCC created a College Success Center and provided two positions (one in developmental math and the other in developmental English). In 2011, faculty approved a College Success initiative that requires students to enroll in an introduction to college course (Interdisciplinary Studies 103). It is predicted that at least ten sections will be needed to accommodate these students.

The degrees and certificates awarded in 2010 have exceeded the College goal by 60 percent and STEM degrees and certificates are 53 percent above the goal. Some strategies that have impacted these goals are a new Educational Specialist to support curriculum development, support for the development of new programs on the academic side (e.g., Marine Option Program and Plant Bioscience Technology) and also on the non-credit side of the College. Programs in the Trade Technology Division are working in tandem with the Office of Continuing Education and Training to develop certificates in “green” occupations.

The College’s performance goal for transfers to four-year institutions within the UH System exceeded the goal by 36 percent. The College completed the identification and alignment of the educational foundations core with that of UH Mānoa’s general education core, which will provide a smooth transfer from KCC to the four-year institution. KCC has two new academic subject certificates in the STEM area that will prepare students for more transfer programs.

The UH System developed an automatic admission system in 2010 that notified students that they were accepted to a four-year college in the UH System once they have accumulated 90 percent of their degree, A.A. or A.S. degree.

Mission Statement Review

Once the discussion of goals and performance measures has taken place on campus, the mission statement will be reviewed for its relevancy every two years. A full campuswide review will take place every five years or more frequently if necessary. The Council review process will happen in the fall semester as detailed in Recommendation 1.

**Recommendation 3:** The team recommends that the College develop and institutionalize an integrated, coordinated, and comprehensive set of programs and services to effectively address the unique learning needs of underprepared students. This effort should open access to, provide an inclusive environment for, and enhance the instructional and student support for basic skills students. (Standard II.A.1.a.)

Developmental education is embedded in KCC’s strategic goals (together with performance measures) at the UH System, UHCC System, and campus-levels. There are also several system initiatives to support this goal. At the campus-level, there are many services providing support for developmental students, and new services have been implemented since 2006. Two faculty members, one for math and one for English, staffs the College
Success developmental program. A Counselor and the Tutoring Coordinator assist them. Together, they work as a team to define curriculum and support services for underprepared students. They also collaborate with the Math and English departments to ensure consistency in the curriculum.

Developmental education is well supported by a robust peer tutoring program, a new Math/Science Lab, mandatory counseling, and a stronger Financial Aid Department complete with an Outreach Financial Aid Counselor. The Counselor/Advisor who assists the College Success initiative has identified courses that will be suitable for developmental students to take while they gain proficiency in math and English. Developmental students receive mandatory advising if they place into two or more remedial and/or developmental courses. The College Success Coordinator is working with counselors, Academic Support services, and faculty in creating new services and organizing existing services in support of the developmental program.

The College has made a considerable commitment to the College Success initiative by providing a physical space for the program within the new Learning Commons. In the 2008 APRU process, College Council ranked the renovation of this vacated space as a number one priority. This includes the College Success offices as well as associated services such as Tutoring Services, the Math/Science Lab, a Digital Media Lab, and the Library. The renovation was completed in February 2011.

The Developmental Education Committee was created to help the UHCC System address the developmental issue on a system scale and it is supported by funding from the UHCC System Office. The Committee created the criteria and data requirements for the systemwide developmental program review process for reading, writing, and math. Another systemwide initiative is Achieving the Dream (AtD), a national initiative designed to improve the success of underachieving groups and to increase the use of data for college decision making. KCC implemented several strategies centered on developmental education that stemmed from involvement with AtD such as learning communities, in-class peer tutoring for gatekeeper courses, a Math/Science Lab, and a college success course. In 2011, the College approved a scaled-up version of the college success course strategy that would require all students placing into two or more developmental courses to enroll in the college success course, Interdisciplinary Studies 103. This strategy will be implemented in fall 2012.

Recommendation 4: The team recommends that the College continue its efforts to develop and implement college, program, and course level SLOs linked to assessment strategies in both instruction and student services that are sustainable over the long term and are integrated within program review and institutional effectiveness evaluations of student learning. (Standards IIB.3., IIB.6., IIB.7., and Standards IIA.1.a., IIA.1.c., IIA.2.c., IIA.2.f., IIB.3.b., IIB.4.)

In fall 2007, the Assessment Committee recommended that KCC establish an assessment coordinator position to provide one-on-one training on assessment planning, processes, methods, and data interpretation for individual faculty at the times when they are available. The College provided a faculty member with assigned time to serve as a full-time
Assessment Coordinator in 2008 and, following some pilot efforts with full-time and part-time assignments, this became a full-time continuing assignment in 2011.

The College has defined Student Learning Outcomes (SLOs) for nearly all of its courses and the majority of these courses have ongoing assessment. All of the College’s programs, including non-instructional programs, have program-level outcomes. Instructional program-level ongoing assessment is at 64 percent and for non-instructional programs are at 100 percent. The institutional-level assessment will be completed in summer 2012.

In 2008, the Assessment Coordinator designed new forms and models for reporting course-level assessment data, including an auto-calculating Excel template (Course Assessment Report of Data, or CARD) appropriate for use with any form of numerical benchmarked data and a round table model which accommodated those disciplines for which numerical data gathering had proven challenging. All five academic divisions received an orientation for these new forms. The Assessment Committee, chaired by the Assessment Coordinator, planned and facilitated the first Annual Assessment Afternoon on Excellence in Education Day in 2009. This established what is now an annual event to facilitate faculty examination, interpretation, and use of course-level data.

The Assessment Committee developed a website in 2009 and a variety of useful resources were posted for faculty reference and use. Most of the website materials were migrated to the College’s secured server (CampusDocs) in 2010. The website is currently under reconstruction to bring it more in line with the College’s other websites in appearance and functionality. The Assessment Coordinator also worked with the Curriculum Committee to re-evaluate the integration of assessment with curriculum. In 2012, a new process was implemented in which the Assessment Committee reviews all Course-level Student Learning Outcomes (CSLOs) for new courses or courses undergoing a regular five-year review. The Assessment Committee ensures that the CSLOs are assessable, appropriate, and comparable to those found in similar courses offered elsewhere in the UH System and at other institutions.

In summer 2009, non-instructional faculty groups (the University Center, Professional Development, and Library) met with the Assessment Coordinator to begin planning program-level assessment strategies. All other College units (Administrative Support, Academic Support, and the College Executives) began planning their own assessment strategies in 2011 with assistance from the Assessment Coordinator. Student Services faculty met with the Assessment Coordinator several times between 2008 and 2011 to develop and implement measurable service outcomes. All programs began including summaries of their outcomes, assessments, and relevant data as an integral part of the APRUs submitted in December 2011.

Recommendation 5: The team recommends that the College expand the Academic Grievance procedures to include the reporting and processing of non-academic related complaints and grievances. (Standard II.B.2.c.)

The Student Non-Academic Grievance Policy and Procedure was developed by the Vice Chancellor of Student Affairs, and was approved by College Council.
Focused Recommendation 6: The team recommends that the College establish a KCC Governance Manual. The manual would be helpful in providing detail on governance policy, duties, and responsibilities of each unit, the schedule of deadlines, and flow charts that indicate chain of command and flow of information. (Standard IV.A.3.)

The Governance Manual was created in 2009 and approved by College Council. A copy of the Manual was distributed to all faculty and staff and was uploaded on the KCC website. In May 2012 the Governance Manual was updated to include standing committees.
# Introduction Evidence

<table>
<thead>
<tr>
<th>Document</th>
<th>Link</th>
<th>Page</th>
</tr>
</thead>
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<tr>
<td>Achieving the Dream</td>
<td><a href="http://www.achievingthedream.org/">http://www.achievingthedream.org/</a></td>
<td>59</td>
</tr>
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<td>Benchmark Performance Measure for Transfer</td>
<td>VPCC Spring2012Visit.pdf</td>
<td>24, 57, 58</td>
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<tr>
<td>Board of regents Minutes May 19, 2011</td>
<td>BOR 20110519 Minutes.pdf</td>
<td>56</td>
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<td>CCSSE Benchmark Scores</td>
<td>CCSSE 2010 KCC.pdf</td>
<td>31</td>
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<td>Course Assessment Report of Data</td>
<td>CARD Samples.pdf</td>
<td>60</td>
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<td>Disaggregated Headcount And Enrollment Data</td>
<td>DisaggregatedData.pdf</td>
<td>10, 21, 24</td>
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<td>Distance Education Report 2011.pdf</td>
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<td><a href="http://hoouluwehi.blogspot.com/">http://hoouluwehi.blogspot.com/</a></td>
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<td>KCC Mission Statement</td>
<td>KCC Catalog 2011-2012.pdf</td>
<td>56</td>
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<td>KCC Performance Goals 2012</td>
<td>KAU_CC_2012_Actuals.pdf</td>
<td>21, 22, 57</td>
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<td>KCC Policy 1-8 Integrated Planning</td>
<td>KCCP 1-8 Integrated Planning.pdf</td>
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<td>KCC Strategic Plan</td>
<td>Strat Plan 2008-15.pdf</td>
<td>56</td>
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<td>KCC Strategic Priorities</td>
<td>Stratpriorities 2009-2011.pdf</td>
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<td>Non-Academic Grievance Policy</td>
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<td>Perkins Job Placement Data.pdf</td>
<td>29</td>
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<td>Sequencing Data</td>
<td>Sequence Data.pdf</td>
<td>27</td>
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<td>UHCC Functional Road Map</td>
<td>UHCC College System Functions.pdf</td>
<td>3</td>
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<td>UHCC Policy 4.101 Strategic Planning</td>
<td>UHCCP 4.101.pdf</td>
<td>56</td>
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<tr>
<td>UHCC System Timeline</td>
<td>Strategic Planning Timetable.pdf</td>
<td>56</td>
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</tbody>
</table>
Standard One:
Institutional Mission and Effectiveness

Daphne Sanchez

There are many reasons why I enjoy attending Kaua‘i Community College! It is so convenient. Each class is a decent size. We are able to focus on the studies and the teachers are able to pay attention to every student. Personally for me sometimes I found myself getting distracted. However, the instructors that I have had made my learning experience fun, and very gratifying.

Bowen Pan

I have been studying at Kaua‘i Community College for 6 years, and I am graduating with my Registered Nurse (ADN) degree in a few days, it's very exciting! There are many positive things I like about coming to KCC, some being it's cultural diversity, caring attitude, and academic environment.
Standard I: Institutional Mission and Effectiveness

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

As the only postsecondary institution on the island, it is important for Kaua‘i Community College (KCC) to meet the various educational needs of the community. KCC’s mission reflects the University of Hawai‘i (UH) System mission and is aligned with the UH Community Colleges (UHCC) System mission and planning timeline (KCCP 1-8, Integrated Planning Policy). The UH System’s mission statement provides the necessary framework from which the community colleges define their own unique missions in relation to their community’s particular educational needs. The UH System’s mission statement can be found in the Board of Regents (BOR) Policy, 4-1.

“Kaua‘i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives” (College Catalog, p. 8).

To demonstrate our commitment to this mission, Kaua‘i Community College:

- supports students of all ages, cultures, and backgrounds to achieve their educational goals
- perpetuates appreciation and understanding of Hawaiian culture and develops programs to support Native Hawaiian students
- cultivates appreciation for artistic, intellectual, and technical pursuits
- creates curricula and programs responsive to the community’s changing needs for career and workforce development
- fosters partnerships with schools, the University of Hawai‘i System, and local, state, national, and global communities
- leads the community toward greater social, economic, and environmental sustainability, and maintains a healthy and safe learning environment that enhances student and employee growth and success.
Within the overall mission, KCC identified six broad goals (College Catalog, p. 8) which are described in more detail in Standard I.B.2:

1. Access
2. Learning and Teaching
3. Workforce Development
4. Personal Development
5. Community Development
6. Diversity

Most of the College’s students are seeking certificates or degrees leading to a career or to transfer to another campus to obtain a higher degree, while other students are taking a course or two for personal fulfillment. As the College’s mission states, KCC offers transfer preparation, as well as Career and Technical Education (CTE) at the associate degree- and certificate-levels, and nurtures an appreciation for life-long learning.

The College has 20 certificate and degree credit programs, including Certificate of Competence, Certificate of Completion, Certificate of Achievement, Associate in Applied Science degree, Associate in Science degree, and Associate in Arts degree. The largest program is Liberal Arts, which prepares students to transfer to a four-year institution or to declare themselves in one of the CTE Programs. A more detailed historical and current breakdown is as follows. Certificates within Liberal Arts are not included.

Student Majors at Kaua’i Community College:
Fall 2006 – Spring 2012
(Summer terms not included)

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>7154</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1620</td>
</tr>
<tr>
<td>Accounting</td>
<td>748</td>
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<tr>
<td>Business Technology</td>
<td>600</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>581</td>
</tr>
<tr>
<td>Home Campus Other</td>
<td>531</td>
</tr>
<tr>
<td>Special - Early Admit</td>
<td>463</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>405</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>403</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>388</td>
</tr>
<tr>
<td>Facilities Engineering Technology</td>
<td>364</td>
</tr>
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</table>
### Standard I: Institutional Mission and Effectiveness

**Automotive Technology** 350  
**Early Childhood Education** 317  
**Nursing** 316  
**Auto Body Repair and Painting** 174  
**Medical Office Receptionist** 23  
**Digital Graphic Design** 15  
**Massage Therapy** 12  
**Nurse Aide** 8  
**Carpentry Technology** 4  
**Electrical Installation and Maintenance Technology** 1

#### Student Majors at Kaua‘i Community College:  
Fall 2011  
(Programs with Certificates of Achievement and Above)

<table>
<thead>
<tr>
<th>Program</th>
<th>% of Students Seeking Associate Degree or Certificate of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>65.2%</td>
</tr>
<tr>
<td>Accounting</td>
<td>6.5%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>5.3%</td>
</tr>
<tr>
<td>Business Technology</td>
<td>5.0%</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>3.5%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>3.1%</td>
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<tr>
<td>Electronics Technology</td>
<td>2.9%</td>
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<tr>
<td>Early Childhood Education</td>
<td>2.7%</td>
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<tr>
<td>Practical Nursing</td>
<td>2.7%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1.7%</td>
</tr>
<tr>
<td>Auto Body Repair and Painting</td>
<td>1.4%</td>
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</tbody>
</table>
Standard I: Institutional Mission and Effectiveness

Student Classification:
Fall 2011

<table>
<thead>
<tr>
<th>Classification</th>
<th>% of Enrolled Students</th>
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</thead>
<tbody>
<tr>
<td>Classified</td>
<td>86.0%</td>
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<tr>
<td>Unclassified</td>
<td>8.0%</td>
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<tr>
<td>Special – Early Admit</td>
<td>3.8%</td>
</tr>
<tr>
<td>Home campus - other UH institution</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

The College currently offers programs in fields congruent to KCC’s mission, including a transfer-oriented Associate in Arts (A.A.) degree and various CTE degrees and certificates. All programs are articulated across the UHCC System and, in the case of transfer degrees, many are articulated with four-year institutions in the state as well as on the mainland.

Since the 2006 Self-Evaluation Report, KCC has expanded the number of certificates and degrees that are offered. New certificate offerings include Certificates of Competence (C.O.) in Accounting, Early Childhood Education, Hospitality and Tourism, Massage Therapy, and Marine Option Program; Certificates of Completion (C.C.) in Digital Media Arts, Facilities Engineering, Hospitality and Tourism, Medical Assisting, and Sustainable Renewable Energy Technology; an Academic Subject Certificate (A.S.C.) in Plant Bioscience Technology; and an Associate in Science degree (A.S.) in Electronics Technology (changed from an Associate in Applied Science degree (A.A.S.).

In addition to these new certificates and degrees, an A.A. in Hawaiian Studies, an A.S. in Natural Science (A.S.N.S.), and an A.S. in Business are also being planned. For a complete list of program changes since 2006, see Program Changes Since 2006.

New program and class development is in response to the community needs based on workforce development data; community partners' needs; student input through the Associated Students of the University of Hawai‘i at Kaua‘i Community College Student Government (ASUH-KCC SG), suggestion box, and student evaluations; and information obtained from various advisory board meetings. Advisory boards are convened at least annually for the Accounting, Auto Body Repair and Painting, Automotive Technology, Business Technology, Early Childhood Education, Facilities Engineering Technology, Hospitality and Tourism, and Nursing Programs. Advisory boards help to keep the programs abreast of new trends in the industry and new facility services, which means a potential for new clinical placements, employment opportunities, and an evaluation of the program and students.

Students may also transfer to four-year institutions. Thirty six transferred to UH at its Mānoa, Hilo, and West O‘ahu campuses in 2010-2011. Others may get their advance
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degrees such as a Bachelor’s of Science (B.S.), Bachelor’s of Arts (B.A.), Master’s of Arts (M.A.), or Master’s of Science (M.S.) on Kaua’i through the University Center. Since the 2007-08 academic year, between 26 and 56 students have earned advanced degrees each year through the University Center in fields such as Business Administration, Secondary Education, Elementary Education, and Curriculum Studies (University Center 2011 APRU).

All programs have identified Program Student Learning Outcomes (PSLOs), which are aligned with Institutional Student Learning Outcomes (ISLOs). These SLOs reflect the College’s mission statement.

The ISLOs are:

- **Communication:** Effectively use language and non-verbal communication consistent with and appropriate to the audience and purpose.
  - Reading: Read and comprehend written material critically and effectively at the appropriate program-level.
  - Writing: Write in a clear and organized fashion, at the appropriate program-level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.
  - Speaking: Speak in an understandable and organized fashion to explain ideas, to express feelings, and to support conclusions, claims, or theses.
  - Listening: Listen actively, respectfully, and critically to the substance of others’ comments.

- **Cognition:** Use critical thinking skills to analyze, synthesize, and evaluate ideas.
  - Problem Solving: Identify and analyze real or potential problems and develop, test, and evaluate possible solutions, using the scientific method where appropriate.
  - Creative Thinking: Formulate ideas and concepts in addition to using those of others.
  - Quantitative Reasoning: Use appropriate program-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.
  - Application: Apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.
  - Resource Management: Identify, organize, and allocate resources effectively.

- **Information Competency:** Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - Information Literacy: Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information.
Standard I: Institutional Mission and Effectiveness

- Understand the ethical, social, and legal issues surrounding the use of information.
- Technological Competency: Apply technology effectively to locate, interpret, organize, and present information.
  
- Social Responsibility: Interact with others demonstrating respect toward their opinions, feelings, and values.
  - Teamwork: Participate actively in group efforts to seek effective results.
  - Respect for Diversity: Display an understanding of and respect for other people and cultures.
  - Effective Citizenship: Demonstrate responsibility for being an informed, ethical, and active citizen of Kaua’i, the nation, and world.

- Personal Responsibility: Demonstrate self-management through practices that promote physical, mental, and emotional well-being.
  - Ethics and Values: Demonstrate an understanding of ethical issues and a sense of values to make sound judgments and decisions.
  - Aesthetic Appreciation: Create or show appreciation for artistic and individual expression.

ISLOs are reflected in the KCC's mission statement as depicted below.

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Cognition</th>
<th>Information Competency</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua’i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>supports students of all ages, cultures, and backgrounds to achieve their educational goals</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>perpetuates appreciation and understanding of Hawaiian culture and develops programs to support Native Hawaiian students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>cultivates appreciation for artistic, intellectual, and technical pursuits</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>creates curricula and programs responsive to the community’s changing needs for career and</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Standard I: Institutional Mission and Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Cognition</th>
<th>Information Competency</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Workforce development</td>
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<td>fosters partnerships with</td>
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<td>schools, the University of</td>
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<td>Hawai‘i System, and local,</td>
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<td>state, national, and global</td>
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<td>communities</td>
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<td>leads the community toward</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>greater social, economic,</td>
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<tr>
<td>and environmental sustainability, and</td>
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<td>maintains a healthy and safe</td>
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<td>learning environment</td>
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<td>that enhances student and</td>
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<tr>
<td>employee growth and success</td>
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</table>

Each course has Course Student Learning Outcomes (CSLOs). CSLOs align with PSLOs and ISLOs, and ultimately ensure that the PSLOs and ISLOs are being evaluated and met. The process of evaluating SLOs and their alignment is the Curriculum Committee’s course review procedure. The Course Action Form (CAF) documents a course review. CSLOs and PSLOs are evaluated regularly through the CAF. Page 4, Part B.2a and 2b of the CAF stipulates that PSLOs must align with ISLOs, which is referred to as Campus SLOs in the document, (2a) and CSLOs must also align with PSLOs (2b). See below for an excerpt from the CAF.

Beginning in the spring 2012, the Assessment Committee reviews of the CSLOs became an official part of the CAF process in spring 2012. This additional step was added to ensure that the CSLOs are assessable.
Standard I: Institutional Mission and Effectiveness

Part B: STUDENT LEARNING OUTCOMES (SLOs)

2. Provide program and course Student Learning Outcomes. Show how they align with one another in a matrix similar to that below.

   a. Program SLOs must align with Campus SLOs.
   b. Course SLOs must align with Program SLOs.

<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>Program-Specific SLOs</th>
<th>Kaua‘i CC Campus SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: You write these.</td>
<td>Directions: Type numbered list on another sheet of paper and attach. Check all boxes that apply.</td>
<td>Directions: Check all boxes that apply.</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Communication Cognition Information Competency Social Responsibility Personal Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

College programs and services are also responsive to community workforce and economic development needs. The College refers to Kaua‘i County planning documents, such as the Kaua‘i Economic Development Strategy Plan (CEDS) when considering its own strategic planning and program development. The current CEDS plan identifies six clusters on which the county is focused: Arts and Culture, Food and Agriculture, Health and Wellness, Science and Technology, Sports and Recreation, and Sustainable Technologies. In addition, all CTE Programs have advisory committees that review and discuss program student learning outcomes.

Support services provide placement testing, academic and career counseling, tutoring and mentoring, library and media resources, general purpose computer labs and computer classrooms, and health services at the Campus Wellness Center. Since the 2006 Self-Evaluation Report, support services have expanded. Two individual units were created from the Learning Center: the computerized Testing Center and the College Success Center. The Learning Center name was retired. The College Success Center offers a variety of resources and services to help students succeed. These include computers and printers; tutoring by volunteer faculty, community members, and trained student tutors; COMPASS placement test preparation; Focus Labs and the Peer Assistant Program for challenging courses; the Writing and Math/Science Labs; English as a Second Language support services; and special workshops. The computerized Testing Center provides a place for taking the COMPASS placement test and other standardized tests, as well as makeup testing for students in individual courses or distance courses.
One element of the College Success Center that has experienced dramatic growth is in Tutoring Services, especially in English and math. During the academic year 2007-2008, for example, students received tutoring at a “use rate” of only 18.5 percent and the rate increased in the 2008-2009 academic year to 36 percent. Remarkably, in the academic year 2009-2010, this rate increased to 64.4 percent as students received 1163 hours of tutoring out of a total of 1806 hours offered. For a thorough discussion of the impact of tutoring, see Standard IIIC or Learning Center APRU 2010.

To extend access to Tutoring Services, an online tutoring service, Smarthinking, was added in fall 2011. The impact of online tutoring will be a future data point of analysis.

In addition to the support services mentioned, a Learning Commons was created in the Library where students can study and have access to a variety of additional support services. A Digital Media Lab was added to this area supported by the Instructional Technology faculty. Additional support has been offered through a new initiative called the Wai’ale’ale Project, which provides access to higher education to students who have not considered such education as a possible choice due to financial and other related constraints. For further information about this project, see Standard II.B.1.

To engage students outside of the classroom, the College also offers students extracurricular activities through ASUH-KCC SG. The activities range from simply fun to helping the students identify with the areas of interest or background, to becoming engaged in community issues. Activities include Karaoke Thursdays, weekly Coffee Breaks, and various club meetings and activities. KCC Clubs include the Pamantasan, Hospitality and Tourism, Culinary Arts, and Nursing, among others. ASUH-KCC SG has also been active in providing events on campus for students as well as the community, including forums (e.g., the County of Kaua‘i Candidates for Kaua‘i Island Utility Cooperative), special events (e.g., Earth Day, St. Patrick’s Day, Halloween, Spring Festival, and Toys for Tots), health fairs, KCC blood drives, movie nights, various workshops (e.g., Suicide Prevention and Awareness and Global Warming), domestic violence awareness activities, satellite exhibits with the Kaua‘i Museum, and leadership training conferences and opportunities.

Two recent accomplishments of ASUH-KCC SG were a community Easter Egg Hunt on campus and negotiating free bus passes to all students. In order to get the bus pass arrangement accomplished, representatives from ASUH-KCC SG met with the Kaua‘i County Mayor. The current ASUH-KCC SG members have been very active in county government, and the Mayor has invited a member of the ASUH-KCC SG to sit on the Mayor’s Advisory Council (ASUH-KCC SG Minutes).

Non-credit course offerings are also available through the Office of Continuing Education and Training (OCET) to meet the needs of businesses, governmental agencies, nonprofits, as well as individuals. Clients include those from the visitor industry, farming and agriculture, and the technology sector, among others. Offerings include vocational upgrading, retraining for dislocated workers, and professional development and enhancement. Flexible, timely
responsiveness to needs beyond the traditional college curriculum is the hallmark of KCC’s OCET.

The table below lists types of classes OCET has offered and the number served. There was a decline in enrollments in the academic year 2009-2010 of 75 percent, with a decline in 2010-2011 of 5 percent. Much of this was due to the economic downturn. However, revenues generated compared to the previous year were up 65 percent. Weekend and evening classes increased by 13 percent and distance learning classes were up 66 percent in 2010-2011. OCET is studying its enrollment trends and doing market research to determine how to amend its offerings to better meet the needs of the community.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Demand</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Working</td>
<td>33,900</td>
<td>35,300</td>
<td>32,600</td>
<td>32,000</td>
<td>31,850</td>
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<tr>
<td>Adults*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Number of KCC</td>
<td>145</td>
<td>145</td>
<td>145</td>
<td>145</td>
<td>175</td>
</tr>
<tr>
<td>Full-Time Faculty and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Efficiency, Non-Credit Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>2,044</td>
<td>2,567</td>
<td>2,966</td>
<td>1,687</td>
<td>1609</td>
</tr>
<tr>
<td>Total Number of In-Service Training for KCC Faculty and Staff</td>
<td>73</td>
<td>197</td>
<td>135</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Average Enrollment Per</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>12</td>
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<tr>
<td>Class</td>
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<td></td>
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<td></td>
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<td>33</td>
<td>23</td>
<td>23</td>
<td>15</td>
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<td>Evening/Weekend Classes</td>
<td>23</td>
<td>39</td>
<td>62</td>
<td>70</td>
<td>79</td>
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<td><strong>Efficiency, Performing Arts Center</strong></td>
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<td></td>
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<tr>
<td>Total Events</td>
<td>99</td>
<td>135</td>
<td>133</td>
<td>130</td>
<td>92</td>
</tr>
<tr>
<td>Total Attendance</td>
<td>24,194</td>
<td>23,920</td>
<td>26,266</td>
<td>25,996</td>
<td>21,053</td>
</tr>
</tbody>
</table>

*OCET 2011 APRU*

About a month after the new OCET Director arrived on campus in the fall 2010, OCET began to hold information sessions for the first time in an attempt to increase enrollment. These sessions provided potential students with information about OCET classes and sources of funding support for tuition. Sessions were held at 12 p.m. and at 5 p.m. for an hour and a half to two hours. Sessions were scheduled on campus on December 7 and
December 14 in 2010, and on January 11, February 15, and April 6 in 2011. Attendance averaged between 35 and 50 attendees. To reach the distant north shore of the island, additional outreach sessions also were conducted there on January 14, February 14, and February 17 in 2011. The programs which attracted the most interest and registrations were Health Information Technology (HIT), Photovoltaic (PV), and computer skills. The HIT Program at KCC had the largest enrollments in the state for the first two cohorts, and KCC's PV classes were the first to be offered in the state.

To help increase enrollment for OCET classes, some instructors, as well as the OCET Director appeared on local radio shows. A strategic plan for OCET was discussed in spring 2011 and a detailed plan was developed in August 2011.

OCET also expanded its participation with the Kaua‘i Workforce Investment Board (WIB). The Mayor appointed the OCET Director to the Executive Board of WIB, and a number of OCET programs, workshops, and distance learning classes that were discussed at WIB meetings received approval for Department of Labor funding support. The State Energy Sector Partnership (SESP) Grant was also utilized to support green workforce training projects, along with Workforce Investment Act (WIA) funding.

Self Evaluation

The College meets the standard. College programs and services are aligned with its mission, they are responsive to the needs of the College’s student population, and they are regularly assessed to ensure that they continue to do so. Academic programs include those that prepare students for the workforce, for transfer, or for self-enrichment. All programs are reviewed annually through the Annual Program Review Update (APRU) process. Program enrollments, number of graduates, and job placement rates are evaluated to determine progress toward strategic goals.

As part of a larger system, KCC makes sure that transfer to other institutions in the UH System is facilitated. As an example, faculty from the Language, Arts, and Humanities Division and Science and Mathematics Division formed a committee to revise the Liberal Arts PSLOs to better align them with the ISLOs. The result was a new list of PSLOs and an improved alignment between the CSLOs and the PSLOs. This proposal was brought to the faculty and approved in 2008. Since then, the committee worked on realigning KCC’s courses and programs with UH Mānoa's foundations and diversification requirements to ensure that the College’s programs will transfer and courses will fulfill UH requirements for four-year degrees. This was completed fall 2011 and presented to the Liberal Arts faculty in the same semester for final approval.

The College and community work closely to ensure that we are responding to community needs. The College recently, on April 20, 2012, held a one-day workshop entitled “Fostering Partnerships” that brought representatives from business, government and nonprofits together with college representatives to examine the most recent CEDS report and
strategize on how we might best work together to implement the report. Although the outcome of this event has not been determined, a similar workshop back in January 2010 resulted in the College taking a request for a position to develop an agriculture program through the APRU process.

A variety of support services are available to support student success. The College’s Institutional Researcher tracks student use of these services to measure levels of effectiveness. In addition, the Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Student Satisfaction Survey provide information that suggests the effectiveness of both academic and support services. For example, in the 2010 CCSSE, students at KCC were more likely than students at other small colleges to have frequent career counseling (Item 13.ib) and experiences, “synthesizing and organizing ideas, information and experiences in new ways” in their classes (5.c). When asked in the Noel-Levitz Student Satisfaction Survey, “So far, how has your college experience met your expectations?” 54 percent responded that it was better or much better than expected and 73 percent said they would definitely or most likely enroll again.

**Actionable Improvement Plan**

None.

**Standard I.A.2. The mission statement is approved by the governing board and published.**

**Descriptive Summary**

The College’s current mission statement was revised in the 2010-2011 year. BOR approved the current mission statement at its regular meeting on May 19, 2011. The mission of KCC is aligned with the common purpose of the UH System, which is “...to provide environments in which faculty, staff, and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life” (Board of Regents Policy, 4-1.) KCC’s mission is also aligned with the UHCC System (UHCC Strategic Plan 2002-2010 and Update Strategic Outcomes and Performance Measures, 2008-2015).

The mission statement is published in the 2011-2012 KCC College Catalog (College Catalog, p. 8) and on the campus website. It is also on signage in the One Stop Center and on banners across the campus which also includes the College’s goals and ISLOs.

**Self Evaluation**

The College meets the standard. As mentioned above, the new mission statement was approved by the governing board and the College has utilized various ways to publish its mission. A review of the College’s website indicated the difficulty in accessing the mission.
Standard I: Institutional Mission and Effectiveness

Statement. It was hyperlinked to the word “committed” in the sentence “Kaua‘i Community College is committed to the students and community that it serves” on the homepage. Upon faculty request to make the mission statement more visible on the website, a link to the mission statement was created in fall 2010 under Related Sites. Faculty also recommended that the mission statement be located in strategic places on campus. The revised mission statement was posted in each building in December 2011, and a banner with the mission statement is hung outside the Student Center.

The College has a regular review schedule, and any change to the mission must be approved by the Board of Regents (BOR).

Actionable Improvement Plan

None.

Standard I.A.3. Using the institution’s governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

In fall 2006, College Council established a process and timeline for reviewing the mission statement every two years. In February 2007, all campus units and divisions agreed that no changes were required and approved the mission statement. During fall 2009, the review process was begun but then delayed until after the campus visit from the UH Vice President for Community Colleges to discuss performance measures of the College’s goals. On April 14, 2010, College Council once again discussed the mission statement and the desire to reflect sustainability and perhaps shorten the statement. A decision was made that further discussion was necessary. Beginning fall 2010, KCC undertook a major, campus-wide review and revision of its mission statement. At the fall 2010 Convocation, the Chancellor asked faculty and staff to consider how the College defined its role for students and the community. Participants broke into small groups to answer the following questions and consider what should be included, or excluded, from a revised mission statement: 1) “Is Our Mission Statement a Good Fit?” 2) “What are we doing, what should we be doing?” 3) “What does our Mission Statement say we should be doing?”

A Mission Review Task Force composed of faculty, lecturers, administration, and the Assessment Coordinator, was created to compile the feedback from Convocation and undertake revision of the mission. The entire campus was invited to provide additional input to the Task Force on October 19 and November 9. ASUH-KCC SG surveyed students for their input on the mission statement from November 2010, to March 2011. Students were surveyed at several ASUH-KCC SG events from November 2010, to March 2011. The mission statement was also sent to the Friends of Kaua‘i Community College, consisting of members from the community, for their input. On April 7, 2011, the Task Force sent a revised mission statement to the Chancellor, and she sent it to the College at-large for additional feedback from all constituents. Responses and the revised
Standard I: Institutional Mission and Effectiveness

The College meets the standard. A process is in place to ensure that College Council will review the mission statement every two years, and that a campus-wide review will take place...
every five years or more often as necessary. Except for the delay in fall 2009 to receive an update on performance outcomes, the timeline was followed.

In the 2006 Self-Evaluation Report, it was noted that only College Council was involved in the review. The 2010 review involved the entire campus (from faculty, staff, and students) at several different meetings and forums. The Friends of Kaua‘i Community College, comprised of community members who advise and support the College through the Chancellor, also provided valuable feedback, especially on diversity and possible perception of discrimination.

Although KCC received feedback from the Friends of Kaua‘i Community College, involvement from the larger community is desired. Also, rather than collect feedback only in the year of review, a comment box was created on the website in fall 2011 to allow anyone to provide feedback about the mission statement. These comments will be considered for the next review and should help streamline the review process.

KCC employees completed a survey designed to collect information about their perceptions of issues related to governance, policies, procedures, and communication. The survey was conducted on April 29, 2011, at an accreditation meeting for all members of the College. A total of 78 responses were gathered from 47 faculty members, 25 staff members, and 6 administrators. Overall, 54 percent of the administration, faculty, and staff strongly agreed or agreed that there was an effective process for reviewing the mission statement in comparison to 11 percent who disagreed or strongly disagreed. However, 29 percent of those surveyed were neutral and 6 percent felt it was not applicable to them.

The College Integrated Planning Policy now stipulates that the mission will be reviewed every two years at College Council and that a full campus-wide and community review of the mission will take place every five years to ensure that it accurately reflects the current mission of the Institution. In the event of a campus or UH System action that suggests a change in the College’s mission between review, the mission will be reviewed by College Council following said action. If College Council determines a more thorough review and revision is necessary, the extensive five-year process will be enacted (KCCP 1-8, Integrated Planning Policy).

**Actionable Improvement Plan**

The next campus-wide mission review process should obtain additional input from the community beyond the Friends of Kaua‘i Community College.

**Standard 1.A.4. The institution’s mission is central to institutional planning and decision making.**

**Descriptive Summary**
There is ample evidence that a mission statement is integral to KCC’s process and procedures for planning and budgeting. The Kaua‘i Community College Policy (KCCP Policy 1-7) establishes the composition, purpose, and procedures of College Council. It states, “The Council is an advisory body to the Chancellor and is charged with specific oversight of the development and updating of key College plans and policies to ensure that college actions are aligned with our mission and strategic goals.” One responsibility of College Council is to “Review and approve program review action plans and annual program review updates for alignment with mission and strategic goals.” KCC Policy 1-6, Appendix H documents the final step in the program review process that links data analysis and decision making to resource allocations (page 48). “This document describes the overall process and the specific procedure followed by the College Council in evaluating and recommending priorities among the various resource requests.” The final decision lies with the Chancellor (with recommendations from College Council, UHCC System priorities, and UH System priorities).

The KCC Strategic Plan depicts how the mission statement is an essential component in assessment, open communication within the College and with internal/external stakeholders, and implementation of curriculum and support. At the fall 2011 Convocation, the Chancellor reminded faculty and staff of the College’s goals and asked for their input on priorities. Students also provided feedback.

Institutional planning is driven by the College’s goals. Each program has its own goals and within the APRU process, program goals are connected to the campus goals and improvement plans which support KCC’s mission statement. Decisions, including budget allocation, are prioritized and shaped by how well a program’s plans can achieve or support these goals.

All resource requests must demonstrate how the proposed expenditure will help the program achieve one of the strategic goals, improve student learning, or otherwise move the campus toward accomplishing its mission. Each voting member of College Council has input into the process by ranking the program resource requests. Institutional goals are also a component in procuring grants such as Title III which supports KCC’s Native Hawaiian mission focus, Perkins for CTE Programs, as well as other grants to support the College’s sustainability and international education directions. The strategic goals and the College’s mission guide the decision for new program development, program expansion, or to secure program accreditation, as in the programs such as Culinary Arts or Automotive Technology.

Self Evaluation

The College meets the standard. The mission drives the strategic planning process, and the College Council oversees this process. KCC faculty and staff were surveyed if they understood how the College's mission statement directs the strategic plan. Overall, 73
percent of the respondents agreed or strongly agreed that they understood as demonstrated by the survey results below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 78</td>
<td>24%</td>
<td>49%</td>
<td>14%</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**2011 Faculty and Staff Survey Results**

I understand how the College’s mission statement directs the strategic plan.

APRUs are the basis for budgetary decisions. This process, including the timeline for stocktaking and budget planning, is discussed in the KCC Mission Statement and Strategic Plan 2008-2015. In the KCC Governance Manual, September 2009 (presented in Appendix A of the same document), it stipulates that College Council is made up of a comprehensive cross-section of all facets of the College (administrators, faculty, staff, and students) who are involved in ranking, prioritizing, and assessing the relevance of the budgetary decisions to KCC’s mission objectives.

In spring 2012, in preparation for program presentations to College Council, specific guidelines were developed. Presentations had to address:

1. What is the action plan and goal that you are trying to address?
2. What resources will you need?
3. Explain how your request meets the following criteria:
   a) Alignment
   b) Outcome
   c) Evidence
   d) Impact
   e) Collaboration

College Council rates program requests based on APRU information and presentations (KCCM 1-6, Appendix H page 54) using a scale of 1-3, add the scores, and they make any comments on specific requests or on a program’s overall requests. Presentations also indicate how the request is aligned with one of the strategic goals. A description and the amount requested (if it is a budgetary request) are included. A more detailed discussion of this process can be found in Standard I.B. below.

After the requests have been ranked by College Council, the results are compiled and sent to the Chancellor and the Chancellor’s Executive Cabinet for final review and approval. The charts below display the approved program requests of the 2011 academic year in relation to the campus goals and the breakdown of the learning and teaching section. Diversity is one of the campus goals, but no diversity initiatives were funded.
Goals Related to Approved APRU Requests - 2011
General College Goals:
Data gathered are the result of subjective categorization by the Institutional Researcher based on the list of approved APRU requests for 2011.

Beginning in spring 2012, prior to requesting funds, programs had to provide a status report on any resource allocation given the prior year. The status report needed to address:

1. What did the program receive?
2. What goal did it address?
3. What action plan did it address and what is the status of this plan since you’ve received your request?

The following charts illustrate the percentage of 2012 APRU requests according to UH’s and KCC’s goals. This year, the requests were more evenly distributed among the goals and five percent of the requests were approved for diversity.
Percentage of Approved APRU Requests by UH and KCC Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>UH System Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational effectiveness and student success</td>
</tr>
<tr>
<td>2</td>
<td>A learning, research, and service network</td>
</tr>
<tr>
<td>3</td>
<td>A model local, regional, and global university</td>
</tr>
<tr>
<td>4</td>
<td>Investment in faculty, staff, students, and their environment</td>
</tr>
<tr>
<td>5</td>
<td>Resources and stewardship</td>
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</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>KCC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access</td>
</tr>
<tr>
<td>2</td>
<td>Learning and teaching</td>
</tr>
<tr>
<td>3</td>
<td>Workforce development</td>
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<tr>
<td>4</td>
<td>Personal development</td>
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<tr>
<td>5</td>
<td>Community development</td>
</tr>
<tr>
<td>6</td>
<td>Diversity</td>
</tr>
</tbody>
</table>
Standard I: Institutional Mission and Effectiveness

Actionable Improvement Plan

The College will analyze appropriation trends.

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes

Descriptive Summary

KCC exhibits its commitment to ongoing dialogue about student learning and institutional processes at various levels. College Council is the main forum, consisting of representatives from instructional and non-instructional units; student government; and administration (KCC Policy 1-7 Establishment of the College Council). This advising body discusses and makes recommendations to the Chancellor on topics such as the College’s mission, strategic plans, priorities, budget allocation, and student learning. The comprehensive five-year
Standard I: Institutional Mission and Effectiveness

program review and Annual Program Review Update (APRU) processes are the primary mechanism to ensure that the College uses its data and research in its self-evaluation process and that these dialogues lead to the greater impact of student learning. College Council minutes are recorded every meeting and stored on the campus server.

The Faculty Senate consists of representatives from each division or unit and two at-large members, and meets at least once a month. Faculty Senate meeting minutes are available to faculty on the campus server. As stated in its charter, Faculty Senate functions as the advisory body for policy recommendations and a position-stating unit of KCC’s faculty. It deals with issues that affect any of the following:

- the nature and scope of its educational curricula
- standards of teaching, scholarship, and services
- personnel policies, academic freedom, and professional ethics
- community relations
- academic policies
- campus environment

Due to the nature of its small campus, all KCC faculty and staff members are actively involved in the continuous improvement of student learning and of the institutional processes by serving on multiple committees such as Curriculum, Assessment, Professional Development, Campus Safety and Operations, Commencement, International Education, and Sustainability. The following committees are those that are most closely related to instruction:

The Curriculum Committee is a subcommittee of Faculty Senate and consists of representatives from all academic divisions; a counselor from Student Services; a coordinator from the Office of Continuing Education and Training (OCET); a representative from Academic Support; and a representative from Associated Students of the University of Hawai‘i at Kaua‘i Community College Student Government (ASUH-KCC SG). Also included in the Curriculum Committee are non-voting members: the Vice Chancellor for Academic Affairs (VCAA), the Educational Specialist from the VCAA’s Office, the Registrar, the Writing Intensive Coordinator, and the VCAA’s Secretary who takes minutes. The Curriculum Committee meets twice a month. At the course-level, the Curriculum Committee provides instructions for completing the Course Action Form (CAF). It reviews and approves CAFs for new and/or existing courses. At the program-level, the Curriculum Committee reviews and approves new programs or changes in current programs, and reviews degrees and certificates from the College’s and UH System’s perspectives. At a more general-level, the Curriculum Committee looks at campus-wide pedagogy direction (e.g., online offerings), recommends professional development in regards to curriculum and instruction, and provides input in KCC College Catalog and website content in curriculum-related issues. The Curriculum Committee plays a major role in improving student learning as it oversees the five-year review process of all courses where teaching faculty are using student learning data to make appropriate changes to improve their courses.
The Assessment Committee consists of representatives from each division/unit and an Assessment Coordinator and meets twice a month. The Assessment Committee plays a big role in assessing Course Student Learning Outcomes (CSLOs), Program Student Learning Outcomes (PSLOs), and Institutional Student Learning Outcomes (ISLOs). It provides faculty and staff members with opportunities to discuss student learning and institutional effectiveness at the Annual Assessment Afternoon in March and at Convocation week every semester. The Assessment Committee also helps faculty at the end of each semester when they compile their course-level assessments. The instructors then use these assessments to evaluate course content, delivery methods, and teaching strategies in order to make improvements.

The Professional Development Committee consists of representatives from each division or unit and a Professional Development Coordinator. The College hosts numerous professional development activities each year, most of which focus on issues regarding student learning or college processes. Such professional development activities help inform faculty members about current trends and best practices and stay motivated, leading to better student engagement and learning.

At the division-level, all faculty and staff members discuss student learning, assessment, and college processes on a regular basis (see Division Minutes). For example, when academic divisions meet to discuss scheduling each semester, division members determine which courses to offer and when to offer them. This type of dialogue helps to resolve scheduling conflicts, which help students schedule the courses they need to complete their academic goal. The Multi-Year Plan of Offerings (MYPO) demonstrates the College’s commitment to improve student learning. Non-academic units also have regularly scheduled meetings.

Associated Students of the University of Hawai‘i at Kaua‘i Community College Student Government (ASUH-KCC SG) consists of an elected Administrative Council and Senators from each academic major. It provides student representation in various committees and supports all student activities on campus. A student representative from ASUH-KCC SG is a voting member of College Council. Students can also participate in a variety of clubs on campus including, but not limited to, Club Math, Phi Theta Kappa, Environmental Club, and the Hospitality and Tourism Club. All of the clubs on campus provide opportunities to discuss issues as they relate to the club agendas. Many clubs sponsor campus-wide activities, such as political and environmental forums and cultural diversity programs that promote civic engagement and global understanding. The greatest impact these clubs may have on student learning is the sense of belonging, as studies such as those of Alexander Astin’s (a college impact theorist) have shown improvement on students’ academic achievement when they are involved in school activities.

The College as a whole embraces ongoing dialogue through its commitment to College Conversations on Friday afternoons and all-college Convocations at the beginning of each new semester. The College does not schedule classes on Friday afternoons in order for faculty and staff members to attend these College Conversations. The topics discussed at
these conversations are further discussed in College Council, division, and Faculty Senate meetings. These conversations can lead to curricular changes and new policies that, in turn, improve student learning and institutional processes.

Self Evaluation

The College meets the standard. The College demonstrates a strong commitment to ongoing dialogue to improve student learning and to improve institutional processes in the comprehensive program review process; during numerous College Conversations scheduled throughout the academic year; during fall and spring Convocation discussions; during Curriculum Committee and Faculty Senate meetings; in curriculum redesigning at the course-, program-, and college-levels; and in College Council deliberations that prioritize resource allocations to evidence-based requests that are most closely aligned with the College’s mission and goals. The flow chart below demonstrates that there is an integrated planning process that is structured for dialogue at various levels.
The College strategic planning process takes place within the context of the UH and UHCC System mission and goals and informed by the needs of the Kaua’i community. From these goals are derived annual priorities. The UHCC System sets performance measures and tracks performance on these measures for each community college within the UH System. The College assesses its effectiveness using the comprehensive program review process. Legislative funding that comes to the UHCC System is then allocated to each college. The three parts of this integrated planning process are well connected and cyclical, providing a strongly supported structure from and to the entire UHCC System. The College’s commitment to open dialogue to improve student learning is reflected in the results of the 2011 Faculty and Staff Survey:

- 82 percent of respondents either “strongly agree” or “agree” to the statement: “I actively participate in the processes to discuss, plan, and implement ideas for improvement.”

- 76 percent of the respondents “strongly agree” or “agree” to the statement: “Convocation is an important source of information about the college for me.”
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- 62 percent of respondents “strongly agree” or “agree” to the statement: “The annual program review process (APRU) has been valuable in measuring the effectiveness of our programs in serving our students.”

- 69 percent of the respondents “strongly agree” or “agree” to the statement: “The institutional culture promotes willingness to examine and openly discuss institutional performance.”

Over the past six years, a major effort across the campus has been directed towards developing and measuring CSLOs, PSLOs, ISLOs.

The College began the dialogue about assessing CSLOs. The Assessment Coordinator worked with individual faculty and groups of faculty to establish CSLOs for all courses and to establish ways to assess those outcomes. The data compiled from these assessments (by the Institutional Researcher and Assessment Coordinator) are made available to faculty to be used for course revisions. There have been many opportunities for faculty to discuss assessment results collected with the Assessment Coordinator and with each other at the Annual Assessment Afternoon during Excellence in Education Day held every March. Following the work done at the course assessment-level, the Assessment Coordinator led the campus in the process of establishing PSLOs and assessments by meeting with each academic division, as well as with the non-academic units. All programs now have established PSLOs and assessment plans. During the past year, the College has been revising the ISLOs. With representatives from the College, the Assessment Committee took the lead on this revision. The Assessment Committee brought its recommended revisions to College Council and it also became a topic of discussion at a College Conversation. As of the writing of this Self-Evaluation Report, the revisions are before College Council for approval.

The 2011 Faculty and Staff Survey shows that 51 percent of faculty members strongly agreed or agreed and 36 percent of them were “neutral” to the statement: “My participation in assessment efforts has had a positive impact on my work at the college.” The survey was completed before the ISLO revision process began in fall 2011. In addition, most faculty have only recently completed their first full cycle of assessment and analysis so they may not have had the opportunity to see the impact of changes they made as a result of the assessment. On the other hand, many of the College’s faculty members have been doing assessment as part of their teaching all along, so they may be neutral because assessment efforts would not have stood out as the things that made a positive impact on their work at the College. As assessment becomes more of a part of teaching and learning and more longitudinal data is collected, faculty members may see its impact more clearly. KCC has made great progress on assessing PSLOs and ISLOs, as will be illustrated in Standards I.B.3., II.A.1.a., and II.A.2.a. As the College continues its commitment to the assessment process, it will open up more dialogue about student learning and will guide the structure of how the College does things.
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Actionable Improvement Plan

None.

Standard I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

When setting the College’s strategic plans, KCC aligns its goals to the UHCC System’s and the UH System’s while also considering the specific needs of the island. Two College Conversations during spring 2008 were designated for the development of the College’s mission statement and the College’s goals.

UHCC System performance measures were decided after considering the characteristics of each individual campus within the system and the current trends. The Chancellor and the UH Vice President for Community Colleges (VPCC) report on how well the system and KCC meet these performance measures. The Chancellor’s presentations are held during Convocation each semester and the VPCC visits Kaua‘i each semester.

KCC’s goals are as follows:

1. Access: To provide open access to educational excellence for a diverse student population.
   1.1 Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities.
   1.2 Enrollment: Enhance educational success through retention initiatives.
   1.3 Placement and Scheduling: Enhance utilization of placement testing and course scheduling processes.
   1.4 Support Services for Access: Strengthen support services processes to better meet student needs.

2. Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and life-long learning.
   2.1 Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions.
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2.2 Curriculum: Ensure quality, relevancy and currency of curriculum to meet the needs of our diverse student population and community.

2.3 Remediation/Developmental: Review the College's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs.

2.4 Student Learning Outcomes: Develop, implement, and sustain an assessment process that fosters innovative and continuous improvement of student learning outcomes at the college-, program-, and course-level.

2.5 Academic Support: Support student success through accessible, reliable, and user-focused academic support services.

2.6 Faculty and Staff: Create an environment that attracts, retains, and supports qualified personnel.

2.7 Facilities: Maintain facilities, equipment, and technological infrastructure to support institutional and student needs.

2.8 Financial Resources: Strengthen processes to develop and better utilize fiscal resources.

3. Workforce Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.
   3.1 Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information.

   3.2 Meet workforce needs, increase students' rates of certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.

4. Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.
   4.1 Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities.

   4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.

5. Community Development: To contribute to community development and enrichment through campus leadership and collaboration.
   5.1 Establish active collaborative arrangements to support community goals and needs.
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6. *Diversity:* To foster global understanding and appreciation for diversity.
   6.1 Support diversity and cultural awareness through campus programs.
   6.2 Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawai‘i.

**Self Evaluation**

The College meets the standard. The table of strategic goals below shows how the College’s goals align with the UH System’s goals and what the College’s performance measures are.

<table>
<thead>
<tr>
<th>State Agenda for Higher Ed/ UH System Goal</th>
<th>KCC Goals and Actions</th>
<th>Performance Measure</th>
</tr>
</thead>
</table>
| Increase Educational Capital of the State Address Underserved Populations and Regions | 1. Access – To provide open access to educational excellence for a diverse student population  
Action Focus  
1.1 Outreach marketing and recruitment  
1.2 Retention  
1.3 Placement and scheduling  
1.4 Support services | 1. Native Hawaiian (NH) Educational Attainment  
1.1 Increase NH student enrollment by 3%/year  
1.2 Increase Pell/financial aid participation rate among NH students  
2. Hawai‘i’s Educational Capital  
2.1 Increase enrollment by 11%  
2.2 Increase Pell/financial aid participation rate | |
| **GOAL 1: Educational Effectiveness and Student Success** | 2. Learning and Teaching – To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education, and life-long learning  
Action Focus  
2.1 Articulation  
2.2 Curriculum: quality, relevance, currency, appropriate for diverse population  
2.3 Remedial/Developmental  
2.4 Student Learning Outcomes: assessment  
2.5 Academic Support | 1. NH Educational Attainment  
1.3 Increase developmental education success among NH students  
1.4 Increase graduation/transfer of NH students  
2 Hawai‘i’s Educational Capital  
2.3 Increase development education success  
2.4 Increase graduation/transfer  
2.5 Increase distance learning programs/enrollment/degrees awarded | |
| Diversify the Economy Expand Workforce Development | 3. Workforce Development – To provide a trained workforce by offering programs that prepare students for both employment and future career development | 4. Globally Competitive Workforce  
4.1 Increase degree completion in selected fields by 3%/year |
<table>
<thead>
<tr>
<th>State Agenda for Higher Ed/ UH System Goal</th>
<th>KCC Goals and Actions</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Research, and Service Network</em></td>
<td>Action Focus</td>
<td></td>
</tr>
<tr>
<td><em>GOAL 3: A Model Local, Regional, and Global University</em></td>
<td>3.1 Articulate programs with workforce needs</td>
<td>4.2 Increase the enrollment of 25-49 year olds in credit programs by 3%/year</td>
</tr>
<tr>
<td>Increase Educational Capital of the state</td>
<td>3.2 Increase rates of student certification, licensure, job placement and/or transfer to appropriate baccalaureate programs</td>
<td>4.3 Increase degree completion in STEM fields by 3%/year</td>
</tr>
<tr>
<td>Address Underserved Populations and Regions</td>
<td>5. Community Development – To contribute to community development and enrichment through campus leadership and collaboration</td>
<td></td>
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<tr>
<td><em>GOAL 1: Educational Effectiveness and Student Success</em></td>
<td>Action Focus</td>
<td></td>
</tr>
<tr>
<td>Diversify the Economy</td>
<td>5.1 Establish active collaborative arrangements to support community goals and needs.</td>
<td></td>
</tr>
<tr>
<td><em>GOAL 3: A Model Local, Regional, and Global University</em></td>
<td>6. Diversity – To foster global understanding and appreciation for diversity</td>
<td>3. Economic Contribution 3.1 Increase extramural funds by 3%/year</td>
</tr>
<tr>
<td></td>
<td><em>Action Focus</em></td>
<td>Kaua‘i Specific Measures: 6.1 Increase program offerings (credit and non-credit) targeting needs of senior population</td>
</tr>
<tr>
<td></td>
<td>6.1 Support diversity and cultural awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.2 Foster global understanding; develop partnerships with communities and organizations both within and beyond Hawai‘i</td>
<td></td>
</tr>
<tr>
<td>Renew and Expand Infrastructure</td>
<td>4. Personal Development – To provide life-long learning opportunities in the areas of personal and professional development</td>
<td>5. Resources and Stewardship 5.1 Professional development investment increase expenditures on professional development</td>
</tr>
<tr>
<td><em>GOAL 4: Investment in Faculty, Staff, Students, and Environment</em></td>
<td><em>Action Focus</em></td>
<td>5.2 Reduce deferred maintenance</td>
</tr>
<tr>
<td><em>GOAL 5: Resources and Stewardship</em></td>
<td>4.1 Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities</td>
<td>5.3 Increase non-state revenues 3-17%/year</td>
</tr>
<tr>
<td></td>
<td>4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience</td>
<td>5.4 Promote sustainability</td>
</tr>
<tr>
<td></td>
<td>2. Learning and Teaching – To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and life-long learning</td>
<td></td>
</tr>
</tbody>
</table>
The comprehensive program review and APRU processes demonstrate the College’s commitment to the process of implementing its stated goals. At the beginning of each academic year, the Executive Cabinet and College Council meet to determine the priorities of goals to emphasize for the year. A College Conversation date is also set aside for the discussion of priorities so that all faculty and staff members can have input in setting these priorities. The Chancellor also meets with ASUH-KCC SG and the Friends of Kaua‘i Community College for their input on the College’s priorities. Once set, the priorities are used in the comprehensive program review and APRU processes.

For example, during the academic year 2011-2012, priorities were discussed in September (see college council minutes September 30, 2011), and faculty and staff ranked the importance of these goals. The Chancellor then met with ASUH-KCC SG and the Friends of Kaua‘i Community College. Discussion also occurred at the division-level, with Faculty Senate, and at College Council. Data related to the College goals on student achievement, student retention, student transfer, remedial/developmental success rates, and distance enrollment of KCC students was presented. All perspectives were taken into account to result in the College’s top four priorities of the year:

1. Increase success of remedial/developmental students
2. Increase and improve design and delivery of distance education offerings
3. Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides
4. Increase transfer rates by strengthening four-year pathways, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields

These priorities were then communicated within all divisions and units so that when faculty and staff members analyze and reflect in their comprehensive program review/APRUs, they can focus on the year’s priorities.

A “bonus point” can be awarded to a proposal which involves collaboration with other programs. Below is the rubric College Council uses when evaluating requests from
### Standard I: Institutional Mission and Effectiveness

comprehensive program reviews and APRUs.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>The request is aligned to one of the Strategic Goals but not to one of the priority goals.</td>
<td>The request is aligned to at least one priority goal.</td>
<td>The request is clearly and persuasively aligned to one or more priority goals.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>There is a defined outcome leading from the action step.</td>
<td>The measurable outcome is aligned with one of the College’s measures or one of the UHCC measures.</td>
<td>The measurable outcome is aligned with a College or UHCC measure and the program has made a strong case for the probable success of the action to produce the projected outcome.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>The program cites some evidence to support its conclusion, e.g., Program Health Indicators on enrollment growth.</td>
<td>The program analyzed data to arrive at its conclusion, e.g., the Library does an age study of the current collection and determines that the average age is 25 years. Based on the study the program concludes that funds are needed to lower the average age, especially in technical areas.</td>
<td>The program analyzes several types of data to arrive at a proposed set of action steps; the outcomes propose specific improvement in measures that were part of the original need analysis.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>The expected outcomes will affect over 50 percent of the majors in the program, or students served.</td>
<td>The expected outcomes will affect the majority of students.</td>
<td>The expected outcomes will ensure the college is in compliance with federal regulations, health and safety requirements, etc.</td>
</tr>
</tbody>
</table>
Comprehensive program review and APRU requests are evaluated on four criteria: alignment, outcomes, evidence, and impact.

All resource allocations are based on the comprehensive program review/APRU process, which College Council annually reviews and makes appropriate changes. Comprehensive program reviews are on a five-year cycle and APRUs are reviewed in December for years in between (KCC Policy 1-8, Integrated Planning). The 2011 Faculty and Staff Survey showed that 73 percent of the respondents “strongly agree” or “agree” to the statement: “I am familiar with KCC’s strategic goals.” The same percentage of respondents “strongly agree” or “agree” that the College’s mission directs the strategic plan. This shows a broad understanding of the College’s goals.

The UHCC System Office supported KCC’s efforts toward meeting its institutional goals by awarding extra funding based upon performance measures. For example, in the fiscal year 2012, KCC was one of two community colleges in the UHCC System that received 100 percent of the allotment for meeting its targeted goals in increasing Native Hawaiian enrollment, increasing the number and amount of financial aid awards, increasing the number of STEM graduates, and increasing the number of transfer students.

All of the processes mentioned above demonstrate the College’s commitment in achieving its goals and the UHCC System supports the College in this regard. Furthermore, the comparison of data available system wide encourages collaboration. Each college looks at what other colleges are doing well so that everyone can learn from each other as far as what works and what does not. For example, this spring, KCC sent a team to examine Hawai‘i Community College’s Hawaiian Studies Center because of the strides it made with regard to Native Hawaiian achievement.

Evaluation of Goal #1: Access
The College regularly measures performance in relationship to its goals and the UHCC System performance measures. For Goal #1, Access, the College measures enrollment, Pell Grant recipients, and transfer rates. The College also disaggregates the data for Native Hawaiian students. Both overall enrollment and Native Hawaiian enrollment has substantially grown since 2008, as seen in Figure 2 and Figure 5 of this report’s Introduction. In all six of these measures, KCC’s actual performance is well above targets.

In analyzing the performance measures, the UHCC System should be commended for its commitment to the Native Hawaiian population. This is an improvement plan made strategically system wide to clearly identify and measure the performance of both the general and Native Hawaiian populations in an effort to achieve equity as recommended by the Achieving the Dream Initiative.
Besides the performance measures stated, there are two other programs that show the College’s firm commitment to access. The Waiʻaleʻale Project recruits students through high school counselors and social service agencies who would not have considered college as an option for them. Students receive free tuition, books and fees, as well as a host of support strategies such as a summer bridge program, midterm conferences, and mentoring. Though the program is funded mostly by private donation, the College has shown its commitment to this program by providing additional funding for the coordinator position. The program has provided access to 41 students in its first cohort in fall 2010 and 84 students in the second cohort in fall 2011. The program is
continuously collecting and analyzing its data to measure its effectiveness. So far, Wai‘ale’ale Project students’ performance is comparable to the general population despite the many barriers that they are facing.

The College offers dual enrollment to Running Start students from local high schools. Some of these classes are held at the high schools to accommodate student needs. In fall 2011, KCC offered Chemistry 151 and Chemistry 151L at Waimea High School after school. The College followed up with Botany 100 in spring 2011. The decision to offer these classes at the high school came as a result of a discussion with community members that illustrated the needs of the student population on the remote west side of the island, some employees from the agriculture industry, and high school students interested in dual enrollment.

On the east side of the island, the College is working with Kapaa High School, and offers Mathematics 103 as a dual credit course during school hours so that the College can provide access to students without the barrier of having to drive to campus. The success rate during the first semester in which the course was offered, fall 2011, was 78 percent. KCC will offer the class again in fall 2012. Other departments are looking into following KCC’s mathematics and science models to improve its collaboration with the Department of Education to provide access to the island’s high school population.

Another way the College has increased access is through the addition of distance learning courses. The Hospitality and Tourism program has produced two online classes (Hospitality and Tourism 101 and Hospitality and Tourism 125) as part of the Business Education Division’s goal of introducing advanced technological options and teaching methods for students. These two introduction classes enable students to receive general knowledge on the hospitality industry and professions available to them. By moving them online, the Hospitality and Tourism Program has allowed students who normally would not have access to the program the flexibility to attend. For example:

1. Disabled students who need to work at a slower pace
2. Working students
3. Students elsewhere in the UH System
4. Students who have scheduling conflicts

Data used to request the incorporation of Hospitality and Tourism 101 and Hospitality and Tourism 125 was based on the increased need of students who want to enter the Hospitality and Tourism program given Hawai‘i’s heavy economic dependence based on hospitality and tourism.

As the only higher education institution on Kaua‘i, the College’s University Center provides access to students who are interested in a four-year degree offered at UH
Manoa, UH Hilo, or UH West O`ahu. One way the College evaluates itself is to look at its transfer rate to its UH System’s four-year schools. As a system, UH is working hard to improve transfer and completion rates. The College has initiatives such as granting qualified students automatic admission to the four-year school of their choice. Also, the UH System has initiated reverse transfer so that students who begin at a community college and transfer before graduation can earn their associate degrees once they have fulfilled the requirements.

Evaluation of Goal #2: Learning and Teaching

The primary way the College has chosen to measure performance with regard to this goal is by looking at the success of students in remedial/developmental education. Approximately 90 percent of incoming students are placed into at least one remedial/developmental area (mathematics, reading, or writing). Figure 28 in this report’s Introduction provides information regarding student success in remedial/developmental math. Because the College is so small, percentage changes that seem rather dramatic may only represent a few students. Nonetheless, it is important for KCC to be aware of these trends.

The College has had mixed success in the area in remedial/developmental mathematics for Native Hawaiian students, as well as overall students. In the area of Native Hawaiian remedial/developmental mathematics, the College exceeded its goal by 13 percent in 2007, but was 46 percent and 49 percent under in 2008 and 2009. KCC has seen some improvement in 2010. As far as overall remedial/developmental mathematics, the goal for 2007 was a 67 percent success rate and KCC exceeded this by 1 percent. In 2008, the College’s goal was 68 percent and was just 1 percent under. In 2009, KCC’s goal was 71 percent, but only 61 percent of the College’s students succeeded (14 percent under the goal).

The College exceeded its enrollment goals in the 2008 and 2009. KCC exceeded its goal in the Native Hawaiian population by 11 percent and 22 percent in those two years. This may be an indication that the College was not prepared to support such a large growth in Native Hawaiian students in remedial/developmental mathematics. When looking into how the entire UHCC System compared to KCC, it should be noted that the College does exceptionally well in this area.
Remedial/Developmental Math Success Comparison

<table>
<thead>
<tr>
<th>Institution</th>
<th>Goal</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>LCC</td>
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<td>Actual</td>
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<td>58</td>
<td>56</td>
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<tr>
<td>KapCC</td>
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<td>49</td>
<td>52</td>
<td>55</td>
<td>59</td>
<td>63</td>
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<tr>
<td></td>
<td>Actual</td>
<td>49</td>
<td>46</td>
<td>57</td>
<td>56</td>
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<td>HCC</td>
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<td>Actual</td>
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<tr>
<td></td>
<td>Actual</td>
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<td>59</td>
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<tr>
<td>MCC</td>
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<tr>
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<td>Actual</td>
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<td>70</td>
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<tr>
<td>HawCC</td>
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<td>67</td>
<td>68</td>
<td>67</td>
<td>61</td>
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</table>

In the area of Native Hawaiian and overall remedial/developmental writing, the College saw a decline in the percentage of success, but in the 2010 year, KCC recovered some ground. However, the College is still below the goal for Native Hawaiian students (VPCC Spring 2012 Visit).

In the area of remedial/developmental reading, the College has experienced similar fluctuations with regards to reaching target goals and percentages of success for both Native Hawaiian students and all students declined in 2010. For further information on student remedial/developmental reading success is found in the UHCC VPCC Spring 2012 presentation.

The College Success Center (CSC) is a virtual center and is created with the mission of supporting KCC’s students in remedial/developmental education. The leadership team of the CSC consists of two coordinators specializing in developmental English and mathematics. An assessment process for the CSC is being developed at the time of this writing. The impact of the CSC has been to a limited number of students. The College
is looking into ways to scale up what has been working with the small groups to the general college population. The College Success team, composed of the full-time remedial/developmental English and math faculty and the Tutoring Coordinator, proposed that the College will require Interdisciplinary Studies 103 (Introduction to College) to all students who test into two of the three developmental areas (mathematics, reading, and writing) on the COMPASS placement test. As part of the College’s process, KCC has discussed this at two College Conversations where data were presented and questions or concerns were addressed at the division-level during individual division meetings. Discussion also occurred at Faculty Senate where this was approved. This showed that through integrated planning the College made its commitment to student success.

Faculty who teach English are also working on accelerated learning by offering developmental English that is linked to a college-level English course. This will eliminate exit points and shorten the developmental students’ path to college-level English.

The College Success team has also experimented with contextual learning by offering linked courses (English and Hawaiian Studies; English and Interdisciplinary Studies; and English and Mathematics). This effort has continually been successful.

Evaluation of Goal #3: Workforce Development
The performance measures for this goal are degrees/certificates awarded, STEM degrees awarded, and enrollment of targeted workforce population between the ages of 24 and 49. Figure 19 in this report’s Introduction shows that the total number of degrees/certificates completed has been above the targeted goal since 2006, though degree/certificate completions for Native Hawaiians need improvement. Our enrollment of those between 24 and 49 is well above goal and has been since 2009 (KCC Performance Measures). KCC also exceeds goal in the number of STEM degrees awarded, but not by very much.
Evaluation of Goal #4: Personal Development

The performance measures set for personal development are the dollars spent on professional development, reduction of deferred maintenance, non-state revenues, and promoting sustainability.

In the area of professional development dollars, KCC met its stated goals until 2009 when the state restricted travels due to the economic downturn. There was absolutely no out-of-state travel, and interisland travels were limited to an on-need basis. This does not take into consideration grant-funded travel to conferences, etc.

The College has put forth great effort in reducing repairs and maintenance dollars. KCC has been at or under spending goals as exhibited in the chart above. The next chart shows the energy usage since 2006. The College was over its goal in 2007, but made improvements in 2008 and 2009. The College has signed a contract with Chevron Energy Solutions that will further increase energy efficiency and renewable energy production. KCC should be energy sufficient when this project is completed.
In the measure of non-state revenues, the College has continually remained over the goal since 2007 as seen in the chart below:

In the area of personal development, it is worth noting the College’s efforts in sustainability. Since spring 2010, KCC has made good progress in cultivating its recycling practices and it is beginning to make a difference. After Earth Day 2011, the College installed over 35 large county recycling bins around campus. Members of the Grounds and Maintenance staff have volunteered to collect plastic bottles on a regular basis. Student Services installed a collection bin for recycling paper, plastic, and glass. More offices are separating paper and newsprint for trash pickup. Faculty and staff members are encouraged to bring their own cup to meetings so that the College does not have to use bottled drinks or paper cups. The College is much better at recycling cardboard boxes for Garden Island Disposal to pickup.

Soil revitalization efforts are under development. A ground-method composting site is being developed next to the lo‘i (an irrigated terrace). The College is cultivating worms to nourish its soil. The Aquaponics Program has been cultivating baby talapia and growing healthy...
vegetables in a non-soil environment. The Apiary is delicately nurturing queen bees and is collecting honey.

KCC has several bicycle racks on campus, including the new one designed by a retired staff member in front of the One Stop Center. When the highway improvement project is complete, it should be much easier and safer to travel by bike. Students have negotiated a piloted free bus pass for all students with a student ID.

The College has reached a milestone with the hiring of its first Director of Ho’ouluwehi: The Sustainable Living Institute of Kaua‘i.

Evaluation of Goal #5: Community Development
Being the only higher education institution on the island, KCC does a great job of serving the community through a variety of activities. The Office of Continuing Education and Training (OCET) is committed to providing effective, responsive training that responds to the professional and personal development needs of the community's life-long learners. Currently, the most popular area of development is courses dealing with sustainability/green issues. KCC’s OCET offered the first Photovoltaic classes offered in the state-wide higher education system and continues to explore new venues including the North American Board of Certified Energy Practitioners and national certification programs. For more information about OCET programs, see Standard I.A.1.

The KCC Library also provides a venue for community events. From 2007 to 2011, the Library hosted over 20 displays and 30 presentations on a variety of topics that are available to the entire community. KCC provides classrooms for Carpenter Union training classes. The College also hosts a weekly Community Farmers Market, and an annual garden fair, job fair, and health fair for the island community. ASUH-KCC SG hosts movie nights, an Easter Egg Hunt, and blood drives. All of the activities hosted by ASUH-KCC SG are to support the island of Kaua‘i.

The College plays an important role in community development through funding from the US Department of Housing and Urban Development (HUD). KCC, in partnership with the Council for Native Hawaiian Advancement, is currently working with the west side community of Kekaha (a predominantly Native Hawaiian community) to construct a Kekaha Community Enterprise Center which will be located in Kekaha Hawaiian Homelands. Following construction, critical financial literacy counseling and basic skills courses will be offered. KCC contributed architect plans for the construction of the building based on building plans used for the KCC Hawaiian Studies Hale. Earlier HUD projects have included building a certified kitchen and a classroom/community center building in the community of Anahola. See Standard II.B.2 for more information about these projects.

KCC holds a 25-year agreement to lease 11 acres of the College’s land to the Kawaiki New Century Public Charter School. Kawaiiki is a K-12 Hawaiian language school where
indigenous cultural knowledge is valued, applied, and perpetuated. This long-term commitment demonstrates the College’s goal to community development.

**Evaluation of Goal #6: Diversity**

The stated performance measures for diversity are the number of international students at KCC and the number of programs targeting senior needs. The College has not met the targeted number (11 students) of international students, as evidenced in Figure 12 of this report’s Introduction, and has not yet set measurable goals for evaluating senior needs. Despite this, KCC has done a tremendous amount of work in regard to diversity.

KCC’s International Students Club is a campus organization for international students, students with foreign background, and local students who are interested in learning about other cultures of the world. Its purpose is to “bring together students from abroad, students with foreign background, and local students for mutual friendship and support and for intercultural exchange and understanding.” The Club showcases different cultures at their regular meetings and has hosted several cultural events on campus.

The Kaua‘i English Language Academy (KELA) program at KCC is an emerging program that offers credit and non-credit classes for non-native speakers of English both local and international. Planning the program has included approximately two years of discussion and planning at the committee-level, including a feasibility study and recommendations prepared by an external consultant. A coordinator was hired in 2011 to oversee design and implementation of the program.

The Diversity Corner is located near the front entrance of the College Success Center. Its purpose is to promote cultural diversity and understanding by “celebrating the many ways we are different.” The goals of this project are aligned with the College’s mission to develop “life-long learners who think critically, appreciate diversity, and lead successful, independent, socially responsible, and personally fulfilling lives.” The Diversity Corner is where the College can display exhibits showcasing diversity and hold discussion panels. Some of the topics explored at the Diversity Corner are:

- Presidents Day Focus: International Perspectives on America's New President
- Civil Unions and HB444
- The Root Project – where are you from?
- Galapagos Island
- Faith: A Pictorial Essay
- Students with Disabilities

KCC hosts students from several institutions in Okinawa annually for a short-term program focusing on English as well as cultural learning and other academic disciplines depending on the program. For example, the Okinawa Prefectural College of Nursing (OPCN) exchange agreement focuses on health care, and Okinawa Christian University focuses on Hospitality and Tourism. KCC students in Nursing have participated in a
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study abroad program in cooperation with OPCN, and Japanese language students have also participated in a short-term study abroad focusing on language and culture.

The College realized the need to focus on international education and has created the International Education Committee in 2010 to foster and support international education at KCC. The goals of the Committee are as follows:

- To support programs that offer English language instruction and special support services for Kaua‘i’s ESL residents.
- To support programs that offer English language instruction and an understanding of American culture to international students.
- To collect and disseminate information on study abroad opportunities for KCC students.
- To serve as a resource for cross-cultural events for the island of Kaua‘i.
- To support the internationalization of course curriculum.
- To develop, promote, and conduct international exchange programs for students, faculty, and staff.
- To make recommendations to College Council and the Chancellor on matters concerning international education.
- To serve as a resource for the College in its international endeavors.

This International Education Committee is a standing committee that reports to the Chancellor through College Council. Committee members include administration, faculty, staff, and student representatives.

One possible measure of senior needs is the number of senior passes to enroll in credited courses. Senior passes were in courses such as music, art, and Automotive Technology.
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<th>2008</th>
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<tr>
<td>Senior Pass (Fall)</td>
<td>13</td>
<td>7</td>
<td>23</td>
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</tr>
<tr>
<td>Senior Pass (Spring)</td>
<td>9</td>
<td>13</td>
<td>18</td>
<td>17</td>
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However, this measure does not capture the original intent to develop programs specifically for seniors.

Actionable Improvement Plan

The College will re-evaluate the performance measures for Community Development, Diversity, and Personal Development.

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

KCC has a clearly defined assessment process of student learning, and the process is implemented consistently. The College has been collecting data on CSLOs and PSLOs for both instructional and non-instructional programs. The College also has established ISLOs that are currently under revision to better reflect the College’s mission and strategic plan and to be clearly assessable. As discussed in Standard I.B.2., the data-driven cyclical comprehensive program review with the APRU process focuses on improvement of program outcomes, and is directly related to the College’s strategic plan and decision making process and resource allocations to support student learning. The College’s mission and goals are clearly stated with performance measures, and data is collected and analyzed for improvement in its effectiveness (see KCC Policy 1-8, Integrated Planning).

The comprehensive program review is required for both instructional and non-instructional programs areas of the College. APRUs report on progress of action items from the comprehensive program review, analysis of program health indicators, and resource allocations. Again, College Council bases its budgetary, staffing, and program recommendations on the ongoing comprehensive program review process.

Self Evaluation

The College meets the standard. All planning is based on the gathering, presentation, and evaluation of quantitative and qualitative data included in the comprehensive program reviews, including student achievement and transfer data, economic and demographic data,
analyzed results from surveys, focus groups, advisory boards, data generated from the UH System and KCC, and current educational research studies. A culture of evidence drives the planning cycle from analysis of current data specific to the KCC community to resource allocation, implementation, and re-evaluation of results. Improvement of student learning is at the heart of all College endeavors and drives the planning cycle.

As seen in the comprehensive program review calendar (KCC Policy 1-6, pp. 4-5), five programs have done their second comprehensive program review in December 2010, and five APRUs are to be done each year thereafter. This schedule is cyclical. That is, the comprehensive program review is repeated every five years. In between years, all instructional and non-instructional undergo the APRU. In the process of completing the comprehensive program review/APRU, all programs have incorporated their program health indicator data, which is available online via the UH System’s website. The program quantitative indicators are sorted into three major categories: demand, efficiency, and effectiveness. All categories are easy to access and understand. In addition to the health indicators, specific data is provided by the College’s newly hired Institutional Researcher, who is working on making data accessible via the Institutional Researcher website.

The College and the UH System have supported campus-wide dialogue to improve student learning based on the analysis of quantitative and qualitative data by increasing the frequency of data-based progress reports which are presented at campus-wide forums and posted online:

- The KCC Chancellor’s and Vice Chancellors’ presentations and discussions at fall and spring Convocations.
- Presentations from the VPCC covering the College’s progress towards goals in comparison with the other UH community colleges each semester.
- The Institutional Researcher’s presentations during College Conversations on specific programs/services, such as the mandatory Interdisciplinary Studies 103 proposal.

The data in these reports, frequently supported by the presentation of related educational research studies, are used to prioritize goals, re-evaluate and improve current programs and services, and support proposed new programs/services that will improve student learning and success.

An example is the recent proposal by the mathematics faculty to streamline the pathway for remedial/developmental mathematics students.

To start the momentum in restructuring the remedial/developmental education, the Mathematics Department worked with the Developmental Mathematics Coordinator to develop a Mathematics 21 (Basic Math and Pre-Algebra) course to accommodate students who do not pass the COMPASS placement test in mathematics to place into Mathematics 22
(Pre-Algebra), which was the lowest level of developmental mathematics. The idea of Mathematics 21 is to provide access to students who would otherwise have to go to Adult Basic Education offerings by the Department of Education, which has proven to be ineffective. Also, students who successfully complete Mathematics 21 will exist at the same point as those who complete Mathematics 22. Therefore, they accelerate their progress into their degree requirement or college-level mathematics. One section of this course was offered in spring 2011 with a 76 percent success rate. The College expanded the sections in fall 2011 and are awaiting results for this. To follow up with Mathematics 21, the Department put Mathematics 26 (accelerated Elementary Algebra developed in 2006) back into the College’s offerings. The goals of this course are to shorten the mathematics sequence and eliminate exit points thereby leading to an increase in the College’s overall success rate in the mathematics pipeline and getting more students to complete college-level mathematics. Again, an integrated planning process was followed. National and KCC data were presented at a College Conversation, discussions occurred at individual division meetings, and Faculty Senate was involved in the decision making process.

**Actionable Improvement Plan**

None.

**Standard I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Descriptive Summary**

As previously discussed, the comprehensive program review/APRU process drives the College’s planning. All funding requests must be included in the comprehensive program review/APRU to be considered for funding. All constituents participate in the ranking of APRU funding requests through various levels of involvement: division/unit meetings, Faculty Senate, and ASUH-KCC SG. Along with the comprehensive program review process exhibited in the Planning Process Chart in Standard I.B.1., the shared governance structure at the College guarantees the broad involvement for all constituents in the College to contribute to the planning process.
For Career and Technical Education (CTE) Programs, another mechanism for involvement are advisory boards for the individual programs. These advisory boards consist of faculty and staff from the program, potential and current employers, current and former students, and community members.

These are the programs/units that have advisory boards:

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<th>Instructional</th>
<th>Non-Instructional</th>
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<td>Business Education: Accounting, Business Technology, Culinary Arts, Hospitality and Tourism</td>
<td>Tutoring Center</td>
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<tr>
<td>Nursing</td>
<td>Student Services</td>
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<td>Auto Body Repair and Painting</td>
<td>Financial Aid</td>
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<td>Automotive Technology</td>
<td>Registration</td>
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<tr>
<td>Electronics Technology</td>
<td>Library</td>
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<tr>
<td>Facilities Engineering</td>
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Self Evaluation

The College meets the standard. There are formal mechanisms built into the governance structure that ensure a broad base for participation in the College’s planning process, including the comprehensive program review process, and regularly scheduled division, Faculty Senate, Curriculum Committee, College Council, and campus-wide meetings.

Examples of improvements in institutional effectiveness based on the comprehensive program review and resource allocation process include the impact of hiring an additional Financial Aid Officer and the creation of the Learning Commons to integrate Academic Support services to improve student access to college resources.

During the 2007-2008 APRU process, Student Services indicated a need for a new Financial Aid position based on a report of average staffing numbers by College enrollment produced by the National Association of Financial Aid Administrators and comparison of the Financial Aid Offices in the UHCC System. College Council prioritized the request as it closely aligned with a major goal of increased access for students who need financial aid to attend KCC. The increase of a 1.0 FTE Financial Aid Officer has resulted in an increase of financial aid awards from 591 in 2007-2008 to 1,359 awards in 2010-2011 and funds awarded from $901,640 (2007-2008) to $2,733,718 (2010-2011).

The recent renovation of the Library and the creation of the Learning Commons reconfigured the old business and administrative offices into space for Tutoring Services, office space for the two College Success Coordinators and the Instructional Technologist, a Digital Media Lab, and a Math/Science Lab. This space is now integrated with the first floor of the Library. The Learning Commons was designed to improve access to Academic Support services and to promote group study and interaction. The space also includes a café, which is scheduled to open in fall 2012. The second floor of the Library is reserved for quiet, individual study. Based on data from student and faculty input from focus groups, Academic Support surveys, Library surveys, and a Learning Commons survey, the request for remodeling was approved by College Council through the comprehensive program review process in 2008. An allocation of $1.2 million was appropriated for the proposal. Work on the renovation began in November 2010, and was completed in February 2011.

The Learning Commons has increased student access to Library and Academic Support services because the hours have been extended to serve students from Mondays to Thursdays until 7 p.m. Previously, the Library and the Learning Center (the original name of Tutoring Services and College Success) alternated evening hours because staffing did not allow for both sites to open four nights a week. The integration of services into one space made extended hours possible, which has been an area of concern to students who have been requesting longer Library hours on surveys for several years.

To evaluate the impact of the increased access on student satisfaction with Library hours, results from the Fall 2011 Student Library Survey (the first full semester after the Learning Commons opened) showed a significant improvement in student satisfaction with Library hours.
Commons was open) were compared with the spring 2010 survey. The level of satisfaction with Library hours (“very satisfied” and “satisfied” combined) increased from 67 percent of respondents in 2010 to 82 percent of respondents in fall 2011. The levels of dissatisfaction decreased from 29 percent of respondents in 2010 to 12 percent of respondents in 2011.

Generally, the College allocates resources to fulfill its plan well. One particular drawback that the College faced in the past two years was the state-wide hiring freeze due to the shortfall in the economy. This led to the overburden of the administrative staff members. The College responded to these needs immediately after the freeze was lifted.

The College actively seeks other sources of fundings, including donations and grants. However, due to the heavy teaching loads and other assignments of most faculty, it is difficult for them to find the time to search for grant opportunities and write proposals. As a result, discussions at division- and unit-levels, led to a request approved by College Council and the Chancellor to hire a grant writer.

There are also more informal forums that stimulate campus-wide participation in College improvement initiatives, such as College Conversations (held several times each semester) in which data is presented to the campus community for input prior to being discussed in the formal governance channels. Attendance at the College Conversations has been high and the discussions have been analytical, reflective, and useful in creating a collegial working environment to make positive improvements.

The results from 2011 Faculty and Staff Survey below demonstrate that KCC members see themselves as active participants who take initiative in making improvement within their areas and that the College’s culture promotes broad involvement.

- Out of 78 administrators, faculty, and staff who responded to the survey, 82 percent of them either “strongly agree” or “agree” to the statement: “I actively participate in the processes to discuss, plan, and implement idea for improvement.”

- 94 percent of the respondents “strongly agree” or “agree” to the statement: “I take initiative in improving practices, programs and services in which I am involved.”

- 74 percent of the respondents “strongly agree” or “agree” to the statement: “I work in an environment that supports innovation and institutional excellence.”
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- 69 percent of the respondents “strongly agree” or “agree” to the statement: “The institutional culture promotes willingness to examine and openly discuss institutional performance.”

Although the members at KCC felt that they are actively involved, there is a split perception in the 2011 Faculty and Staff Survey, question about whether or not “the current campus governance structure provides me with sufficient avenues for input in the decision making process.”

- 83 percent of administrators “strongly agree” and 17 percent “agree”

- Nine percent of faculty members “strongly agree,” 32 percent “agree,” 36 percent are “neutral,” and 23 percent “disagree” or “strongly disagree”

- Eight percent of staff members “strongly agree,” 36 percent “agree,” 40 percent are “neutral,” and 16 percent “disagree” or “strongly disagree”

In this self-evaluation process, the College has discussed this particular question. As it is the first time this survey is conducted, there is no baseline for comparison. This survey is scheduled for every three years so that the College can look for improvement. The 100 percent agreement from administration is positive in terms of their effort to promote broad involvement. The 36 percent of faculty being neutral may be a result of the fact that many of the College’s faculty members are new to the College who should concentrate more on their primary teaching duty. As the new faculty members become more experienced, they will more than likely participate in the College’s decision making process. It is understandable that 40 percent of staff members feel neutral about this issue in relation to their job duties. The fact that only 23 percent of faculty and 16 percent of staff members disagree is a good indicator of the College’s adherence to this standard in broad involvement.

Actionable Improvement Plan

None.

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College has been collecting assessment data for CSLOs since fall 2009. All programs have identified PSLOs and nine of the College’s 14 programs are actively assessing PSLOs in their APRUs at the time of this writing. Four of the remaining programs have plans for program-level assessment, and the last (Liberal Arts) is working on assessment strategies
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for the new PSLOs that were adopted in spring 2012. The Assessment Coordinator and Institutional Researcher are currently developing a database system which will align existing CSLO assessment processes and data with the PSLOs and ISLOs using the alignment matrices already developed as part of the College’s curriculum process. Planned for a fall 2012 implementation, this database system will allow the College to authentically assess ISLOs for all students by aggregating CSLO assessment data from across the curriculum which are aligned with individual ISLOs. In addition to this outcomes-specific data, the College also collects data concerning success rates, retention rates, and persistence rates in all courses, participates regularly in the CCSSE and Noel-Levitz Student Satisfaction Survey, and regularly reviews program health indicators (provided to the College by the UH System Office) as part of its regular APRU process.

Self Evaluation

The College meets the standard. Data from CSLO assessments is archived by course record number (Banner ID) and by course alpha/number (e.g., English 100), and individual students’ data is anchored to the students’ ID numbers. Because KCC is such a small institution, great care is taken to ensure that individual instructors’ and students’ results and data are not identified by name. Unless the instructor chooses to include colleagues, Division Chairs, or others in the information loop, only the instructor originating the Course Assessment Report of Data (CARD) form and the Assessment Coordinator view completed CARDS which include student names and instructor-specific data. Once the Assessment Coordinator receives the completed report, the CARD is stripped of this identifying information and becomes the archival copy of the CARD stored on the College’s secure server. This information is accessible only to members of the Assessment Committee.

Each spring, the Institutional Researcher runs a VisualBasic program which extracts and aggregates all the relevant CARD information to date and generates a report for each course. This report shows the CSLOs for all assessed sections of the course in question, and identifies the percentage of students who met or exceeded the instructor-identified benchmarks for each CSLO. The data is recorded into a table or graph and any narrative/qualitative data provided on the completed CARDS is also included in the report. Data for all assessed sections is aggregated by semester, so that different instructors teaching the same courses can situate their own results within the context of the overall assessment data over the course of several semesters. The Assessment Coordinator reviews all of the reports, and highlights areas that faculty should discuss such as CSLOs which show marked improvement in student learning, or CSLOs which seem to be particularly challenging for students as indicated by low levels of student mastery. This data, sorted by discipline, is provided to all faculty members as appropriate at the KCC’s Annual Assessment Afternoon in March.

At this event, the data provide a focal point for faculty discussion and analysis of student learning and ways to improve it. Faculty are grouped by discipline or program, provided a series of questions to guide their discussion of the data, and are asked to use the afternoon
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to review the data, discuss their results with their colleagues, and, if appropriate, develop plans to improve student learning in identified areas. Each discipline-specific group submits an informal report at the end of the session which outlines the discussion and any plans, and these reports are compiled by the Assessment Coordinator, who also provides assistance and workshops, and facilitates collaboration as requested in the reports. The results of the Annual Assessment Afternoon analysis are compiled into CARD reports by the Assessment Coordinator.

At present, only the faculty members within a particular discipline are provided the aggregated data for courses within that discipline, and only the originator of a particular CARD for a particular course section may be provided the data for that specific section. There is a recognized need to make course-level assessment data more widely available, particularly for general education courses and for courses frequently taught by lecturers. The Institutional Researcher and the Assessment Coordinator are looking into ways to make CSLO assessment data accessible to the College as a whole without compromising individual faculty members’ academic freedom and professional privacy. At a small campus such as KCC’s where all the courses within a specific discipline are often taught by just one person, faculty are concerned that assessment results (particularly less-than-desirable results) may adversely impact the faculty member’s evaluation or collegial standing. This is a sensitive issue and possible solutions need further investigation before making assessment data widely available. Until the issue is resolved, the Assessment Committee will retain access to the data while the Institutional Researcher and Assessment Coordinator will continue to provide specifically-tailored reports generated from the CSLO assessment data as requested by individuals, disciplines, and programs.

Currently, the Vice Chancellor for Student Affairs reports information concerning faculty qualifications, graduation rates, and crime rates to students via email and posts the same information online for the public. The KCC blog and Chancellor’s Corner both have information on news and events happening at KCC. The Chancellor has a monthly radio spot to highlight the College. The College Fair is another place where KCC can present information about the College to the public. Overall, the College does a great job of letting the community know that KCC is here, but communicating about the quality of what the College really offers can be improved. This has been discussed at College Council which resulted in the action to fill a marketing and outreach position. A key responsibility of this position will be to improve communication with the community.

At the present time, assessment data at the course-level are not made available to the community at-large. This is due to the same factors discussed above that preclude making course-level assessment data accessible to the College as a whole. The small size of the campus and small number of faculty make this difficult to accomplish without compromising individual faculty members’ professional privacy. However, APRUs for all programs are available on the College’s website.

In addition, the Assessment Coordinator plans to make institutional-level data available on
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a publically-available Assessment Committee website once the database project noted in the Descriptive Summary is completed and the College is able to produce ISLO assessment reports. Once this data is made available to the public, the Assessment Coordinator will work with the marketing and outreach person to develop a means of evaluating the effectiveness of the College’s efforts to communicate assessment information to the community. In this self-evaluation process, the College has briefly discussed different ways that this could be done at KCC’s College Conversation on this particular standard. This indicates that the College is doing a great job at evaluating itself and that plans for improvement stem from the College’s discussion about its effectiveness (the spirit of what accreditation is meant to achieve).

Actionable Improvement Plan

The College will implement a systematic plan to communicate information about institutional quality to the community.

Standard I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

KCC has developed policies on planning as outlined in KCC Policy 1-8. The College’s mission and goals drives the planning process that promotes student learning and integrates across all levels at the College and UH System. The results from the evaluation of goals in the past years led to the improvement plan for the subsequent years. This integrated planning process ensures dialogue among various constituents and that there is a broad understanding at the College about this planning process. UH System’s planning cycle is normally a ten-year cycle. Internally, College Council has the responsibility to annually assess the effectiveness of the planning process at the final College Council meeting of the academic year. The assessment will include recommendations for improvement, if any.

Self Evaluation

The College meets the standard. There is a process in place for evaluation, integrated planning and resource allocation, and re-evaluation. This is supported by the comprehensive program review/APRU process. When College Council discusses how effective the process was in the previous year, changes have taken place. In recent years, in order to determine the effectiveness of the process, the College had to go through all the APRUs and manually document whether or not items that have gone through the process led to improvement. Through dialogue at College Council, the lack of a streamlined process to collect information from the
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comprehensive program review/APRU process has improved. Starting in the academic year of 2011-2012, all APRU presentations include a report that summarizes the items funded and the resulting outcomes (APRU Status Form). This addition was to make sure allocation resources resulted in effectiveness and that data was presented and collected for improvement.

The 2011 Faculty and Staff Survey results show that 83 percent of administration “agree” and 17 percent of them are “neutral” to the statement: “The results of evaluations of the college’s decision making structures and processes are used to improve them.” Of the faculty members surveyed, 42 percent “strongly agree”/“agree,” 32 percent were “neutral,” 21 percent “disagree”/“strongly disagree,” and four percent selected “n/a.” In terms of staff members, 56 percent “strongly agree”/“agree,” 20 percent were “neutral,” four percent “disagree,” and 20 percent selected “n/a.”

The changes presented throughout this Self-Evaluation Report support the conclusion that the College’s planning process is effective in fostering improvement. One of the best efforts KCC has made to assure its effectiveness through institutional and other research efforts is the hiring of a full-time Institutional Researcher, who has proven to be very effective in encouraging faculty and staff to endorse the data-driven culture and to provide them with data to make well-informed decisions.

There are several examples of the College reviewing and modifying parts of the integrated planning process. The revision of its mission statement in 2010-2011 as described in Standard I.A.3. is one such example. Other examples include the addition of the Assessment Coordinator as a voting member of College Council, the current revision of the ISLOs to be more assessable, and the increased number of data-driven reports from the College’s Institutional Researcher and Assessment Coordinator which provide analyses of current data that is critical to making well-informed decisions to improve institutional effectiveness.

Actionable Improvement Plan

None.

Standard I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
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Descriptive Summary

All programs and units use program health indicator data that is available from the UH System Annual Report of Program Data (ARPD) in analyzing their performance in the comprehensive program review/APRU process. The Assessment Coordinator and the Institutional Researcher provide considerable guidance on assessment programs and services.

Self Evaluation

The College meets the standard. In Standards I.B.1. and I.B.3., it is apparent that the College assesses its evaluation mechanism through a systematic review of its effectiveness in improving instructional programs, Student Support services, and Library and other learning support services. When asked in the 2011 Faculty and Staff Survey about whether or not “the annual program review process (APRU) has been valuable in measuring effectiveness of our programs in serving our students,” 62 percent of respondents “strongly agree” or “agree,” 22 percent of them were “neutral,” ten percent “disagree” or “strongly disagree,” and six percent answered “n/a.”

Formally and informally, the College reviews its evaluation mechanisms to see if they are effective in improving instructional programs as well as other services at the College. Through College Council, the College examines the APRU process. Beginning in January 2012, the College was also able to review the APRU results, since the new process included reporting back on what improvements resulted from allocations the previous year. Prior to 2012, the College informally scrutinized the APRU process on specific requests, such as the decision to hire a Financial Aid Officer or the remodeling of the Library. Using College Conversations, KCC informally evaluates its data points and data collection in making decisions about how to move forward with issues such as making Interdisciplinary Studies 103 mandatory or shortening the developmental mathematics sequence. At the UHCC System-level, the Strategic Planning Council has considered whether or not to change the performance measures, but decided not to because the College needs a longer timeframe to track performance on the current measures. Annually, the Assessment Coordinator asks for input regarding the CARD process. Also, beginning in 2011, as part of its comprehensive program review, the College’s Executive Cabinet assesses the integrated planning process. In the last few years the College has become a culture of evidence, of assessment, and of self-reflection about its processes (including its evaluation processes). KCC can improve in this area by providing more formal avenues for this assessment, but the cultural pattern has been set.

Actionable Improvement Plan

None.
# Standard I: Institutional Mission and Effectiveness

## Standard I Evidence

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# Standard I: Institutional Mission and Effectiveness

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Standard Two:
Student Learning Programs and Services

Daniel Sieradzki
One of my favorite things about Kaua‘i Community College (KCC) is the small class sizes. This allows the professors to work with each student and address their learning needs. There is a real feeling of aloha at KCC, as professors know all of their students by name. I am an Accounting major at KCC and I feel incredible support from my business and accounting professors. I don’t feel like a face in an auditorium, as is often the case at larger colleges. Another thing I enjoy about KCC is the great art department. The department displays student art work throughout the campus and in student art shows.

Leah Sausen
KCC gave me the opportunity to further my education with its affordability and accessibility. I was able to enjoy the Kaua‘i lifestyle while getting my Liberal Arts degree as well as a Hawaiian Studies Certificate and a Polynesian Voyaging Certificate of Competence. This gave me the self confidence to reach all of my educational goals that I wish to pursue. KCC offers a variety of classes with passionate teachers making it a great place to be. I am currently in the Marine Option Program at KCC and plan on taking online classes from U.H. Mānoa this fall for my BA in Sociology via distance learning. The possibilities are endless and there for you!

Cheryl Fujii A.A., B.Ed.
I started at Kaua‘i Community College in 1982 immediately after I graduated from a private business college with an executive/legal secretary degree. It was an ideal opportunity to continue my education while I worked at the College. I have worn many hats during my career here at Kaua‘i Community College; I have been a student, clerical assistant, youth counselor, lecturer, training coordinator, administrator, and now full-time instructor. I feel that I can relate to my students as they seek to improve their employment options. I tell them my stories in the hope that they know that they can do it, too. I know that it takes an encouraging support group, unwavering commitment and hard work to achieve your dreams.
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

The mission of KCC is to “provide open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.” [2011-2012 KCC College Catalog, page 8]

To demonstrate its commitment to this mission, the College:

- supports students of all ages, cultures, and backgrounds to achieve their educational goals,
- perpetuates appreciation and understanding of Hawaiian culture and develops programs to support Native Hawaiian students,
- cultivates appreciation for artistic, intellectual, and technical pursuits,
- creates curricula and programs responsive to the community’s changing needs for career and workforce development,
- fosters partnerships with schools, the University of Hawai‘i System, and local, state, national, and global communities,
- leads the community toward greater social, economic, and environmental sustainability, and
- maintains a healthy and safe learning environment that enhances student and employee growth and success.

[2011-2012 KCC College Catalog, page 8]

In pursuit of this mission, KCC has developed five campus-level Institutional Student Learning Outcomes (ISLOs):

- **Communication:** Effectively use language and non-verbal communication consistent with and appropriate to the audience and purpose.
- **Cognition:** Use critical thinking skills to analyze, synthesize, and evaluate ideas.
- **Information Competency:** Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- **Social Responsibility:** Interact with others demonstrating respect toward their opinions, feelings, and values.
Standard II: Student Learning Programs and Services

- **Personal Responsibility:** Demonstrate self-management through practices that promote physical, mental, and emotional well-being. [2011-2012 KCC College Catalog, page 10]

In response to community needs, the College offers a variety of academic programs as shown in the table below [2011-2012 KCC College Catalog, page 55], each of which has a set of Program Student Learning Outcomes (PSLOs) that mesh with the ISLOs.

<table>
<thead>
<tr>
<th>Business Education</th>
<th>Certificate of Competence</th>
<th>Certificate of Completion</th>
<th>Certificate of Achievement</th>
<th>Academic Subject Certificate</th>
<th>Associate in Applied Science</th>
<th>Associate in Science</th>
<th>Associate in Arts</th>
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<tr>
<td>Accounting</td>
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<tr>
<td>Business Technology</td>
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<tr>
<td>Culinary Arts</td>
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<tr>
<td>Hospitality and Tourism</td>
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<td>X</td>
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Health Service

| Adult Residential Care Home Operator    | X                          |                           |                            |                               |                             |                      |                   |
| Massage Therapy                        |                            |                           |                            |                               |                             |                      |                   |
| Medical Office Receptionist            |                            |                           | X                          |                               |                             |                      |                   |
| Nurse Aide                             |                            |                           |                            |                               |                             |                      |                   |
| Practical Nurse                        |                            |                           | X                          |                               |                             |                      |                   |
| Registered Nurse                       |                            |                           |                            |                               |                             |                      | X                 |

Liberal Arts

| Liberal Arts Program                   |                            |                           |                            |                               |                             |                      | X                 |
| Hawaiian Botany                        |                            |                           | X                          |                               |                             |                      |                   |
| Hawaiian Studies                       |                            |                           |                            |                               |                             |                      | X                 |
| Marine Option Program                  |                            |                           | X                          |                               |                             |                      |                   |
| Plant Bioscience Technology            |                            |                           |                            |                               |                             |                      | X                 |
| Polynesian Voyaging                    |                            |                           |                            |                               |                             |                      |                   |

Public Service

| Early Childhood Education              |                            |                           | X                          |                               |                             |                      |                   |

Trade Technology

| Auto Body Repair and Painting          |                            |                           | X                          |                               |                             |                      |                   |
| Automotive Technology                  |                            |                           | X                          | X                             | X                           |                      |                   |

Carpentry (not currently offered)
## Standard II: Student Learning Programs and Services

<table>
<thead>
<tr>
<th></th>
<th>Certificate of Competence</th>
<th>Certificate of Completion</th>
<th>Certificate of Achievement</th>
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<th>Associate in Science</th>
<th>Associate in Arts</th>
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<tr>
<td>Electrical Installation and Maintenance (Not currently offered)</td>
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<tr>
<td>Electronics Technology</td>
<td>X</td>
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<tr>
<td>Digital Media Arts: Digital Graphic Design</td>
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<tr>
<td>Facilities Engineering Technology</td>
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In addition to credit academic programs, the College has a number of non-credit programs that address the workforce and personal educational needs of the community. These are offered by the Office of Continuing Education and Training (OCET), the Construction Academy, the Kaua‘i English Language Academy (KELA), and Na Pua No‘eau (the Center for Gifted and Talented Native Hawaiian children).

### Standard II.A.

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**Standard II.A.1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

### Descriptive Summary

The KCC Strategic Plan 2008-2015 includes a matrix illustrating the alignment between UH System and UHCC System goals that keeps the focus on the College’s mission while providing a framework for action planning, and the Program-Course SLOs matrices complete the view of alignment among system-, college-, program-, and course-level goals and SLOs. Based on the College’s mission statement above, ISLOs were proposed, developed, and adopted by the entire faculty at KCC as meeting the fundamental needs for all students graduating from the College. In making these decisions, faculty looked at best practices from
Standard II: Student Learning Programs and Services

other institutions and input from the Kaua‘i community. In keeping with these ISLOs, each program identifies its PSLOs based on such input as advisory boards and external certification requirements for Career and Technical Education (CTE) courses, and transfer or bachelor’s degree requirements for Liberal Arts (see Standard II.A.2.b. for a more detailed report). ISLOs are reviewed twice a year to ensure they remain current with the students’ and community’s needs.

College programs ensure high quality and effectiveness by carrying out regular reviews through the Annual Program Review Update (APRU) process as well as a comprehensive five-year program review. These reviews use the UH System Annual Report of Program Data (ARPD) which contain assessment data for all of the College’s degree and certificate programs. Demand, efficiency, and effectiveness indicators show program strengths and weaknesses and generate discussion leading to actions to improve the program. Included in the effectiveness indicators are successful completion of courses, persistence, degrees awarded, and transfer data, all of which indicate the program’s quality and appropriateness for an institute of higher education.

All courses offered at KCC, regardless of location or means of delivery, conduct assessment activities to assure their effectiveness. Academic instruction courses prepare a Course Action Form (CAF), which establishes Course Student Learning Outcomes (CSLOs) in the context of the PSLOs and ISLOs, the proposed methods of instruction, and the proposed methods of assessment. Results of assessment activities are recorded onto Course Assessment Report of Data (CARD) forms for analysis of the effectiveness of instruction, which leads to a modification of the CAF for improvement of instruction, and so the cycle continues. Non-academic classes, such as those offered by the OCET, administer evaluation sheets to their attendees based upon which improvements are made. These processes will be discussed in more depth below.

OCET’s mission statement reflects the training and life-long learning elements of the College’s mission statement. They provide “effective customized training that responds to the professional and personal development needs of our community’s lifelong learners” through both general and customized workshops and classes. OCET also administers a U.S. Department of Agriculture grant that funds the formal Rural Farming Development Program. Like the academic programs, OCET complete APRUs and comprehensive program reviews to assure its continued integrity and effectiveness.

The Construction Academy is a program for local high school students to gain college credit for taking courses in construction while still in high school. KELA offers courses in English as a second language to non-native speakers who wish to either strengthen their language skills or to continue on towards a certificate or degree at KCC. Like the other academic courses, these courses are assessed after each offering and modified accordingly. Na Pua No‘eau is a state-wide program that develops and conducts educational enrichment workshops for Native Hawaiian students K-12, with the goal of introducing them to the joy of education. Measures of success for Na Pua No‘eau are submitted to the Office of Hawaiian Affairs, whose grant funds the program.
The College looks at a variety of sources to determine which fields of study to offer with student need being the primary goal. CTE courses are developed and offered for those wishing to learn and practice a trade; Liberal Arts, for those wishing to continue towards a bachelor’s or higher degree; OCET classes and workshops address training needs; and other programs address local high school students wishing to learn a trade while earning college credits or island residents wanting to learn English.

CTE Departments consult the Kaua‘i Economic Development Plan Comprehensive Economic Development Strategy to determine where there is industry demand for various programs. Programs also refer to WorkWise Kaua‘i, the Kaua‘i Department of Labor and Industrial Relations’ One-Stop Job Center (a database where employers can post job openings; job-related events in the community can advertise training, job fairs, and seminars; and industries can find the latest regulations in effect). In addition, various CTE programs work with industry advisory groups that indicate current workforce skill needs. For example, the Automotive Technology faculty are currently being trained to work on hybrid vehicles in preparation for new courses in their program. They are also exploring the feasibility of offering courses in bio-diesel mechanics for heavy vehicles in response to industry’s new emphasis on sustainability.

The Gainful Employment Program Description chart, available via the College website, gives prospective students (and division planning committees) an overview of the economics of some of these programs.

Liberal Arts offerings are determined primarily by UH requirements for four-year degrees (see Standard II.A.2.a.); however, a growing awareness of the immediate applicability of knowledge and skills formerly considered to be purely academic has led to identifying and addressing industry needs for certificate programs in Digital Media Arts and Marine Option Program, and a specific industry request resulted in offering a certificate in Plant Bioscience Technology. The Digital Media Arts: Digital Graphic Design (a certificate of completion) prepares students with the skills to find and retain employment in digital imaging, page layout and design, desktop publishing, and graphic design for print, video, interactive multimedia, and web graphics [2011-2012 KCC College Catalog, page 68].

The College is currently developing an A.S. degree in Natural Science for Marine Science (see ASNS Authorization to Plan) to provide students with an academic opportunity to study the marine and coastal environment that surrounds the Hawaiian Islands. As sustainability and ecology grow in importance in American culture, so have the number of jobs in this field. The Plant Bioscience Technology Program [2011-2012 KCC College Catalog, page 81] will give students the opportunity of an early start (high school) on their studies in botany and plant tissue culture, continuing as far as a Ph.D. before entering the field. These programs bridge the Liberal Arts-CTE “gap,” and illustrate the function of “academic knowledge” in “real life” applications.
Standard II: Student Learning Programs and Services

The effectiveness of these programs is assessed annually using the UHCC System ARPD, which provides data on class enrollment, student persistence, and course and program completion, among other data. All courses and workshops are evaluated by attendees; academic courses have standardized student evaluations and workshops distribute written evaluation surveys. The information from these surveys helps instructors modify their offerings for better results.

Self Evaluation

The College meets the standard. KCC uses a variety of data and research to determine the educational needs of the community it serves. Based on community needs and the College’s mission statement and ISLOs, divisions and offices determine what programs and courses are needed and CAFs are completed, reviewed, and implemented. All courses perform some form of assessment to verify their effectiveness and modifications are made as indicated by assessment findings. This annual cycle of course offering, assessment, and modification ensures that courses continuously strive for excellence and continue to meet community needs.

Actionable Improvement Plan

None.

Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The College uses a variety of data and research to determine the educational needs of the community it serves. UH’s Demographic Information and Achievement Data is used to gain a comprehensive picture of College demographics (who goes to the College, what segment of the community, how they are doing, how many classes are offered, and transfer numbers). This information is broken down into various demographic groups to allow KCC to track how various student communities are doing at the College.

Having identified who the College’s students are, KCC analyzes its educational needs. One important resource is the Kaua‘i Economic Development Plan’s Comprehensive Economic Development Strategy Report. This report identifies some of the persistent problems of the Kaua‘i County; namely, a lack of living-wage jobs, an aging workforce and a lack of skilled workers to replace them, and a significant number of underprepared students. According to this report, one-third of 10th graders at Kaua‘i high schools place below average on the Stanford Achievement Test (SAT) scores.
Due to KCC’s open-door policy, it receives students with a wide span of preparedness. In order for the College to meet their disparate needs, all incoming students at KCC take a placement test to determine their English and mathematics levels. KCC uses COMPASS placement test scores for placement in reading, writing, and mathematics that are in alignment with the entire UH System. The placement score required for placement into English 100 (the College’s transfer-level English class) is 74 – 100 on the writing test, while a score of 50 – 100 is required for placement into Mathematics 100. Students scoring below these levels are required to take remedial or developmental courses in the low-scoring area. From fall 2006 to spring 2011, the percentage of students testing below college-level in math was between 74 percent and 89 percent; for writing, 32 percent and 64 percent; and for reading, 26 percent and 54 percent. One of the strategies developed to address the issue of underprepared students is to expand the College’s remedial course offerings and hire faculty to teach these classes in the recently renovated College Success Center.

The College has developed Interdisciplinary Studies 103 (Introduction to College) for students who scored low in two areas (reading, writing, or mathematics) of the COMPASS placement test. So far, data show that Interdisciplinary Studies 103 has helped students achieve a grade point average of 2.0 or higher and has led to a greater rate of persistence than the aggregate of all students.

Because of the large population of students placing below transfer-level in the areas of reading, writing, and math, remedial/developmental programs, comprised of the non-transfer-level courses in these disciplines, are dedicated to filling this educational need. In spring 2012, remedial/developmental courses comprised about half of the College’s offerings in English (44 percent) and mathematics (63 percent). The success of each of these programs is assessed annually and reported in its own APRU using data from the UHCC System ARPD.

One strategy to address the lack of preparation of incoming students has been to reach out to the Department of Education (DOE) high school faculty to identify the gaps in skills acquisition, and to develop strategies to make the transition from high school to college smoother. The Science, Technology, Engineering, and Mathematics (STEM) faculty have conducted the following projects:

- Preparation of high school and middle school teachers in what is required of their students and what type of content their students should master before college.

- In the past five years, the DOE complex on Kaua‘i and at KCC have worked under a Mathematics Science Partnership Grant (MSP) for teacher development. The program has provided a platform for discussion between teachers on subjects such as common content and challenges for teachers, and it includes workshops and classes in which teachers have developed hands-on, experiential curriculum to bring to their classroom, culminating in credentialing for teachers in this area. Teachers from this program have shared their findings at a national conference on student learning.
Standard II: Student Learning Programs and Services

- For the past six years, KCC has partnered with the National Tropical Botanical Gardens to offer the Science Teachers Enrichment Program, a ten-day immersion credit course for teachers to learn about local science examples to bring their island into the classroom. It also provides mainland teachers with an experience of Hawai‘i’s unique tropical botany and ecology. The class is made up of teachers from Kaua‘i (50 percent), teachers from the state of Hawai‘i (25 percent), and mainland and international teachers (25 percent). The class provides teachers with an opportunity to network with colleagues at the local-, state-, national-, and international-level to discuss best practices in teaching and curriculum development.

- To provide students an opportunity to experience the rigor and content required in college classes, KCC has offered classes at the DOE high schools. These classes include college algebra, chemistry, botany, and basic carpentry.

- In Plant Bioscience Technology, the College is currently exploring and developing a career ladder for students to academically prepare for a variety of jobs in the plant bioscience technology field (including plant tissue culture at the molecular level and the ethics governing such molecular manipulation). Students may enter the program at the high school-level, continuing on to KCC, and continuing in the UH System as far as obtaining a Ph.D. It is called a career “ladder” because students can climb as high as they wish to in academics before stepping off to enter the job market.

CTE faculty have also produced articulation agreements with DOE high schools and established programs (or “pathways”) in which high school students begin their CTE learning during their last two years at the high school-level and complete their certification work at the College.

Another response to the low COMPASS placement test scores was made by the UHCC System Strategic Planning Council, who wrote a thorough report on the strategic planning context. As a result of this plan, the College launched the Achieving the Dream (AtD) Initiative in 2007. Since Hawaiian students showed the lowest graduation rates, and because Goal 1, Objective 1, of the UH System Strategic Plan is to “…design and implement an effective enrollment management plan to improve the entry, retention, and success of diver student populations, especially Native Hawaiians and underrepresented ethnic groups,” UH enlisted the support of the Office of Hawaiian Affairs and Kamehameha Schools for this project. While the primary focus of the initiative is Native Hawaiian students, the strategies being implemented are expected to help the majority of KCC’s students. The implementation plan addresses participation in financial aid; the creation of a College Success Center; learning communities, contextual learning, project-based learning, and linked courses; an Early Alert System; and development of evaluation instruments to measure the effects of these intervention strategies and training for faculty and staff on data analysis. Annual reports are posted which include updated outcomes and strategy adjustments made as a result of the outcomes.
The College continues to serve a diverse island population. The fall 2010 enrollment is fairly consistent with recent trends. As the economy suffered in 2008, the College’s enrollment surged by 21 percent in 2009 and remained high in 2010. The most notable demographic trend is the increase in Native Hawaiian or Part Hawaiian students. From an enrollment of 286 Native Hawaiian or Part Hawaiian students in fall 2009 (21 percent of the student population), the enrollment increased to 432 Native Hawaiian or Part Hawaiian students in fall 2011 (30 percent of the student population).

In addition to the success of AtD activities, the College’s performance in this area was greatly supported by the Waiʻaleʻale Project. The beneficiary of a philanthropist with a vision, the project “provides $5,000 a year to cover tuition and expenses for students who would likely otherwise never go to college. The program also offers support services that help these nontraditional students overcome their many challenges.” (Hawaii-Business November 2011) Through the outreach, financial support, and student support services of this program, Native Hawaiian student success scores in basic skills and other college courses are improving. In the fall 2010 semester, the three largest ethnic groups at the college were Native Hawaiian or Part Hawaiian (29 percent), Caucasian (23 percent), and Filipino (19 percent). The students’ average age was 26.2 years in 2010 with females continuing to outnumber males by a considerable margin (61 percent female and 39 percent male students). (Fall 2010 Enrollment Report)

Students with disabilities represent five percent of KCC’s enrollment and they are served by the Office for Students with Disabilities. A statement in both the 2011-12 KCC College Catalog (page 21) and on course syllabi encourages these students to contact the Office for assistance with their courses. Any information shared with the Office is voluntary and kept confidential. For those students wishing to take advantage of the College’s support services, the Counselor who serves this sector of the student population helps the students fill out forms that inform the course instructors about their special needs, whether it be recorded texts, sign language interpreters, or special facilities or time needed for taking tests, as well as for securing the additional resources needed to fulfill those needs. The success of this program is shown in the following chart:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students with Disabilities</th>
<th>Degrees or Certificates Earned</th>
<th>Dean’s List</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>68</td>
<td>25</td>
<td>3</td>
<td>13 scholarships awarded</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>42</td>
<td>8</td>
<td>3</td>
<td>2 B.A.s earned</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>39</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

The College receives funding from Perkins Grants for the majority of its CTE Programs (Accounting, Auto Body Repair and Painting, Automotive Technology, Business Technology, Culinary Arts, Early Childhood Education, Electronics Technology, Facilities Engineering Technology, Hospitality and Tourism, and Nursing). These grants have also been given towards support services such as the Assessment Coordinator position and the
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mathematics faculty’s work with the high schools. The 2009-2010 Perkins Data Reports enable KCC to determine how well its programs are doing. The report reveals the success rates of non-traditional students in various fields such as men in the Nursing Program (non-traditional participation 11.46 percent, 20 percent for students with disabilities). Technical skills attainment (94.61 percent) is indicated by certificate or degree (38.92 percent), retention or transfer (67.64 percent), and placement (69.18 percent).

The Multi-Year Plan of Offerings (MYPO) process includes identifying optimum schedules for both traditional students who come to campus during the day and non-traditional students including those whose schedules only permit taking night classes. The College uses course enrollment histories to determine course offerings and course scheduling that will optimize students’ ability to complete degrees and programs in a timely manner. The result is an ongoing MYPO projecting the schedule of offerings for two years which is updated each fall, “rolling over” the calendar to include the next year. In this way, students can plan their courses towards achieving their certificate or degree.

Due to the disparate nature of the College’s student population, many students cannot take the courses they need at the times those courses are offered. One strategy to address this need is with distance learning delivery which is a strategic priority for the College. A (Distance Education Report) was prepared by the Institutional Researcher to determine which courses to offer via distance. The report suggested that more classes in general education such as History, Sociology, Religion, and English were needed and that in particular, students would benefit from more summer courses delivered online. Currently, KCC faculty have developed and offered 15 technology-based distance-learning courses in the areas of business, English, information and computer science, management, hospitality and tourism, linguistics, mathematics, nursing, and Spanish. The College does not offer any programs through distance learning just courses. KCC Students typically take one or two distance learning class to complement their on-campus classes. Many more of the College’s students take advantage of the distance learning offerings from other UH campuses. KCC recognizes that distance learning is a very valuable alternative for its non-traditional students, making this a sector the College is trying to address more. Like all other academic offerings at the College, courses offered via distance learning are assessed on their SLOs and results are noted on CARDs for review and modification.

The comprehensive program review process facilitates dialogue to review data, assess programs, and identify areas for improvement. An integrated program review, planning, budgeting, and decision making process is focused on understanding student learning needs and assessing SLOs and student achievement. The process is predicated on the assumption that the “heart” of the campus is the schedule of courses (e.g., the educational offerings of the College as indicated in the MYPO). The MYPO itself is one of the main references for the APRU. The listing of resource needs, curricular changes, and staffing is based on an analysis of the MYPO. The APRU is then reviewed by College Council, which makes recommendations to the Chancellor. These recommendations are the priority of all the funding requests from all programs. With the overall scheduling structure in place, data can be used more effectively to make scheduling decisions and requests for resources. The
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timing of this process was changed after College Council reviewed the first full implementation of this integrated evaluation, planning, and budgeting cycle. Previously, the APRU was due in the spring semester. However, the dates were moved to the end of the fall semester to coordinate with UH System budget processes and the state legislative schedule. To determine if students are achieving the stated learning outcomes, the College relies on regular assessment of all classes taught on campus. For every class section, the instructor completes a CARD form which tracks student success on each of the stated SLOs. Faculty review and analyze CARDs and institutional research trends to modify instruction in order to improve student learning. The Assessment Coordinator collects and proofreads the CARDs for completeness and accuracy. There have been several campus-wide meetings addressing how to properly assess SLOs, as well as how to analyze the results and use those analyses to create data-driven changes to the courses or the College’s means of assessment. One observation found in many of the CARD reflections is that when assessment tools are applied at the end of the semester, scores are skewed due to non-completion of the activity by students. Some strategies to address that problem are to give the assessment activity earlier in the semester and work on student retention. Approximately 113 CARDs are represented in the Assessment Coordinator’s 2010 report.

Self Evaluation

The College meets the standard. KCC uses a wide variety of data sources to identify its student population, assess their educational needs, develop strategies for meeting those needs, and assess the effectiveness of those strategies. All of these programs and initiatives are assessed using data found in the Demographic Information and Achievement Data, Comprehensive Economic Development Strategy, COMPASS placement test results, CARDs, and ARPD, and adjustments are made to courses, programs, and campus-wide initiatives according to the Assessment Concept Map (KCC Strategic Plan 2008-15, page 2). The comprehensive five-year program review measures the effectiveness of programs through analysis of statistics on transfer data, retention, persistence, number of degrees and certificates awarded, and job placements as well as from qualitative research from student and employer focus groups. They provide an overview of the programs and set the framework for long-term planning from reviewing PSLOs to revising MYPOs. APRUs provide a snapshot of the program’s status and needs that serves as the basis for budgetary decisions across the campus. Since the 2006 Self-Evaluation Report, programs are now annually required to summarize their program assessment plan and analyze data demonstrating student learning.

Sources of qualitative and quantitative data include results from assessment testing (e.g., COMPASS placement test scores), PSLOs data, community advisory councils for various programs, student, graduate, and employer focus groups, student and faculty surveys, and the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report.

Actionable Improvement Plan

KCC will increase the participation rate in completing CARDs.
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Standard II.A.1.b. Kaua‘i Community College utilizes various modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of students.

Descriptive Summary

A variety of modes of instruction are used at KCC. The most popular remains the traditional (face-to-face) classrooms; however, the purely lecture format is evolving to include modern technology. Data projectors are commonly used, but Smart Boards are increasingly being adopted as more faculty are trained in the use of this interactive multi-media tool. The Nursing Program has simulation labs to give students hands-on experience with patients, and both speech and Culinary Arts classes use video cameras to record student presentations for self-review and reflection. Auto Body Repair and Painting, Automotive Mechanics Technology, Carpentry, Electricity, Electronics Technology, Facilities Engineering Technology, and welding courses use hands-on shop settings for instruction. Culinary Arts courses are taught in a commercial kitchen setting. Art courses such as drawing, painting, and ceramics use art studio settings for instruction while digital media courses use state of the art cameras and processing software and hardware.

Hybrid programs (CAF Handbook, page 4) consist of both credit and non-credit courses. The Massage Therapy and the Medical Office Receptionist Programs use this format to meet business and community needs.

Some courses are taught both face-to-face and online (list of 2011-12 online courses). Laulima is UH’s course management program that enables instructors to post resources (e.g., “print,” audio, video, and hyperlink), conduct chat rooms and blogs, track grades, and many other options. Other distance learning formats used include electronic postings, email, Skype, YouTube, and screen casting. For some subjects, such as languages and mathematics, textbook companies provide ancillary online resources that either accompany or replace workbooks to augment the textbook and in-class lessons. For example, the Spanish instructor has offered two sections of her course simultaneously, with both a traditional in-classroom and a distance learning section, by opening a link with her online students that allows them to view video projections and to talk with the teacher and other students in “real time.” Students in both sections of the course do their workbook exercises online.

KCC’s Distance Learning Committee encourages and supports faculty willing to offer distance courses as part of the UH System. In doing so, KCC adheres to the standards and best practices when offering distance courses. In division meetings, faculty discuss the appropriateness of distance delivery and the Distance Learning Committee must approve all distance learning courses before they are forwarded to the Curriculum Committee for approval. Since KCC is part of the UH System, the College encourages its students to take distance learning courses being offered by other campuses while the College find the niches where its own strengths allow the campus to contribute to the whole of the distance learning offerings. In the past six years, KCC has been the source of 16 out of the 520 distance
Some KCC programs have a Cooperative Education component that provides direct feedback. Examples of programs that utilize Cooperative Education include Accounting, Auto Body Repair and Painting, Automotive Technology, Business Technology, and Hospitality and Tourism. In regard to CTE, community advisory committees consult with instructors to help them stay up to date with the latest methods, including delivery methods and modes of instruction. Although it does not have a formal cooperative placement program, nursing students are placed in local clinics and hospitals and they rely on community health professionals to provide professional feedback to students and faculty. Culinary arts students are required to participate in numerous community events that offer opportunities to work alongside with, and get feedback and instruction from, professional chefs.

Use of the various technologies and modes of delivery is supported by various facets of the College. The UH Foundation, a nonprofit fundraising organization, is one source of funds for faculty professional development. KCC faculty have been actively engaged in professional development to help them ensure that delivery systems and modes of instruction are compatible with curriculum objectives and are appropriate to the needs of students. Instructors travel to professional conferences where they listen to presentations and consult with other faculty on an array of topics. Additionally, KCC faculty attend professional conferences, and the College regularly sponsors day- and week-long workshops during which dialogue about delivery systems and modes of instruction take place. In these workshops new technology is introduced. This might include training in technology to help track grades, post assignments and readings, present information to classes, Smart Board use, or how to create PowerPoint presentations.

When new equipment is called for, the APRU and the comprehensive program review processes form the basis for equipment budget requests. Each of these reports assesses the enrollment, appropriateness of delivery methods, and supplemental equipment necessary to improve instruction delivery. Requests are evaluated according to the criteria of alignment with program and institutional goals, anticipated outcome, evidence, impact, and collaboration with other College units (APRU evaluation criteria).

KCC currently has a formal mechanism to measure the effectiveness of its delivery systems and modes of instruction. Delivery methods and modes of instruction are evaluated for their effectiveness in meeting student needs through instructor and course evaluations. Faculty up for contract renewal, promotion, or tenure must have peer and administrative classroom evaluations. Courses taught by probationary faculty are evaluated each semester (samples of evaluation forms.)

One primary evaluation is the Student Evaluation of Instructor and Course. Students taking distance courses can submit evaluations online. Statements students respond to in completing the Student Evaluation of Instructor and Course include: “Course objectives…were clearly explained in the syllabus at the beginning, and by the instructor
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throughout the semester,” “The instructor uses effective teaching methods to present course material,” “Out-of-class activities (projects, papers, homework, etc.) are helpful, and relate to the course objectives,” and “Tests and examinations are fair, and relate to the course objectives and are given with time deadlines that must be met or penalties are enforced.”

Every two years KCC participates in the nation-wide Community College Student Survey Evaluation (CCSSE). CCSSE results (2010 KCC CCSSE Report) are regularly made available and offer an opportunity for faculty to consider their delivery systems and modes of instruction, although no formal effort has yet been made to encourage faculty to use these results to improve instruction. In the most recent survey conducted in 2010, 100 KCC students were surveyed. Survey questions/statements and the students’ responses elicited relevant to the effectiveness of the various modes of instruction used at KCC include:

- 63.1 percent of the students responded that they have done or plan to do an “internship, field experience, co-op experience, or clinical assignment” and 29 percent responded that they have participated or plan to participate in “organized learning communities (linked courses/study groups lead by faculty or counselors).”

- In response to the question, “Would you recommend this college to a friend or family member,” 93.6 percent replied “Yes.”

- 85.8 percent rated their educational experience at KCC as “Good or Excellent” (55.3 percent rated their experience as “good” and 30.3 percent rated it as excellent).

In the annually conducted UHCC e-learn pre- and post-survey, students across the UHCC System are asked to discuss their experiences with distance courses. In the 2009 survey, 826 students responded to questions including:

- “What is the primary reason you decided to take distance learning class(es)?” 73 percent of the students surveyed responded that their primary reason was “Scheduling and Convenience.”

- “What is your feeling about your distance learning class now (at the beginning of the semester)?” 42 percent of the students surveyed responded that they were “excited and looking forward to it.”

In the post-survey, 621 student responses were recorded. They were asked:

- “Will you take another online or distance learning course in the future?” 67 percent of the students surveyed responded in the affirmative.
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- “Would I recommend this course to my friends?”
  64 percent of the students surveyed said they would.

- “How well designed was the course?”
  61 percent of the students surveyed responded “Very Well.”

Since the College is unable to separate KCC students from the rest of the UHCC students in this survey, KCC cannot make any conclusions specific to its student satisfaction. However, these statistics clearly show that the majority of students taking DL courses across the system are satisfied with those courses. The University Center is developing a new measuring tool to further filter results for more exact data.

Self Evaluation

The College meets the standard. During the new course proposal process there is significant discussion on what type of delivery system the course will employ and how such a system will fit the course objectives and content. KCC relies heavily on the faculty to determine that the delivery of instruction fits the objectives and content of its courses. In division meetings, faculty members discuss delivery systems and modes of instruction. An instructor proposing a new course completes a CAF, which requires instructors to explain course objectives and content, the delivery method, modes of instruction, and how the delivery method will help students achieve CSLOs. Before approval is granted in developing any course for an online delivery, an instructor must seek approval from the KCC Distance Learning Committee. This Committee discusses delivery systems and modes of instruction when it considers submitted CAF forms. The Committee may request information from the division representative to explain how a particular system and/or mode is suitable to the course. Conclusions and recommendations are shared with Division Chairs as well as other faculty. In Part G of the CAF, instructors discuss how they plan to assess whether the students have achieved the outcomes (CAF Handbook). When the CAF is complete it is submitted to the campus Curriculum Committee for review and final approval.

The College believes that CAFs provide an important tool to plan, implement, and measure of effectiveness of the various modes of instruction appropriate to the goals of the courses and the needs of the students. The different levels of discussion and review (division, Distance Learning Committee, Curriculum Committee, Vice Chancellor for Academic Affairs, or VCAA, and Chancellor) before approving the course provide a fairly reliable basis for determining the appropriate mode.

These delivery formats are all peer and student evaluated for quality and content purposes. Student and peer evaluations are shared with instructors. Peers and the VCAA also evaluate instructors eligible for contract renewal, promotion, and tenure. Instructors receive copies of all written evaluations and are then asked to address areas in their portfolios (for contract renewal, promotion, or tenure) in which they can improve as suggested by the evaluations. Overall, evaluators have found the various modes to be appropriately and effectively applied.

Actionable Improvement Plan
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The College should analyze SLO assessment results from online and face-to-face sections to see if the results are similar.

Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

KCC identifies five institutional SLOs that focus on communication, cognition, information competency, social responsibility, and personal responsibility. They are posted on the College’s website (student learning outcomes) and also in the College’s catalog (KCC Catalog). Aligned with these ISLOs are the CSLOs and PSLOs that students must achieve in order to receive certificates and degrees.

As part of the course review process (CAF Overview and Process), all courses offered at KCC, regardless of the location or means of delivery, must complete a CAF. Existing courses must have completed a CAF review or revision whenever there are course modifications or deletions, or every five years if no other action occurred. In Part B of the CAF, the proposer identifies CSLOs which are aligned with PSLOs and ISLOs, while CAF Part G covers the assessment of CSLOs. CSLOs originate with the faculty teaching the courses. In courses taught by several instructors, the CSLOs are reviewed and revised until a consensus is reached. As of January 1, 2012, the CSLOs for any course are submitted to the Assessment Committee, which reviews them for applicability and assessability. Once CSLOs are approved by the Assessment Committee, the CAF is submitted to the division. To ensure quality instruction, CAFs must be approved at the division-level, by the Curriculum Committee (a subcommittee of Faculty Senate), and finally by both the VCAA and the Chancellor. Courses are reviewed via CAF forms on a five-year cycle to ensure the College’s course offerings remain effective, current, and appropriate to the KCC mission and goals. At this time, any improvements generated in response to CARD results are reflected in the course modification portion of the CAF. Approved CAFs are available to all faculty and staff on the campus server.

Institutional programs have identified PSLOs for all programs leading to a C.A., or A.A.S, A.S., and A.A. degrees. The relationship of these PSLOs to CSLOs is shown in matrices. PSLOs originate with the faculty teaching within the programs. Any proposed PSLOs are reviewed by the division, and submitted via a Program Action Request (PAR) form to the Curriculum Committee for approval. PARs must also be approved by the VCAA and Chancellor.

All of the instructional programs and non-instructional units at KCC undergo a comprehensive five-year program review as a commitment to continual improvement that ensures quality and excellence in education. Part of the comprehensive program review process involves examining the effectiveness of the program in meeting the PSLOs.
Programs or units make changes and improvements based on the assessments of the SLOs and other data to make decisions regarding curriculum, budget, staffing, and other program resources. The final step in the comprehensive program review process then links data analyses and decision making to resource allocations in the annual review of action plans and resource needs found in the APRUs.

Strategies for attaining CSLOs and the assessment of these outcomes are the responsibility of individual classroom (including distance learning) instructors. Instructors are required to address and assess CLSOs for each student in every class section. While the specific assessment task utilized is left up to the professional judgment of individual instructors, benchmarks for student attainment of CSLOs are kept consistent across sections. The instructors complete a CARD form for each course, which are designed to streamline the process of assessment by utilizing a standard data collection form across courses and semesters. This allows the College to track trends in the student population (e.g., “How well are students of Hawaiian descent succeeding in our CSLOs?”).

To ensure continued improvement, completed CARDs include the faculty response to data analysis and incorporate planning for improvement in the next course offering. CARD data are collected and stored by the Assessment Coordinator and data is aggregated across sections by the Assessment Coordinator and the Institutional Researcher. Analytical and graphical reports are presented at the Annual Assessment Afternoon during Excellence in Education Day on the first Friday in March. During this time, faculty meet in discipline- and course-specific groups to examine, review, and analyze CARDs and institutional research trends further to devise plans and decisions for modifying instruction to improve student learning within their courses and programs (CARD Report Fall 2010).

PSLOs are assessed through aggregate CSLO data and during the APRU and the comprehensive five-year program review reports. These include program health indicator data provided by the Institutional Researcher, focus group and advisory board reports, transfer statistics, and other criteria to determine if students who have completed the prescribed course of study for their degree, with the accumulation of CSLOs, can be considered to have fulfilled the PSLOs. Any changes called for are then written into the plans for the next five years (Assessment Concept Map).

Self Evaluation

The College meets the standard. KCC has an established process for developing and assessing SLOs at the course-, program-, and degree-levels. Matrices have also been developed to illustrate the relationship of all three levels. The results of assessment are used to plan improvements and to access resources necessary to implement those improvements. Comprehensive assessment reports exist and are updated on a regular basis. Since the College is just entering its second cycle of comprehensive five-year program reviews, the College is approaching the sustainable level.

The assessment of student achievement of SLOs at the course-, program-, and campus-level
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is depicted in the Assessment Concept Map. Processes such as CAFs, CARDs, and APRUs, and comprehensive program reviews are all avenues in which student learning is assessed. The College’s Assessment Committee, along with the Institutional Researcher, provides assistance to faculty and programs in course-level assessments. The Institutional Researcher and Assessment Coordinator are currently developing a database to further assess PSLOs and ISLOs. This database will link CSLOs to PSLOs and ISLOs, allowing the assessment of CSLOs to indicate KCC’s progress at the program- and campus-level as well.

The College has made considerable strides in implementing the final, necessary connection to regular and formal SLO assessment. An Assessment Committee was formed to assist the College in its assessment process through the systematic use of information in planning, evaluation, improvement, and the demonstration of accountability. The goals of the Assessment Committee are to identify the information needs of campus units, foster the efficient collection and subsequent dissemination of information, and facilitate appropriate interpretation, understanding, and subsequent use of information in College and unit decisions. The Assessment Committee is composed of faculty, administrators, and staff from across campus in various disciplines and programs. Most of the Assessment Committee’s time and effort in the last three years was directed towards increasing faculty comfort and familiarity with assessment methods, and with developing campus policies for assessment. These policies included working with Faculty Senate to address faculty concerns about the use of assessment data, determining how data will be stored, and which types of data will be used by faculty and administration. A new assessment website was developed by the Assessment Committee and a variety of useful resources have been posted for faculty reference and use.

In fall 2007, the Assessment Committee recommended that KCC hire an Assessment Coordinator to provide training to faculty on assessment planning, processes, methods, and data interpretation. Since the position was created in 2007, the Assessment Coordinator has been working with faculty across campus to introduce the assessment process and to assist faculty in designing assessment strategies for their courses. The Assessment Coordinator also worked with the Curriculum Committee to re-evaluate the integration of assessment with curriculum. Faculty were also assisted in the development of program-level assessment strategies, and were required to report their SLO assessment results at both course- and program-levels in the comprehensive program reviews.

The Assessment Coordinator designed a data intake and reporting form for faculty to use for both course- and program-level assessments. Faculty were trained in how to use the form to input assessment information from each class, how to use the program to analyze the results, and how to report their interpretation of the data using a narrative-based form.

In addition to one-to-one training, in March 2009, the Assessment Committee planned and facilitated the first Annual Assessment Afternoon on Excellence in Education Day. This established what has been an annual event to facilitate faculty examination, interpretation, and use of course-level assessment data.
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In January 1, 2011, the College hired an Institutional Researcher who not only assists the Assessment Coordinator in assessment activities, but also assists faculty by providing timely, accurate, and clearly presented analyses of data to support decision making at the course-, program-, and college-levels. The Institutional Researcher's goals are to improve institutional effectiveness by supplying decision makers at all levels with high-quality analysis of relevant data, to provide consultation and assistance for research activities undertaken by members of the College, to provide accurate reports to external sources, and to monitor national trends in higher education.

Currently, the College has done well in solidifying the process of course- and program-level assessments. CARDs are used to assess CSLOs and APRUs assess the attainment of PSLOs. The College will continue to improve its assessment regime and ensure that all courses offered at KCC have approved CAFs and complete CARDs every semester. The Assessment Coordinator and Institutional Researcher is currently creating a database which will allow the statistical analysis of data to be further linked from CARDS to CAFs to allow generation of data that links the PSLOs with individual CSLOs, as well as the ISLOs. The data generated from this database can also correlate information from the SLO database with student information on out-of-class interventions used by the College Success Center and Student Services, and other information.

Actionable Improvement Plan

All programs must assess PSLOs and finalize the alignment of ISLOs with PSLOs and CSLOs.

Standard II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The College has established procedures in place to ensure high quality of all instructional course and programs. Courses are developed with appropriate curriculum to meet the requirements for general education support courses, Liberal Arts courses for transfer credits, CTE Program courses for industry demand and external accreditation, and non-credit courses through OCET for the community. All credit courses follow the CAF guidelines (CAF Handbook) during the development and review process to assure CSLOs are identified, assessable and in alignment with the PSLOs. KCC’s experienced faculty use their expertise, as well as collaborating with the UHCC System offices and discipline advisory committees, to identify appropriate competency levels of CSLOS and PSLOs. Prior to teaching distance-learning courses, faculty receive training and are subsequently approved to teach by the Instructional Technology specialist.

Established procedures are in place to assure that faculty provide a high quality of
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Instruction. The process initially starts with the hiring of highly qualified individuals, conducting regular evaluations, providing professional development opportunities, and engaging in campus-wide College Conversations. All instructors meet or exceed the minimum qualifications and undergo regular evaluations (see Standard III.A.). New instructors follow a reappointment process and are evaluated by students, peers, their Division Chair, their Division Personnel Committee, and the VCAA. Instructors applying for tenure and promotion follow a similar process as well as tenured faculty going through post-tenure review.

OCET selects instructors for its courses based on their expertise in an area, recommendations from industry professionals, education, membership in associations, certifications, and work experience. An OCET Coordinator interviews each hired instructor. All OCET classes must have SLOs. At the conclusion of a course, students complete evaluation forms rating the instruction received. The Coordinator reviews the evaluations and determines if the course needs any improvements.

The College utilizes the COMPASS placement test to identify appropriate course levels for student success and advancement. Remedial and developmental English and mathematics courses within the College Success Center prepare students for college-level courses. KCC has a MYPO that provides students with an anticipated record of courses offered over a number of semesters to ensure timely progression to college-level courses and completion of academic programs.

To ensure appropriate breadth, depth, and rigor of instruction, the College reviews and revises its curriculum on a regular five-year cycle. All programs complete an APRU to identify areas in need of enhancement and/or improvement to the programs with curriculum changes and assures alignment with the UHCC System and KCC goals and strategic plan. The APRU process also allows programs to assess their health by utilizing data to request funding to improve instruction with personnel, facilities, equipment, supplies, and other resources to respond to emerging trends in the discipline, and remain current with industry and national standards.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

KCC uses established procedures for course and program development (see CAF Overview and Process and Program Action Request). Designing academic courses and degree/certificate programs with identified SLOs using various modes of delivery both in traditional and distance learning courses entails an extensive process designed to ensure quality offerings.
All curriculum actions reflect the College’s curriculum-building foundations, including campus mission, goals, and SLOs. Based on program needs and the advice of counselors, faculty are the originators of new courses. Curriculum actions follow the CAF guidelines (CAF Handbook), which require the proposer to demonstrate the alignment of CSLOs, PSLOs, and ISLOs. CSLOs are reviewed by the Assessment Committee to identify them as being measureable prior to the Curriculum Committee’s approval. Courses are also evaluated to determine whether or not they qualify to meet the appropriate A.A., A.S., or A.A.S. designation and are suitable for articulation towards a bachelor’s degree (for the A.A. and A.S. degrees only). If the course is suitable for articulation towards a bachelor’s degree and can be designated as fulfilling UH System Foundations or Diversification requirements, a designation proposal form is submitted to the appropriate committee for approval. These forms include a matrix comparing the proposed CSLOs with the hallmarks of the designation, along with a narrative of how the CSLOs fit the hallmarks.

Once these approvals have been obtained, if applicable or otherwise, the CAF is presented to the appropriate academic division for approval. Upon division approval, the CAF is submitted to the Curriculum Committee for review and approval. Once the Curriculum Committee approves the CAF, it goes to the VCAA and then to the Chancellor, who reviews the CAF for final approval. Once new or modified courses are approved, the registrar enters them into Banner, the College’s course management system, and the CAFs are filed in the VCAA’s Office. A PAR follows the same approval process: it is reviewed by the division, Assessment Committee, Curriculum Committee, and VCAA, prior to final approval by the Chancellor.

Once courses have been offered, instructors assess student performance on the CSLOs and enter the results onto the CARD form. The records of this data permit faculty to perceive trends in student success and to modify their courses accordingly for improvement. While this process is fairly new, some faculty members have already made changes to courses based upon CARD assessment data. Following the CAF guidelines, new courses are considered experimental courses, and are tested and reviewed until they have been taught in two semesters to determine whether to implement the course into regular status or to eliminate the course.

OCET hires instructors based largely on submitted course proposals. An OCET Coordinator reviews the proposal and curriculum to determine whether or not SLOs are appropriate for the subject or student needs. In addition to course proposals from instructors, OCET meets with community groups to determine workforce and industry needs and establishes courses. OCET uses purchased curriculum from various vendors, such as Microsoft products with books, quizzes, and exams. OCET also meets with instructors who are skilled in areas of need and design curriculum specific to need (e.g., Customer Service using Hawaiian values). Instructors complete all UH System hiring documents including a resume and any specific credentials. The OCET Director reviews all materials before approving the hire.

In addition to traditional classroom instruction, OCET uses nationally recognized vendors (Ed2go and Gatlin Education) for online training options. Quizzes are given after each lesson and a final exam is required when all the lessons are completed. Certificates are
Standard II: Student Learning Programs and Services

issued upon completion.

The College has a systematic cycle for all programs to undergo a comprehensive program review. This program review analyzes program health indicators to determine the need for program improvement. Faculty verify that program goals are aligned with the UH System goals, as well as KCC’s goals and strategic plan; they evaluate program courses to determine if appropriate and whether or not they meet the requirements of a certificate or degree, support course, transfer-level course, or meet the demand of the industry and community; they update and evaluate annual action plans to determine whether or not they attained their goals, and what their effect has been on program success; and they look at trends throughout the program to determine whether or not a more fundamental program action, such as re-defining PSLOs, is called for. Following its five-year program review, the Liberal Arts Program submitted its PAR to reflect PSLO changes in 2011.

In order to annually evaluate the quality of its programs, the College has established an APRU process. The APRU is objective and data-driven, and includes the analysis of a variety of statistical measures including, but limited to, student achievement, learning outcomes assessment, and course completion. The APRU process is open and collaborative. The results of the APRU process are communicated to internal audiences through discussion at College Council, as well as external audiences (the APRU documents are publicly viewable on KCC’s website). The APRU process drives decision making by linking decisions regarding resource allocation to measurable outcomes. Since 2009, the APRU process has resulted in a number of changes at the program-level:

- The Liberal Arts Program has added a number of full-time faculty, including instructors in mathematics, English, philosophy, and religion, as well as lecturers in art. With the hiring of a full-time art instructor, a Digital Media Arts Program was created. Through the APRU process, the Liberal Arts Program has also secured an additional lecture room for their courses.

- Computer Services has established fast, reliable network access to satisfy the needs of students, faculty, and staff for teaching, learning, and administration. Also, the majority of the campus has WiFi coverage, and work is currently underway to improve service in areas of high use.

- The Business Education Division has taken preliminary steps to create an A.S. in business.

- The Culinary Arts Program has a capital improvement project under construction to create a facility which includes new labs, kitchens, classrooms, and office space.

- The Electronics Technology Program has installed and operates a weather station, and continues to mentor NASA space grant fellows and trainees projects.
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- The Hawaiian Studies Program has launched an on-campus radio station in collaboration with KKCR, a public radio station. An hour-long all-Hawaiian language and music program is broadcast from the College’s campus every first and third Monday of each month. The program serves as a venue for KCC’s Hawaiian language students to actively practice their language skills and educate and entertain the community while promoting the Hawaiian Studies Program and Department as well as the entire College. In March 2010 and 2011, the Hawaiian Studies Program hosted an international program with Toyama National College of Technology, whose students and faculty came to study Polynesian voyaging techniques. Hawaiian studies personnel participated in the process of hiring a counselor to serve Native Hawaiian students. The Hawaiian Studies Program has teamed up with the Culinary Arts Program to request the funds to “build” an imu site (a Hawaiian underground oven) to serve both programs and the community. Finally, in collaboration with the Learning Commons, they have established the Pila Kikuchi Center, which houses an extensive collection of Hawaiian/Pacific Island anthropology books from a former faculty member, and is open to the public.

- In spring 2011 the Learning Center was relocated in the Library and renamed as the Campus Success Center. A full-time Tutoring Coordinator was hired as well as a full-time College Success Coordinator for developmental English. The hiring process for a full-time College Success Coordinator for developmental mathematics is currently underway.

- In fall 2011, the Nursing Program instituted a new course requirement (Interdisciplinary Studies 103 – Introduction to College) for students in the pre-Nursing Program. The goal of the course is to improve retention and success in the program.

- In 2011, the Office of Student Affairs filled positions for a Nursing Counselor and Financial Aid Director.

Faculty play a central role in both the CAF and APRU processes. They work collaboratively to develop program action plans and prepare APRU reports, which assess and define resource needs and are presented to College Council. Because faculty are responsible for developing strategic goals and learning outcomes, they are centrally involved in decision making that impacts the quality of instructional courses and programs.

College Council, an advisory body to the Chancellor consisting of representatives for all programs at the College, reviews all of the program action plans, prioritizing items that are in alignment with the College mission and strategic goals and determining which items will be most effective. College Council then submits a set of budgetary recommendations to the Chancellor which guide the development of annual budget allocations.

Self Evaluation
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The College meets the standard. KCC uses established procedures to design, approve, administer, deliver, evaluate, and identify learning outcomes for courses and programs. CAF guidelines are followed with oversight from the Curriculum Committee and the approval process to design courses and programs with appropriate learning outcomes of all instructional courses regardless of delivery modes. Faculty play a central role in designing courses, aligning SLOs, and evaluating their curriculum. CARD forms are used, with oversight from the Assessment Coordinator and the Assessment Committee, to aggregate data on SLOs for courses and programs. All programs follow the APRU process, which uses the CARD SLO assessment, program health indicators, and other data to drive decision making and resource allocation. The comprehensive five-year program review ensures alignment of UH System goals, KCC goals and strategic plan, and identifies appropriateness of courses taught to meet requirements and demand. All established procedures are attributes that assure quality and improvement of its instructional courses and programs.

Actionable Improvement Plan

None.

Standard II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The UH System is comprised of ten campuses located on four of the eight inhabited islands in the state of Hawai‘i. While each campus has a unique identity and mission, the ten campuses operate as one system and faculty collaboration occurs during Program Coordinating Council (PCC) meetings. For example, the Automotive Technology Program, the Accounting Program, the Hospitality and Tourism Program, the Culinary Arts Program, the Business Technology Program, and the Information and Computer Science (ICS) Programs attend state-wide meetings with counterparts from other campuses to establish agreed-upon program competencies and SLOs across all similar programs throughout the UH System, which assures articulation among the campuses. Articulation agreements for courses and programs within the UH System are listed in one location on a system articulation website.

Various campus credit programs engage the resources of advisory committees, made up of professionals in the industry, who provide advice to help establish performance-level SLOs. CTE Programs have advisory committees that meet regularly. During these meetings, advisory committees may evaluate programs on instructional procedures, equipment, and the facility. They provide input on the general trends in the industry and advice on skills,
knowledge, and abilities that should be included in the curriculum to prepare students with the essentials necessary to be successful in the workforce.

Although Liberal Arts Programs do not have advisory committees, the College maintains general education articulation agreements that facilitate the transfer of Liberal Arts students to four-year institutions such as Hawai‘i Pacific University, Chaminade University, UH West O‘ahu, UH Mānoa, and UH Hilo. Since fall 2006, 253 students have transferred (transfer data) to one of the UH System’s four-year campuses, of whom 58 earned a bachelor’s degree.

The College has structured the relationship between SLOs (competency levels for degrees, certificates, programs, and courses) by developing sets of CSLOs for every course within each program. CSLOs summarize the learning objectives while maintaining alignment with the PSLOs (PSLO Matrices). Distance learning courses maintain CSLOs that are consistent with their on-campus counterparts. For the same courses, they are identical. All program degrees and certificates have core courses along with general education support courses with SLOs that directly align with the College’s ISLOs. Upon successful completion of a degree or certificate, the student will be competent in all CSLOs listed in each course, be able to perform all stated PSLOs in the program, and meet all ISLOs as outlined by the College.

All programs provide students with a syllabus at the beginning of each course that outlines the CSLOs and grading procedures. The students’ progress is recorded on progress charts such as an Excel spreadsheet that may include: homework assignments, quizzes, module exams, task worksheets, term papers, portfolios, a final written exam, and a final practical/performance exam. CTE programs also require specific tasks be completed at a minimum competency level meeting industry standards.

At the conclusion of each semester, all courses are assessed to determine the success rate of students meeting the benchmarks set to achieve the stated learning outcomes. Faculty members fill out the CARD form for courses taught during the semester. An analysis of the data is then used by faculty to determine whether or not students were meeting the outlined learning objectives. If necessary, enhancements and/or improvements are made in teaching methodology and any curriculum modification in the course is presented to the Curriculum Committee for approval. Once again, the Assessment Committee reviews the CSLOs during this process to identify each SLO as being measureable and provides its approval on the application to the Curriculum Committee.

Assessment workshops are held throughout the year as part of faculty development and during the annual Excellence in Education Day activities where faculty and support staff build strategies on teaching and SLOs. Discussion and feedback during these workshops assist faculty in analyzing their PSLOs and use data collected from the CARDs to make changes as necessary to their courses or programs. Feedback from assessment results are distributed to Program Coordinators for review and analysis. (CARD Report Fall 2010.pdf)

CTE Programs such as Auto Body Repair and Painting, Automotive Technology, Business
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Technology, Culinary Arts, and Nursing continually solicit input from their advisory committees and have maintained its regular meetings. They review the stated PSLOs and evaluate the competencies set by the program. The committees provide valuable feedback to develop or restructure the program’s curriculum if necessary to assure competencies within the program are aligned to current industry and national standards.

For continuing education and training courses, once instructors are identified, they must provide OCET with proof of expertise in the area including work experience, certificates, associations, education, references, and/or samples of work. Working with the OCET Coordinator, they determine the length of the class, dates, times, and delivery method (e.g., classroom, excursions, online, etc.).

For those courses that prepare individuals for national or state licensure exams, successful achievement is measured on the student pass rates on exam such as the National Council Licensure Examination for Registered Nurses, National Council Licensure Examination for Practical Nurses, Massage, Cisco Certified Network Associate Examination for Electronics Technology students, and Automotive Service Excellence (ASE) for Automotive students.

Self Evaluation

The College meets the standard. KCC relies on faculty expertise and experience in their discipline to identify SLOs for courses, certificates, programs, and degrees. They work with colleagues system wide through PCCs and similar disciplines to identify competency levels and develop appropriate SLOs, and use measureable tools that assess student achievement of SLOs. CTE Programs also utilize the assistance of their advisory committees to shape their programs and follow external accreditation and licensure requirements to ensure industry and national standards are met.

The College regularly assesses student progress towards achieving learning outcomes developed and make appropriate changes when needed. The APRU process is ongoing and used to assess and improve SLOs along with the CARDS. Results of the comprehensive program review and analysis of the data is used to continually refine and improve student achievement.

Actionable Improvement Plan

Programs that do not have a written articulation agreement should work with their respective PCCs to develop an agreement with similar SLOs within the UHCC System.

Standard II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

KCC is a diverse institution with an open admissions policy that results in the enrollment of
students with a variety of educational backgrounds and academic goals. Approximately 51 full-time faculty members and 64 part-time faculty and support staff of varied educational backgrounds serve students’ educational needs.

### Educational Preparation of KCC’s Faculty as of Spring 2011

<table>
<thead>
<tr>
<th>Highest Degree Held</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Masters</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Bachelors</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Associates</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Certificates</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>51</strong></td>
<td><strong>64</strong></td>
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</tbody>
</table>

Highly qualified instructors with credentials that meet or exceed the minimum requirements provide the quality of instruction. The minimum qualification for all instructors teaching general education courses is a master’s degree in their subject area. The minimum qualifications for the some CTE Programs may include a master’s degree in subject area; or a bachelor’s degree plus three years related work experience; or an associate’s degree plus five years related work experience; or 15 college credits plus seven years related work experience; or license/certification in subject area plus ten years related work experience (see also Standard III.A.1.).

In addition to the instructor’s educational degree and work experience, CTE Programs adhere to the high industry and national standards. Several CTE Programs require their instructors to maintain certification/license in the subject area they teach and must also have minimum hours of relevant training. For example, the Nursing Program requires its instructors to be a registered nurse with a state of Hawai‘i license and must be re-certified every five years with professional development of approximately 150 hours within that time varying according to their specialty. Both the Automotive Technology and Auto Body Repair and Painting Programs require their instructors to be nationally certified by the ASE, re-certify every five years and maintain a minimum of 20 hours of relevant training per year. The College’s CTE instructors are seasoned professionals from the industry providing both breadth and depth in their field of expertise with instructors maintaining multiple certifications/licenses enabling versatility in multiple subject areas taught.

In order to strengthen professional skills or to be current within perspective disciplines, the College provides ongoing professional development opportunities to ensure quality of instruction. OCET classes are available for all faculty and staff that provide a multitude of courses available throughout the year. Individuals have an opportunity to enhance personal knowledge, develop new skills appropriate to discipline, and gain awareness of new techniques that may be used to expand their courses and programs. OCET offers non-credit, short term courses both online and via traditional face to face courses. They identify the demand and need for specific courses and determine the length to be offered.
hiring process, instructors selected to teach a course must provide proof of expertise as mentioned in the Descriptive Summary to assure quality of instruction.

Workshops and mini seminars are also organized by the campus Professional Development Committee throughout the year to support faculty and staff. Recent workshop topics included assessment, use of Google Docs and Google Mail, and teaching with a Smart Board. The College also set funds aside for professional development activities that allow for travel expenses to attend conferences, workshops, and seminars. Faculty and staff have traveled within the state of Hawai‘i, to the mainland, and internationally. In 2011, administration approved funding through a Perkins Grant that supported Automotive Technology faculty for training and travel to attend the North American Council of Automotive Teachers (NACAT) conference in Winnipeg, Canada. The NACAT conference, held at different locations throughout the US and Canada each year, brings together automotive manufacturer representatives, textbook authors, and automotive instructors from across the nation and Canada. The conference provides technical training and opened doors to build a network of support among automotive colleagues. Similar collaboration and network building occurs with other programs while faculty attend conferences within their perspective discipline and gain opportunities to enhance their courses and programs.

The quality of instruction is assessed through both internal and external College policies and procedures. All programs undergo a comprehensive program review along with an APRU (see Standard II.A.2.a.). During this process, course curriculum and SLOs are evaluated to identify proper alignment. Benchmarks on SLOs set by the program are also assessed to determine whether or not they are being met.

Program Coordinators identify areas that require upgrading and request a funding budget for additional/new personnel, facility equipment, and/or instructional supplies during the APRU process. All new faculty require student and peer evaluations during their review process for contract renewal that must be approved by the Division Personnel Committee, Division Chair, and the VCAA to ensure high quality of instruction. Tenure track faculty undergo a tenure review and promotion process after five years of service to validate their excellence in education. Tenured faculty who are not applying for a promotion are also assessed during a five-year cycle in a post-tenure review.

The quality of instruction is externally assessed through the compliance with Accreditation Standards. The College’s focus on accreditation and program review has kept the campus units aware of the processes involved in assuring the quality and improvement of programs offered at the College. The CAF format assures that KCC uses established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. To ensure appropriate breadth, depth, and rigor of instruction, the College reviews and revises its curriculum on an established five-year cycle (Sample CAFs).

In both the comprehensive program review and course approval procedures, many entities at the College are involved in establishing quality and improving instructional courses and programs. CTE Programs adhere to the high industry and national standards. Industry
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Advisory committees are utilized to provide valuable guidance on industry trends, new technology, and make recommendations for program improvement. They evaluate program instruction, facilities, and equipment to ensure proper preparation and training for students entering their specific field. Several of the CTE Programs are also externally accredited by a national organization. For example, the Culinary Arts Program is accredited by the American Culinary Federation Education Foundation (ACFEF) Accrediting Commission, the Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC), the Early Childhood Education Program is accredited by the National Association for Education of Young Children (NAEYC), the Automotive Technology Program follows standards specified by the National Automotive Technician Education Foundation (NATEF) and pursuing certification, and the Facilities Engineering Program follows standards specified by the North American Board of Certified Energy Practitioners (NABCEP).

Students also provide valuable feedback on their educational experience that reflects their evaluation of the quality of instruction. Eighteen students responded to the Graduates and Leavers Survey of 2009-2010. The report indicated that students rated the overall quality of their academic experience at KCC favorably.

The UHCC System offers distance learning courses to facilitate time to completion of their degree programs. In fall 2011, KCC offered distance learning sections of Business Education 120, Business Education 175, Hospitality and Tourism 101, Hospitality and Tourism 125, Information and Computer Sciences 100, Management 122, Nursing 100 as part of the myriad distance learning courses that are available within the UH System. Other distance courses offered in the past are: English 22, Information and Computer Sciences 101, Linguistics 102, Mathematics 111, Mathematics 112, Nursing 258, Nursing 259, Spanish 201, and Spanish 202.

To ensure a timely completion of programs, KCC has a Multi-Year Plan of Offering (MYPO) published to provide students with an anticipated record of courses offered over a number of semesters. Counselors provide students with a degree requirements checklist and advise them with an academic plan towards their program degrees or certificates. The UH System also provides a STAR progress check for all students. STAR allows students to track progress towards their current degree and have an overview of course requirements needed for graduation. They are able to review their academic journey with transcripts and have a planner designed to plot their future semesters with degree requirements, courses already taken, courses available, and other degree options they may consider.

Self Evaluation

The College meets the standard. The quality of instruction is assured by initially hiring highly qualified individuals who meet or exceed the minimum qualifications. Established procedures are in place to evaluate all faculty regularly through students, peers, Division Personnel Committees, Division Chairs, Tenure Promotion Review Committees, the VCAA, and the Chancellor. Professional development opportunities are provided to faculty and staff to strengthen professional skills, enhance teaching, and remain current within perspective
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disciplines. CTE Programs follow high industry and national standards, maintain certifications/licensures, and minimum contact hours of relevant training. They consult with their advisory boards to keep abreast of the latest trends and new technology in order to train and prepare their students.

To ensure the appropriate breadth, depth, and rigor, KCC reviews and revises its curriculum on a systematic five-year cycle. All programs perform course assessment on SLOs each semester and are evaluated annually through the APRU process. The comprehensive five-year program review cycle assures all programs provide quality instruction that aligns with the UH System goals, and KCC’s goals and strategic plan. Any enhancement or improvements necessary to a course or program follow the CAF or PAR process for curriculum or program changes.

The College publishes the MYPO to provide students with an anticipated record of courses offered over a number of semesters to ensure timely completion of programs and counselors advise students with an academic plan along with the STAR Progress Check. Distance learning courses and articulation agreements are also in place to facilitate a timely completion.

Actionable Improvement Plan

None.

Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The College addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies, and support services that address the learning needs of all students. Being the only postsecondary educational institution on the island, KCC offers a wide array of programs that are responsive to the learning needs of the community and beyond. The College utilizes various delivery modes in both credit and non-credit programs through traditional classrooms on-site as well as distance education delivery.

The teaching methodologies employed at the College include demonstrations, experiments, field trips, guest speakers, hands-on learning, internet enhancement, lectures and group discussions, tutors, portfolios, practicum/internships, research, service learning, student participation, student reports and projects, internet research, collaborative learning, and problem-based learning. Teaching methodologies are selected by faculty based on the appropriateness to course content and the diversity of student learning styles. Departmental faculty and Program Coordinators identify instructional need and develop distance courses when appropriate. The College uses distance learning resources for the benefit of students and the community in order to provide educational resources far beyond the limited resources.
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of a small, rural community college. Distance delivery modes include interactive television (ITV), Polycom™ videoconferencing, online internet delivery, and cable television. KCC maintains a detailed distance learning plan that highlights the necessary procedures involved in requesting a distance learning course and contains the procedures that ensure the validity of course selection.

The chart below displays the courses that KCC offered in technology-based distance education modes during the period studied (Distance Education Report 2011). Total enrollments over the period from fall 2005 to spring 2011 for each course are on the right-hand side.

As mentioned earlier in Standard II.A.2.c., the College supports professional development activities. Workshops, seminars, and College Conversations all provide opportunities to meet and collaborate with colleagues on best practices to improve teaching strategies and methodologies. Faculty decide to implement changes when appropriate to reflect the diverse needs of their students. Identification of teaching methodologies is presented on the CAF (Part F), followed by a description of how those methodologies will be incorporated. Academic programs evaluate each course and the teaching methodologies to determine if appropriate, effective, and reflective of student learning needs. During the APRU process, assessment on graduate and current student focus groups, program course evaluations, and student success data are compared to the data on program demand, efficiency, and effectiveness. Analysis of the data along with the CARD allows programs to determine areas that need to be improved upon when selecting teaching methodologies.
Continuous discussion takes place among the VCAA, Student Service Counselors, and program instructors to determine if coursework and scheduled times are conducive to the College’s student learning needs. MYPOs are updated yearly by faculty to provide an anticipated record of courses to be offered over a number of semesters. This process ensures that the College schedule is student-centered and that it meets the academic needs of the students.

A central focus of KCC is student retention and student success. A COMPASS placement test is administered to all incoming students to identify their education level and course preparation requirements. Counselors utilize the test results to advise students and develop an academic plan and schedule towards their certificates or degrees. Data show that a large percentage of new KCC students are entering at the remedial/developmental-level. In fall 2010, 86 percent of the College’s new students placed into at least one remedial or developmental course.

Students can succeed if they arrive underprepared, but they need more support than just remedial/developmental courses. KCC has implemented College Success courses, which have proved to increase retention and success at other colleges, to enhance the support for the College’s new students. The College has dedicated a variety of resources to assist under-performing students in achieving success. The Tutoring Services and College Success Center offer a variety of special resources and services to help students succeed. The College Success Center was created with two instructors of remedial/developmental mathematics and English to provide coordination and instruction exclusively for students who test below college-level in these areas. The Introduction to College course, Interdisciplinary Studies 103, was also developed as a first-year experience to enhance student success in college. Student support services are available at the College to specifically address individual student needs and learning styles: the College Success Program, the Peer Tutoring Program, math/science lab, New Student Orientation, Early Alert System, the Wai‘ale‘ale Project, and support services for students with disabilities provide a wide array of teaching methodologies to assist students. Resources available to enhance student success by providing various teaching modes are listed on the campus website.

The Counselor for Students with Disabilities currently assists self-identified students with special learning needs and provides assistance for instructors on teaching methodologies that are appropriate for students with disabilities. Furthermore, the Counselor advises the College on meeting the American Disabilities Act (ADA) to ensure that students with disabilities are provided equal access to services rendered by the College.

Self Evaluation

The College meets the standard. Faculty use a multitude of teaching strategies to assure that the diverse needs and learning styles of its students are met. Collaboration on best practices and professional development activities enhance teaching methodologies and provide opportunities for improvement. Academic programs evaluate courses utilizing the CARD
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and APRU process to determine whether learning outcome benchmarks are being met and teaching methodologies are appropriate, effective, and are reflective of the students’ learning needs. Distance learning courses are available to address the needs of the students unable to participate in traditional on-site classroom courses and facilitate scheduling and time to completion of programs.

COMPASS placement tests are utilized to identify students’ education level and course preparation requirements while developing their academic plan and schedule towards certificates or degrees. Student Support services address the learning needs of the College’s students, especially those who are underperforming, and guide them with various strategies that enable them to successfully participate in core courses towards their certificate or degree. The College remains ADA compliant and utilizes various modes of delivery to address the students’ needs.

All courses offered, regardless of the mode of delivery, follow the CAF guidelines. The CAF includes the course outline, methods of instruction, and SLOs. The Curriculum Committee, the VCAA, and the Chancellor approve all CAFs thereby the delivery modes contained therein.

Actionable Improvement Plan

The College will increase distance learning course offerings.

Standard II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The College has a systematic review process in place to assure all courses and programs are evaluated for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans through a number of processes. As mentioned earlier in Standard II.A.2.a., KCC has established procedures in place with the CARDs, APRU, the comprehensive program review, and CAF processes.

All programs complete the yearly APRU process to evaluate its relevancy and effectiveness. Relevance is defined differently by the two major educational tracks on campus. CTE programs subscribe to the doctrine of “career relevance,” which is based on the occupational requirements found in the “real-world” – business and industry. The KCC College Catalog describes CTE Programs in terms of occupational skills, using terms such as: “Entry-level skills, competency-based, enhance employment and promotion opportunities, articulated career ladder, prepare for certification, become eligible for board exams and licensure.” The CTE Advisory Committee is made up of industry professionals who provide guidance on curriculum development and provides faculty with up-to-date industry information.
The Liberal Arts Program is described in the KCC College Catalog as: “studies that develop general intellectual capacities, such as reason or judgment, rather than specific professional vocational, or technical capacities. These studies encourage students to think clearly and creatively, to seek and assess information, to communicate effectively, to take pleasure in learning, to learn to adapt to change, and to live more consciously, responsibly, and humanely.” The Liberal Arts Program tends to define relevance in terms of the articulation of credits to UH and other four-year institutions, and aspire to broaden students’ minds in ways that will serve them well in various life roles. The Liberal Arts Program and courses are reviewed by the Curriculum Committee every five years as well as each time a course is modified, updated, or created.

OCET determines relevance based on student and community input. It conducts surveys with industry groups, human resources professionals, and the general public to identify areas of need. Courses are all evaluated upon completion using an evaluation form. In addition, courses are repeated depending on demand and interest.

CARDs are completed each semester to evaluate CSLOs. The APRU process evaluates appropriateness of courses and program goals to College and system-wide goals. Department review committees continue to evaluate the relevancy of courses to the program goals and degree requirements as well as articulation. The initial curricular review process requires CSLOs and PSLOs be defined and measurable. In addition to CSLOs, CAFs require a course’s relationship to other courses and programs, methods of instruction, methods of assessment, justification for the need of the course, partnership information such as workforce development, OCET, and other system agencies. CAFs are not reviewed by the Curriculum Committee until the CSLOs and PSLOs have been reviewed and approved by the Assessment Committee. While programs are reviewed annually, all courses go through a five-year cycle of review of effectiveness, relevancy, and alignment with PSLOs through the PAR process.

Annual Report of Instructional Program Data (ARPD) summarizes effectiveness, efficiency, and demand. In addition, it measures student achievement. Programs use this information to complete the APRU which includes actionable items such as below from the Liberal Arts Program.

1. Participation in the Early Alert System to identify students at risk for not completing a course, and indirect faculty mentoring of students in the Liberal Arts Program.

2. KCC-DOE Initiative. Faculty of science and mathematics work with DOE teachers to provide direct hands-on experiential learning and preparation of DOE students in Science, Technology, Engineering, and Mathematics (STEM) through the STEM Initiative. Collaboration between DOE and KCC faculty provide an avenue for discussion on the importance of integrating mathematics and science curriculum and the preparation needed for college in order to succeed in STEM careers. The English faculty at KCC and the DOE are also collaborating to
narrow the gap in reading and writing skills between the high schools and the College.

3. The Cognition Interactive Learning Center is where KCC and DOE students can interact with demonstration projects in STEM and sustainability. This facility will provide students with the ability to develop their own projects, build infrastructure, and test prototype experiments. The facility will focus on stimulating both traditional and non-traditional students in science and mathematics at an early age and keeping them interested with specific projects.

4. Math/Science Tutorial Center. This learning center will focus on mathematics and science learning and assistance. The Center was developed to provide students with course material assistance in math and science courses. It will be staffed by faculty and student tutors. The Center will focus on traditional and non-traditional student success with the use of student tutors.

The Liberal Arts Program is currently completing the transition to a systematic plan of assessment and implementation. Both divisions (Language, Arts, and Humanities; and Science and Mathematics) are working on ensuring that Foundations and Diversification courses meet both PSLOs and system-wide requirements for articulation purposes in Foundations and Diversification courses. The latter are described in hallmarks (Foundations and Diversification) that have been accepted by UH Mānoa and the community colleges, and designation as fulfilling one of these categories is acquired by submitting an application to the appropriate campus board.

To address the campus goal of a learning, research, and service network, the Liberal Arts Program has developed new curriculum and certificates in Digital Media Arts and Plant Bioscience Technology. These programs are in response to industry request for specific training and competency. These programs also increase the competency of students so that they can meet the requirement for jobs on the island.

The KCC Developmental Math Program is going through some curriculum changes based on conferences and workshop participation. The Developmental Mathematics Coordinator participated in Math Summit 4 to discuss the state of Hawai‘i mathematics core standards. Furthermore, a mathematics retreat was established, where the mathematics faculty, the Developmental Mathematics Coordinator, and a science instructor congregated to discuss the re-designing of developmental math courses.

Faculty teaching Writing Intensive (WI) courses submit a written evaluation and/or attend a WI meeting at the end of each semester. Evaluations and meetings serve as a review of best practices in WI data gathered. These sources indicated that students’ writing improved as a result of the WI instruction. Therefore, the Liberal Arts Program has increased the number of WI courses offered and added a WI requirement for the A.A. degree. This has also brought the A.A. degree into alignment with other A.A. requirements in the UH System.
Standard II: Student Learning Programs and Services

Self Evaluation

The College meets the standard. With the addition of the full-time Institutional Researcher, new instruments have been developed and initiated for better data collection to evaluate program and course effectiveness. ARPD is available to the College and the public on the KCC website.

All of the instructional programs and non-instructional units at KCC undergo review processes as a commitment to continual improvement that ensures quality and excellence in education. Established cycles of systematic review are in place to continually track and analyze enrollment, workforce needs, transfer rates, SLOs, and other measurements to keep the College in alignment with its mission and goals. CARDs are used to evaluate CSLOs, the APRU assesses relevancy and effectiveness, the comprehensive program review ensures program goals are aligned with the College and UH System goals, the ARPD is used to assess the effectiveness, efficiency and demand, and the CAF process ensures that all programs meet the guidelines set to ensure courses are relevant, appropriate, and achievement of learning outcomes are measureable. Changes for improvement, currency, and future needs to a program follow the CAF guidelines. A detailed explanation of the review process and UH policies that support it are located in the UHCC Policy 5.202 or KCC Policy 1-6, both of which are available on the KCC website.

Actionable Improvement Plan

The College will continue to refine the CARD system to collect and use data.

Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

An ongoing systematic evaluation of CSLOs, PSLOs, and alignment with ISLOs and UH System requirements are integrated into the College’s planning cycle through the CARDs, APRU, comprehensive program review and the CAF process. These established procedures assure currency of courses, certificates, and degrees that contribute to the improvement of learning outcomes. KCC Policy 1-6 on program review defines a systematic evaluation and planning process that assures that there is ongoing review through the comprehensive program review, APRU, and budget decision making. The comprehensive program review process is based on the mission and goals found in the KCC Strategic Plan. In 2007, the campus, as part of a system-wide process, began reviewing and updating this plan. As a result of this effort, the 2003-2010 Strategic Goals on campus- and System-levels were reaffirmed and a set of specific and objective Strategic Performance Measures were developed to guide planning on campus through 2015. The campus Strategic Plan Update
Standard II: Student Learning Programs and Services

2008-2015 was developed in tandem with the UH System Strategic Outcome and Performance Measures, 2008-2015 and the UHCC Strategic Outcomes and Performance Measures 2008-2015 efforts and therefore places the College’s goals firmly in the context of the System’s strategic plans. KCC is also in alignment with the UH System following policies and procedures defined in the UHCC Campus-System Function Map to evaluate courses, certificates, degrees, and programs. These policies on establishing and assessing instructional programs are part of the integrated planning that occur within the UH System.

The comprehensive program review cycle for established programs is a five-year cycle with annual updates of action plans and an analysis of program health indicator data. The APRUs are annual reviews of program health indicators and progress on action plans from full program reviews, which provide feedback directly into budgeting, staffing, and other resource allocation decisions. The comprehensive program review process looks at a variety of qualitative and quantitative evidence: student achievement, enrollment, student demographics, student outcomes, course completion, and transfers. The comprehensive program review should be objective and data-driven; collegial, inclusive, and collaborative; focused on the importance of outcomes; consistent and openly communicated to both internal and external audiences; and closely tied to operations and strategic planning and decision making.

The campus has worked to implement the integrated planning and budgeting process as described earlier in Standard I.B. The Assessment Concept Map, developed as part of the KCC Strategic Plan Update 2008-2015, also displays the planning process. The comprehensive program review and APRU processes have been through one entire cycle and have been fundamental to the development of the last two biennial budget requests. The review procedure has also helped to develop and implement a prioritization process in which College Council rates and ranks all resource requests put forward through the comprehensive program review/APRU for each program. The Chancellor uses these recommendations in making final allocations and in the development of legislative budget requests, external grant applications, and external fundraising efforts.

The College has made considerable strides in implementing the final, necessary connection to regular and formal assessment of SLOs, as referenced in the Assessment Concept Map in the 2008-2015 Strategic Plan Update. In fall 2007, the Assessment Committee recommended that KCC establish an Assessment Coordinator position to provide one-to-one training on assessment planning, processes, methods, and data interpretation for individual faculty at the times when they are available. Due to budget constraints, it was not possible to create a new full-time Assessment Coordinator position for the College; however, a faculty member was given the position on assigned time and funded by a variety of soft funds and grant monies. The Assessment Coordinator has been working one-on-one with other faculty in developing a coordinated assessment plan for program courses and developed the CARD form for instructors to evaluate CSLOs. Funding has also been provided to develop a common database in which to store the assessment analyses. The curriculum review process and the CAF ensure that each course clearly states the CSLOs for the course, how the CSLOs align with the PSLOs and how those, in turn, align with the ISLOs. Information on the forms and process are on the College’s assessment website.
Standard II: Student Learning Programs and Services

OCET uses evaluation forms to acquire student and industry feedback to ensure that instruction in any given course is appropriate for the subject. Coordinators also poll students to get feedback. Courses are improved or repeated based on the feedback from these sources. OCET is in the process of developing a specific evaluation form, which will include CSLOs to measure achievement.

The Assessment Committee, chaired by the Assessment Coordinator, plans and facilitates the Annual Assessment Afternoon event on the Excellence in Education Day. The first annual event facilitated faculty examination, interpretation, and use of course-level data. The second event was devoted to SLO alignment of courses and program outcomes, and to assessment planning. The third Annual Assessment Afternoon was the first opportunity to provide instructional faculty with reports based on their assessment data.

An Institutional Researcher was hired in spring 2006, but left in fall 2007. Hiring an Institutional Researcher was approved by College Council, but was held up by a state hiring freeze. In the interim, the Vice Chancellor of Student Affairs (VCSA) and Director of the University Center and Academic Support shared the Institutional Researcher responsibility. Data collection at the college-level relied on them until spring 2011, when a new Institutional Researcher was hired. Currently, the Assessment Coordinator and Institutional Researcher are providing summative data reports and analyses to teaching faculty on all reported courses annually (at the Annual Assessment Afternoon). Faculty use this opportunity to review the data and implement any systematic improvements or changes that may enhance student learning.

Self Evaluation

The College meets this standard. Systematic evaluations on CSLOs and PSLOs are ongoing with established procedures and review cycles in place. Integrated planning and implementation of improvement towards SLOs follows the College Strategic Plan as displayed in the Assessment Concept Map. Course assessment takes place in all programs each semester with the CARDs and yearly with the APRU to assure currency and appropriateness of SLOs. Both the Institutional Researcher and Assessment Coordinator provide faculty with support and data for improvements with courses or programs. The comprehensive program review and the CAF guidelines are in alignment with the UHCC System’s Functions Map to ensure integrated planning and improvement is in place for all course, certificates, degrees, and programs.

Actionable Improvement Plan

None.

Standard II.A.2.g. If the institution uses departmental course and/or program examinations; it validates their effectiveness in measuring student learning and minimizes test biases.
Standard II: Student Learning Programs and Services

Descriptive Summary

Due to the limited amount of faculty in programs and departments, the College does not use departmental course and/or program examinations. However, some of the College’s vocational programs are tied to meeting current national standards. The Auto Body Repair and Painting, Automotive Technology, Electronics Technology, and Nursing Programs measure student learning against national standards and the curriculum is therefore guided to help the students meet these standards (NCLEX, CISCO, ASE/NATEF).

Self Evaluation

The College meets the standard. The College does not use departmental or program examinations other than the ones listed in the Descriptive Summary.

Actionable Improvement Plan

None.

Standard II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

SLOs are the College’s primary focus to ensure success rates for its graduates to be highly qualified as competitors for job opportunities, promotions, scholarships, transfer acceptance to other colleges, and open paths to life-long learning. As mentioned before, each course has a CAF, which includes sections that identify CSLOs (Part B) and the means by which student mastery of the CSLOs will be assessed (Part G). Grading and evaluation of the students is included on a course syllabus (a copy is included with the CAF for the course approval process). With these three factors being identified as part of course development, the College assures that CSLOs are established and indicates how credit is awarded based upon the student’s successful demonstration of his/her achievement of those objectives. Part A of the CAF identifies contact hours per week and links that time to credit hours earned for the course. While online courses do not adhere to the same hours as in face-to-face courses, the CSLOs are the same regardless of the delivery method.

UH follows the US DOE definition of a credit hour set forth in 34 CFR 600.2. A continual external check on units of credit is part of the articulation process, which enables the College to assure that its courses reflect generally accepted norms in higher education. Articulation agreements have been formalized with other campuses in the UH System, as well as with other colleges and universities in Hawai‘i and on the continental US.
Standard II: Student Learning Programs and Services

Self Evaluation

The College meets the standard. With its course proposal and modification process, which includes the CAF and syllabus for the course, the College assures that credits are awarded based on student achievement of the CSLOs. Credits earned are governed by the UH policy, which reflects that of the US DOE definition of credit hours.

Actionable Improvement Plan

None.

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

The UHCC System Policy CCCM 6004 outlines the definitions of degrees and certificates and approval procedures, used for the programs offered by the College. All programs at the College have developed, or are in the process of revising, PSLOs via the PAR form. In the case of most CTE Programs, PSLOs are designed to meet the various industry demands for employability. Programmatic learning outcomes, institutional dialogue, and identifiable SLOs depend largely on student graduates’ abilities to meet the maximum requirements of performance and expectations as demanded by potential employers or in the case of transfer degrees, the requirements of UH’s bachelor’s degree programs. The success of the students is further set by the standards of external organizations such as NATEF, the ACFEF Accrediting Commission, the NLNAC, the NAEYC, the NABCEP, and on feedback from employers (advisory boards). The Liberal Arts Program follows the UH general education requirements, which reflect national norms in higher education. The Liberal Arts Program has depended largely on the success rates of its graduates who have articulated to four-year institutions to evaluate the effectiveness of its PSLOs.

All courses, required for completion of a degree or certificate, contribute to the mastery of their PSLOs. Collectively, these required and elective courses will address all of the program’s SLOs, and successful completion of all of the required coursework will ensure mastery of the PSLOs. The matrix in Part B of the CAF demonstrates how CSLOs address the PSLOs. Program faculty identify the level at which the skills are taught, whether minor (level 1), moderate (level 2), or major (level 3) emphasis, and a program matrix is drawn up.

Faculty, Division Chairs, and the appropriate administrative representatives review this matrix to identify the courses that address the PSLOs at level 3. These courses are then designated as satisfying the various requirements for the program degree.

Based on these designations, advising sheets are used by the academic counselors to help track students’ progress toward fulfilling program requirements. As students successfully complete a course, as identified by their mastery of the CSLOs, their grades are entered into
Standard II: Student Learning Programs and Services

Banner. The Admissions and Records Office is responsible for verifying that all requirements have been met and all required courses have been passed prior to students receiving their degrees or certificates.

Self Evaluation

The College meets the standard. PSLOs and corresponding CSLOs that constitute an approved program of study have been identified. Certificates and degrees are conferred only on students who have successfully demonstrated mastery of the skills designated for their program of study. Every student who receives a certificate or degree has mastered that program’s SLOs.

Actionable Improvement Plan

None.

Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The KCC College Catalog communicates its philosophy through statements of its mission (page 8), goals (pages 8-9), and ISLOs (page 10). The Catalog also describes the various degrees and certificates (page 55) that can be earned at the College, followed by the requirements for each on subsequent pages. All academic and vocational degree (CTE) Programs require general education components, which include understanding of basic concepts and methodologies in Humanities, Fine Arts, Natural Sciences, and the Social Sciences. The general education requirements for the A.A. degree are found in Liberal Arts PAR. The following table outlines the general education options for the A.S. and A.A.S. degrees.
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<table>
<thead>
<tr>
<th>Category</th>
<th>Cr</th>
<th>Course Options</th>
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</thead>
<tbody>
<tr>
<td><strong>A.S. DEGREE</strong></td>
<td></td>
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<tr>
<td>(General Skills) Communication</td>
<td>3</td>
<td>ENG 100 or any FW designation</td>
</tr>
<tr>
<td>Cultural Environment</td>
<td>3</td>
<td>Any Humanities course numbered 100 or higher or any DA, DH, or DL designation</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>MATH 100 or higher, PHIL 110, or any FS designation</td>
</tr>
<tr>
<td>Natural Environment</td>
<td>3</td>
<td>Any Natural Science course numbered 100 or higher or any DB or DP designation</td>
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<tr>
<td>Social Environment</td>
<td>3</td>
<td>Any Social Science course numbered 100 or higher or any DS designation</td>
</tr>
<tr>
<td><strong>A.A.S. DEGREE</strong></td>
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<tr>
<td>Computer/Technology</td>
<td>3</td>
<td>BUSN 121, BUSN 123, BUSN 124, BUSN 125, BUSN 130, CULN 271, ICS 100 or higher, NURS 151</td>
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<tr>
<td>Cultural Environment</td>
<td>3</td>
<td>ANTH 20/150, ANTH 25/200, ANTH 205, ANTH 210, ANTH 220, BOT 105, CULN 130, HOST 101, SP 185, any Humanities course, or any DA, DH, or DL designation, including languages</td>
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<tr>
<td>Natural Environment</td>
<td>3</td>
<td>CULN 185, ELEC 20, ETRO 18, HLTH 140, ICS 100, ICS 101, any Natural Science course, or any DB/DP designation</td>
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<tr>
<td>Oral Communication</td>
<td>3</td>
<td>BUS 130, CULN 160, SP 20/151, SP 185, SP 31/231, SP 251</td>
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<tr>
<td>Social Environment</td>
<td>3</td>
<td>BUS 120, ED 105, ED 131, ED 140, ED 245, HOST 125, HPER 195, MGT 122, PHIL 101, any Social Science course, or any DS designation</td>
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<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>ACC 124, ACC 201, BUSN 189, ICS 111, MATH 24 or higher, PHIL 50, PHIL 110, any FS designation</td>
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<tr>
<td>Written Communication</td>
<td>3</td>
<td>BUS 175, ENG 21, ENG 22, ENG 100, ENG 104 or higher, JOUR 205, LING 102, any WI Course, or any FW designation</td>
</tr>
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</table>

### Self Evaluation

The College meets the standard. The A.A. degree in Liberal Arts requires general education units in the areas of communications, fine arts, global and multicultural perspectives, humanities, literature, natural sciences, quantitative or logical reasoning, social sciences, and world civilizations. In 2011, the Curriculum Committee developed these new requirements and the Liberal Arts A.A. PAR was approved by the VCAA and Chancellor. Both divisions
for Liberal Arts (Language, Arts, and Humanities and Science and Mathematics) worked together to ensure that Foundations and Diversification courses met both PSLOs and system-wide requirements for articulation purposes in Foundations and Diversification courses. The latter are described in hallmarks (Foundations and Diversification) that have been accepted by UH Mānoa and the community colleges, and designation as fulfilling one of these categories is acquired by submitting an application to the appropriate campus board.

The CTE general education requirements underwent a similar development and approval. In most cases CTE Programs met at the system-level to develop common SLOs and articulation.

**Actionable Improvement Plan**

None.

**Standard II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**Descriptive Summary**

All degree programs at KCC require a general education component. The criteria for the A.A. degree general education requirements are included in Appendix 1 of UHCC System Policy CCCM 6004. The degree “must include general education courses in the Arts and Sciences in the following areas: Written and Oral Communication; Mathematic and Logical Reasoning; World Civilizations; Natural Sciences; Arts and Humanities; and Social Sciences.” The general education requirements for the A.S. and A.A.S. degrees are found in CCCM 6004 Appendix 2. The areas covered are Communication, Thinking, Reasoning/Mathematics, Social Environment, Natural Environment, and Cultural Environment.

The A.A. degree requires a minimum of 43 credits in general education and a minimum of 15 credits as electives, with courses numbered 100 or above (see Liberal Arts PAR). The table on the following page summarizes this and the general education requirements for the A.S. and A.A.S. degrees.

For a general education course to be approved as part of a program, program faculty prepare a PAR that specifies which general education courses fulfill the general education core requirements for the specific program (see KCC College Catalog to view all program course requirements). PARs are reviewed by the faculty at the program- and division-level and also by the Curriculum Committee before final approval by the VCAA and Chancellor.
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<table>
<thead>
<tr>
<th></th>
<th>Cultural Environment</th>
<th>Natural Environment</th>
<th>Oral Communication</th>
<th>Social Environment</th>
<th>Thinking, Reasoning, Mathematics</th>
<th>Written Communication</th>
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<td>Liberal Arts: A.A. *</td>
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<td>10-12</td>
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<td>Early Childhood Education: A.S.</td>
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<td><strong>Trade Technology</strong></td>
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</table>

* Business Technology requires 9 credits of Written Communication or Literature or Linguistics while Liberal Arts requires 9 credits of Literature, Arts, and Humanities.
† Culinary Arts requires Technical Mathematics I: Food Service, 3 credits of Written Communication or Literature or Linguistics.
‡ Nursing sets all but Cultural Environment in program prerequisites.
**Automotive Technology requires 3 credits of Oral Communication or Written Communication.

For all courses to be approved at KCC, faculty members must prepare a CAF that specifies student learning objectives and how these objectives tie into program learning objectives. The College also specifies assessment criteria for the course, general content of the course, methods of delivery, and its appropriateness for articulation. Distance learning courses require an additional review by the Distance Learning Committee to ensure student accessibility. The CAF is approved by the division faculty and the Curriculum Committee before final approval by the VCAA and Chancellor. Additionally, each course is reviewed every five years as part of the cycle of general education course review.

### Self Evaluation

The College meets the standard. KCC requires components of general education for all academic and CTE Programs. The College also uses its faculty and external requirements of
transferability to determine the appropriateness of each course and reviews these systematically. The requirements for each degree program are spelled out on pages 59-81 of the 2011-2012 KCC College Catalog.

**Actionable Improvement Plan**

None.

**Standard II.A.3.b. A capability to be a productive individual and life-long learner:** skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis /logical thinking, and the ability to acquire knowledge through a variety of means.

**Descriptive Summary**

The skills that make the College’s graduates productive individuals, life-long learners, and contributors to society are developed through oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, and logical thinking.

The College recognizes the importance of these skills and abilities and have embedded them in the College’s mission statement, “Kauaʻi Community College provides open access education and training in an ethical and stimulating student and community focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.” These skills are the framework for the KCC’s ISLOs (2011-2012 KCC College Catalog, page 10):

- **Communication**: Effectively use language and non-verbal communication consistent with and appropriate to the audience and purpose.
- **Cognition**: Use critical thinking skills to analyze, synthesize, and evaluate ideas.
- **Information Competency**: Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- **Social Responsibility**: Interact with others demonstrating respect towards opinions, feelings, and values.
- **Personal Responsibility**: Demonstrated self-management through practices that promote physical, mental, and emotional well-being.

Each of these ISLOs is described in greater detail with elaborate points on page 10 of the 2011-2012 KCC College Catalog.

The College has linked the importance of these ISLOs through the matrices which link
ISLOs to PSLOs, and PSLOs to CSLOs, as found on the CAF Part B. Academic programs ensure these PSLOs are met through program requirements, as found on the student advising sheets. Program requirements are directly linked to CSLOs in the development of courses (see CAF, Part B). Each course is evaluated each semester through the CARD process to determine if students are meeting the CSLOs. These processes ensure that the College’s ISLOs are embedded in all courses taught at the College.

To ensure that the College transfer-level general education courses meet the rigor and comprehensiveness of baccalaureate institutions, KCC has agreed that its courses would be evaluated in accordance with the hallmarks set by UH System. This agreement allows direct transfer of KCC’s A.A. degree to UH Mānoa. As described above, the campus has developed Foundations, Diversification, and Focus boards to evaluate courses so that they meet the hallmark requirements of UH Mānoa.

Some programs such as Nursing and Automotive Technology use external national examinations for licensure as an evaluation tool to determine if their students have met national criteria. Other programs such as Business and Trade Technology Programs use focus groups and community advisory committees in evaluating their student’s performance in the workplace. The Liberal Arts Program looks at the transferability of course credit to higher educational institutes as a method to evaluate KCC’s student’s ability to master the learning outcomes. The courses proposed for transferability have been evaluated and accepted by other sister institutions.

Self Evaluation

The College meets the standard. KCC recognizes the importance of producing graduates who are productive individuals, life-long learners, and contributors to society. The College’s program graduation requirements stress the importance of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, and logical thinking.

Actionable Improvement Plan

None.

Standard II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The College recognizes the importance of being an ethical human and effective citizen and has incorporated these concepts in specific ISLOs in the areas of social responsibility and
Standard II: Student Learning Programs and Services

personal responsibility (2011-2012 KCC College Catalog, page 10). Social responsibility supports interaction with others and includes demonstrating respect toward others’ opinions, feelings, and values. KCC stresses teamwork, respect for diversity, and effective citizenship by demonstrating “responsibility for being an informed, ethical, and active citizen of Kaua‘i, the nation, and the world.” Personal responsibility is self-managed through practices that promote physical, mental, and emotional well-being. KCC stresses ethics and values to make sound judgments and decisions, aesthetics, and appreciation.

These ISLOs have been incorporated into PSLOs for the A.A. degree in Liberal Arts. Students graduating with an A.A. degree in Liberal Arts will be able to demonstrate a sympathetic awareness of the value and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social religions, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their community, and the world.

Other programs at KCC utilize general education courses in the area of cultural environment and social environment to meet the ISLOs. Some programs have specific courses that focus on ethics and professionalism. For example, the Nursing Program has Nursing 211 (Professionalism in Nursing) that focuses on the ethical, legal, and professional responsibility of nurses. In the Business Technology Program, Business Education 120 (Principles of Business) and Management 122 (Human Relations in Business) focus on the professionalism, ethics, and human relationships as pertaining to business. In Liberal Arts, Philosophy 101 (Morals and Society) focuses on social and individual responsibilities on contemporary moral issues.

Interpersonal communication skills are developed and refined in Speech 20 (Speech Communication), Speech 151 (Personal and Public Speech), and Business Education 130 (Business Communication) courses. Courses in Hawaiian Studies, ethnobotany, Hawaiian, French, Japanese, and Spanish, offer students opportunities to experience cultural diversity. Courses in the social sciences, including political science, social science, sociology, psychology, anthropology, economics, and ethnobotany focus on the civic, political, cultural, and social arenas.

The campus also recognizes service learning as an opportunity for students to give back to their community and learn the importance of civic and social responsibility. Hawaiian Studies courses, Hospitality and Tourism 125 (Exceptional Guest Services), Accounting 125 (Principles of Accounting II), and Botany 130L (Plants in Hawaiian Environment Lab) have required service learning components as part of their classes. For example, student projects included volunteer work for the YWCA Domestic Violence month activities, painting classroom steps and landings at Koloa Elementary School, establishing native plant gardens at elementary and middle schools and providing teachers with educational material to use in their classes, and tax preparation for the disadvantaged.

Student clubs also incorporate the importance of community service in many of their
Standard II: Student Learning Programs and Services

activities. The Nursing, Hospitality and Tourism, Pamantasan, Nihongo Kurabu Clubs along with the Phi Theta Kappa Honor Student Society annually engage in worthwhile community service projects. These service projects include removing marine debris from local beaches, taking blood pressure and doing health evaluations at public events, assisting in island-wide blood drives, and walk-a-thons to raise monies for local charities (United Way walk-a-thon and Visitor Industry Charity Walk).

The College’s International Committee and International Students Club have developed a Diversity Corner in the Learning Resource Center to showcase diversity and world issues for the campus. For example, they demonstrated the diversity of KCC’s student population by displaying a large world map where students pinpointed their country of origin. They also displayed the results of a “message in a bottle” experiment tracking the distance and time messages sent from Hawai‘i would reach other parts of the world. Another exhibit showed newspaper articles from around the world covering the presidential election of Barack Obama, with the theme that the entire world is interested in American politics. Other displays have showcased different cultures through visual displays of cultural dress, food, and cultural practices. Many of these displays have been proposed by the College’s students.

The importance of good citizenship goes beyond educational requirements. In order to exemplify the importance of good citizenship, it is the responsibility of the College to model this behavior. The College has taken on the responsibility of modeling good citizenship through its project entitled, Ho‘ouluwehi: the Sustainable Living Institute of Kaua‘i. This project utilizes the expertise of the many departments of the College to model and showcase sustainable living on Kaua‘i, and the College is leading the island in demonstrating through example the importance of sustainability. For example, solar, wind, and other alternative energy projects are being developed to reduce the College’s carbon footprint and its dependency on oil.

The College also instituted programs to recycle and divert its waste from the island’s only landfill (e.g., cardboard, recyclables, and e-waste) and in fall 2011 began to offer a new course: Facilities Engineering Technology 80 (Introduction to Zero Waste Strategies for Facilities Operation). Green waste from KCC’s Culinary Arts Program is being composted as student-based projects in Life Sciences. New innovations in construction design will be showcased and modeled on the campus. New endeavors to support sustainability are visible in Aquaponics and Apiary projects. The College is creating new credit programs to enhance science, technology, and engineering initiatives that are sustainability-based, such the new Plant Bioscience Technology Program. As the center for higher education on the island, the College is taking a leadership role to organize, evaluate, and model the best practices for island sustainability.

Self Evaluation

The College meets the standard. The College recognizes the importance of producing graduates who are ethical and effective citizens, with an appreciation for ethical principles, a respect for cultural diversity, aesthetic sensitivity, and a willingness to assume civil, political,
and social responsibilities. Through specific program requirements to meet ISLOs and PSLOs on Social and Personal responsibility, the College provides students with the framework to identify and practice ethical, inter-culturally sensitive, responsible lifestyles. Service learning has been incorporated in many courses, providing a bridge between the campus and the community while teaching the students the value of service. Students also have the opportunity to participate in club activities that provide community service. Finally, the College itself practices good citizenship through its sustainability projects, modeling the College’s commitment to produce an ethical and effective citizen.

**Actionable Improvement Plan**

None.

**Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**

Currently at KCC, there are ten instructional programs that lead to an associate degree (2011-2012 KCC College Catalog, page 55). While all of the degree programs provide students with an introduction to broad areas of knowledge, nine instructional programs have a focused study in at least one area of inquiry and one instructional program has an established interdisciplinary core that leads to an A.A. degree (2011-2012 KCC College Catalog, page 55, pages 58-81).

Within the degree programs with a focused area of study, 60 percent or greater of the credits (60-72 required credits) are designated major courses within the focused area. For example, the A.S. degree in the Nursing Program requires a total of 72 credits to qualify for the A.S. degree within the 72 required credits, 50 credits (69.4 percent) are focused nursing courses. Focused areas are delineated by the same course alphas (NURS for nursing) and documented. The degree programs are depicted in the chart on the following page.

Several programs have organized the programs of study into modules, which can terminate in a Certificate of Competence, Certificate of Completion, or Certificate of Achievement or be built upon for the associate degree. Early Childhood Education offers a Certificate of Competence (9 credits). These credits are also required to earn a Certificate of Achievement (39 credits). Once achieved, these 39 credits are part of the 62 credits required for the A.S. degree. In Automotive Technology, the curriculum is clustered into certificates. Each certificate provides a set of marketable workplace skills. The course requirements within the certificates can be applied towards the A.A.S. degree.

The **Liberal Arts Program** offers primarily preparatory courses for other programs and is interdisciplinary in nature. The completion of the Liberal Arts Program leads to an A.A. degree. The program is comprised of 60 credits and combines studies that are directed toward developing general intellectual capacities. The program includes an established
general education core of 31 credits that include Foundations and Diversification requirements. These courses provide the first two years of a bachelor’s degree and meet the general education core requirements at other UH campuses. Within the 60 credits for the degree, the student may elect to focus in a particular area and earn an Academic Subject Certificate. All courses required for the certificate are applicable toward the required degree credits.

Self Evaluation

The College meets the standard as seen in the following table:

<table>
<thead>
<tr>
<th>Associate Degree Program</th>
<th>Credits in Focused Area/Core</th>
<th>Percentage of Total Credits in Focused Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting: Business Education</td>
<td>60</td>
<td>38</td>
</tr>
<tr>
<td>Auto Body Repair and Painting</td>
<td>60</td>
<td>39</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>67</td>
<td>49</td>
</tr>
<tr>
<td>Business Technology</td>
<td>60-61</td>
<td>37-38</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>62</td>
<td>53</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>66</td>
<td>40</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>60-61</td>
<td>40</td>
</tr>
<tr>
<td>Nursing</td>
<td>72</td>
<td>50</td>
</tr>
</tbody>
</table>

All currently approved programs include focused study in at least one area or have an established interdisciplinary core. All programs regularly assess the competencies and skills of the students through achievement of the SLOs.

All degree programs undergo an APRU for course requirements and alignment within the curricula and the College. MYPOs help to ensure continuity of course offerings in order for enrolled students to complete the program of study.

The A.A. degree is in alignment with the requirements for the bachelor’s degree at other UH campuses. Although the courses taught at KCC have been accepted by UH Mānoa to meet the undergraduate general education requirements, the campus is further designating courses that will meet the requirements and aligning with the other UHCCs Foundations and Diversification requirements. To help ensure a smooth transition for transfer students, articulation policies and agreements are in place.

Actionable Improvement Plan

None.
Standard II: Student Learning Programs and Services

Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Consistent with its mission, KCC offers a variety of vocational and professional programs that lead to degrees and certificates. Each program has well-defined, measurable PSLOs found in PARs. These outcomes are aligned with industry expectations for skills and competencies in the career field through the input of advisory boards and national industry trends. These trends are assured by KCC’s discipline-specific accreditations: the Culinary Arts Program is accredited by the ACFEF; the Nursing Program is accredited by the NLNAC; the Early Childhood Education Program is accredited by the NAEYC; the Automotive Technology Program follows standards specified by the NATEF and pursuing certification; and the Facilities Engineering Program follows standards specified by the NABCEP.

Advisory boards for the vocational and occupational programs meet at least once a year. The advisory boards are comprised of representatives from local industries or facilities and advise faculty on new regulations, skills, or employment opportunities. When developing or revising specific content, faculty confer with colleagues at the College or at other UH campuses and with people in industry with expertise in the related content area.

In several instructional programs, students must pass a national licensure examination in order to be employed in their field. For example, students completing the Certificate of Achievement in Practical Nursing must pass the NCLEX-PN examination for licensure as a Licensed Practical Nurse in order to be employed and students completing the A.S. degree in nursing needs to pass the NCLEX-RN to be a registered nurse and employed in the state of Hawai‘i.

<table>
<thead>
<tr>
<th>Program</th>
<th>Test</th>
<th>% Passing Exam 1st try (National Average) 2006</th>
<th>% Passing Exam 1st try (National Average) 2007</th>
<th>% Passing Exam 1st try (National Average) 2008</th>
<th>% Passing Exam 1st try (National Average) 2009</th>
<th>% Passing Exam 1st try (National Average) 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing - RN</td>
<td>NCLEX-RN</td>
<td>94 (88)</td>
<td>74 (83)</td>
<td>95 (86)</td>
<td>88 (81)</td>
<td>80 (86)</td>
</tr>
<tr>
<td>Nursing - PN</td>
<td>NCLEX-PN</td>
<td>81 (88)</td>
<td>100 (87)</td>
<td>92 (86)</td>
<td>100 (86)</td>
<td>93.8 (87)</td>
</tr>
</tbody>
</table>

In the Automotive Technology Program, students take an end of program exam that validates their competency in all eight areas of Automotive Service Excellence (ASE). The National
Standard II: Student Learning Programs and Services

Automotive Student Skills Standards Assessment is a series of tests that measures student knowledge of course content and SLOs within the automotive technology and is given each year to students near the completion of the program. Students who pass the exams are given a certificate by ASE in each area passed. This end of program exam prepares the students for the actual ASE Technician Certification Exam. The results for the academic year 2009-2010 were: 100 percent of the students who took the exams passed in seven areas with 88 percent passing in the eighth area.

In the Electronics Technology Program, the CISCO Academy Program qualifies students who complete the certificate program for eligibility to take the CISCO CCNA Certification Exam. Culinary Arts students completing the associate degree are eligible to apply for the American Culinary Federation Certified Culinarian Certificate. In both of these programs, there is no formal reporting of external certifications of former graduates.

The Massage Therapy Program meets the requirements of the Hawai‘i State Board of Massage. Students who successfully complete the program earn a Certificate of Competence and are eligible to take the Hawai‘i State Board of Massage examination. Hawai‘i is unique in that there is no National Massage Certification Exam required for licensure. However, the State of Hawai‘i has its own exam that is administered after the student has completed a state-certified course with at least 570 hours of training.

<table>
<thead>
<tr>
<th>Year completing program</th>
<th>Number completing Program</th>
<th>Passed Hawai‘i State Exam</th>
<th>Moved and Passed National Exam</th>
<th>No information after completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14</td>
<td>11</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>15</td>
<td>14</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>11</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

External accreditation is also required in several areas to ensure that programs meet national standards. In spring 2009, the NLNAC accredited the Nursing Program for eight years. The program is also approved by the Hawai‘i State Board of Nursing, Professional and Vocational Licensing Division.

The Early Childhood Education Program holds accreditation by the NAEYC. The accreditation was granted January 31, 2009, and expires on January 31, 2014. The Culinary Arts Program was accredited by the ACFEF Accrediting Commission in July 2010, and expires on July 2017.

Several programs are utilizing or exploring standardized tests to measure SLOs. At present, the Nursing Program requires all students to take the Health Education Systems, Inc. and Kaplan exams for the Certificate of Achievement in Practical Nursing and A.S. degree in Registered Nursing. These tests are nationally normalized and provide the program and student with feedback on areas of strength and weakness. Students in Business Technology...
are exposed to standardized tests from textbooks and through software.

**Self Evaluation**

The College meets the standard. Due to a community need for more baccalaureate-prepared nurses to meet the changing health care needs and national trends, the Nursing Program has been involved in restructuring its curriculum since the last accreditation. Nursing faculty from KCC have worked with faculty from the UH Mānoa and UH Maui College and formed a State-wide Nursing Consortium to redesign the program as an integrated curriculum. Courses at these three campuses were designed with common course numbers, descriptions, objectives, and content, allowing students lateral and upward **articulation** without course repetition. The first cohort at KCC with the newly designed curriculum started in August 2010 and will complete the associate degree portion in May 2012. These students will then be eligible to complete the final year for the baccalaureate degree once all required general education courses have been completed. A transition course has been developed and submitted to the Curriculum Committee to allow Registered Nurses with A.S. degrees in the community to return for the final year once all prerequisite courses have been completed.

The Health Education Division plans to offer a Certificate of Completion in Medical Assisting beginning in fall 2012 **(MEDA PAR)**. This program is designed to prepare students to assist in medical offices and clinics. The need for this program was determined through conversations with leaders from healthcare facilities on the island and through the state’s employment projections.

Within the Business Education Division, Accounting has submitted two new Certificates of Competence **(Accounting and Accounting Office Assistance)** and four new Certificates of Completion **(Accounting Assistant, Small Business Accounting, Payroll Preparer, and Individual Income Tax Preparer)** to the Curriculum Committee **(ACC PAR)**. These new certificates were based on community employment needs and suggestions from the **Accounting Advisory Committee**. Accounting Advisory Committee members were also polled for ideas regarding courses that would best serve the new proposed certificates. As with other certificate programs, the courses needed to complete the certificate can count toward the associate degree.

A new course has been developed **(Hospitality and Tourism 290 - Hospitality Management)** based upon the recommendation of employers and the advisory committee **(HOST advisory minutes)**. Hospitality and Tourism 290 will be offered in fall 2012 and has been added to the Hospitality and Tourism Program curriculum for the new Certificate of Completion in Hospitality Management. The Hospitality and Tourism Program has also broadened the electives category to allow higher level course for students that may pursue a baccalaureate degree. The Business Technology Program implemented a new Certificate of Completion in Office Assistant in fall 2009 to prepare students for entry-level employment **(Off Asst PAR)**. The program is developing an employer survey regarding satisfaction with graduates.

In the Trade Technology Division, Automotive Technology increased contact hours and
Standard II: Student Learning Programs and Services

Credits based on advice from its advisory committee (AMT PAR). This change also better aligned the curriculum with the other UH community colleges. The program will continue to work on written articulation agreements within the UH System. The program is also working towards certification by NATEF. The Auto Body Repair and Painting Program revised its curriculum based on the National Institute for ASE, NATEF, and Inter-Industry Conference on Auto Collision Repair (ABRP PAR). The current curriculum prepares the students completing the program to take further training from I-CAR for certification. The program is exploring certification by the Inter-Industry Conference on Auto Collision Repair.

The course requirements for the Facilities Engineering Technology Certificate of Completion were changed in spring 2007 to reflect the changing needs of the industry and broaden the skill base of graduates to improve employment opportunities. The Electronics Technology Program is working towards reactivating a formal advisory board in the next year. The division plans to place more emphasis on telecommunications and telemetry in order to help service the Pacific Missile Range Facility. The program is also exploring accreditation with the Accrediting Board for Engineering and Technology.

Actionable Improvement Plan

None.

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary

KCC ensures the clarity and accuracy of its program information from conception, to implementation, to revision through a system of processes and structures that address the purpose, content, requirements, and expected outcomes of the program itself as well as each course that comprises the program. The process is cyclical, and is centered on the MYPO which includes a rolling plan of offerings from which curricular and other actions, staffing, and resource needs are determined. This rolling plan ensures that the students will be able to complete their program requirements within a reasonable amount of time. Multi-year plans of course offerings and enrollment figures are consulted in assessing the effectiveness of course timing, and adjustments are made accordingly.

Basic program information is included on brochures distributed to local high schools and in college and career fairs and available in the One Stop Center (brochures). Complete program information can be found on the College website’s program description pages and in the online KCC College Catalog. Hard copies of the catalog are located in the Student Affairs Office. These sources also provide clear descriptions of the degrees and certificates
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available as well as the requirements for completing the degrees and certificates. By consulting the program requirement pages, students can keep track of their progress toward completion of their degree. Online program student advising sheets are updated whenever program changes occur. Additionally, the UH System provides the STAR Degree Check/View Transcript service for students to plan and track their progress towards their degree.

Instructors provide students with electronic or hard copies of a course syllabus at the beginning of each semester. A syllabus contains important information, including CSLOs.

At the beginning of each semester, an electronic format version of the current syllabus is submitted to both the division’s and the VCAA’s secretaries. During peer and administration class visits, observers are provided with a hard copy of the syllabus that students receive. The syllabus is attached to each CAF when a course is approved at the division-level.

Self Evaluation

The College meets the standard. Promotional literature, the KCC College Catalog, and the College website provide abundant information about educational programs and courses and transfer policies. Course purpose and content are described in the College Catalog and on course syllabi, which also contain CSLOs.

Actionable Improvement Plan

The College will include PSLOs and UH System Foundations and Diversification designations in the College Catalog. The College will make course syllabi accessible via the campus website.

Standard II.A.6.a. 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.

Descriptive Summary

The KCC College Catalog (page 20) contains a brief statement that “credit for courses completed at regionally accredited colleges and universities may be accepted toward meeting graduation requirements only if courses completed are substantially equivalent to offerings at the College.” Further information on transfer is found on page 52 and on the College website.
Transfer issues within the UH System are covered in Section 5-14 of the Board of Regents (BOR) Policy. This section begins by establishing that UH is a unified system in which coordination and cooperation are important to ensuring that a student can enroll at one campus and complete their studies and graduate from another campus. The specific Executive Policy covering the transfer and articulation policy guidelines for the UH System is Executive Policy E5.209 - Student Transfer and Inter-campus Articulation. This document includes general principles and assumptions, transfer of courses and credits, transfer of students, lead responsibilities and procedures, and appendices covering the websites for the Joint Statement on the Transfer and Award of Credit, Procedure for Articulation to UH Mānoa’s general education Foundations requirement, and Kapi’olani Community College’s Foundation Board Portfolio.

In 1999, UH Mānoa revised its graduation requirements and adopted a system of classification of courses that includes designations of Foundations and Diversification. Application of these designations is determined when a course addresses the hallmarks that were originally developed by UH Mānoa faculty and accepted by the UH community colleges. To ensure inclusiveness in the designation process, each campus has its own general education boards that review courses proposed by faculty to determine, by comparison of CSLOs to hallmarks, whether or not they fulfill the requested classification. According to a system-wide agreement, the campus boards’ designations are accepted by all campuses. Representatives from general education boards at each campus meet to discuss and update hallmarks, thus assuring inclusive input and consistency of designations across the UH System. In 2011, the basic requirements for the College’s A.A. degree were changed to reflect the adoption of UH System’s Foundations and Diversifications Hallmarks (A.A. PAR).

Self Evaluation

The College meets the standard. The UH System has created a website that is devoted to transferring within the system. A number of CTE Programs, such as Business Technology and Hospitality and Tourism, are undergoing articulation across the UHCC and/or UH System. Information on transfer policies is located in the appropriate areas of the KCC College Catalog, and transfer and articulation information to other UH campuses is available via the Kaua‘i schedule webpage on the UH System website. The UH System has also established a course transfer webpage to assist students in determining the equivalency of a course when they transfer between campuses.

Individual course articulation agreements are initiated by the faculty members developing the course. In Part K of the CAF, the proposer must fill out a chart indicating existing and appropriate articulation agreements for similar courses, attach or provide a link to the articulation agreements, and summarize the agreements (date(s), college(s), and purpose). If a new course is being developed, section L of the CAF addresses the eligibility of the course for transfer. Either directly or in system-wide Program Coordinating Councils (PCCs), faculty consult with each other to establish the possibility of articulation, and the VCAA on each campus formalize the agreement.
Standard II: Student Learning Programs and Services

Actionable Improvement Plan

The College will include a link to the transfer agreements on UH System Course Transfer Database on the KCC website.

Standard II.A.6.b. 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.

Descriptive Summary

The establishment and termination of programs for the UH System is covered in the BOR Bylaws and Policies Chapter 5, 5-1g and in the UH Executive Policy E5.202, paragraph III.6. These policies indicate that “commitments to students already enrolled in such programs shall be met but no new program admissions shall take place.” The College makes every effort to ensure that students who have begun an established program, which is subsequently modified or terminated, can complete their education in a timely and efficient manner.

At KCC, all program changes require submission of a PAR which describes the proposed change, the reason for the change, and the projected effect of the change to the program. In Part N (Course Deletion) of the CAF, question #44 asks the proposer to “Explain how students presently in the program will be able to complete their program without this course.” It further instructs that “…when deleting required courses, it is necessary to plan to offer the course until students already in the program have completed it or to offer an alternative route for them, such as another course that fulfills the same requirement.”

A statement in the College’s KCC College Catalog (page 44) states that “The catalog that is current when the student enrolls in Kaua’i Community College is the catalog of record. A student who is in continuous attendance (except summer session) may graduate under the provisions of the catalog of record or a subsequent issue.” Students are able to check on their progress by accessing their performance records and goals via STAR, which is regularly updated to reflect program changes. While these resources assure that students enrolled in a program of study who have continuously attended courses in pursuit of that program’s degree/certificate will not be affected by changes to that program, students are advised to consult with a counselor who can give accurate and up-to-date information on alternatives for completing their requirements.

Self Evaluation

The College meets the standard. KCC has procedures in place to allow students to complete programs if they are modified or terminated based upon the BOR Bylaws and Policies Chapter 5, 5-1g and in the UH Executive Policy E5.202, paragraph III.6. When an academic program is modified or terminated, courses required for the program are offered, even if low enrolled, so students can complete the program in a timely manner. If a required course
Standard II: Student Learning Programs and Services

cannot be provided, an acceptable substitute is made available. Counselors in academic
advising and counseling assist students in dealing with such situations. None of KCC’s
programs have been discontinued during this accreditation period, but two programs have
been substantially modified. Both of those programs, Culinary Arts and Nursing, have
cohorts of students, so students in the cohort that started before the modification were able to
continue with their original course of study while the next cohort embarked on their studies
under the modified format.

Actionable Improvement Plan

None.

Standard II.A.6.c. The institution represents itself clearly, accurately, and consistently
to prospective and current students, the public, and its personnel through its catalogs,
statements, and publications, including those presented in electronic formats. It
regularly reviews institutional policies, procedures, and publications to assure
integrity in all representations about its mission, programs, and services.

Descriptive Summary

An integral publication of the College is its general catalog, which is available in print form
as well as a PDF download on the KCC website. Each portion of the Catalog is reviewed
each spring by the appropriate person or group who has oversight of that section. For
example, faculty review and update course information, Division Chairs review program
descriptions and requirements and other areas, the Financial Aid Officer reviews any
financial aid information, and so on. Any revisions are sent to the VCAA’s Office, which
oversees the Catalog publication. The Graphic Artist incorporates all directed changes into
the Catalog and produces the print version of the Catalog, then edits the College’s program
and course web pages so that they are in sync with the Catalog.

Course schedules are developed well in advance of the targeted semester and published in
print format. Course schedules are available at the Admissions and Records Office, the
Student Services Office, the Library circulation desk, and other strategic points on campus.
The schedule is also posted online via the KCC website.

Program brochures are updated and revised as needed by the academic divisions. They are
reviewed by the VCAA before printing and distribution to various outreach venues such as
career and college fairs held for high school students and the community.

The Chancellor issues brief campus news updates via the Chancellor’s Corner on the College
website. These short stories are often also issued via brief radio spots, sharing the latest KCC
happenings with the community.

Among its other duties, the Information Technology Advisory Council (ITAC), “monitors,
oversees, and manages the College’s webpage along with the webmaster” (Technology
Self-Evaluation

The College meets the standard. The College regularly reviews information published for the public via print, radio, and internet; however, there is no coherent policy outlining the responsibilities for each of these media. While publications are, for the most part, accurate and current, there is much room for improvement in the interest of marketing for the College. The College is in the process of hiring a marketing/outreach/enrollment management person and a new webmaster who will work together to systematize the College’s publications.

Actionable Improvement Plan

Upon the hiring of a Marketing Director (in progress), the College will develop a policy outlining the responsibilities of publications overview.

Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

As part of the University of Hawai‘i Community College System, Kaua‘i Community College functions under the UH System guidelines and policies. Article IX of the 2009-2015 Agreement Between the University of Hawai‘i Professional Assembly (UHPA) and the Board of Regents provides for academic freedom for faculty and lists procedures for dealing with alleged infringements of academic freedom (page 17). Academic freedom cases are heard by a Faculty Advisory Committee on Academic Freedom, consisting of five members appointed
from the Faculty Personnel Panel, with a majority of members coming from the campus in which the alleged infringement occurred. The Faculty Senate also deals with the issues relating to faculty academic freedom. According to The UHCC Policy 5.211, a faculty committee recommended adopting the American Association of University Professors’ Revised Statement on Professional Ethics for Faculty, and each campus Faculty Senate voted to accept the statement. Other statements of employee ethics are found in the United Public Workers contract, and the Hawai’i Government Employee’s Association contract. In addition, faculty state course content through identified teaching objectives, methods, and evaluations in the course syllabi.

The KCC College Catalog’s statement on Academic Dishonesty (page 52) provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation. The statement, or a reference to it, is included on course syllabi distributed to all students during the first week of classes. Other campus publications with related information on academic honesty and the sanctions for violation include the Kaua’i Community College Student Handbook, the Student Conduct Code, Kaua’i Community College Employee Handbook, Business Education Division Policy Handout, and the Kaua’i Community College Career Ladder Nursing Program Student Policy Handout.

The College is a state institution and espouses no particular set of beliefs or worldview.

Self Evaluation

The College meets the standard. Faculty academic freedom is protected by the policies outlined above, while ensuring that the faculty members understand their commitment and responsibility to present unbiased information to students. The expectations and consequences of academic dishonesty are clearly delineated in all information formats provided to students on campus. There have been no cases concerning academic freedom raised during this accreditation period.

Actionable Improvement Plan

None.

Standard II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Article IX of the 2009-2015 Agreement between the UHPA and the BOR protects the academic freedom of faculty. Under academic freedom it states, “Faculty members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research.” However, Article IV (Faculty Professional Responsibilities and Workload)
Standard II: Student Learning Programs and Services

defines high professional standards required when giving instructions on controversial matters. It states, “In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions. Faculty Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject.” As noted above, faculty self-perception is that they are aware of the need for fairness and objectivity in their classroom presentations and adhere to that responsibility.

There is a Student Academic Grievance Procedure that outlines the steps students can take for alleged violations of the above responsibilities. The procedure begins when a student files a Complaint of Alleged Academic Impropriety with the VCSA or VCSA’s designee. If the complaint is not satisfactorily resolved by the VCSA or designee, then the student can file an Academic Grievance with the chairperson of the Academic Grievance Committee for formal review.

Self Evaluation

The College meets the standard. Faculty members are informed of this facet of their responsibilities, and students are informed of their rights. In the past five years, no formal student grievances have been raised about the distinction between personal conviction and professionally accepted views in the classroom. There have been some student complaints, which were resolved at informal levels between the student and faculty member or the student and Division Chair. Administrators may also field calls and hear about complaints.

Actionable Improvement Plan

Policies regarding distinguishing between personal convictions and professionally accepted views in a discipline should be distributed to all incoming faculty.

The KCC College Catalog should include a statement that the Student Academic Grievance Procedure is outlined in the Student Handbook and on the website.

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The KCC College Catalog provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation (KCC College Catalog, page 53). Many instructors include the statement in their course syllabi. Other campus publications with related information on academic honesty and the sanctions for violation include the KCC Student Handbook, KCC Employee Handbook, Business Education Division Policy Handout, and the KCC Career Ladder Nursing Program Student Policy Handout.
Self Evaluation

The College meets the standard. KCC has a clearly written and well-disseminated policy on academic honesty.

Actionable Improvement Plan

None.

Standard II.A.7.c. 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 or student handbooks.

Descriptive Summary

The College is a state institution and espouses no particular set of beliefs or worldview.

Self Evaluation

The College meets the standard. Since the standard above does not apply to the College, it meets the standard.

Actionable Improvement Plan

None.

Standard II.A.8. Institutions offering curricula in foreign locations to non-US students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?

Descriptive Summary

Currently, KCC does not offer any programs in foreign locations to non-US nationals.

Self Evaluation

The College meets the standard. If KCC considers offering program in foreign locations to non-US nationals, the College will follow the established Principles of Good Practice in Overseas International Education Programs for non-US Nationals.

Actionable Improvement Plan
Standard II: Student Learning Programs and Services

None.

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

KCC offers a variety of student support services to assist students in achieving their educational and personal goals. Through its mission, KCC is able to serve a diverse student population. Because of the island’s configuration, students with educational interests living in remote areas have access to the distance learning program options offered. Since 2009, over 100 students each semester have enrolled in distance learning classes.

To assist students with their registration, all students are mandated to establish an email account to access MyUH Portal, the registration portal for all ten campuses. Having an email account allows students to register, add or drop courses, check class availability, enroll in distance learning courses, check transcripts, review class schedules, make payments, view charges, access financial aid information, and more.

One Stop Center (OSC)
The OSC opened in summer 2007. This building consolidated services and offices within one physical building. The Offices for Admissions and Records, Counseling and Advising, and Financial Aid, the Business Office, the Testing Center, the University Center, the Chancellor, the Vice Chancellor for Academic Affairs (VCAA), the Vice Chancellor for Administrative Services (VCAS), and the Vice Chancellor of Student Affairs (VCSA) are now centrally located at the entrance to the campus.

Bookstore and Office of Continuing Education and Training (OCET)
In summer 2010, the new building for the Bookstore and the OCET opened its doors and welcomed students to the fall 2010 semester. For the first time since the College relocated to the Puhi campus, these vital services are conveniently situated next to each other. With the Library’s close proximity to these new buildings, nearly all student support services are within a two-minute walking radius.
Detailed descriptions of the support services and their importance in supporting the students we serve and the mission of the College are provided.

Admissions and Records
The Admissions and Records Office confidentially maintains student academic records from initial enrollment until graduation. In addition, the services provided by this Office includes, but are not limited to: admissions applications, special admission procedures, Schedule of Classes, registration information, VA certification, transcript evaluations, transcripts, grades, residency information, and various forms relevant to a student’s academic environment. A staff member in the Admissions and Records Office also addresses Veteran’s Affairs responsibilities (see the chart outlining the number of veterans using their benefits to pursue higher education at the College).

The Admissions and Records Office maintains a detailed website that provides a step-by-step process on how to enroll. Distance learning students have access to an online or printed application form via this website.

Counseling and Advising
With a student-centered approach, new students are assisted with their registration and guided through MyUH Portal with the help of an Academic Advisor. Students who are attending college for the first time are required to see a counselor. In the second semester students are assigned to an Advisor based on their major. Distance learning students can contact their Advisors through email or phone as can all students. Counseling and advising services are listed on the College’s website.

To further assist the College in service support, counselors are assigned as liaisons to academic divisions. In fall 2011, a survey (Counseling Survey of Division Chairs and Program Coordinators) was sent to ten Division Chairs and Program Coordinators to evaluate the effectiveness of counselors as liaisons. All of the respondents strongly agreed or agreed that counselors were effective in assisting divisions in developing course schedules, curriculum, program review, and interactions with counselors in their respective divisions.

Two counselors are assigned to each of the three public high schools. The Advisors administer the COMPASS placement test at the high schools and advise both the Running Start (RS) and Early Admit (EA) students, as well as high school graduating students.

New Student Orientation (NSO)
New students are highly encouraged to attend NSO, which is designed to assist their transition into college. Multiple sessions of this orientation are held during the summer prior to the fall semester and one session is held prior to the spring semester. NSO help students learn about financial aid, tutoring services, campus locations, setting up computer accounts, student activities, cafeteria hours, security, library facilities, childcare, the Bookstore, administrative offices, classroom expectations, withdrawal dates, and more. The following chart shows that attendance at NSO by first-time freshmen has been at about 40 percent for 2010 and 2011. The second chart measures the success of those who attended NSO.
compared to those who did not. Students who attended NSO had a higher success rate (14 percent in 2010 and 2011). The data captured for the past two years indicates that NSO can help students succeed. In spring 2012, the NSO Committee was approved to be a standing Committee and will be assigned a budget to maintain its effort to support a new student’s entry into college.

![NSO Attendance by First-Time Freshmen](image-url)

- Fall 2010 NSO (40% Attended):
  - Attended NSO: 170
  - Did not attend NSO: 111
- Fall 2011 NSO (39% Attended):
  - Attended NSO: 105
  - Did not attend NSO: 132
Running Start (RS) and Early Admit (EA)
Both Running Start (RS) and Early Admit (EA) Programs allow high school students who meet specific requirements to enroll in college courses. Through RS, students can obtain high school credit and college credit for approved courses. The EA Program also allows academically and/or vocationally gifted students to enroll in college classes prior to their high school graduation. These programs are open to juniors and seniors who meet the requirements determined by their respective high schools. Since students from both programs register for classes as unclassified majors, there is no breakdown on intended degree pursuits. From fall 2005 through fall 2011, the College had 29 to 61 students participate in these programs. Spring semesters from 2005 through 2011 saw less of a range of students (20 to 37) participating in these programs.

Career Center
In the OSC, Room 105, the Career Center houses two computers for Career Connections, a Hawai‘i-based career, major, and occupation referenced program for student exploration. It also contains a small library of reference information on various schools, colleges, and universities. Since the Meyers Briggs Type Indicator (MBTI) and the Strong changed to a web format, KCC has been working with the company formerly known as Consulting Psychologists Press (CPP) to transfer the College’s paid administrations under the previous version to the web offering. To date, that has not been finalized. Distance learning students have access to web-based services through the Career Center website.
Standard II: Student Learning Programs and Services

According to the 2010 Student Services APRU, the latest CCSSE Survey revealed that students felt that career services were inadequate so a position was re-purposed and moved to the student services area to provide a Career Center Coordinator to increase the College’s services in the Career Exploration area (as well as job placement and transfer).

Financial Aid
For the academic year 2006-2007, 533 students applied for financial aid, and a total of 190 students received Pell Grants and 306 students accepted any type of financial aid. In the academic year 2007-2008, there were 591 financial aid applications, and 176 students received Pell Grants and 307 accepted any type of financial aid. For academic year 2008-2009, 727 students applied for financial aid with 206 received Pell Grants and 360 accepted any type of aid. Finally, in academic year 2009-2010, 1,144 applied, 427 received Pell Grants, and 590 accepted any type of aid. All students, including distance learning students have access to Financial Aid Services through their website which also links to the online Free Application For Federal Student Aid (FAFSA).

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>TOTAL</th>
<th>PELL GRANT</th>
<th>OTHER AID</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>533</td>
<td>176</td>
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<td>2007-2008</td>
<td>591</td>
<td>176</td>
<td>307</td>
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<tr>
<td>2008-2009</td>
<td>727</td>
<td>206</td>
<td>360</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1144</td>
<td>427</td>
<td>590</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1359</td>
<td>511</td>
<td></td>
</tr>
</tbody>
</table>

Academic Support Services
Student access and success are also supported by various Academic Support services such as the Library, Tutoring Services, Media Services, Computer Services, College Success, Digital Media Lab, and Testing Center services. Most of these services have been centralized for student convenience in the Learning Commons. Aside from Library services, the Learning Commons also has computers for student use, Tutoring Services, College Success services, and a Digital Media Lab. A detailed discussion of these services is located in Standard II.B.

COMPASS Brush Up
Beginning in spring 2005, KCC offered the COMPASS Brush Up, a self-paced, six-week tutorial designed to assist students in improving their math or writing skills. The computer software used for math is called ALEKS. Distance learning students may opt to do independent study but they must come in to re-take the COMPASS placement test. In spring 2005 through spring 2010, 237 students enrolled in the math COMPASS Brush Up. A total of 179 students (76 percent) completed the course. Seventy-one students (30 percent) succeeded and 34 (14 percent) enrolled in a higher math while 18 (8 percent) succeeded. In measuring persistence, students who did not take the COMPASS Brush Up persisted to the next semester at a 74 percent rate while those who succeeded in the COMPASS Brush Up
Kaua’i Community College Self-Study 2012

Standard II: Student Learning Programs and Services

persisted at an 86 percent rate. The benefits of succeeding in the COMPASS Brush Up are evident in the persistence level into the next semester.

Bookstore
The College’s Bookstore provides an array of support services to its students, faculty, staff, and community members. Students may purchase new or used books. To further aid students, a new book rental option aimed to lessen the financial burden of purchasing expensive textbooks is available. Computer hardware and software are available for purchase, as well as logo souvenirs and clothing. Catalogs for UH Mānoa and Kaua’i campuses may also be purchased.

Refunds for books are issued if the book is returned within the first two weeks of the semester. Only a 76 percent refund is issued if a book is not in saleable condition (new books that are returned marked/soiled). After the first two weeks, refunds are made only if requested within 48 hours of the date of purchase. After the first month, all textbook sales are final. In May and December, students are able to sell their books back to the bookstore if they are not in the book rental option. Further advocating the support of students is a new book rental option aimed to lessen the financial burden of purchasing expensive textbooks. Books and other items can be ordered online through the bookstore website. Distance learning students access the bookstore of the appropriate college to order their textbooks.

Administrative Services
Administrative Services supports learning on a daily basis by:

- providing access to the campus via roadways, parking lots, walkways, signage, nightlights, and landscaping.
- providing classrooms, restrooms, dining rooms, learning centers and offices that are clean, comfortable, and conducive to learning.
- assisting callers and visitors with their informational needs about programs and services offered by the College.
- helping students through the registration/tuition and fee payment process as well as the distribution of financial aid checks and tuition refunds.
- assuring that the operating budget is properly developed, allocated, and accounted for.
- procuring goods and services for all programs.
- preparing personnel actions that result in payroll and employee benefits.
- assisting programs in hiring student employees.
- providing ATM and vending (soft drinks and snack) machines.
- providing programs with vehicles for field trips and other business.
- showing our allegiance to our Country and State by officially starting the school day with the raising of the US and Hawaiian flags.

Wai’ale’ale Project
The Wai’ale’ale Project at KCC started in fall 2010. It was funded by a generous donor to allow Kaua’i residents the opportunity to attend college with subsidized tuition, books, and
Standard II: Student Learning Programs and Services

fees. The program provides scholarships and academic support to participants to attain certificates and associates degrees from KCC or to take a few college courses. The Wai‘ale‘ale Project makes college possible for students who would not otherwise have this opportunity due to compelling financial and other barriers. A Wai‘ale‘ale student is one who enrolls in college due in large part to the Wai‘ale‘ale scholarship itself. With its active recruitment and presence in the Hawaiian community and its strong focus on reaching the most underserved populations, approximately two-thirds of the students currently accepted into the program are of Native Hawaiian ancestry. Support includes:

- Financial support covering 100 percent of tuition, books, and fees during the first year.
- Academic, career, and financial aid guidance.
- Optimal Summer Bridge Program to prepare students for their first academic year.
- First-Year Experience Program to support learners during their initial year at the College.
- Upon successful completion of the first year, additional support for tuition, books, and fees up to an associate’s degree.

Eligibility is limited to Kaua‘i residents who:

- Have not attended a college or university previously.
- Have demonstrated financial need that creates a barrier to college access.
- Will not be able to attend college without the Wai‘ale‘ale scholarship.

The program is in its second year and is the only one among the seven community colleges in the UH System.

Disability Counseling
Students with disabilities are counseled and advised by a certified Counselor in Counseling and Advising. From the academic years 2007-2008 through fall 2011, this particular population consists of 257 students whose disabilities range from Aspergers, ADHD, the hearing impaired, and the visually impaired. From spring 2008 through spring 2011 (including fall semesters), this student population has been awarded 62 certificates and associates degrees, and two bachelor’s degrees. As some students achieved multiple certificates, this number represents a duplicated amount. From the academic years 2007-2008 through fall 2011, this program has received $421,262.00 in grant money to assist in graduation and persistence rates for students with disabilities (e.g., Perkins Grant Awards, Ed White Foundation, and SEED Grant). Students can access Disability Services through their website, by phone, or by email.

Achieving the Dream (AtD) Initiative
In 2007, the UHCC System began their participation in the Achieving the Dream Initiative. It is a multi-year project aimed at minority students who encounter significant barriers to success, UHCC identified Native Hawaiian students as their primary focus. UHCC submitted an implementation plan to the AtD national coordinators that outlined each
Standard II: Student Learning Programs and Services

campus’s strategy to evaluate student success, propose and assess different student success initiatives, and to evaluate effectiveness. There were a wide range of strategies implemented across the UHCC System (e.g., Learning Communities, NSO, Summer Bridge Programs, etc.). For more information on campus initiatives such as Financial Aid Participation and Developmental Intervention, see the AtD website.

Campus Wellness Center (CWC)
From January 1, 2009, to September 30, 2011, the CWC served 1,219 registered clients. These clients are counted by service and not by visits. As an example, family planning clients average approximately three visits per year, but this service is counted only once. The following is a summary of the services provided during this period:

- Family Planning (e.g., pregnancy testing, birth control, pap smears, etc.): 827 clients (68 percent)
- Vaccines and TB Testing (e.g., Hepatitis B, flu, MMR, etc.): 733 clients (60 percent)
- Health Screening (e.g., physical exams, blood pressure, blood sugar, illnesses, etc.): 198 clients (16 percent)
- Urgent Care (e.g., injury, hives, etc.): 62 clients (6 percent)
- Counseling: 24 clients (2 percent)
- Healing Touch: 20 clients (2 percent)

The CWC operations and the Nursing Program adhere to the regulations of the Health Insurance Portability and Accountability Act (HIPAA). Students can access information about the Wellness Center through their website.

Early Childhood Education/Pre-school
The primary mission of Na Kama Pono (the Early Childhood Development Center) is to provide a lab site for Early Childhood Education Program students. It also provides a quality preschool for three- to four-year-olds. It offers a child-centered program that implements and models the most current and appropriate early childhood practices.

During the academic year 2010-2011, 38 students (duplicated count) attended preschool and 70 percent were children of parents who were students. In summer 2011, 66 percent of 18 students were children of parents enrolled at KCC. In the academic year 2009-2010, 40 percent were children of students (8 out of 20) with the same percentage attending during the summer (8 out of 20).

Student Life
The Student Life Center, located at the College Campus Center, is the hub for ASUH-KCC SG, the Student Activities Council (SAC), and the Registered Independent Campus Organization (RICO). The College Campus Center houses a student lounge, game room, offices, and conference meeting facilities for students. It also provides venue spaces for community events.
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Standard II: Student Learning Programs and Services

Student Life is supported by fees collected each semester from students registered in KCC credit courses. These activity fees are allocated and administered by ASUH-KCC SG, a student-run division of the College sanctioned by the BOR.

ASUH-KCC SG has two primary functions:

- It provides student representation on various campus, state, and national committees and groups and is the recognized conduit for constituents to express their wishes, needs, and concerns to the faculty.
- It sponsors and supports student activities for all KCC students with funds derived from student activity fees.

Currently, there are 18 student clubs available to all students to complement their overall campus life experience, to foster global understanding and appreciation of diverse cultures, and to give them a new perspective and access to different opportunities that is not normally accessible through the academic lens. To access a current list of clubs, see: http://asuh.kauai.hawaii.edu/og.

Noel-Levitz Student Satisfaction Survey

The Noel-Levitz Student Satisfaction Survey was administered in spring 2008 and spring 2010, the same semesters as the CCSSE. About ten percent of the students took the surveys. Since the results indicated that this was not a random sample of our total student population, the results should be interpreted with caution.

Strengths of the 2008 and 2010 surveys were:

6. My academic advisor is approachable.
32. My academic advisor is knowledgeable about my program requirements
72. I am comfortable with the on-line registration using MyUH.
79. My educational plan is helpful in determining what courses I need to take.

The only strength that appeared in 2008, but not in 2010 was “My counselor is available when I need assistance.” In fact, in the 2010 survey, this became one of the challenges. One comment mentioned was that counselors were always at meetings and activities and were never around. With the help of the Scheduling Appointment and Reporting System (SARS), there is a conscious effort to ensure that at least one counselor is always available during normal office hours.

Additional items listed as challenges for the 2008 and 2010 surveys were “I am aware of the available scholarships and different kinds of financial aid” and “Financial aid counselors are helpful.” The other challenges in the 2010 survey that related with financial aid was “Financial aid awards are announced to students in time to be helpful in college planning.” The Financial Aid Office has two new Officers, and personnel issues during the time have been resolved. Present data for the past year have shown significant improvements.
Standard II: Student Learning Programs and Services

The three other challenges in the 2010 survey were in the counseling area:

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<tbody>
<tr>
<td>12.</td>
<td>My academic advisor helps me set goals to work toward.</td>
</tr>
<tr>
<td>47.</td>
<td>There are adequate services to help me decide upon a career.</td>
</tr>
<tr>
<td>48.</td>
<td>Counseling staff care about students as individuals.</td>
</tr>
</tbody>
</table>

These issues have been addressed by making one of the counseling goals having every new classified student create, with their counselor, an educational plan by the end of their first year. Also, the purpose of the Career Counselor/Job Placement Officer will be to focus solely on career planning and job placement.

University Center
The University Center serves KCC and the general public by bringing higher education opportunities to the Kaua‘i using various modes of delivery. The key function of the University Center is to negotiate for educational programs that are needed by the community and to support distance delivery through technology and services. The University Center provides support services such as intake, clerical support, pre-advising and evaluation, application, and facilitates with coordinators from various programs. The University Center also provides coordination for student support services such as library services, proctoring, and instructional technology. The University Center director provides on-site administration, lobbying services, and system-wide scheduling coordination.

For KCC’s distance students, the University Center provides new student orientation, assists in using Laulima (the course management system for the UH System), and generally supports the development of distance learning courses by KCC instructors. The University Center advisor serves on various distance committees assisting with current distance trends and the use of technology in education.

Through partnerships with institutions within the UH System, qualified students on Kaua‘i have the opportunity to achieve baccalaureate, post-graduate degrees, and certificates without the burden and expense of relocating to another island to further their educational goals. A list of degrees and certificates available to students on Kaua‘i through the University Center is located on the campus website. The University Center’s APRU contains data and statistics on degree completion.

Self Evaluation

The College meets the standard. NSO attendees demonstrate a higher success rate than those who do not attend this orientation session. Academic Support services indicate students who were tutored persisted at a higher rate than those not utilizing these services. COMPASS Brush Up data shows that those who benefited from this service reflected a persistence rate higher than those not participating in COMPASS Brush Up. Initiatives such as the Wai‘ale‘ale Project have a higher persistence rate (54 percent compared to non-Wai‘ale‘ale students (44 percent) going into their third semester.
Standard II: Student Learning Programs and Services

The Noel-Levitz Student Satisfaction Survey conducted in 2008 indicated that KCC had higher percentage ratings when compared nationally in a student’s “overall satisfaction” with their KCC experience. When asked, “All in all, if you had to do it over again, would you enroll here (KCC) again?” 52 percent of the students answered “Definitely yes” compared to the national response of 38 percent.

In the 2008 CCSSE, the score for “Support for Learners” was 54.7 compared to the cohort group score of 50.0, a positive score difference of 4.7 over the comparative group. In the 2010 survey, compared to the cohort, KCC’s score for “Support for Learners” was 50.3 while the CCSSE cohort had a score of 50.0. Top performing colleges had a score of 59.6.

Actionable Improvement Plan

None.

Standard II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

A. General Information
   - Official Name, Address(es), Telephone Numbers(s), and Website Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

B. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

C. Major Policies Affecting Students
   - Academic Regulations, Including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees

Descriptive Summary
The KCC College Catalog is published and updated yearly. The Catalog is available on the College’s website, can be purchased for $2 at the Bookstore, and is also distributed to each campus division.

The following chart shows where information can be found in the current college catalog and/or website. Links included in the chart describe each section of the Catalog. Major policies impacting students such as academic honesty, sexual harassment, and grievance can be found in the Catalog.

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
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<tbody>
<tr>
<td>II.B.2.a. General Information</td>
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<tr>
<td>Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution</td>
<td>College Catalog, page 1</td>
</tr>
<tr>
<td>Educational Mission</td>
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<td>College Catalog, page 8</td>
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<td></td>
<td>Faculty &amp; Staff Resources website</td>
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<td>Course, Program, and Degree Offerings</td>
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<td>College Catalog, page 56</td>
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<td>Academic Programs website</td>
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<td>Academic Calendar and Program Length</td>
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<td></td>
<td>College Catalog, pages 5-6</td>
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<td>Available Student Financial Aid</td>
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<td>Available Learning Resources</td>
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<td>College Catalog, page 35</td>
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### Standard II: Student Learning Programs and Services

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<td>Names and Degrees of Administrators and Faculty</td>
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<td>II.B.2.b. Requirements Admissions</td>
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<td>Steps to Enroll website</td>
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<td>Student Fees and Other Financial Obligations</td>
<td>College Catalog, pages 24-26</td>
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<td>Degree, Certificates, Graduation, and Transfer</td>
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<td>College Catalog, page 52</td>
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<td>Degrees and Certificates</td>
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<td>College Catalog, page 55</td>
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<td>II.B.2.c. Major Policies Affecting Students</td>
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<td>Academic Regulations, including Academic Honesty</td>
<td>College Catalog, page 52</td>
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<td>Nondiscrimination</td>
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<td>Acceptance of Transfer Credits</td>
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<td>Transfer Credits from Another Institution</td>
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<td>College Catalog, page 52</td>
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<td>Grievance and Complaint Procedures</td>
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<td>Sexual Harassment</td>
<td>College Catalog, page 51</td>
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<tr>
<td>Refund of Fees</td>
<td>College Catalog, page 25</td>
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The Schedule of Classes is available each semester via the College website. Printed copies are available in the bookstore. A Student Handbook was published in fall 2011 and it is printed every two years. The Handbook contains policies, calendar, dates to remember, and other useful information that supports students in their progress through the academic year.

A recommendation from the past accreditation cycle was that the College expand its Academic Grievance Procedure to include the reporting and processing of non-academic related complaints and grievances. The Student Non Academic Grievance Policy and Procedures was created and accepted by College Council in spring 2012.
Standard II: Student Learning Programs and Services

Self Evaluation

The College meets the standard. The Catalog is reviewed for accuracy and content by appropriate administrators, faculty, staff, and Program Coordinators who annually review their areas of responsibility within the Catalog and make corrections as needed. All corrections to the Catalog are updated by the Educational Specialist and reviewed by the VCAA prior to publication. The information in the Catalog is easily accessible to both current and prospective students, as well as the public.

In the 2007 Student Services APRU, its Program Goal 39, 4.2.1 was to publish the Student Handbook in August 2008 with the completed campus security information listed in the campus services section. The most recent edition of the Student Handbook was completed and distributed on October 2011. The new Student Handbook includes the campus security information, Student Conduct Code, and Student Grievance Policy.

Records of student complaints and grievances are available upon request and securely filed in the VCSA Office. In fall 2011, the VCSA drafted the Student Non Academic Grievance Policy and Procedures was created and accepted by College Council in spring 2012 (see January 13, 2012 minutes).

Actionable Improvement Plan

None

Standard II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard II.B.3.a. 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.

Descriptive Summary

A core part of the College’s mission, and one of the College’s priority goals, is to provide “access” to educational excellence for a diverse student population. In promoting access, the College must also provide a system of student support services to ensure that students enroll in programs and courses that will help them successfully complete their educational goals. These services include admissions, financial aid, health services, academic advising, personal and career counseling, and services for special need students (including students with disabilities, the academically disadvantaged, Native Hawaiians, as well as single parents and displaced homemakers). KCC also provides services to students enrolled in distance education courses and programs via the University Center.
Standard II: Student Learning Programs and Services

The initial assessment of student needs is done through the College’s placement testing program. All new classified students are required to take the COMPASS placement tests for mathematics, reading, and writing. Also, all new classified students are required to meet with a counselor to work on a long-term academic plan. Distance learning students also have access to a variety of services via University Center and its website.

Self Evaluation

The College meets the standard.

The Disabilities Program has made College access increasingly available to students by providing them with basic skills and special support services to help them achieve their academic goals. From 2007-2011, the number of students seeking these services has grown from 43 students in 2007 to 68 students in 2011. The permanent counselor position for students with special needs (students with disabilities and academically disadvantaged students) has been beneficial to these students who otherwise would have had a more difficult time at KCC, or who may not have attended college at all.

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<tr>
<td>Total Students</td>
<td>43</td>
<td>39</td>
<td>42</td>
<td>68 (1 temp)</td>
<td>65</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(62% increase)</td>
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<tr>
<td>Number of CTE Students</td>
<td>22</td>
<td>19</td>
<td>21</td>
<td>30</td>
<td>30</td>
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<td></td>
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<td>(43% increase)</td>
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The Admissions and Records Office exists to serve students and is responsible for helping the College implement its open-door admissions policy. The Admissions and Records Office is responsible for providing pre-admission services to prospective students, processing high school students’ applications, maintaining and securing student academic records, certifying enrollments, verifying credentials, and providing other general registration services. This Office also provides support for counseling services, especially in the academic advising process, and special services for students who are military veterans.

Health care is provided through the Campus Wellness Center (CWC). It provides students with basic health services and counseling. All students are eligible for services regardless of their ability to pay. With a lack of staff, the CWC has been offering a reduced number of hours since fall 2011, but has continued to look for an additional person (through the Nursing Program) to hire.

The Financial Aid Office provides assistance to students seeking financial aid in the form of loans, grants, employment, scholarships, and tuition waivers. Financial aid enhances students’ access to education at KCC. The Financial Aid Office consists of Financial Aid Officers, a Financial Aid Counselor, and a Clerk Typist. They are responsible for applications, processing needs assessment, records maintenance, and scholarships, as well as
Standard II: Student Learning Programs and Services

the administrative functions of fiscal operations, the federal application process, and management and coordination of private scholarships. Since most of the campus-based programs are federal programs, special care is taken to comply with federal guidelines and regulations. Additionally, the Financial Aid Counselor conducts workshops to assist students in obtaining and managing financial resources so they can be more self-sufficient and successful as students and members of society. Please see chart on page 6.

The Counseling Services Office has seven counselors who provide academic advising, career counseling, and other services to students. Each academic division has one counselor assigned as a liaison with Liberal Arts having two counselors. Also, various individual programs and groups of students such as Early Childhood Education and Hawaiian Studies (including Hawaiian Botany and Polynesian Voyaging), international students, and veterans have a counselor assigned as a liaison. Counselors have also worked closely with academic support programs designed to enhance student attendance, persistence, and success, including the Wai‘ale’ale Project, the College Success Program, and the Summer Bridge. Some counselors attend division meetings and work closely with faculty, while in other divisions, there is less direct connection.

In recent years nation-wide, there has been a renewed interest in student orientation as an opportunity to introduce students to the campus, student services, student activities, faculty and staff, program information, the physical layout of the campus, and helpful information on college success strategies. At KCC, NSO is designed to address this trend. There is ongoing discussion of whether to make orientation mandatory for all new classified students, with either an online or face-to-face option.

A significant need for an open-door, rural community college is information on career guidance for students. The Career Resource Center in the OSC was established in 2008 for this purpose. It provides information for students on different career paths, future job trends, requirements for different occupations, and other issues related to making a decision on a career choice. The counselors take turns updating and staffing the Career Resource Center to assist students who seek this service until the Career Counselor/Job Placement Officer is hired.

Actionable Improvement Plan

None

Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

ASUH-KCC SG promotes student engagement in purposeful activities that make positive contributions to the College and community at-large. Along with student government,
Standard II: Student Learning Programs and Services

Student activities, and other support programs are established to serve as a catalyst for student development in personal and civic responsibility, intellectual growth, aesthetic appreciation, and in personal development. Extracurricular activities provide a variety of experiences that enable students to practice what they learn in the formal setting. These programs are an integral part of the total educational environment and they help students realize their full potential.

Another major objective of the College is to promote co-curricular activities other than student government to provide an additional dimension to the students’ college experience. These activities include cultural and club activities, political forums, service learning, movies, musical productions, art shows, and leadership development.

The College has a Service Learning Coordinator. The Coordinator works with faculty and writes annual grants to support service learning at the College, and assists faculty in implanting service learning into courses. Currently, 20 percent of the Coordinator’s time is devoted to service learning. Since 2004, the College has received funding from the Hawai‘i Pacific Islands Campus Compact’s Learn and Serve America Grant through the Corporation for National and Community Service. KCC was one of five colleges to be awarded a Volunteer in Service to America (VISTA) position for three years. Since 2008, KCC has been the only College to coordinate state-wide service learning activities such as a day of service at Limahuli Gardens on the north shore of Kaua‘i; clearing streams and eradicating invasive weeds; a plant restoration project in Po‘ipū; assisting in research in the Maha‘ulepu Sinkhole; and cleaning the Lāwā‘i International Center, Koke‘e National Park, and the Community Garden on campus. The College has also engaged in numerous other projects from sustainability to math camps to educate faculty, staff, and students in the value of service learning.

Self Evaluation

The College meets the standard. A wide variety of activities that are sponsored by clubs and ASUH-KCC SG are available that can be important to the overall growth and development of students at KCC. These activities may also provide opportunities for students to practice skills learned in the classroom and apply knowledge from their classes and programs.

Not only is ASUH-KCC SG a way for students to communicate their perspectives, needs, and concerns to the College, but it is also a way for the College to communicate with the students and seek their input. Some of the committees that students serve on include College Council, the College and Career Fair Committee, the Commencement Committee, the Curriculum Committee, the Health, Physical Education, and Recreation Committee, the Student Conduct Committee, the Sustainability Committee, and the Web Site Committee (Student Life Self-Study Report 2011, pages 2-8). Both the liaison functions and the student government functions provide a good opportunity for ASUH-KCC SG members to develop communication and leadership skills. Students in ASUH-KCC SG are engaged and passionate in their roles as student leaders. Members work within the UH System Caucus, which allows them to connect with student leaders from other campuses and to advocate.
within the UH System for measures that will meet student needs. In the years 2006-2011, the number of students actively participating in student government has varied from 11 to 19 leaders (Student Life Self-Study Report 2011).

In addition to ASUH-KCC SG, SAC also gives students valuable experience in planning and organizing events, interpersonal communication, leadership skills, self-confidence, and personal development. As a subcommittee of ASUH-KCC SG, SAC assists with events and activities. Chartered in 2010, SAC conducted an informal survey to assess what activities and functions that students would like to experience in upcoming semesters. A list of the activities from the survey is included on the page 9 of the Student Life Self-Study Report 2011 and page 10 includes the responses from the survey results. The results were used to plan and develop a range of activities, including club days, candidate forums, Earth Day celebration, the KCC blood drive, movie nights under the stars, production and distribution of the KCC Student Handbook, free bus passes for KCC students, a student life website, and other various events (Student Life Self-Study Report 2011, Table 4, 9-10). The number of students that have participated in various activities involving KCC was 16,368 from 2007-2011 (Student Life Self-Study Report 2011, Table 5, 11-12).

Another opportunity for student involvement is in student clubs. Current registered student organizations for the 2011-2012 year range from academic clubs, clubs related to culture and language, religious clubs, entertainment clubs, and more (Student Life Self-Study Report 2011, pp. 12-13). Some of the clubs on campus include Phi Theta Kappa, the Nursing Club, the International Club, the Environmental Club, and the KCC Dance Club, which indicate the diverse range of clubs on campus.

Finally, the Student Life Center provides a space “for student activities, governance and club participation” (Student Life Self-Study Report 2011o, pp. 13-14). The Student Life Center has shown an increase in the use of its facilities by students over the past four years. In the academic year 2007-2008, facility use rose from 2,107 to 4,110 in the academic year 2009-2010 (Student Life Self-Study Report 2011, Table 6, 14).

Actionable Improvement Plan

None

Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The counseling staff is involved with services related to admission and counseling which include providing information about admissions procedures, providing pre-admissions testing, academic advising, career counseling, financial aids, job and transfer placement,
outreach, and hosting orientation programs. These support services are a key to student success.

In academic advising the emphasis is on helping students determine and plan courses of study that will be enriching and that will enable students to achieve their personal and educational goals. This process usually involves helping students determine their academic and career goals through placement testing, curriculum planning, course selection, and career counseling. Students on academic probation and suspension are required to attend academic advising sessions. Academic contracts and midterm grade checks are implemented for students on probation.

The process of academic advising provides counselors with opportunities to identify specific needs of students, enrollment trends, and course scheduling needs. For the past several years, the Vice Chancellor for Academic Affairs (VCAA), faculty, and counselors have actively worked together to determine courses and number of sections to be offered each semester based on student need and enrollment trends (Scheduling Processes and Timetable, Part 1 and 3).

Academic advising is coordinated and implemented by Student Services with counselors having primary responsibility for assisting students. In the past, some faculty participated in academic advising, on a volunteer basis, by attending group advising sessions to consult with students.

**Self Evaluation**

The College meets the standard. Currently, there are eight counselors who are responsible for particular student populations. Counselors advise each of the following programs or areas: Nursing/Pre-nursing, Trade Technology, Early Childhood Education, Native Hawaiians/Part Hawaiians, students with disabilities, Business Education, and Liberal Arts (A.A.) including minor certificates such as Hawaiian Studies Academic Subject Certificate, Hawaiian Botany, and Polynesian Voyaging. To assist divisions, counselors function as liaisons between counseling/advising and academic divisions. This has increased the informational exchange of program updates and academic advising.

To increase accessibility, counselors were instructed in fall 2010 to maintain office hours in their assigned departments due to the successful relocation of the Nursing Counselor to the nursing building in 2005. However, a lack of office space made it difficult to relocate all the counselors to their respective division buildings and they continue to hold office hours in the Counseling and Advising Office. Other than the Nursing Counselor, the Trade Technology Division Counselor has an office in the Student Lounge within proximity of the Trade Technology Programs.

Academic advising continues to advocate for student success but has been challenged by the socio-economic and academic diversity of the students. Students struggle to balance work, family, and educational responsibilities.
Standard II: Student Learning Programs and Services

SARS is also helping with scheduling and documenting student appointments. Academic advising is currently evaluating the use of other system features that will improve the counseling process.

Online access to academic advising continues to be in demand. Returning and new students utilize email as a primary form of communication in seeking advising and scheduling appointments. During the peak periods of registration, it has been difficult for counselors to maintain email communication in a timely manner.

Specialized counseling services for students with disabilities and academic disadvantages support the College’s open-access mission. Since 2006, the disabilities service provider has assisted students seeking disability-related assistance with extensive academic advising and has ensured that special accommodations are documented and implemented. The disabilities service provider is also available for faculty education and questions related to the academic success of disadvantaged students. Disability access accommodations to online distance learning courses (such as cloud computing) is an issue that is currently being researched by the disabilities service provider.

Through a Title III Grant, Student Services implemented an early alert referral system to identify students needing counseling services within the first few weeks of the semester. Students are referred by faculty based on significant performance factors such as absences, poor test scores and assignment completion, medical needs, or tutoring, media, research, or computer assistance. Since the early alert referral system has not been consistently utilized, useful data is not currently available. However, a faculty member has volunteered to look at the process, post the form to make it more accessible, and allow it to be form-fillable. Continuous efforts will be made to encourage more widespread use with forms submitted in the first two weeks of school so useful data can be compiled and enable the campus to assess if early intervention with high-risk students increases retention.

Academic advising has also partnered with the Wai‘ale‘ale Project. This program is a comprehensive commitment to the success of a first-year student, as well as continued success in their associate degree academic endeavors. Similar to the early alert referral system, the Wai‘ale‘ale Project uses a midterm progress report to identify student participants that need additional academic advising and support to sustain a passing grade through the remainder of the semester.

The counselors continue to seek professional development opportunities. They have actively participated and documented all training opportunities since 2005. The next implementation step will be to perform mini-workshops with other counselors to share and reflect on the ideas learned and how it can impact the counseling services in the future.
Standard II: Student Learning Programs and Services

Actionable Improvement Plan

The Early Alert form’s usefulness will be assessed as a retention tool once it becomes form-fillable and the campus (College Conversation) will consider its effectiveness to determine if it will be continued to be used, the College should look at alternative methods of intervention, or dismiss the procedure.

Standard II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

One of KCC’s goals is to foster global understanding and appreciation for diversity (KCC Strategic Plan, 2008-2015, page 10). Programs are designed and maintained to achieve this goal. For example, the Culinary Arts Program incorporates different cultures in their curriculum through their menu selection process. Students are trained to prepare and present ethnic foods for the weekly fine dining lunches held during the fall and spring semesters. These menus are posted on the College’s website and most of the customers are returnees while others come through recommendations from friends or relatives. The waiting list attests to the popularity of this program.

Student understanding and appreciation of diversity is an important goal of the campus and an SLO for many of the courses in the Liberal Arts Program. With the adoption of the ISLOs in 2004, respect for diversity is being implemented in the curriculum in all programs. As each program undergoes a full review every five years, the effectiveness of services will be addressed (CAF Handbook). Course grades and final projects are used to evaluate student learning and appreciation of diversity at the program-level.

The disabilities service provider distributes monthly flyers to all faculty members informing them of strategies to use for people with special needs and spreading awareness of their circumstances. Self-disclosure statements are part of the College’s Catalog and instructors’ syllabi. Special accommodations in terms of facilities have been made and are continuously assessed for compliance under the Americans with Disabilities Act.

A common practice in many classes at KCC is to have a pa‘ina, a potluck affair, at the end of the semester. An array of ethnic food is brought and enjoyed with good fellowship ensuing. Food serves as a catalyst for understanding and appreciating diversity.

KCC also has partnerships with a few international institutions. Three primary institutions are, Okinawa Prefectural College of Nursing, Okinawa Christian College and Toyama Maritime College. On average, 20 students and their advisors annually visit KCC for a two-week period. This cultural exchange includes English and Hawaiian culture classes and a weekend stay with local host families. The visiting nursing students participate in a service learning activity. They assist the patients from Mahelona Medical Center at an outing and
Standard II: Student Learning Programs and Services

swimming activity at Lydgate Beach. KCC faculty and OCET coordinate these visits. These colleges continue to send students to KCC. Students from abroad experience the climate and environment of the island and College, and KCC students get the opportunity to interact with students from Japan and Okinawa. Both the Toyama Maritime and Okinawa Prefectural College of Nursing students visited in spring 2012.

Outside of the Nursing Program, other KCC students have also had opportunities to travel abroad. The Japanese instructor on campus has taken a class to Japan for the past two summers and several Hawaiian Studies groups have traveled to New Zealand. Another class is taking a trip to Japan this summer.

Extracurricular activities by campus clubs also demonstrate an understanding and appreciation for diversity and culture. To share their culture and bring awareness to others, clubs sponsor interactive workshops that include things such as food, language, culture, and history. Some examples of cultural clubs are the Pamantasan Club (the Filipino club), Nihongo Kurabu (the Japanese club), the International Students Club, and the Hawaiian Club. Clubs do not discriminate in their membership and includes both non-traditional students, as well as traditional students. Fellowship, social responsibility, service, and effective citizenship are desired outcomes for these co-curricular experiences. The clubs are primarily self-supporting with opportunities for financial support from the College’s Foundation Fund and ASUH-KCC SG. The following projects highlight some of the student club initiatives that pertain to diversity:

Diversity Corner Project
The purpose of the Diversity Corner is to promote cultural diversity and understanding by “celebrating the many ways we are different.” The goals of this project are aligned with KCC’s mission to develop “life-long learners who think critically, appreciate diversity, and lead successful, independent, socially responsible, and personally fulfilling lives.”

Other Activities:
Internal and external communities were involved in the planning and execution of the Cultural and Diversity Fair. A survey will be conducted at the Fair to obtain data on the level of satisfaction, understanding, and appreciation of diversity.

Summary of activities:

2007: Cultural and Diversity Fair hosted by International Students Club
Disability Workshop was done
Launched Achieving the Dream
2008: Family Health Day
Hawaiian Values Workshop
Hawaii’s Remarkable Women
Human Rights Lecture by Nan Greer
2009: Faith Pictional Essay
Self Evaluation

The College meets the standard. KCC emphasizes diversity in its curriculum through various SLOs. It also provides counselors to address specific student needs (e.g., Disability Counselor). KCC provides students with opportunities to join and be involved with a variety of student clubs and organizations. Partnerships with schools from around the world also help expose students to other students from various ethnic and cultural backgrounds.

Actionable Improvement Plan

None.

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The current pre-admissions process is to issue an acceptance letter to students within two weeks of receiving their application for the forthcoming semester. To assess its effectiveness, a Noel-Levitz Student Satisfaction Survey was administered via the internet in spring 2010 to determine students’ satisfaction with the process. All students whose primary campus was KCC were sent an invitation to participate. Participants ranked the item, “the assessment and course placement procedures are reasonable” of higher importance versus national community colleges.

Results from the 2010 CCSSE showed that satisfaction with admissions practices improved in comparison to the 2008 results. There was an almost ten percent increase in ‘Very satisfied’ responses and ‘Not at all satisfied’ decreased by four percent. Evidence shows that the focus on customer service, quick turnaround time, and the revision of letters and forms to make them more user-friendly, along with procedural changes seemed to have made a difference.
The College continues to use the American College Testing Program’s placement test called COMPASS. Used throughout the UHCC System, it evaluates students’ skill levels in math, reading, and writing for appropriate placement in courses. Compass provides quick and accurate assessments and comprehensive reporting for student advising and placement. The College has since moved to the web-based platform for the COMPASS placement test to enable conducting the test at external locations such as the high schools during open house events for parents and prospective students, and with high school counselors. Two KCC counselors are assigned to provide testing to each of the three public high schools on a monthly basis.

The assessment and effectiveness of common cutoff scores and testing for bias are handled by the Office of Academic Planning, Assessment, and Policy Analysis for the entire UH System. The UH System annually submits COMPASS placement test scores to ACT to test the validity of the scoring, to ensure that cutoff scores are accurate, and to check for bias.

In 2006, the Deans of Instruction recommended to the UH Systems Vice Chancellor for Academic Affairs that the entry-level scores remain the same, that another study be conducted, and that reading curriculum be aligned along shared system-wide SLOs. Across the UH campuses, a change in reading and writing placement cutoff scores were implemented. Placement into English classes was divided into separate reading and writing scores instead of a combined score interpretation. Since then, discussions about raising or lowering existing cutoff scores for English and mathematics continue within the UHCC system, but no changes had been made. However, effective summer 2011, the UH community colleges approved a student’s option to retake all or a portion of the COMPASS placement test any number of times as long as the $25 retake fee is paid.

Self Evaluation

The College meets the standard. According to CCSSE data, most students are satisfied with the College's admissions policies. KCC regularly evaluates its admissions and placement instruments and validates their effectiveness by taking part in system-wide discussions about COMPASS placement test scores and by submitting their scores to ACT. KCC also began working towards shared system-wide SLOs in certain discipline areas such as reading curriculum.

Actionable Improvement Plan
Standard II: Student Learning Programs and Services

Continue the discussion within the system schools on the validity of cutoff scores.

Standard II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Registrar’s Office is responsible for securing all paper files. Federal Family Education Rights and Privacy Act (FERPA) guidelines are adhered to and published in the Schedule of Classes for each semester and in the College’s Catalog. Students sign a “Request Not to Release Directory Information” form which is kept in their files.

Student files are permanently and securely filed in fire retardant file cabinets behind locked doors. Only authorized personnel can access the Admissions and Records Office. Admissions information and forms are posted on the campus website.

The Admissions and Records Office requires students to show picture IDs, and they need to sign a form to release information. This Office has received FERPA training in 2005, 2006, and 2007. We have been having difficulty with webinar training because of the time difference, resulting in webinar starting as early as 5 a.m. HST. Instead of conducting a live webinar, the College purchased a recording from one of Academic Impressions webinar to be used whenever we need training.

All faculty and staff are required to establish a UH email account from which students become familiar with the registration portal and Laulima, the primary tool for online learning in the UH System.

When students, faculty, or staff members establish an email account, they must agree to having read the FERPA guidelines, which adds another layer of ensuring confidentiality.

A backup of paper files are kept and electronic files of student academic history is permanently stored in Banner.

Self Evaluation

The College meets the standard. KCC maintains student records permanently, securely, and confidentially and backs up all files regardless of the form in which those files are maintained. The Registrar’s Office secures all hard copy files in fire retardant file cabinets and access to these files is limited. The College also adheres to FERPA guidelines and other mandated privacy policies. Information on these privacy policies is included in the Catalog and the Schedule of Classes.

Actionable Improvement Plan
Standard II: Student Learning Programs and Services

None.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College’s Student Services support student needs through academic advising, orientation, contract for academic success (retention), testing, workshops, transfer counseling, and referrals to learning support services, disability services, and off-campus resources. The College systematically reviews and evaluates all programs (see Student Services 2010 APRU), including student support services, through its program review process.

Aligning the College’s mission, goals, and SLOs has been a continuous effort by the entire campus. Student Services support the College’s mission and/or Strategic Plan through increased access, personal development, campus leadership, and diversity. Through the use of SARS data, academic planners documenting student goals, financial aid reports and audits, and student satisfaction survey, KCC determines whether or not goals are met (see Student Services Program Review 2011, p. 9). The SLO to develop an educational plan for incoming students will be analyzed through student persistence, completion rates, student educational plan completion, and the use of SARS data (see Student Services Program Review 2011, p. 12).

The ratings of student support services are analyzed through Noel-Levitz Student Satisfaction Survey and CCSSE. With the addition of a long-awaited, full-time Institutional Researcher, the College can proceed with developing appropriate assessment strategies to further evaluate if student support services are meeting students’ needs.

Self Evaluation

The College meets the standard. In 2007, Student Services developed as their SLO: “Students develop an educational plan and pursue that plan”. When this SLO was developed, the campus was without an Institutional Researcher (currently have an IRO since 2010) and without guidance as to how such an SLO would be reliably measured, and more importantly, how to improve services had it been validated and measurable. The data extraction resource selected was SARS, an electronic scheduling program. Fields were developed in SARS to track students with planners, educational goals, occupational status, transfer intentions, approximate date of graduation, etc. (From March 2010, to December 2011, there were 4166 student contacts, 1581 walk-in visits with 1581 student contacts. During this period, 926 students did not have planners, while 176 planner entries were recorded in SARS. However, the data retrieved was not confidently reliable.
Standard II: Student Learning Programs and Services

As a result, in our new program review, with the input from our Institutional Researcher, Student Services has developed a new SLO, which will now be referred to as Service Outcomes. The new SO explains: “all students, with an emphasis on academic probationary students will collaborate with an academic advisor to develop an academic plan and/or contract for academic success.” How this SO will impact retention and degrees and certificates achievement can be reviewed on the Student Services Comprehensive Program Review (page 39).

In 2007, the UHCC System launched the AtD Initiative supported by the Office of Hawaiian Affairs and Kamehameha Schools (UHCC AtD website). AtD is a multi-year project that is aimed at minority students who encounter significant barriers to their success. Research and data are used to overcome these barriers and drive change. Native Hawaiian students are the primary focus of UHCC System initiatives, and in 2007 an implementation plan was submitted to national coordinators that outlined each college’s plan to evaluate student success, propose strategies, and re-evaluate for effectiveness.

To assist with the efficient achievement of these initiatives, the following staffing additions have been made to address some of these initiatives:

- The Financial Aid Office is now staffed with two Officers and a Clerk, along with a part-time Financial Aid Outreach Counselor. This change resulted from a 2010 Student Services APRU and is designed to increase participation rates, reduce the processing time of applications, provide greater assistance to students applying for financial aid, provide more educational workshops, and decrease the number of financial aid students not making normal progress. This allows the Financial Aid Office to work more closely with the Admissions and Records Office. Special programs such as Nursing and the Wai‘ale‘ale Project encourage all students to apply for financial aid at the time of application to the College.

- A clerical position in the Admissions and Records Office was reclassified as an Educational Specialist in Enrollment Services to increase the enhancement of student access to the College.

- Native Hawaiian Counselor and Nursing Counselor (see 2011 Student Services APRU) positions were refilled.

- An Enrollment Management/Marketing Director and Career Counseling/Job Placement Counselor were requested according to the 2011 Student Services APRU.

Actionable Improvement Plan
None.

Standard II.C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Learning support services at KCC, located within the Academic Support Division and headed by the Director of University Center and Academic Support, consist of the Library, Tutoring Services, Instructional Technology, Computer Services, Media Services, Testing Center, and Cooperative Education/Internship/Job Placement. Each of these units provides services that support the College’s mission and programs:

- **Library**: This unit provides library and other resources and services to KCC students, distance education students, faculty, staff, and the community.

- **Tutoring Services**: This unit provides tutoring, computer-aided instruction, and COMPASS placement test preparation to KCC students and distance education students.

- **Instructional Technology**: This unit provides resources, recommendations, training, and support to faculty and students on hardware and software use. The Instructional Technologist integrates technology-intensive instruction into courses at KCC and provides support services and coverage for the Learning Commons.

- **Computer Services**: This unit supports the College’s technology infrastructure.

- **Media Services**: This unit provides technical support for the campus voice communication system, the distance education infrastructure (Hawai‘i Interactive Television System, or HITS, cable television, and videoconferencing), and installation and maintenance of the College’s copper and fiber optic infrastructure for voice and data. The unit also includes Graphic Services personnel.

- **Testing Center**: This unit provides test proctoring services to students for both on-campus and off-campus exams.

- **Cooperative Education/Internship/Job Placement**: This unit combines work experience with instruction and assists students and alumni in developing, implementing, and evaluating job search strategies (see COOP-Internship 2010 Program Review).
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In addition to these units, Academic Support also provides administrative support to three programs whose services reach across multiple disciplines and fall primarily under other Accreditation Standards:

- College Success Program (see Standard II.A.): It oversees the implementation of an integrated, coordinated, and comprehensive set of programs and services to effectively address the unique learning needs of underprepared students.

- The Wa‘ale‘ale Project (see Standard II.B.): This was recently implemented pilot project offers scholarship and other assistance to recruit students who would not otherwise have been able to attend college and to support them during their first year at KCC.

- University Center (see Standard II.A.): It serves the needs of Kaua‘i by providing baccalaureate- and graduate-level educational opportunities. The University Center supports all UHCC System distance learning students.

Each of these units within Academic Support engages in a systematic assessment of services that ensures these services are evaluated and improved on an ongoing basis. Examples of major changes made since the 2006 Self-Evaluation Report include: 1) Creation of the Learning Commons area as a result of student focus group and survey feedback; 2) Relocation of the Testing Center to the One Stop Center in response to student and instructor feedback; and 3) Relocation and increased hours of the Tutoring Services unit in response to student feedback.

Standard II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
Library
As one of the learning support service units at KCC, the Library provides services to its students and faculty within the Learning Resource Center, a two-story facility. The Library staff consists of four librarians (Head Librarian, Reference Librarian, Technical Services Librarian, and Distance Education Librarian) and one Library Assistant who manages the circulation desk.

The library is open from 7:30 a.m. to 7:00 p.m. Monday through Thursday and 7:30 a.m. to 4:00 p.m. on Fridays (except school holidays). The evening hours were added in the Fall 2011 after assessing student needs. A survey showed increased student satisfaction in the expanded hours.

The circulation desk, reference desk, and instructional services are the primary public services the Library offers. The Library also provides space for exhibits and for community programs that provide intellectual, aesthetic, and cultural experiences for students, faculty, staff, and the community. Along with access to a book collection of 61,052 volumes, the Library also subscribes to Ebrary, a collection of electronic books (e-books) that provides access to 70,233 titles plus an additional 11,304 e-books from Ebsco. Adding further to a wider network of books, students and faculty may borrow books on intrasystem loan service from the entire UH Library System. There are in excess of four million volumes available through this loan system. The Library is currently subscribing to several full-text electronic databases for journals and magazines that include Ebsco which contains 10,038 journal titles and Science Direct which offers 2,082 journal titles in the science field. Students may access these databases from any remote location and links to these databases are prominently displayed on the Library’s website.

The Distance Learning Librarian supports community college distance students and University Center distance students (upper division and graduate students) by providing reference services, information literacy instruction, distance student orientation to library services each semester, and a distance learning library website which includes links to full-text databases, interlibrary loan services, online reference tools, online information literacy tutorials, and contact information for library services at all UH campuses.

Other Learning Support Services

Tutoring Services
After the relocation from the former Learning Center, Tutoring Services is now housed in the Library’s new Learning Commons area. With the new area, there is now space for quiet study or group study/tutoring sessions along with whiteboards and screens for small-group presentations and study sessions. The Tutoring Services unit also offers computers and laptops for student use, networked software, links to online resources via the Tutoring Services webpage, books, and other printed learning materials (all appropriate for academic improvement). This unit’s contribution to classroom instruction comes in the form of in-class, small-group, and individual tutoring; math and English Brush Up Programs, and
workshops in study skills (taking notes, test-taking, etc.). In addition, the Tutoring Service unit offers individualized assistance to teach students word processing, internet search strategies, email, Excel, and Laulima.

One of the basic responsibilities of Tutoring Services has been to teach students life-long learning skills. Resources on the Tutoring Services website can be accessed remotely, as can certain online vocational software to help prepare students for the workforce.

Tutoring Services staff also participates regularly in orientations to familiarize distance learning students with tutoring and other learning resources available to them, including those that are offered online. To expand its services, especially for distance learning and students off-campus, Tutoring Services is also implementing new services such as Elluminate for remote tutoring and Smarthinking for online tutoring. In fall 2011, Tutoring Services also began using Google Chat, which allows students to work with familiar peer tutors without having to physically be on campus.

Computer Services

Computer Services supports the College’s computer technology needs by establishing, maintaining, and updating hardware infrastructure, and by providing software support. The number of computers KCC supports has increased due to individual programs acquiring more equipment. There are roughly 600 computer systems on campus, including desktops, notebooks, servers, and printers. They also support notebooks and PDAs owned by students using the College’s wireless network. The wireless infrastructure has been improved to accommodate the increase in demand from mobile users.

Computer Services provides computer support to students, faculty, and staff by phone, online, and a HelpDesk service location. Students can request assistance at a help desk window in the Natural Sciences building Monday through Friday from 8 a.m. to 4 p.m. or by phone. Although work orders are still accepted via email from faculty and staff, Computer Services provides a website with a link to online work order forms. The HelpDesk along with the rest of Computer Services, moved back to its permanent quarters during fall 2011. Prior to that, the HelpDesk was temporarily relocated for the past year due to building renovations.

In spring 2012 Computer Services will be refocusing on projects that target the end users. These include desktop and classroom upgrades, improvement of HelpDesk services via a new desktop management system, and improvement of wireless access.

Instructional Technology

The Instructional Technology unit’s objectives cover a wide range of instructional needs of students and faculty. These include: 1) research, recommend, and set up software to create, distribute, and receive technology-mediated instructional content and make it accessible to faculty; 2) research, recommend, and set up hardware to create, distribute, and receive technology-mediated instructional content, and make it accessible to students; and 3) provide
consultation to faculty and students in the development and/or use of instructional technology.

Located in the Learning Commons, Instructional Technology is a one-person program staffed full-time as of the fall 2011 semester. The Instructional Technologist provides research, recommendations, training, and support for faculty on hardware and software use to facilitate integration of technology-intensive instruction into their courses. The mission is to enhance the use of educational technology and provide learning opportunities to acquire the skill sets necessary to effectively use educational technology.

Recent improvements to Instructional Technology services include the relocation of its office to the Learning Commons area and the creation of a Digital Media Lab as well as the provision of software support to students by the Instructional Technologist.

**Media Services**
As one of the learning support service units at KCC, Media Services provides services directly to faculty and support staff and indirectly to students from its headquarters in the Learning Resource Center.

The unit’s mission is to provide quality support in multimedia, graphics, and educational technology that facilitates learning and communicates the mission of the College. Media Services include an electronic technician, a graphic artist, and clerical support.

Goals in this unit include provision of a technology-enabled environment in both the physical and virtual classrooms, and support of the College through print and electronic media. Other goals include the provision and maintenance of state-of-the-art equipment, and provision and support of an infrastructure for electronic communication. Media Services tracks age, usage, and replacement costs for equipment, usage of services by students and faculty, and surveys faculty and students to evaluate their services and equipment needs (for faculty). Media Services personnel also offer new faculty who teach evening classes an orientation session on their services.

**Testing Center**
The mission of the Testing Center is to provide a quiet, clean, safe environment conducive to testing for students; to ensure the security and integrity of tests and proctoring. The Testing Center provides free academic testing services for UH System classes (both UH and UHCC classes). The Center also provides testing services for other (non-UH) universities and colleges for a fee. The newly created Testing Center also provides a testing area for on-campus classes needing computerized testing. The Center offers 30 computers with internet access for online testing with services including, but not limited to, Laulima and Accuplacer.

Previously housed as an ancillary service within the former Learning Center, the new Testing Center was created in 2009 in response to feedback from students and faculty. The new location in the One Stop Center allows greater control over noise and security compared to the original location in the former Learning Center. The more focused use of the space also
enables a more conducive testing environment. This improvement is reflected in the increased satisfaction as seen most dramatically in the 2009 student survey conducted the year immediately following the change.

**Cooperative Education/Internship/Job Placement**

Cooperative Education and Internship combines work experience with College instruction in order to develop skills and knowledge and to increase self-understanding by integrating classroom with planned, supervised work experience. The benefits of participating in Cooperative Education/Internship are many, including providing students with valuable insight, new approaches, and opportunities to develop specific professional skills related to their academic majors and opportunity to achieve their future career goals.

Employment (Career Services) works in partnership with employers and the campus by assisting students and alumni to develop, implement, and evaluate job search strategies. The program is committed to supporting the College’s diverse student and alumni population and connecting and working with employers and the campus community.

As recently as July 2011, the Co-op unit consisted of one full-time Coordinator housed in the One Stop Center. As of August 2011, however, this position is vacant with a portion of the duties reassigned to the appropriate programs such as placing internship responsibilities in the Electronics Technology Program and Cooperative Education in the Business Division Programs.

**College Success/Wai‘ale`ale Project /University Center**

In addition to their primary mission, these three programs also provide additional learning support services.

Currently the primary focus of the College Success Program is implementing a campus-wide Interdisciplinary Studies 103 (Introduction to College course), an accelerated English 22/100 course, and other curricular initiatives for remedial/developmental students (see Standard II.A.1.a.). The program has also partnered with other campus programs to provide learning support services directly. For example, in July 2011 the inaugural College Success Camp for Wai‘ale`ale Project students provided a two-day orientation to college for recent high school graduates entering KCC. Although the College Success Program is new, with its first coordinator coming to the position full-time only in May 2011, it is anticipated that the program will continue to provide an increasing range of learning support services in the future.

In addition to its scholarship support services, the Wai‘ale`ale Project also provides dedicated supplemental support for students in its program. This includes peer mentors, a Summer Bridge course, a Summer College Readiness workshop series, and the above-mentioned College Success Camp for incoming high school students.

The University Center serves KCC and the general public by bringing higher education opportunities to the island by using various distance education technologies. The key
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functions of the University Center are to negotiate for educational programs that are needed by the Kaua‘i community and to support distance delivery through technology and services. The University Center provides support services such as intake, clerical support, pre-advising, and proctoring. Public information meetings are advertised and facilitated with coordinators from various programs. The University Center also provides the coordination for student support services such as library services, proctoring, and instructional technology. The University Center director provides on-site administration, lobbying services, and system-wide scheduling coordination.

Self Evaluation

The College meets the standard. KCC provides library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. Specific evidence of this can be seen in the following unit evaluations.

Library
In the Library’s 2008 Annual Program Review (APRU) an action plan was proposed for the creation of a Learning Commons that would include the Library and various units that were housed in the former Learning Center. Fueled by student and faculty feedback from focus groups, academic support surveys, Library surveys, and the Library Commons Survey (2008) indicating a need for Library and computer access along with longer open hours, College Council ranked the action plan as a top priority in the 2009 APRU review process. Linked to the College’s Strategic Goal 1 of “Educational Effectiveness and Student Success,” the proposal’s outcome was the “creation of a study environment that is appreciated by students and is conducive for student learning in groups and individual study.”

The proposal became a reality when renovation began in November 2010. The renovation for the Library and the adjacent area of the former business and administrative offices in the Learning Resource Center building were completed in early February 2011. The Library and the Learning Commons officially opened its doors on February 28. At present, the only area of the Learning Commons that has not opened its services is the café due to lack of seating and a vendor to run the café. The original plans for the Library renovation included a lanai (patio) for seating outside of the café, but the architect removed it from the plans since it was considered an addition to the existing building. At the Spring Convocation held in January 2012, the Chancellor announced that a lanai would be built enabling the opening of the café some time in fall 2012. Selecting a vendor was still being discussed while this Self-Study Evaluation Report was being written.

With the closure of the Learning Center and Computer Resource Center (a computer lab which was occasionally used as an open lab) in the Learning Resource Center building in 2011, the Library became the focal point in providing computer access to students. Since the 2006 Self-Evaluation Report, the Library has since increased the number of desktop computers and added laptop/notebook computers. A total of 38 computers (22 desktop and 16 laptops/notebooks) are now available for student use. Two new workstations will soon be
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set up in the Library as part of the “Access for All Grant,” Federal funds that UH received to provide broadband-connected computers for public use. Additional computers, both desktop and laptop, are currently being considered for the Library due to the overflow of students at the computer stations at certain times of the day.

The closure of the Learning Center and Computer Resource Center has contributed greatly to an increase in student traffic in the Library. Another factor in the increased traffic in the Library are the two additional evening hours added to the Library’s schedule for fall 2011. For one week, a visual count of the Library’s traffic was tallied for the number of students entering the Library from October 10 to October 14. In contrast to the tally in 2010 of 2,201 students during a similar time period (or a daily average of 440.2), the total for 2011 showed a sizeable increase of 3,079 students (or a daily average of 615.8 students).

In anticipation of increased Library hours after renovations were complete, the Library staff surveyed student satisfaction with Library hours prior to the renovation in spring 2010 and later in fall 2011 upon the completion of the renovation. The pre-renovation survey had 67 percent of the students surveyed were “satisfied” or “very satisfied” with Library hours. Once renovations were complete the satisfaction rates for Library hours increased significantly to 82 percent.

Other Learning Support Services

Tutoring
In the area of tutoring, the data shows that a significant (and sufficient) number of tutoring hours have been made available to students. In the academic year 2009-2010, 1,806 hours of tutoring were offered in various subject areas (primarily in the key areas of math and English). This represented an 8.5 percent increase from the previous year. Across-the-board increases were also seen in the number of per-year tutor contact hours (from 600 to 1,163, or +93.8 percent), per-year tutor contacts (from 733 to 1,333, or +81.8 percent), and unduplicated students tutored (from 245 to 263, or +7.3 percent). This increase in tutoring offerings provided over the last five years is in response to greater demand due to increased
FTE during this time period. However, it is also clear from the chart on the following page that demand has increased at a greater rate than FTE.

Effectiveness of the tutoring provided can be seen in the achievement of Student Learning Outcomes (SLOs) for tutoring that were adopted system wide in 2008 and that seek to measure: 1) student success, and 2) re-enrollment (persistence). For example, in the two years that these system-wide SLOs have been in place both SLOs have been achieved for both years. For example, in 2009 there was a greater rate of success for students who received tutoring (82.2 percent) than for non-tutored students (62.9 percent) enrolled in the same course. This was a continuation of similar outcomes for the previous year (2008) when the success rate of students receiving tutoring was higher (84.7 percent) than for non-tutored students (74.1 percent). While this success cannot be attributed to tutoring alone, the data emphasizes the relative benefit for students receiving tutoring. In these years, tutoring’s impact on student persistence is also noticeable and significant as evidenced by the increased persistence rate of students receiving tutoring (88.9 percent) compared to non-tutored students (73.8 percent) in 2009 and similarly higher success rates for tutored students (84.7 percent) than non-tutored students (74.1 percent) in 2008. Thus, tutoring met both SLO indicators (for success and persistence) for both years. Future analyses will incorporate revised SLOs developed in 2011.

Moreover, the following chart indicates that faculty and staff agree that tutoring contributes to student learning, an indicator that has increased over the past three years.
While tutoring is being effectively offered and appears to be having a positive impact on student success, results from faculty and staff satisfaction surveys indicate that more may be done to increase the use of, and satisfaction with, tutoring services among faculty. In the annually administered Academic Support Survey, including the most recent version (2011), there are high rates of those answering “n/a.” This suggests that many faculty are not availing themselves of tutoring services coupled with only average scores in satisfaction. Thus, an area of opportunity may be in outreach to faculty as well as continued emphasis on tutor training for all hired tutors.

Testing Center
Relocating the Testing Center to the One Stop Center has had a positive impact on the ability to offer high quality testing services. This can be seen in the student satisfaction surveys immediately before and immediately after the transition, which was initiated in spring 2009 and finalized in fall 2009. Survey results based on fall 2009 surveys showed that a significant increase in satisfaction among test-takers was achieved. Specifically, satisfaction with the testing environment improved dramatically from an average of 3.71 (on a scale 1-5) to an average of 4.91. Overall satisfaction with testing services also improved significantly from an average of 4.28 at the former Learning Center site to 4.93 at the new Testing Center. Feedback from students has been overwhelmingly positive in comparison to the previous year’s feedback and this trend has continued through subsequent years.

Media Services
While the technology side of Media Services seems to be the most widely known component of this Academic Support unit, Graphic Services appears to be a less recognized component. The Graphic Artist in Media Services supports academic programs with graphic design work in creating brochures, flyers, posters, and PowerPoint presentations. In the 2011 Academic Support Survey, the Graphic Artist received satisfactory ratings of 71 percent (40 respondents) for customer service and 76 percent (41) for quality of work. However, it should be noted that the “n/a” rating was very high for both of the above surveyed items. Out of all faculty and staff who took the survey, 36 percent (32) gave “n/a” for customer service and 37 percent (32) for quality of work. The high “n/a” ratings seem to indicate that faculty and staff are not familiar with the range of services provided by Graphic Services.

Computer Services
Currently the work order system has been deployed on 65 percent of the campus desktops. However, it was projected that the system will not be completed by the start of the spring 2012 semester. The wireless component of the KCC network has improved over the years and the system is now handling even more connections, especially with mobile devices. To give an idea of the amount of connections the system is handling, KCC has an equal or greater coverage/capacity to Windward Community College which uses the same system as KCC. The difference is that Windward Community College has a larger student population of over 2,500 while KCC enrollment is 1400. Despite this coverage, there have been problems with IP address allocation. To help reduce the problem faculty, staff, and administrators are being moved to a separate wireless network. Computer Services has
doubled the number of IP addresses from 250 to 500 and were projecting the addition of another 250 IP addresses at the end of the fall 2011 semester.

**Instructional Technology**

Results from the most recent Academic Support Survey (2011) suggest that Instructional Technology is providing a valuable service, but that the services may not be utilized as much as possible. For example, “n/a” scores ranged from 55 percent to 63 percent. While “n/a” scores were high, this may not necessarily indicate an unmet need for the services. It could indicate that the need has already been satisfied and faculty are already effectively using technology. However, these rates do suggest that more might be done to encourage a greater number of faculty to make use of the services that are being offered to them. In the past few years, the Instructional Technologist has provided support for the development of several distance learning courses such as Speech 151, Philosophy 100, Philosophy 101, Philosophy 211, Spanish 201, and Spanish 102.

**Cooperative Education/Internship/Job Placement**

With the departure of the Internship Coordinator in July 2011, services provided by the program have been reduced. Possible re-envisioning of the program may be necessary to ensure that these services are offered to students in a regular, comprehensive, and effective way.

As of January 2012, College Council is currently discussing a new position to be housed in the Student Services Division. This position will be responsible for career counseling and job placement. Transfer counseling is also under discussion. The proposal leaves the Cooperative Education and Internship Program services embedded in their respective divisions.

**University Center**

While the primary focus of the University Center has always been the baccalaureate and graduate programs, it is quite evident that a sizeable growth rate has occurred among the distance learning registrants at the community college-level. Students who have utilized the services of the University Center have grown dramatically as evidenced in the 2011 APRU that shows the total number of registrants from KCC enrolled in distance learning at the A.A. level rose from 664 in the fiscal year 2008-2009 to 957 in the fiscal year 2010-2011. The numbers may be even larger with students who declare other community college campuses as their home campus.

**Actionable Improvement Plan**

- The College will improve outreach to faculty and students for services with high rates of “n/a” (e.g., Tutoring, Instructional Technology, and Graphics Services).
- The College will focus on tutor training/development to improve satisfaction levels.
- The College will increase the number of computers in the Library.
- The College will finalize the responsibilities of the new Career Counseling and Job Placement position, advertise for the position, and fill the position.
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Standard II.C.1.a. 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 of the institution.

Descriptive Summary

Library
As stated in the Descriptive Summary in Standard II.C.1, the Library provides access to over 142,000 titles through Ebrary, Ebsco, and its own collection, plus access to over four million books through UH’s intrasystem loan service. In determining the quality, quantity, depth, and variety of its collection, the Library utilized two focus groups (a faculty focus group and a student focus group) during the past six years as part of the Library's comprehensive program review. Participants in both groups were selected to be representative of gender of users and of the diverse programs being offered at KCC.

The Library also assigns one professional Librarian to each of the College’s academic divisions. This Librarian attends one meeting a year to listen to any concerns or needs the division may have regarding library resources. A Library Advisory Committee was also established and usually meets once a semester. It consists of one representative from each academic division, three community members, one student representative, and the Head Librarian.

Other Learning Support Services

Media Services
Media Services provides personnel who assist faculty with in-classroom communication and presentation equipment, photocopying of their materials, and with the operation and maintenance of distance learning and videoconferencing facilities. In-classroom communication and presentation of equipment and services are provided upon request and continues “on call” to ensure that faculty is comfortable with their ability to use the equipment and services provided. Photocopying and videoconferencing services are provided from facilities located next to their headquarters in the Learning Resource Center building.

Media Services uses the information gathered from the work and learning needs of faculty, staff, and students to select what resources to offer. Work orders received provide the indicators of what types of media are being requested. Types requested and the frequency of usage is analyzed to determine future replacement or additional purchases. The members of the Media Services Advisory Committee also provide input on the work and learning needs of their respective divisions (see minutes in 2010 APRU).

Media Services uses a satisfactory survey to measure and assess the effectiveness of its own resources in terms of quantity, quality, depth, and variety. Media Services knows it has
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sufficient depth and variety of resources to meet the work and learning needs of its users by continually reviewing the yearly results of its satisfaction survey and with input provided by the Media Services Advisory Committee.

Media Services indirectly assists in learning outcomes, for which the teaching faculty has the overall responsibility. The Department receives input from faculty on what equipment and services would best assist in achieving learning outcomes that they outlined for their classes. Upon receiving input from both faculty and staff, Media Services researches the latest technology in the market place to achieve the desired outcome.

Tutoring Services
Since moving to its new location, Tutoring Services has retained four computers and one printer for student use. Tutoring Services maintains a selection of books in many subjects for student and peer tutor reference. These books are selected based on faculty and staff expertise, especially that of the Tutoring Services Coordinator. In spring 2011, these reference materials were updated primarily with the purchase of new reference books. Some new additions to the reference books include consumable and reproducible materials and foreign language reference books.

In fall 2011, Tutoring Services purchased two new web cams. They have been installed on computers for the purpose of conducting remote tutoring sessions using Google Chat. This enabled students to work with familiar peer tutors without having to physically be on campus.

Computer Services
The current mission statement for Computer Services (CS) supports the College’s open access mission by providing quality networks and computers to enrich the learning experience for students. Two goals of Computer Services are to meet and enhance the College’s academic and administrative computing support needs. Numbers in student surveys via the Community College Survey of Student Engagement (CCSSE) have been consistent over the last three surveys. For example, in the CS 2010 comprehensive program review, it was noted that the number of students using computers for academic work was at 73 percent as opposed to 66 percent in 2006. Computer Services works closely with the Information Technology Advisory Council (ITAC) in assessing the adequate number of computers needed on campus. The APRU process enables Computer Services to submit resource needs in its report which in turn is forwarded to ITAC for review. ITAC prioritizes the resource needs from Computer Services and then brings it to College Council to discuss budget allocations.

Instructional Technology and Testing Center
Selection of appropriate materials in these areas is achieved through reliance on the specific expertise of unit area heads, who also consult with technical experts on campus as necessary. This includes purchasing relevant materials and equipment to accommodate testing services and the Digital Media Lab.
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College Success/Wai‘ale‘ale Project/University Center
These programs do not provide equipment or materials.

Self Evaluation

The College meets the standard. KCC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the College. Specific evidence of this can be seen in the following unit evaluations where this standard is applicable.

Library
The Association of College and Research Libraries (ACRL) standards for Libraries in Higher Education (October 2011) noted that “benchmarking is commonly used as an evaluation and self-improvement tool in higher education.” However, ACRL cautions that internal comparisons of the same institution from one year to the next are useful for tracking internal progress but has its limitations. “External comparisons reveal how an institution is performing with respect to similar schools (peers).”

KCC’s closest peer institution within the UH System is Windward Community College. Although Windward Community College’s enrollment has moved ahead of KCC over these past few years, its resources and holdings are still on par with KCC. In some instances, KCC’s holdings (see University of Hawai‘i Library Council Stats 2010) are much larger, especially with the book collection and serials subscriptions. In the fiscal year 2009-2010, KCC’s book collection stood at 62,676 while Windward Community College’s volume count was 42,807. The serials subscription for the College was 129 titles while Windward Community College had 94 titles.

On a national-level, KCC can make comparisons with peer institutions on the mainland. In the 2009 Peer and Benchmark Comparison Groups compiled by the UH system’s Institution Research and Analysis Office, 16 institutions are identified as peer comparisons for KCC. Using the National Center for Educational Statistics data “Compare Academic Libraries,” KCC can measure its status with its peer libraries. Of the 16 institutions, two have FTE students under 1,000 which closely match the 775 FTE student numbers for KCC in fiscal year 2010. Dabney S. Lancaster Community College in Virginia had 779 FTE students and Salem Community College in New Jersey had 984 FTE students. Comparisons can be made basically on the number of staffing and library expenditures. Both mainland community colleges have only one librarian as compared with four at KCC. On library expenditures per FTE student, KCC falls between both campuses with $121.83. Dabney S. Lancaster CC had expenditures of $143.71 while Salem CC spent $107.78 per FTE student. Thus, KCC’s Library is comparable to, or even favorable to, these similar-sized mainland institutions in terms of staffing and library expenditures.

Faculty and student input were also taken into consideration with planning the Library renovation and the development of the Learning Commons area. In December 2008, a Learning Commons proposal was presented to students and faculty. In the aftermath of the...
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presentation, a Learning Commons survey was conducted among those who attended the discussion, but also included those who were not present.

Another survey that played a part in the design and planning of the Learning Commons was the student focus group that was held in December 2007. Comments from the focus group covered Library resources and hours, the layout of the Library, and the future Library renovation. In a sense, the focus group was a preliminary inquiry into the Learning Commons concept from the students’ perspective.

While this is currently sufficient, an area of opportunity might be additional regular focus groups regarding Library services and including the Library’s collections.

Other Learning Support Services

Media Services

The number of work orders completed by Media Services has increased significantly. In the 2011 APRU, the electronic technician completed 550 work orders which was a ten percent increase over the previous year total of 500. An even greater increase of 64 percent occurred with the Graphic Artist who completed 355 work orders compared to 229 in the previous year. The question now relates to how well Media Services is responding to these work requests. Satisfaction surveys should provide insight on how well they are providing these services. According to Media Services, it reviews the yearly results of its satisfaction survey to determine how well it is meeting the work and learning needs of its users.

In the 2011 Academic Support Services Survey, 96 percent (71 respondents) said they were satisfied with customer service and 97 percent (70) were satisfied with quality of work in regard to electronic maintenance and repair outside of the classroom. For classroom equipment services 98 percent (63) were satisfied with customer service and 97 percent (64) were satisfied with the quality of work. The third part of the survey related to Media Services has to do with the faculty work room. Equally high ratings of 97 percent were given to both customer service and quality of work. While ratings for Graphic Services were not as high as they were for equipment services they were good marks. For customer service 71 percent (40) were satisfied and 76 percent (41) were satisfied with quality of work.

Computer Services

Prior to the relocation of the computer labs into the Learning Commons the frequency of lab use was already falling as noted in the Community College Survey of Student Engagement (CCSSE) in the 2011 Computer Services APRU. While students continue to judge the labs to be an important asset (85.1 percent) as surveyed in the CCSSE, the greatest change in usage of computers on campus is the number of mobile devices that are being used by the campus community. The wireless network must now support a multitude of devices brought on campus by students and faculty. The shift away from dedicated computer labs to the entire learning commons and even to the entire campus is a reflection of the current trend toward wireless use (2011 Computer Services APRU, pages 4-5).
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**Actionable Improvement Plan**

The College should conduct regular focus groups as part of a systematic plan for future reviews of the Library.

**Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**

**Library**

Instruction in library skills is offered by the Instructional Librarian to any class in which the instructor requests that service during the semester. Marketing of this service is conducted at the beginning of the semester. The Instructional Librarian participates in the orientation sessions for new faculty, and emails all faculty on the availability of library instruction. Each Librarian acts as a liaison to at least one academic division and is responsible for notifying their division about library instruction and other services.

During the 2010-2011 fiscal year, 557 students in 40 classes participated in library instruction and/or library tours of the facility. This represented a wide spectrum of courses offered at the College. While many classes were in the Language, Arts, and Humanities Division (e.g., English 21, English 22, English 100, and English 215) there were classes in other disciplines such as Botany 105, Information and Computer Sciences 101, Microbiology 140, Nursing 210, Oceanography 101, and Science 121.

Library orientations are provided for on-campus and distance students at the beginning of each semester. The Distance Learning Librarian sends emails announcing specific databases and interlibrary loan services available to students taking courses at the different colleges in the UH System and how to access these resources using their student ID numbers.

**Other Learning Support Services**

**Media Services**

Media Services provides all of its resource users the competencies needed to use its resources. Personnel are available to assist in photocopying materials. Also, staff are available to assist faculty in the classroom upon request. This ongoing service is provided “on call,” to ensure that faculty are comfortable with their ability to use the equipment and services provided.

Media Services acts purposefully to teach these competencies to its users by providing faculty (with the emphasis on new faculty) an orientation into their resources and services during the week prior to first day of instructions of each semester. For new faculty, establishing account codes for the copy machines and training on its features and use is
primary. For faculty assigned to specific classrooms, Media Services offer training on the different kinds of equipment assigned permanently to that classroom.

*Tutoring Services*
Tutoring Services provides tutoring to KCC students in many areas with the heaviest emphasis in the key areas of writing and math. Tutoring is done by employing peer tutors and by scheduling volunteer faculty and community volunteers. Tutoring also offers a number of workshops in study skills. Topics offered recently (fall 2011 semester) included: Note Taking, Reading a Text Book, Test Taking, Math Anxiety, and Time Management.

Tutoring also offered computer workshops in the beginning of the spring 2011 semester in response to students’ needs. These workshops were not formerly evaluated. The skills covered in these workshops can be applied by students in many areas of their studies at KCC and beyond.

*Instructional Technology*
Instructional Technology supports instructors who incorporate technology into course design. This includes helping faculty integrate a technological tool into their course design. Examples of sessions conducted include how to set up a gradebook in Laulima, how to create a screen cast, and how to record and upload an audio file. Examples of “How to” tutorials created for faculty and students based upon repeated requests include: Help with Laulima, Login to Laulima, Find Your Class in Laulima, Customize Preferences, Create Folders, Add Weblinks, Create a Text Document, etc. Recent examples of assistance provided to instructors include two sections of Anthropology 200 and one section of Mathematics 111 that were delivered remotely via Elluminate vClass during fall 2010 (*Instructional Technology 2010 APRU*).

A complete list of workshops conducted over the last five years is not available but they have typically involved student and/or faculty orientation(s) to distance learning technologies including use of Laulima tools, use of Elluminate (now Blackboard Collaborate), and use of Google@UH mail applications.

*College Success/Waiʻaleʻale Project/University Center*
The University Center conducts new student orientations for distance learning students each semester both in face-to-face and online formats. The latter includes various types of access points such as audio, visual, and PowerPoint. College Success has sponsored the first *College Success Camp* for new incoming high school students in the Waiʻaleʻale Project. This project also provides its students with a program orientation to the College along with a *Summer College Readiness series* (including sessions devoted to overcoming barriers in the area of computer literacy, financial aid, and navigating college) and other services to improve information competency before and during the first year of college.

*Self Evaluation*
Standard II: Student Learning Programs and Services

The College meets the standard. KCC provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency. Specific evidence of this can be seen in the following unit evaluations.

Library

The number of Library instruction sessions has remained steady over the past few years. Since 2008, the number of classes has averaged around 40 per year and the number of students attending those sessions has been around 500 to 700. The validation of the importance of Library services in developing skills in information competency among students can be seen in the 2011 Academic Support Services Survey results. The statement “I think student learning has increased as a result of the services and teachings provided by library services” generated a faculty and staff satisfactory rating of 89 percent for the Library. Faculty and staff also gave a 79 percent satisfactory rating on the statement “The library’s instruction services have increased my students’ research ability.”

Other Learning Support Services

Media Services

As noted in the Descriptive Summary, one of the primary support services that Media Services provides faculty is the establishment of account codes for accessing the photocopier. Currently, there are 152 active Xerox photocopier accounts. In addition, training is paramount for faculty to have competencies in the equipment. One of the survey questions in the 2011 Academic Support Services Survey covered equipment in the workroom. In response to the statement “If there are procedures for use of equipment, they are understandable,” 87 percent (56) surveyed were in agreement.

Tutoring Services

From the 2011 Academic Support Services Survey it is clear that faculty consider tutoring to be an important part of student learning. This is evident in the 89.1 percent of respondents who strongly agreed or agreed that “student learning has increased” as a result of Tutoring Services. Moreover, satisfaction data from students attending skills workshops indicate that students are satisfied with these services. For example, the table below shows that of the 32 students who attended workshops in the fall 2011 semester, an overwhelming number indicated that they were satisfied with the sessions.

<table>
<thead>
<tr>
<th>Student workshop evaluation question</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on the title of this workshop, the workshop covered the topic as I expected.</td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>2. The presentation was clear and easy to understand.</td>
<td>3</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>3. The presenter used effective examples to demonstrate the material</td>
<td>3</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>4. The presenter answered questions in a way that helped me better understand the material.</td>
<td>6</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>
However, it is clear that more can be done to increase attendance at these sessions which offer critical skills for learning. This need is addressed in the Actionable Improvement Plan in Standard II.C.1.

**Instructional Technology**

From the 2011 Academic Support Services Survey, faculty who use Instructional Technology services generally consider these services to be an important part of student learning. This can be seen in the 64.6 percent of respondents who strongly agreed or agreed that “student learning has increased” as a result of Instructional Technology services.

**University Center**

The personal one-on-one approach is available to prospective students when they experience difficulty in using the online sources for student orientation. At these sessions, the online format is taught to the students.

**Actionable Improvement Plan**

None.

**Standard II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

**Descriptive Summary**

**Library**

The Library is accessible to all KCC students, staff, and faculty and is open Monday through Thursday from 7:30 a.m. to 7 p.m. and on Friday from 7:30 a.m. to 4 p.m. With the completion of the Library renovation and the opening of the new Learning Commons, an additional six hours of service per week was provided for the Library clientele. In response to feedback from students and faculty in focus groups, Academic Support surveys, student satisfaction surveys, and the Learning Commons survey, longer hours for the Library and the Learning Commons were addressed and implemented during the latter half of the spring 2011 semester.

Library hours are posted at the facility’s main entrance, at the circulation desk, at various places within the facility, on the Library’s website, in the KCC staff directory, and on various student flyers. The Library’s summer hours may vary depending on the summer schedule and on the availability of budget resources to support the Library’s services.

Hiring a part-time Library Assistant was a response to the creation of the Learning Commons. With the proposed expansion of the open hours for the facility, it was determined by the Library staff that while longer hours would provide more access to the facility for on-
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campus and distance education students, there was inadequate staffing to support longer hours. A part-time staff member was hired in spring 2011 to work during the evenings.

All students have 24/7 remote online access to the UH Voyager Catalog, electronic databases subscribed to by the Library, and other additional resources via the Library’s website. Wireless access to the Library’s resources is available from anywhere on the KCC campus. Students use their student ID number to access the Library’s resources and do not need a library card.

Library orientations are provided for on-campus and distance education students at the beginning of each semester. The Distance Learning Librarian sends emails announcing specific databases and interlibrary loan services available to students taking courses at the different colleges in the UH System and how to access these resources using their student ID numbers.

Other Learning Support Services

Tutoring Services
Since moving to its new location in February 2011, hours of operation for Tutoring Services have been extended. The new hours are 7:30 a.m. to 7 p.m. from Monday through Thursday and 7:30 a.m. to 4 p.m. on Friday. The new hours are posted at the facility’s main entrance, at various places within the facility, on the Tutoring Services website, in the KCC staff directory, and on various student flyers. Much of the daily access to the Tutoring Services area revolves around the facility’s operating hours and includes walk-in traffic and scheduled appointments with tutoring staff. Basic remote access to information about tutoring and Instructional Technology are available through each unit’s website. The tutoring section provides students with links to various services and internet resources designed to assist the student in developing self-management and interpersonal skills.

An additional service recently implemented is Smarthinking, which allows students to access tutoring via the internet from their own homes or any place where they can access the internet. Smarthinking offers assistance in many subjects and students can choose to communicate directly with a tutor. They can also submit papers or specific questions and get feedback usually within 24 hours.

Also, in fall 2011, Tutoring Services began using Google Chat, which allows students to work with familiar peer tutors without having to physically be on campus.

Instructional Technology
Since Instructional Technology is located within the Learning Commons, its hours of operations are generally aligned with the Library’s hours. Instructional Technology is open for faculty appointments Tuesday through Friday from 8 a.m. to 4:30 p.m. and on Monday from 11 a.m. to 7 p.m. Instructional Technology hours of operation are posted on the Laulima Instructional Technology Collaborative website which is available to all faculty and select administrators. Remote access to Instructional Technology is available by means of an
Computer Services
Computer Services is open Monday through Friday from 7:30 a.m. to 4 p.m. and the Computer Services Helpdesk is accessible from 8 a.m. to 4 p.m. This unit offers a Computer Help Line accessible by phone and 24/7 remote online access to a web-based work order form.

Media Services
As with Instructional Technology, Media Services hours of operation are generally aligned with the Library’s hours. However, to accommodate evening classes and access to certain HITS and videoconference distance education courses, Media Services hours has extended hours in the evenings and on weekends. Videoconferencing credit courses have greatly increased in two years. In 2008-2009, there were 988 credit courses and in 2010-2011 (2011 Media Services APRU) there were 1,342.

Testing Center
The Testing Center is open Monday through Friday from 8:15 a.m. to 4 p.m. with a mid-day closure from 11:45 a.m. to 1 p.m. Additional evening hours are occasionally offered in order to accommodate testing needs. An additional testing room on the second floor of the One Stop Center in Academic Support is sometimes used to accommodate students with special needs (e.g., wheelchair, learning disabilities, emotional disabilities, or those who need a separate space from other test-taking students). This additional room is accessible by a handicapped elevator.

University Center
The University Center is open weekdays from 7:45 a.m. to 4:30 p.m. In addition, the University Center maintains a website with a comprehensive database of online tutorials and services to support distance learning and students who may be accessing these services remotely. Such tutorials include Distance Education orientation, Laulima, and Online Computer Basics.

Self Evaluation
The College meets the standard. KCC provides students and personnel responsible for student learning programs and services adequate access to library and other learning support services, regardless of their location or means of delivery. Specific evidence of this can be seen in the following unit evaluations where applicable.

Library
Student and faculty usage of the Library’s databases has seen a huge upsurge over the past five years. This can be attributed to the popularity of online databases and remote accessing
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capability. For example, in the fiscal year 2010-2011 the total number of searches on consortium e-resources was 78,910 compared to 56,043 in the fiscal year 2008-2009.

Hiring a casual hire Library Assistant during the fall 2011 semester has provided broader access to the Library and, in turn, has seen an increase in the number of students during the day and evening hours. For example, during the week of October 10 to October 14, a visual count of traffic entering the Library during day and evening hours were noted for the College’s statistical records. A total of 3,079 people entered the Library during that week with 250 of that number coming in between the hours of 4 p.m. and 7 p.m. Even with excluding the evening attendance, the day number is still great. In 2010, 2,201 people entered the Library in one week while 2011 saw an even larger figure of 2,829. An average of 63 people walked through the Library gates between 4 p.m. and 7 p.m. on the four days with extended hours which is an increase from previous years.

Other Learning Support Services

Tutoring
With the relocation of Tutoring Services to the Learning Commons, tutoring has been able to increase the weekly hours of operation by 15 percent from 47.5 to 54.5 hours per week. In the annually administered Academic Support survey, including the most recent version (2011), for example, 33 out of 40 respondents either agreed or strongly agreed that they were satisfied with the Tutoring Center’s hours of operation. This represents an 82.5 percent overall satisfaction rate and an improvement from 68.3 percent during the previous year when less hours were being offered. More importantly, in the 2011 survey none of the respondents selected “disagree” or “strongly disagree” as the remaining 17.5 percent indicated “neither agree nor disagree.” This suggests that faculty/staff feel that the hours of operation are sufficient.

Moreover, overall access to Tutoring Services has increased as can be seen in the following chart showing the increase in total tutoring hours offered over the past five years:

![Tutoring demand vs. FTE: 2006-2011](image)

Testing Center
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The most recent Academic Support Services Survey (2011) suggests that the Testing Center is offering its services with an effective amount of hours. Of the 40 respondents who indicated an answer to “The hours at the Testing Center meet my needs,” 35 either strongly agreed (25) or agreed (10). This represents an 87.5 percent satisfaction rate. While some comments from users have indicated a desire for more hours, this must also be balanced against staffing limitations.

Computer Services
In the 2011 Academic Support Survey, the Helpdesk was utilized by most faculty and staff. Of the faculty and staff who took the survey, 92 percent (72 respondents) have used the Helpdesk once to more than 12 times per semester. Thirty-two percent (27) of faculty and staff had their problems resolved on the same day, and another 27 percent (23) had their problems resolved in 1 to 3 days. Faculty and staff were also surveyed about their satisfaction with customer service of the Helpdesk/Computer Services staff. The results indicated that 81 percent (71) of respondents gave satisfactory ratings.

Media Services
As mentioned in Standard II.C.1., Graphic Services in Media Services seems to be underutilized by faculty and staff since there seems to be a significant number of “n/a” ratings in the 2011 Academic Support Survey. The problem seems to be lack of awareness of the services which basically leads to non-accessibility of the services. For those familiar with Graphic Services and have used its services, satisfaction rates have been relatively good in the Academic Support survey.

The technology component of Media Services that provides classroom equipment services received excellent satisfaction ratings of 98 percent for customer service and 97 percent for quality of work in the 2011 Academic Support Survey.

College Success/Wai‘ale‘ale Project/University Center
Remote access to the University Center’s services is evident with the number of hits on its website. During the fiscal year 2010-2011, the number of hits increased by 1,122 over the previous year. Altogether, there were a total of 5,122 hits.

Overall Self-Evaluation
Evaluation of these units shows that while access to learning support services is being provided, there is always more that can be done. Specifically, access to services can be further enhanced by making more instructional materials available online.

Actionable Improvement Plan
The College should increase the number and scope of online instructional materials for students and faculty.

Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.
Descriptive Summary

Units within Academic Support receive general maintenance and security as part of the College’s overall maintenance and security operations. Detailed description of these operations is provided in Standard III.B.1. In addition, unit-specific maintenance and security for library and other learning support services is also provided as follows.

Library
Security measures in the Library include three Checkpoint security gates to discourage theft of library materials. Two are at the front entrance and exit while the third is located at the entrance to Media Services. A security guard periodically walks through the Library area and can be called as needed. To maintain the physical condition of the book collection, three dehumidifiers are located on the first floor of the Library with two in continuous operation 24/7. Dehumidifiers help to control the growth of mold and provide air circulation throughout the Library. The dehumidifiers serve as the frontline defense in terms of preserving the Library’s collection. Manual cleaning of book collections is performed on an as needed basis.

There was one dehumidifier on the second floor before the start of the Library renovation that has been out of service for quite some time. To remedy the situation, a fourth dehumidifier that was in use before the Library renovation will soon be relocated to the second floor and will be set to run continuously 24/7. Ideally, an additional dehumidifier on the second floor would be desirable and will be evaluated for purchase during this current fiscal year.

Other Learning Support Services

Tutoring
Since Tutoring Services is located within the Library, general maintenance and security of Tutoring Services are provided as part of the Library’s maintenance and security operations. More specific security for Tutoring Services involves staff members responsible for their assigned areas. Each unit has its own separate entrance and is responsible for the opening and closing of the facilities. Staff is always present to monitor student and visitor activity in the Learning Commons. The computers in the Tutoring Services area and other labs on campus require students to obtain a password from Computer Services.

Instructional Technology
Since Instructional Technology is located within the Library, general maintenance and security of this unit are provided as part of the Library’s maintenance and security operations.

Computer Services
Computer Services is on a four-year equipment replacement schedule. The campus servers have two firewalls protecting the campus networks and Computer Service technicians apply
software patches as required. The campus server rooms and wiring closets are locked and restricted to the appropriate staff. Standard practices have been applied in securing the College’s network and computing resources. Computer Services is currently undergoing a risk assessment process and a system-wide Data Governance Committee was recently established to guide decisions regarding security of data.

Media Services
Since Media Services is located within the Library, general maintenance and security of the Media Services unit are provided as part of the Library’s maintenance and security operations.

Testing Center
Since the Testing Center is located in the One Stop Center, general maintenance and security of this unit are provided as part of the One Stop Center’s maintenance and security operations. Further maintenance of the Testing Center is provided by its staff as needed. Security of stored written tests and proctoring sheets is provided in the form of a locked filing cabinet. The Testing Center doors are locked when the Testing Center is unattended. Integrity of test proctoring is assured by the Testing Center staff and by means of two security cameras. Maintenance and replacement of equipment is handled in cooperation with Computer Services.

Self Evaluation
The College meets the standard. The College provides effective maintenance and security for its Library and other learning support services. Evidence of this can be seen both in the overall maintenance and security indicators for the campus as seen in Standard III.B., as well as in the unit-specific indicators below.

Library
Periodic inventory of the book collection is conducted to determine any missing items from the Library. Instead of doing a complete inventory which is a time consuming task, selected areas are targeted for inventory. For example, in 2010 the subject area selected for inventory was literature (P). Of the 9,571 book titles that were inventoried only 30 titles were found to be missing. That comes out to 0.3 percent of the total number of books inventoried. This recent inventory statistic is in line with previous inventories with low numbers of missing titles. Evidently, the security gates are doing what is expected in deterring or stopping loss of materials from the Library.

Monitoring of the second floor has not uncovered any recent mold growth among the book collection. Despite this, the Library needs to implement preventative measures throughout the collection to control any future mold growth.

Other Learning Support Services
Standard II: Student Learning Programs and Services

Current practices in maintenance and security are sufficient to provide learning support services.

Actionable Improvement Plan

The College will purchase additional dehumidifiers for the second floor of the Library.

Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.

Descriptive Summary

Library

Consortium agreements provide the Library with valuable resources at costs lower than if the Library had a single contract with a vendor. The Library has consortium agreements with the Hawai‘i Library Consortium (HLC). EbscoHost, the Library’s primary online database is delivered through HLC which consists of academic, public, and school libraries in the state. A recent subscription via HLC is the Encyclopedia Britannica online.

Other online databases available to the College through the UH consortium include ScienceDirect, CQ Researcher, and the Cumulative Index to Nursing and Allied Health Literature. Along with journal databases via the UH consortium, KCC has added e-books to its collection with the offering of Ebrary. In the 2010-2011 Student Satisfaction Survey, the Library attained a perfect score (100 percent) in satisfaction ratings for online databases. While this was based on only one class due to the Library renovation it still maintained the high numbers that were registered in the previous two years at 88 percent (2011 Library APRU, pages 2,4).

Another working agreement among the UH libraries is the intrasystem loan service that allows students access to circulating material at all campuses (2011 Library APRU, Appendix 42-44). Students and faculty can borrow books and order articles (less than 50 pages) without charge. Since the adoption of the intrasystem loan service and the growth in the number of full-text subscription databases, the number of requests for articles from other libraries has decreased, while the number of requests for books has increased. The numbers have been fairly consistent in the range of 400 to 500. In the fiscal year 2010-2011, 471 items were borrowed via the intrasystem loan service while in the previous year (a banner year for intrasystem loan service) was recorded at 597 items. The years 2008 and 2009 also showed similar numbers with 507 and 476, respectively.
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In the pretest and post-test administered to students who have taken library instruction, one question is about intrasystem loan services. Students in English 100 who were administered the pretest and post-test in fall 2010 scored very well on this question. Pretest scores were 86 percent and post-test scores were 92 percent.

All ten campuses of the UH System have had a shared online catalog (UH Voyager) since 2000. Users can either search for materials in the KCC Library or search the holdings of all UH System libraries at one time. Students in library instruction classes are taught how to search for materials in the KCC Library (>142,000 titles) and the entire UH Voyager Catalog (> 4 million items).

Another agreement specific to cataloging is the Library’s subscription to the cataloging management system called OCLC. This database assists technical services in the use of the cataloging module in UH Voyager. The Library’s contractual agreement with the vendor is based on a rider in the UH agreement.

Other Learning Support Services

Tutoring
Tutoring Services makes available online tutoring services through Smarthinking. A system agreement exists between the UHCC System and Smarthinking. Evaluating services such as the COMPASS Math Brush Up, which uses the ALEKS software program, are conducted by periodic comprehensive evaluations.

Testing
University of Hawaii Distance Learning Plans, Policies, and Procedures and testing procedures governs testing services within the UH System. The Testing Center also provides test-proctoring services to distance instructors and learners outside of the UH System. Recent examples of formal agreements include a 2012 agreement with Prometric to provide proctoring for Automotive Service Excellence Credential Exams. The College has its own test-proctoring fee scale in place and the colleges that require proctoring services vary each semester. All requests for proctoring are initiated by the institution or individual.

Self Evaluation

The College meets the standard. When relying on or collaborating with other institutions or other sources for the Library and other learning support services for its instructional programs, the College 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 performance of these services is evaluated on a regular basis. KCC takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement by providing students and personnel responsible for student learning programs and services adequate access to library and other learning support services, regardless of their location or means of delivery.
Library
The vast majority of the Library’s collaborative efforts are via consortium purchases or subscriptions to online databases. The most effective way to evaluate the performance of these services is to survey the end users. Prior to the Library renovation in 2010 student satisfaction surveys for two successive years (2008 and 2009) gave the Library online databases an 88 percent satisfactory rating. These high marks came from a multitude of classes that participated in the surveys. The 2010 Student Satisfaction Survey maintained the high ratings although it was tempered by the fact that only one class was able to turn in completed surveys during the ongoing renovation of the Library (2011 Library APRU).

Other Learning Support Services

While most units do not have external agreements, and those that do were able to provide evidence of such agreements, locating these documents required much effort at times. In addition, evaluation of services seemed to be mostly conducted as a part of an overall evaluation of the unit. For example, it was felt that complaints with a specific contracted service might come out as a result of the overall unit evaluation or survey of services provided by the unit. However, more might be done to encourage specific and regular evaluation of contracts to ensure high and/or improved performance of services.

Actionable Improvement Plan

The College will explore options for centralizing external agreements for learning support services.

Standard II.C.2. The institution evaluates library and other learning resource support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Each of the units within Academic Support engages in a systematic assessment of services that ensures these services are evaluated and improved on an ongoing basis. Examples of major changes made since the 2006 Self-Evaluation Report as a result of this process include: 1) Creation of the Learning Commons area in response to a student focus group and survey feedback; 2) Relocation of the Testing Center to the One Stop Center in response to student and instructor feedback; and 3) Relocation and increased hours of the Tutoring Services unit in response to student feedback.

All units participate in an annual evaluative process via the APRU. This process requires a unit to analyze data, examine key performance indicators, and develop plans for improvement based on these indicators. While each unit has its own measurement process to guide improvement, units are also in various stages of clarifying specific Student Learning Outcomes (SLOs) and/or service outcomes appropriate for a specific unit. Examples of units
with SLOs include the Library, Tutoring Services, and Instructional Technology, while those with service outcomes include Media Services, Computer Services, and the Testing Center.

Library
KCC uses a variety of approaches to evaluate library and other learning support services. An annual Academic Support survey is distributed to faculty and staff to gauge perception of library services and whether it contributes to student learning. The Library also conducts its own survey each semester to gather student satisfaction on Library services. Other methods to evaluate Library services include the Library’s comprehensive program review and APRUs. Adding to the existing number of Library evaluations is a recently developed survey that was undertaken by ASUH-KCC SG in fall 2011. In looking at student satisfaction with Library services, the survey measured approximately 20 percent of enrolled students. The Library received a satisfaction rating of 80 percent (both strongly agree and agree). This was the highest rating given to any student services on campus (ASUH-KCC Student Survey).

In preparing for a proposal of the Learning Commons and renovation of the Library, several evaluation tools were utilized in assessing student and campus needs. Conducting faculty and student focus groups, student satisfaction surveys, Academic Support surveys, and the Learning Commons Survey from 2005 to 2008 helped to visualize the Library and the adjacent vacated administrative offices into the Learning Commons in which the Library, Tutoring Services, College Success Program, and a Digital Media Lab were easily accessible in one location.

The current SLO being utilized by the Library is that “the student will evaluate information and its sources critically.” This is the common SLO that was created for use in the APRU template by the UHCC System libraries.

Students in the Library instruction classes are administered a pretest and post-test by the Instructional Librarian to evaluate information competencies. These tests consist of similar questions and the results reveal if students are learning desired information during the class. Charts are created that compare both test scores and indicate if students have improved in their information competencies. The Instructional Librarian uses the results of the tests to improve future instruction. For example (Pre And Post Tests For English 100), students consistently scored poorly on the question relating to evaluation of online resources. The Instructional Librarian revised the Library instruction to give a more detailed explanation of the criteria used to critically evaluate websites.

An important component of the post-test is the survey asking students’ perception of Library services including reference assistance, Library hours, and satisfaction of book collection and databases. The survey assists the Library staff in determining areas of Library service that need improvement. As noted in other sections within Standard II.C., the Library responded positively to student requests for more hours by extending the evening hours from two night to four with the completion of the Learning Commons. Another example of how the Library responded to an area of concern in the student survey is the age of the book collection. The
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Library has been aggressively working to update the collection with the return of a book budget over the past few years together with various grants and donations of material.

Other Learning Support Services

Tutoring
System-wide (common) learning outcomes for tutoring (Learning Center 2010 APRU) were adopted in 2008 and these guide the implementation, evaluation, and improvement of services. Tutoring appointments are recorded and evaluated to ensure demand, efficiency, and effectiveness. Annual surveys are given to faculty and staff. Additionally, the CCSSE is used to track student satisfaction. Students also provide input on tutoring sessions which is analyzed and incorporated into tutor performance evaluations and used to determine needs and other services. In addition, workshops are evaluated by the students using a Workshop Evaluation template.

Examples of improvements made as a result of evaluations include moving Tutoring Services to a more prominent and easily accessible space in the Library and recruiting tutors in course subjects that are in high demand for tutoring. Also, mid-semester tutor evaluations are used to assess tutor effectiveness and to make hiring decisions for current and future semesters.

Evidence that this comprehensive approach to ongoing assessment of its services is having a real impact on achievement of SLOs can be seen in the achievement of SLOs for 2009 and 2010. More importantly, faculty/staff satisfaction with tutoring rose over the last three-year period from 2009 to 2011 as shown in the following faculty and staff satisfaction with tutoring chart:

Faculty/staff satisfaction with Tutoring:
2009 - 2011

Testing
Since their adoption in 2008, system-wide agreements of learning outcomes have guided the implementation, evaluation, and improvement of testing services. Testing appointments are recorded and evaluated to track demand, efficiency, and effectiveness. Annual surveys are given to faculty and staff. In spring 2012, finalized SLOs were developed to guide further development of the Testing Center.
Examples of improvements made as a result of evaluation include, most notably, the relocation of testing services to the new Testing Center in the One Stop Center, which led to an immediate and dramatic increase in satisfaction among users. More recent examples include acoustical improvements that were made to the test-taking environment; installation of new computers; and the initiation of ASE testing (to begin July 2012) based on need as determined by the Automotive advisory group.

**Instructional Technology**

Instructional Technology is evaluated in an annual APRU process that incorporates quantitative indicators. Additionally, an annual Academic Support Survey is conducted which provides qualitative data on level of satisfaction with Instructional Technology. The use of Instructional Technology services is evaluated with a log of faculty members who access the services, the number of meetings with those faculty members, the number of workshops held, the number of tutorials developed, and project outcomes (see APRU). Access to Instructional Technology is evaluated by tracking the number of faculty consultations. The effect of Instructional Technology on student learning is incorporated into evaluations conducted by instructors.

- Instructional Technology is evaluated for satisfaction of services rendered through the CCSSE Survey for students (every two years) and the annual Academic Support survey includes faculty number.

Evaluation of Instructional Technology services also includes input by faculty in the form of the Academic Support survey. More broadly, services to be provided are driven largely by faculty requests for services and satisfaction with software and services previously provided. Instructional Technology provides research, recommendation, and deployment assistance for these requests.

**Computer Services**

Evaluation of Computer Services is conducted via the annual APRU process and the annual Academic Support survey.

**Media Services**

Currently, Media Services utilizes yearly surveys to students using HITS and videoconferencing and yearly campus satisfaction measurements in the Academic Support survey to find out how effective the services are perceived by the students. Further assessments are gathered from feedback on classroom use of technology, HITS, and videoconferencing.

**University Center**

In its 2010 APRU, the University Center drafted their service outcomes as listed below and indicated that assessment data based on the past three years will be provided once they have been finalized:

- Number of students that applied to programs and are accepted
Standard II: Student Learning Programs and Services

- Number of majors who register each semester
- Persistence rate and number of degrees and certificates earned
- Number of new student orientation attendees, number of distance learning tests that are proctored, and number of initial contacts

The service outcomes were finalized for the 2011 APRU. For the fiscal year 2010-2011, the total number of contacts (60) that resulted in applications increased by 35 percent even though the number of initial contacts decreased (227). The number of majors in University Center programs decreased slightly with 248 but the persistence rate went up to 96 percent from 80 percent back in the fiscal year 2008-2009. The number of degrees earned was almost identical to the previous year with 43.

Additional assessment by the University Center can be extracted from an online survey at its website in which students can request assistance and state their needs. This is a new addition to the website which will allow tracking of students' needs over the ensuing years.

Another assessment tool available to the University Center is eCafe which involves the online evaluation of instructors by distance learning students at KCC. While this is not strictly an evaluation of support services it does assess the instructional component of the University Center.

Self Evaluation

The College meets the standard. KCC evaluates the Library and other learning resource support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of SLOs. The College uses the results of these evaluations as the basis for improvement.

While the College effectively evaluates its services using evidence, it is also clear that the different units have a wide variety of types of outcomes and, as such, are at different stages of finalizing and implementing learning and/or service outcomes. The Library, Tutoring Services, Instructional Technology, Computer Services, Media Services, Testing Center, and the University Center, have implemented their learning or service outcomes. College Success and the Wai‘ale‘ale Project are new programs and have yet to develop their SLOs. Their projected timeline to adopt SLOs is December 2012. The Cooperative Education and Internship Office is in transition and will not have any SLOs until the office is established.

While much progress has been made along these lines, the process of finalizing SLOs and/or service outcomes for each unit (especially those that provide services of a more “behind-the-scenes” nature) should encourage greater efficiency in evaluating unit effectiveness.

Furthermore, it is also clear that some units may need additional assistance in evaluating some of the data that they present in their APRUs. More may also be done to encourage unit heads to provide context for their numbers (e.g., using benchmarks with peer institutions as a way of gauging effectiveness as reflected in the numbers they present).
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Actionable Improvement Plan

The College will continue its efforts to finalize and/or revise SLOs and/or service outcomes for all units. The College will also encourage the use of benchmarks with appropriate peer institutions as an additional evaluative tool.
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Standard Three: Resources

Patricia Bishop

Studying at Kaua‘i Community College was a great experience for me. I never thought that when I moved to Kaua‘i 5 years ago that I would be obtaining an Associates Degree in Culinary Arts. Having been out of school for over 20 years, I was anxious and unsure of what to expect. I asked myself over and over again, am I really doing the right thing? Now at the end of my college journey I am proud to say that I made the right decision and could not have succeeded without the tools and education that the culinary program at KCC provided me.

Keone Tango

Kaua‘i Community College is a wonderful school to attend if you want someplace small and affordable. They offer a wide variety of programs like Accounting, Nursing, and Culinary Arts. There is a lot of diversity at KCC. Walking around campus, I not only see students who just graduated from high school, but also older people who are coming back to finish up their schooling. The classes at KCC are small and the teachers are very helpful. The counselors are also helpful in preparing students to transfer to a university. One particular thing I really appreciate about KCC is their strong devotion in perpetuating the Hawaiian culture and supporting the native Hawaiian students through classes and programs. Being a graduate of Kamehameha Schools Kapalama, I understand how important it is to perpetuate the Hawaiian language and culture for generations to come.

Tammie Napoleon MSN, APRN-BCNP

Kaua‘i Community College has been the stepping stone for my academic success. As a student, KCC paved my academic path into the nursing career. The Liberal Arts Faculty, Nursing Faculty, and Counselors worked closely with me during my associate of arts and associate in science degrees and continued to assist me in pursuing higher education and reaching my goals as a Nurse Practitioner. During my Bachelors of Science and Masters of Science in Nursing, Kaua‘i Community College continued to be an anchor community for me and helped bridge the distance with University of Hawai‘i at Mānoa. Through my educational journey, I find myself completing a full circle and now giving back to the academic and local community as a Kaua‘i Community College Faculty. As an Assistant Professor of Nursing, I strive to provide the same feel of Ohana, support and encouragement that was given to me here at Kaua‘i Community College.
Kaua‘i Community College Self-Study 2012

Standard III: Resources

STANDARD III: RESOURCES

Standard III.A. Human Resources

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

Kaua‘i Community College (KCC) assures that personnel are qualified, with appropriate education, training, or experience. The College has a number of system policies that serve to guide the institution in the recruitment and selection of all employees. Faculty and staff are involved in the hiring process from formulating the job descriptions to final recommendations. Every employee of the College is evaluated regularly and according to their respective union contracts and written guidelines. Faculty are evaluated every two to five years and staff are evaluated on an annual basis. Instructors are responsible for creating and assessing student learning outcomes at the course-, program-, and institutional-levels. All employees at the College uphold a code of ethics described in state laws and community college policies.

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College maintains a team of highly qualified employees, including administrators, faculty, staff, and administrative, professional and technical Positions (APT) personnel. The minimum qualifications (MQs) for faculty positions are set at the system-level. Teaching faculty positions typically require a master’s degree in the field to be taught, although a combination of another type of degree with relevant work experience is accepted in some of the trade and technical fields. This is in accordance with Board of Regents (BOR) Policy 9-2 e.2.b.1. The College’s recruitment and selection procedures are in accordance with the University of Hawai‘i (UH) System’s Administrative Procedure No. A9.540.

KCC follows a detailed checklist that outlines the tasks involved in the recruitment/hiring process and who is responsible for performing each task. A checklist is filed for all vacancies in order to document that all steps of the hiring process are followed properly.
Standard III: Resources

Once a hiring committee is formed, the Equal Employment Opportunities (EEO) and Affirmative Action (AA) liaison meets with the committee to go over the hiring procedures and guidelines with its members. The liaison then monitors the committee to ensure that they adhere to these guidelines. This monitoring extends from the initial consideration of the applications, through the interview process, and to the report to administration that is filed by the committee. For example, the hiring committee must produce a list of interview questions and rating criteria and have it approved by the EEO Officer and the Human Resources Office before the committee may begin reviewing applications. This same list of interview questions must be asked of all candidates who are interviewed. All documents related to a hiring, including rating sheets used during reviews of applications and interviews are saved. The committee’s report serves as additional evidence that proper procedures were followed.

For faculty candidates, MQs are taken from the UH System Human Resources Office and are not altered by the hiring committee or other members at the College. The desirable qualifications (DQs) are the primary avenue through which information on the candidate’s other scholastic accomplishments and potential relevant to the position are determined. The DQs are normally determined by faculty members in the field and/or by a surveying of similar positions across the nation. Each screening committee must have at least one faculty member who has expertise in the subject matter.

Once it is determined that a vacancy announcement will be posted, the Division Chair and the Vice Chancellor/Director responsible for the position meet to determine if the search will be local, regional, or national. All positions are advertised on the WorkAtUH website. Posting a position on this website automatically generates an advertisement for the position in the Honolulu Star Advertiser, the leading newspaper in the state of Hawai‘i. Advertisements are also placed in The Garden Island, the leading newspaper on the island of Kaua‘i. Positions may also be advertised in the Chronicle of Higher Education, either solely online or in the print edition. Occasionally, advertisements are placed in field-specific journals. The College requires applicants with degrees from non-US institutions to present a credential evaluation report in their application. This report establishes the equivalence of the degree with those offered by US institutions.

The clerical and custodial civil service recruitment process is governed by the rules and regulations of the state Department of Human Resource Development (DHRD). Applications for these positions are sent directly to DHRD. This process begins with an internal search for candidates before advertising to the general community. Vacancies are advertised within the UH System and Office of Human Resources (OHR) forwards applications that meet the MQs to the appropriate department.

If there are no internal applicants, the position announcement goes to DHRD which advertises the position within other state agencies. If there are no candidates at this point, the requestors can ask for a Certificate of Eligibles. This certificate is a list of candidates that meet the MQs. If this fails to produce a candidate, the requestor can advertise beyond the state agencies. At this point, procedures are similar to the faculty hiring process in that a
Standard III: Resources

committee is formed that is guided by the EEO/AA and Human Resources Officer, questions are formed, candidates are screened, and recommendations are generated for administrative review and processing.

Self Evaluation

The College meets the standard. All of the faculty meet the MQs for their positions. The hiring process used by the College is designed to ensure that well-qualified candidates are selected for hire. The Human Resources Office checks applications to make sure they are complete. For example, the Office checks to make sure that college transcripts and letters of recommendation are included with an application. Complete applications are passed on to a hiring committee which is made up of faculty and staff. The committee reviews each application to ensure that the candidate meets the MQs for the position. Then, the committee rates each applicant on how strongly he/she meets the DQs. These ratings are used to determine which applicants to interview. The committee interviews the selected applicants and makes a recommendation to the College’s administration. The administration checks each candidate’s references, previous employers, and may conduct further interviews before a final decision is made. In total, the hiring process takes evidence from the candidates’ applications, transcripts, recommendations, interviews, and references. By taking all of these factors into account, the process has been successful in producing highly skilled and well-qualified personnel for the College.

When hiring a new faculty member, there are several methods that the College uses to verify that the faculty member has knowledge of his/her subject matter and is effective in teaching his/her subject. From the application, college transcripts are checked for relevant coursework and experience teaching relevant courses is also taken into account. Also, when applicants are interviewed, they are typically asked to present a short sample lesson on a topic in their area of expertise. At the final stage of the hiring process, administrators make calls to references and previous employers who can attest to a candidate’s expertise within his/her field and his/her ability to teach effectively. After hiring, faculty members are required to send copies of their official transcripts to be filed at the Human Resources Office.

Faculty members are highly involved in the selection of new faculty members at the College. Faculty serve on Division Personnel Committees (DPCs), which are formed by each instructional division at the beginning of the academic year. Members of the DPC sit on the hiring committees for every position that falls within the division’s realm. Faculty members must be tenured to serve on a DPC. Faculty members are frequently chosen to sit on hiring committees outside of their divisions especially if the position is within or near the faculty member’s field of expertise. Faculty members provide input for vacancy announcements and position descriptions.

The mission of the College is accounted for in the writing of MQs and DQs for each position. It is also taken into account when a position is being considered to be put out for hire. Therefore, if a candidate is considered by the hiring committee and the administration to
Standard III: Resources

strongly meet the posted qualifications, it can be inferred that the candidate would provide a strong contribution to the College’s mission if he/she were hired.

Actionable Improvement Plan

None.

Standard III.A.1.b. 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.

Descriptive Summary

Every employee at the College undergoes a review of their performance at regular intervals. The nature and timing of these reviews depends on the nature of the position. The process varies according to the bargaining unit and union contract of the employee. Civil service staff are evaluated by their supervisors using the Employee Performance Appraisal form. Faculty are evaluated according to the current University of Hawai‘i Professional Assembly (UHPA) contract. APTs are evaluated by their supervisors using the UH APT Broadband online system.

At the beginning of the fall semester, the UH System sends out guidelines for tenure, promotion, or contract renewal to guide faculty through the different processes. The packet includes deadlines, procedures, classification, and forms. Faculty members undergo a contract renewal every two years until they apply for tenure. The review of contract renewal applications serves as a review of the performance of the faculty member. Each division has personnel procedures known as DPC Guidelines that have been approved by the faculty union and the academic division. Part of this process involves peer evaluations by members of the DPC and evaluations by the Division Chair and Vice Chancellor for Academic Affairs (VCAA). Contract renewal occurs on the second and fourth year of the tenure track. On the first and third years, divisions may choose to do a review in accordance with their DPC Guidelines or the faculty do an administrative review. Tenured faculty have a post-tenure review every five years.

All other employees, including administrators, have annual performance reviews conducted by their supervisors (in the Chancellor’s case, this is the UH System President and the Vice President for Community Colleges). Executive employees are evaluated annually in compliance with the BOR Policy Section 9-12 and the UHCC Policy #9.202. The policy requires a self-evaluation as well as evaluations by peers, constituents, and subordinates. The current tool is known as the 360° Executive Assessment.
Self Evaluation

The College meets the standard. Written criteria exist for evaluation of all employees, these evaluations are performed regularly to promote improvement, and evaluations are followed up on with discussions, documentation, and professional development if appropriate. Actual evaluations are available in the Human Resources Office.

Actionable Improvement Plan

None.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty at KCC are responsible for creating student learning outcomes (SLOs) at the course-, program-, and institutional-levels. Each course at the College has stated SLOs and an assessment plan to measure these outcomes. The instructor(s) of the course are responsible for enacting the assessment plan and reporting on how well the students have met the stated outcomes. This responsibility is included in job descriptions of faculty members and lecturers (e.g., the nursing position announcement and the mathematics position announcement). Additionally, the UHCC Faculty Classification Plan which is included in the contract renewal, tenure, and promotion packet states that:

“Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success. However, critical assessment and evaluation of excellence will be conducted with due consideration for individual assignments and institutional needs.”

A full description of the assessment process and the tools the College uses for assessment can be found in Standard II.A.

Self Evaluation

The College meets the standard. DPC procedures, which are approved by UHPA, do not specifically mention student progress toward achieving SLOs as a component of faculty evaluation, but there is an expectation from peers and administration that faculty include a discussion of the student progress towards SLOs in contract renewal, tenure, and promotion documents. This has been the case in recent years.
Standard III: Resources

Actionable Improvement Plan

The College will recommend that the UH System enter into negotiations with UHPA to include achievement of SLOs as a component of faculty evaluations.

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College’s mission is to “provide education and training in an ethical and innovative student-centered and community-focused environment.” The College tries to foster ethical behavior in students and employees in every aspect of the institution be it learning, teaching, support services, or campus operations. Standards for ethical behavior are stated for all employees of the state in the Constitution of the State of Hawaiʻi Article XIV, Code of Ethics and codified in the Hawaiʻi Revised Statute Chapter 84. Faculty have a professional ethics policy (UHCC Policy 5.211) that addresses ethics as teachers, as colleagues, as members of an institution, and as members of a community. The following is an excerpt from the statement on teaching:

II. “As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.”

The contract between the UH System and UHPA (Article IX.D, page 18) addresses aspects of ethical behavior for employees. For example, the faculty contract addresses ethical considerations in accepting outside employment. There is also a specific procedure for resolving allegations of breach of professional ethics. An annual self-review and report on conflicts of interest is filled out by all faculty and staff. Executive staff is required to file annual financial statements and gift reports.

Self Evaluation

The College meets the standard. Standards of ethical conduct are clearly outlined. Guidelines set up by the Hawaiʻi State Ethics Commission are readily available on its website. New faculty are given the Kauaʻi Community College Faculty and Staff Handbook.
which includes a reference to ethical standards. New lecturers receive letters that refers to and provides a link for UHCC Policy 5.211. The College has an EEO/AA Coordinator who upholds KCC’s policies on Equal Employment Opportunity and Affirmative Action. University of Hawai‘i Executive Policies on harassment (Exec. Policy E1.203, and Exec. Policy E1.204) and discrimination (Exec. Policy E1.202) provide guidelines for a breach of ethics in those areas.

In the 2006 Planning Agenda for this standard, the College was to assess the need for a KCC-specific code of ethics. Since the UHCC System established the policy UHCCP 5.211 for ethical standards which applies to all UHCC campuses, a separate KCC policy was unnecessary.

**Actionable Improvement Plan**

Revise the Kaua‘i Community College Faculty and Staff Handbook to improve citations for ethics policies that are applicable to all employees of the College.

**Standard III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

**Descriptive Summary**

The College maintains a sufficient number of qualified faculty and staff through the program review process. The annual and comprehensive program review processes are used to evaluate program staffing needs. Included in the APRU evaluation are program health indicators with data points such as average class size, number of majors, low-enrolled class, and fill rate which provide a clearer picture of the need. College Council ranks staffing requests according to the program’s evaluation and the ranking criteria.

The College’s most recent submission to the Integrated Postsecondary Educational Data System (IPEDS) gives a tabulation of the College’s employees based on primary function. These figures are current as of November 1, 2011:
Standard III: Resources

<table>
<thead>
<tr>
<th>Primary function/occupational activity</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily instruction</td>
<td>56</td>
<td>45</td>
<td>101</td>
</tr>
<tr>
<td>Executive/administrative/managerial</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Other professionals (support/service)</td>
<td>41</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Technical and paraprofessionals</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Clerical and secretarial</td>
<td>22</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>12</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
<td><strong>48</strong></td>
<td><strong>188</strong></td>
</tr>
</tbody>
</table>

Staffing levels for non-instructional areas have remained fairly constant over the past several years with the exception of the loss of several positions in both maintenance and support/service. Part-time instructional positions have increased dramatically, jumping from 33 in 2009 to 42 in 2010, and reaching 45 in 2011. This increase can be linked to the surge in enrollment at the College from 1,104 students in fall 2008 to 1,345 in fall 2009, and reaching 1,433 students in fall 2011. The result of this trend has been a small increase in the average size of a credit class section (see graph below). However, KCC maintains the lowest such average in the UH System.
Standard III: Resources

For instructional divisions, past course enrollments are used as a guide. Also, graduation requirements and program offering schedules are taken into account to ensure that there will be enough sections available for students to complete the program in a reasonable amount of time.

Self Evaluation

The College meets the standard. The following table describes the trend in staffing in the last six years. Since 2009, the College has had almost a dozen faculty retirements and is still recovering positions that could not be filled during a hiring freeze in 2009.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>70</td>
<td>76</td>
<td>84</td>
<td>90</td>
<td>79</td>
<td>68</td>
</tr>
<tr>
<td>Civil Service</td>
<td>61</td>
<td>62</td>
<td>64</td>
<td>64</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>143</td>
<td>154</td>
<td>160</td>
<td>147</td>
<td>137</td>
</tr>
</tbody>
</table>

As shown on the chart below, KCC has, by far, the lowest student to full-time faculty ratio of the community colleges in the UH System.

Students Per Instructional Faculty: Fall 2010

Actionable Improvement Plan

None.
Standard III: Resources

Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

The College adheres to policies that are established at the system-level by BOR and implemented through the UH Administrative Procedures. These policies are reviewed and updated periodically by representatives from various campuses and offices. The College’s EEO/AA Coordinator works with the institution to insure that these policies are followed. Personnel records are stored in a secure database system run by the UH System Information Technology Services Office and confidential printed records are kept in a locked location with restricted access.

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

It is mandated by BOR that, “During any phase of the selection process, all candidates shall receive the same treatment.” (BOR Policy 9-2 a.2.b.3) The UH Systemwide Administrative Procedures and UH Systemwide Executive Policies provide guidance on the implementation of BOR policy. They are reviewed and updated as needed to ensure they are current, relevant, and appropriate. Specifically administrative procedures on personnel, recruitment, selection, and appointments are contained in UH Administrative Procedure A9.480.

Other relevant administrative procedures are UH Administrative Procedure A9.485 “Filling of Vacant Position,” A9.540 “Recruitment and Selection of Faculty and APT Personnel,” and A9.560 “Appointment of Lecturers and Cooperating Teachers/Counselors.” UH Administrative Procedure A9.540 elaborates greatly on A9.485 and includes policies and procedures summarized in checklists to follow throughout the hiring process to ensure fairness.

The UH System Human Resources Office is responsible for initiating and recommending the development of, or revision to, system-wide administrative procedures. The UH System Office works collaboratively with representatives of the four-year universities, the community colleges, and constituency groups to review policy language and to make recommendations.

In addition, collective bargaining units negotiate wages, benefits, and working conditions. Included in these agreements are provisions for performance evaluations and grievance procedures. Each employee receives a copy of his/her respective collective bargaining agreement.

- University of Hawai‘i Professional Assembly (UHPA)
Standard III: Resources

- Hawai‘i Government Employees Association, Bargaining Unit 8 APT
- Hawai‘i Government Employees Association, Bargaining Unit 3, CBA
- United Public Workers, Bargaining Unit 1 CBA

Self Evaluation

The College meets the standard. The recruitment process begins with a review of the job description and the development of the job announcements that include the duties and responsibilities, and identifies the MQs and DQs necessary to meet the essential functions of the position. KCC’s EEO/AA Coordinator ensures that the procedures are followed and all applicants are treated equitably in the employment process. The Coordinator receives training on the provisions of fair employment practices and is available for consultation on the issues of fairness. The Coordinator ensures that membership on the selection committee is balanced for equity and diversity. The Coordinator also meets with committee members to review screening committee procedures and responsibilities prior to the review of applications for the position.

Personnel policies and procedures are readily available at UH websites, on the campus server (CampusDocs), or at the Human Resources Office. Policies are equitably and consistently administered and are reviewed regularly by representatives from across the UH System.

Actionable Improvement Plan

None.

Standard III.A.3.b. 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.

Descriptive Summary

UH Administrative Procedure A9.075 Personnel Records provides instruction for the maintenance of the official personnel records for BOR appointees.

Official executive/managerial and civil service employee records are maintained at the UH System Human Resources Office. Faculty and APT files are maintained at each institution’s Human Resources Office. All employee collective bargaining agreements include language addressing personnel files and files are maintained in accordance with these provisions.

Personnel files for BOR-appointed positions are stored securely in locked file cabinets in the Human Resources Director’s Office. Electronic employee records exist in the PeopleSoft and Banner systems as well as the new Kuali Financial System. Access to these systems are
secured with passwords that are administered by the UH System. Employees may access their records in their college’s Human Resources Office. Additionally, some personnel information is available to employees online through the UH Profiler System and the Kuali Human Resources Management System. For example, on the UH Profiler System, employees may view their position title, position number, and supervisory hierarchy. Through the Kuali System, employees may view their vacation/leave information.

**Self Evaluation**

The College meets the standard. The Human Resources Office staff are trained in maintaining personnel records and in protecting the confidentiality of employee information and records. Electronic data pertaining to employment and personal data are stored in the PeopleSoft database system. This system has access secured by passwords that are administered by the UH System. The Personnel Officer and staff maintain accurate and complete personnel records. These records are confidential and kept in a secure, locked location with restricted access. The Human Resources Director and staff comply with UH regulations and law on security/confidentiality and permitted access to records. Each employee has access to his/her personnel records in accordance with collective bargaining contracts.

**Actionable Improvement Plan**

None.

**Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

The mission statements of both the UH System and the institution specifically mention diversity, and policies are in place to create a culture where equity and appreciation for diversity can flourish. There are many programs, services, and initiatives that demonstrate this: the Hawaiian Studies Programs, various courses, the Achieving the Dream Initiative, and Waiʻaleʻale Project are a few. A number of councils that advocate for rights for Native Hawaiian, Filipino, and women are supported by the UH System as well as the College. The College created counseling positions to specifically support the transition of Native Hawaiian students and students with disabilities. The College tracks employment equity and diversity to try to achieve balances in gender and ethnicity. An affirmative action plan provides hiring guidelines when adjustments are needed.

**Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Descriptive Summary**

BOR and the Office of the UH System President have established policies that advocate,
support, and ensure the fair treatment of the College’s diverse personnel. These include policies on unlawful discrimination (Executive Policy E1.202), anti-harassment (Executive Policy E1.203), persons with disabilities, equal employment opportunity (UH Administrative Procedure A9.890), drug-free workplace and campus (Executive Policy E11.201), violence in the workplace (Executive Policy E9.210), and gender equity. These policies are available for viewing and printing at the UH System website.

The UH System’s mission is very specific about diversity, particularly with regard to the Hawaiian culture and people:

“The primary mission of the University is to provide environments in which faculty, staff, and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.

The University embraces its unique responsibilities to the indigenous people of Hawaii and to Hawaii’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture.”

In alignment with the UH mission, KCC’s mission and goals uphold the institution’s commitment to the understanding of and concern for equity and diversity. The mission states that the College nurtures “life-long learners who appreciate diversity and lead responsible and fulfilling lives.” To further emphasize this principle, the mission includes commitments that “supports students of all ages, cultures, and backgrounds to achieve their educational goals” and “perpetuates appreciation and understanding of Hawaiian culture and develops programs to support Native Hawaiian students.” One of the College’s goals is to “foster global understanding and appreciation for diversity.”

The ISLO on social responsibility includes a subsection: “Respect for Diversity: Display an understanding of and respect for other people and cultures.” Each of the programs have a corresponding program student learning outcomes (PSLOs) and many of the courses have a course student learning outcomes (CSLOs) that addresses this as well. The College has academic programs such as Hawaiian Studies that focus on the Native Hawaiian culture. College courses in anthropology, sociology, ethnobotany, Culinary Arts, literature, history, religion, and various language courses provide venues for learning about and appreciating diverse groups.

The College has particular student services that address diversity. One such service is a Disabilities Services Counselor who assists students with disabilities by working with the College to assure equal access and accommodations. Another counselor works primarily with Native Hawaiian students to help them in their transition into college. The Student Life
Center supports many co-curricular clubs. The list itself reveals a level of student diversity on the campus.

The Director of Equal Employment Opportunity at the Associate Vice President for Community Colleges Office is responsible for the overall community colleges’ system implementation of EEO/AA policies. KCC’s EEO/AA Coordinator is appointed to implement the affirmative action plan at the campus and has the lead role in administering the College’s hiring procedures. The Coordinator is responsible for overseeing the recruitment of personnel and ensuring the adherence to all policies.

In addition to the various policies that define the appropriate treatment of employees and support all institutional constituencies, there is extensive language in all collective bargaining unit agreements that define employee rights. These rights ensure fairness in benefits and working conditions.

Self Evaluation

The College meets the standard. The UH System supports diversity through its policies and mission statement. System-wide groups have been created to ensure that these policies are executed. These system-wide groups include the Commission on the status of women; the Commission on the status of Lesbian, Gay, Bisexual, Transgender, Intersex Equality; UH Title IX; Pi‘ioka (a Hawaiian council that promotes the advancement of the Hawaiian culture and people), and the Pamantasan Council of Filipino faculty and staff that supports Filipino culture and people. KCC has a local Hawaiian council, Makaloa, that interacts with Pi‘ioka and advocates for Hawaiian initiatives on the campus.

KCC has had numerous professional development workshops for faculty and staff that address diversity including those that focus on Native Hawaiian values and practices, and on learning and teaching strategies for students with disabilities. A lecture series coordinated by the Library has also provided opportunities for students, faculty, and staff to increase their awareness of issues impacting other cultures.

Aside from the previously mentioned programs and services, an A.A. degree in Hawaiian Studies is being developed with the other UHCC campuses. The College specifically advocates, supports, and ensures the fair treatment of students as well. The KCC College Catalog is available on the College website and in print includes policies and grievance procedures on sexual harassment, and Nondiscrimination and Equal Opportunity/Affirmative Action.

The College further supports diversity initiatives by funding workshops and speakers, specific programs, and travel to meetings with the various system councils. The College also supports the Atd Initiative which targets minority students. Faculty and staff work on system-wide teams to implement strategies, collect and analyze data, and meet with colleagues to move the initiative forward. Most recently, a new program has been supported
Standard III: Resources

(the Waiʻaleʻale Project) that targets students who would not otherwise come to college and many of these students are Native Hawaiian. Though largely supported by a donor, the College funds the Program Coordinator position and provides administrative support through the Academic Support Division.

Actionable Improvement Plan

None.

Standard III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The missions of the UH System and KCC, and their commitment to diversity and equity, was discussed at length in Standard III.A.4.a. In addition to this, UH Administrative Procedure A9.540 specifically states, “Before initiating recruitment, the Dean/Director/Provost or official designee shall refer to the current affirmative action plan or contact the...CC Director of EEO/AA to determine if there is underutilization in the job group for which recruitment is to be carried out” …. “If there are underrepresented groups, affirmative recruitment efforts should be made in addition to the minimum advertising... Examples of affirmative recruitment efforts may include: a) Specifying a longer recruitment period to encourage a broader applicant pool. b) Including members of underrepresented groups on committees for recruitment, screening, interviewing and selection. c) Encouraging members of underrepresented groups to apply for higher-level positions. d) Sending copies of advertisements to organizations which may bring the available positions to the attention of minorities, as identified by the underutilization analysis.”

The table below compares the ethnic distribution of students at the College to that of its employees and the Kauaʻi County. College data are from fall 2010 and Kauaʻi County data are from the 2010 U.S. Census. For comparison purposes, census data have been grouped according to UH System guidelines on reporting student ethnicity. Columns may not add up to 100 percent due to rounding.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Instructional Faculty</th>
<th>All Employees</th>
<th>Kauaʻi County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part Hawaiian</td>
<td>28.9%</td>
<td>7.7%</td>
<td>13.9%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>23.4%</td>
<td>48.1%</td>
<td>29.2%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>19.4%</td>
<td>9.6%</td>
<td>15.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5.4%</td>
<td>23.1%</td>
<td>31.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>22.9%</td>
<td>11.5%</td>
<td>10.2%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>
Self Evaluation

The College meets the standard. Employment equity data is gathered through a community college data analysis that assesses employee gender and ethnicity against the service population. Additionally, an online self-identification process automatically solicits gender and ethnicity information of all applicants. The data are used to create an affirmative action plan that determines employment equity priorities, and guides efforts to maintain a diverse group of employees at the College. This plan is available in the Human Resources Office and when necessary, the EEO/AA Officer implements procedures to conform to the Affirmative Action plan.

The ethnic distribution of employees at KCC, and especially of faculty at the College, does not match that of students at the College. However, it should be noted that College employees have not historically identified with more than one ethnic group, causing the “Other” category to be smaller than it would otherwise be. The number of female faculty is 32 while the number of male faculty is 36 and this is not a critical disparity. There has been a shift in the age of the faculty since 15 (22 percent) instructors have retired since the last Self-Evaluation Report.

Actionable Improvement Plan

None.

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Many EEO policies related to fair treatment are available through the UH System EEO Office on their website. A statement from BOR Policies, Section 1-5, states:

“It is the policy of the University to provide equity of opportunity in higher education, both in the educational mission and as an employer. The University is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The University is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran.

This policy covers admission and access to, and participation, treatment and employment in the University’s programs and activities. Discriminatory
Standard III: Resources

harassment, including sexual harassment, is prohibited under this policy. The University shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action (41 CFR Chapter 60) on each campus.”

Executive Policy E1.202 provides the UH System’s statement on Nondiscrimination and Affirmative Action. Executive Policy E1.203 provides the UH System Policy on sexual harassment. Information about access and accommodations for persons with disabilities can be found on the UH website on disability access. The UH System complies with the state of Hawai‘i Accommodations for Employees with Disabilities Manual.

Policies related to military leave for students and employees can be found at the UH website on veterans. Administrative Procedures A9.540 describes the hiring procedures for faculty and APTs. Complaint procedures are outlined separately for members of the public (Administrative Procedures A9.900) and for students, employees, and applicants (Administrative Procedures A9.920).

The College’s website maintains a link to the UH System EEO site (see bottom of homepage). The Kaua‘i Community College Student Handbook outlines policies on fair treatment of students, and provides grievance procedures to students.

Self Evaluation

The College meets the standard. The UH System maintains comprehensive policies regarding fairness in treatment of all parties associated with its institutions, and KCC complies with these policies.

Actionable Improvement Plan

None.

Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Professional development is an integral piece of the College’s mission statement which states that the College uphold its commitment to its mission by maintaining “a healthy and safe learning environment that enhances student and employee growth and success.” BOR Policy Section 9 requires that all UH institutions provide professional development opportunities for faculty and staff. The College plans professional development activities to meet the needs of its various personnel; training for new system-wide applications, health and safety workshops, training on new classroom software and technology, and workshops on Business Office procedures are regularly implemented. The College uses the APRU process and surveys to assess the needs of employees and conducts assessment surveys to
Standard III: Resources

measure effectiveness. The Professional Development is currently undergoing a transition that can improve tracking and assessment.

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Professional development opportunities are provided in a number of ways at KCC. For example, the College provides sabbaticals (half-year or full-year) for faculty professional development. There are also discipline-specific opportunities that are available to faculty to support travel to mainland conferences when funding is available. Faculty and certain staff may also avail themselves of a waiver to attend UH classes (6 credits per regular semester). Other opportunities are provided during Convocation, Excellence in Education Day (non-instructional day), and via organized workshops by various entities on the campus. College personnel are sent to training sessions for applications that are system wide such as fiscal systems, human resources systems, Banner, Laulima, and other systems needed for campus operations. The College also provides continuing education on workplace violence, sexual harassment, health and safety, and crisis management.

A Professional Development Committee organizes workshops and other training that is consistent with the needs expressed in the APRU process or in faculty and staff surveys. The Committee is responsible for hosting sessions at Convocation, Excellence in Education Days, or coordinating with OCET to provide specific training.

The College has a special UH Foundation account that was created to support professional development for faculty and staff. Members of the College may apply for funds to support their professional development activities. Each year the UH Foundation conducts a (donation) campaign to replenish this account.

Self Evaluation

The College meets the standard. The College has been a strong advocate for professional development of its faculty and staff.

The College has maintained a Professional Development Committee with representatives from all divisions. Chairs and representatives may change every year. In the fall 2011 semester, it was decided to change this arrangement so that a single Professional Development Coordinator would be responsible for overseeing professional development activities at the College. [College Council Minutes, Sept. 30, 2011] The change is effective for the 2012-2013 academic year. This change was made to allow an individual to stay in the role for a longer period of time and become more familiar and effective in managing professional development activities.
Standard III: Resources

Professional development events are offered at regular venues:

- Orientation for new hires is held at the beginning of each fall semester (sessions are listed in the Convocation programs) to introduce new hires to the administrators, College services, policies, and procedures.

- Convocation is held at the beginning of each semester to welcome faculty, staff, and lecturers and inform them of campus initiatives (e.g., accreditation, student retention, or reorganization) and events. Professional development activities are frequently integrated into Convocation. These have included trainings in customer service, sexual harassment awareness, and FERPA.

- Excellence in Education Day is held each year on the first Friday in March. Responsibility for planning the day’s activities have alternated between the Professional Development Committee and the College’s Wo Learning Champions. Topics have included sustainability, assessment, institutional values, wellness, technology, teaching and learning, and the College’s strategic priorities.

- Safety and legal liability workshops are regularly scheduled to inform faculty, staff, and lecturers on sexual harassment prevention, workplace violence prevention, Safe Zone, and hazardous waste disposal.

- The Hawai‘i National Great Teachers Seminar is an annual high-energy summer retreat that brings teachers together to learn from each other and exchange teaching innovations and solutions to teaching problems. An interactive online system (Scenarios) is available for new instructors at the beginning of each semester.

- For five years OCET has allowed KCC faculty and staff to take most of their courses for free if there is adequate space. This is subsidized by the KCC Professional Development Fund so that employees are not charged fees.

Periodically, the College surveys (ITAC Survey 2006, ITAC Survey 2011, and Professional Development Survey 2010) its employees to identify professional development needs and has provided workshops in response to those recommendations.

Actionable Improvement Plan

The College should institute a more robust system for tracking and advertising its professional development activities. This is especially important as activities occur at all levels of organization, from collegewide workshops to individuals attending webinars and conferences.
Standard III: Resources

Standard III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development activities may include evaluation forms (see Professional Development Survey 2010 and sample professional development assessment form) for participants to offer feedback its employees to identify professional development needs and has provided workshops in response to those recommendations. The Professional Development Coordinator or Committee uses the results of these evaluations to plan future professional development events to best meet the needs of the College’s faculty and staff.

Self Evaluation

The College meets the standard. There are numerous opportunities for professional development offered here at the campus, within the state, or on the mainland (Professional Development 2007-2012). In addition there are opportunities to take free classes at OCET and at any of the UH campuses. The change to a Professional Development Coordinator is designed to maintain continuity in the oversight of professional development as the role of the Coordinator is maintained for more than a single year. It should be easier for the Coordinator to take action based on results from evaluations than it was for a committee with members that could change annually.

In addition to oversight at the institutional-level, division, programs, and units monitor the professional development of their members. For example, faculty members in the Nursing Program submit annual reports on their professional development activities. These reports include descriptions of how the knowledge gained from these activities have been incorporated into instruction. An evaluation form was developed Spring 2012 and is now used consistently for professional development activities.

Actionable Improvement Plan

The results of professional development assessments will be used to plan future professional development events and activities. The Institutional Researcher should collaborate with the Professional Development Coordinator to develop a database that includes all college-sponsored professional development activities. An annual professional development survey will be taken in order to catalog the professional development activities of each employee.

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
Standard III: Resources

Descriptive Summary

Programs assess their use of human resources through the APRU process and the comprehensive five-year program review cycle. Instructional programs are assessed using data on overall program health, number of course sections, section fill rate, student-to-faculty ratio, graduation rates, and other measures. Non-instructional areas use measures such as the number of students utilizing a service, the number of applications filed, number and type of work orders, or number of buildings.

Despite careful evaluation and planning, the College is susceptible to economic pressure as are all institutions. The recent recession resulted in many strategies to keep the economy from spiraling further downward. From 2009 to 2011, the State underwent a hiring freeze. A combination of furloughs and salary cuts were also implemented across the UH System to shore up the economy and prevent further job loss. The freeze was lifted in 2011 and staffing requests from previous APRUs were finally granted.

Self Evaluation

The College meets the standard. While shortages of human resources have been experienced in some areas during this accreditation cycle, programs and non-instructional areas have continued to fill positions where possible. In the meantime, the College has survived difficult economic times with all of its major services and instructional programs intact and functioning.

Recent APRU requests from the Science and Mathematics Division has resulted in several positions that were filled (one each in developmental mathematics, agriculture, and chemistry). The Culinary Arts Department recently hired an APT for their program and the Business Education Division replaced several faculty members who retired. A look at the 2012 APRU Ranking Results shows that the campus is still trying to recover from losses incurred during the hiring freeze as there were nine requests for positions in Mathematics, Nursing, Culinary Arts, and Hawaiian Studies.

Actionable Improvement Plan

None.

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
Standard III: Resources

Standard III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The College’s current campus opened in 1976 and the majority of the buildings are from that era. In the past six years, the College has grown to include the One Stop Center Phase 1, administration and student services, and Phase 2, the Bookstore and Office of Continuing Education and Training (OCET) building. These two buildings were built as a result of Capital Improvement Projects that were initiated more than 12 years ago. Renovation projects such as the Learning Commons and the Culinary Arts Demonstration Kitchen are products of the APRU process of evaluation and improvement. Today, this is the process that guides the decision making regarding new buildings and renovations. The campus was built to accommodate 1,500 FTE students and to date, the College has never enrolled more than 900 FTE so there is adequate space to grow in terms of classroom space. UH uses a deferred maintenance program that tracks and projects the College’s maintenance needs and provides continuous support each year to handle the backlog of projects.

An Environmental Health and Safety Officer provides regular training and inspections while separate contracts provide maintenance of various systems on campus (e.g., elevators and fire alarm systems). The College’s EEO/AA Officer insures that the physical campus is Americans with Disabilities Act (ADA) compliant. The Facilities Department has been understaffed for several years but it has been able to replace retired personnel in the past year and has been approved for two more positions via the APRU process. Students have requested better lighting and security and these issues have been addressed.

Standard III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

KCC is located in the town of Puhi on the island of Kaua‘i. The campus consists of 44 buildings totaling approximately 335,000 square feet. The campus sits on 200 acres with approximately 70 percent being maintained, five percent leased to the Kawaikini New Century Public Charter School and the Pūnana Leo o Kaua‘i Preschool, both Hawaiian immersion programs. The remaining acreage is currently fallow, but future plans call for it to be developed into the Sustainable Living Center.

Since the 2006 Self-Evaluation Report, KCC has continued to expand its capabilities by constructing new facilities and renovating existing structures to meet the demands and expectations of its students and staff. Major improvements include the One Stop Center, containing Student Services, the Business Office, Academic Support, and Administration; and the One Stop Center Phase II which houses OCET offices and classrooms and the
Bookstore. The completion of these buildings has brought these offices to a central location to make things easier for students, especially in enrollment and preparation for a new semester.

To optimize the utilization of existing building space, KCC has renovated the former administration offices into the Learning Commons which includes the Library’s first floor, Tutoring Services, College Success Center, computers, Digital Media Lab, Math/Science Lab, a large conference room, and a café. The former Trade Technology office portable is currently being renovated into a STEM Cognition building, a demonstration project for elementary, middle, high school, and college students.

Since KCC began serving students at the Puhi campus in 1976, currently the majority of its buildings are more than 30 years old. These include the Library/Learning Resource Center; Campus/Student Center; faculty office buildings; and classroom/laboratory/shop facilities for Natural/Physical Sciences, Nursing, Business Education, Fine Arts, Social Sciences, Auto Body, Automotive, Carpentry/Electricity, Welding, and Machine Shop. Other buildings such as the Electronic Technology, Campus Wellness Center, and the Performing Arts Center are nearing 15 years since being completed. Constant maintenance and upkeep are needed to keep these facilities in operating condition.

The College also constructed a small classroom building and a certified kitchen facility with federal Housing Urban Development (HUD) funds on Native Hawaiian Home Lands in Anahola, Kaua’i. A Neighborhood Center building also funded by HUD is scheduled to be constructed in the fiscal year 2013 on Hawaiian Home Lands in Kekaha, Kaua’i. The ownership of the three buildings will be transferred from the College to a 501c3 nonprofit entity from Anahola and Kekaha Hawaiian Home Lands to be used and maintained by the Hawaiian community for educational, economical, and social purposes.

KCC is currently offering a few credit courses at Waimea High School and Kapa’a High School. The College has also offered band classes at the nearby Chiefess Kamakahelei Middle School. In addition, some non-credit courses are being offered in various communities on a limited basis through OCET, the Rural Development Project, and the US Department of Agriculture (USDA) Food and Agriculture Careers Pathway Program.

The Puhi campus was designed to accommodate an enrollment of 1,500 FTE credit students based on the 1973 Facilities Master Plan/Long Range Development Plan (LRDP) for the College. In 1999, the LRDP was updated to reflect current population projections for the island of Kaua’i and resulted in a Facilities Master Plan/LRDP (Exhibit III-11: Facilities Master Plan/LRDP) for a maximum student enrollment of 3,000 FTE. KCC’s recent FTE enrollment is shown on the following table. While the FTE enrollment has been rising over the past several years, it is still well below the capacity of the campus.
Standard III: Resources

<table>
<thead>
<tr>
<th>Term</th>
<th>FTE Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>629</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>525</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>589</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>528</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>632</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>635</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>779</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>738</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>819</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>731</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>834</td>
</tr>
</tbody>
</table>

The College has a standing Campus Safety and Operations Committee (formerly the Buildings and Grounds Committee) whose mission it is to maintain a campus environment that is safe and conducive to learning. The Committee reviews matters pertaining to the campus environment, including but not limited to safety issues, the construction of new buildings, maintenance of existing facilities and structures, space utilization, facilities use policy, and landscaping of the campus grounds. Issues may be brought to the Committee from any individual or unit on campus. Recommendations are forwarded to College Council for final review and then submitted to the Chancellor. The membership consists of the Vice Chancellor for Administrative Services, the Physical Plant Manager, a Faculty Senate representative, a faculty member from each division, a student, a clerical representative, an APT representative, and a maintenance representative.

Self Evaluation

The College meets the standard. The physical resources of the College, in general, provide an environment that ensures the integrity and quality of its programs and services. Comprehensive program reviews and APRUs are now being used to determine the need for physical resources and in planning and budgeting for financial resources. In preparation for the fiscal 2010-2011 biennium budget, programs assessed their need for equipment, space for classrooms, labs and offices, new facilities, and funds for facilities and equipment maintenance. Each program was given an opportunity to present its need for resources before College Council. Members of College Council then ranked each request based on the following six criteria: alignment with the College’s goals, outcome expected, evidence, need, collaboration, and impact.

General funds are used to support facility maintenance and new construction at KCC. The Vice Chancellor for Administrative Services (VCAS) and the Auxiliary Services Officer
meet to prioritize projects that can be accomplished in-house. For facilities improvements projects that are beyond the College’s available funding, the VCAS, with input from the Campus Safety and Operations Committee and College Council, has prioritized funding requests for facilities improvement projects (Exhibit III-12: Facilities Improvement Projects). Major deferred maintenance funding is appropriated through the UHCC System which operates under a formula that aggregates the funding needs of UH to provide a continuous level of support for all of the institutions of the UH System. The VCAS and the Auxiliary Services Officer meet with representatives from the Offices of the Associate Vice President for Administrative Affairs and the Director of Physical Facilities, Planning, and Construction to prioritize these projects. Capital Improvement Projects from the fiscal years 2007-2009 totaled approximately $21 million at KCC.

UH has a comprehensive deferred maintenance program utilizing the Facilities Renewal Resource Model (FRRM). The model projected a building and infrastructure backlog of $5.5 million for 2010 and anticipates that $12.5 million will be needed for capital renewal in 2020. Approximately $6.4 million was spent at KCC during the fiscal years 2007-2009.

Based on the APRUs, the majority of current programs appear to have sufficient space and equipment to accomplish their program goals. APRU plans for Culinary Arts and Nursing indicate growth in those programs will require additional classroom/lab and office spaces as well as equipment. To support this increase, KCC has constructed of two Nursing portable classroom buildings and is in the construction phase of refurbishing the former Bookstore into a demonstration kitchen/classroom for the Culinary Arts Program.

The Operations and Maintenance Department works diligently to reduce water and electrical costs. Using the Banner system, the Department works with the Academic Affairs Office to schedule the HVAC and lighting systems to correspond with the time and location of classes. Given the different circumstances, including price and facility use, it is difficult to compare monthly or yearly energy usages. However, it may be possible to improve daily kWh usage by evaluating facility use.

Services of the Operations and Maintenance Department are prioritized in a variety of ways. Grounds and Maintenance provides landscape, rubbish, and clean-up services on a predetermined schedule. Daily custodial services include cleaning restrooms, classrooms, common areas, entrances, and offices. Scheduling of the energy maintenance system is done on a semester or as-needed basis. The College currently does not have a maintenance contract for the Energy Maintenance Program. This Program will be included in the Energy Performance Agreement with Chevron Energy Solutions.

KCC has recently installed a computerized work order system (AiM). Customers place requests for special needs or report problems of their facilities through a customer request form. The system channels the request to the appropriate department while creating a computer record of each customer request for tracking and performance measurement purposes. An Administrative Services survey indicates that the Operations and Maintenance
Standard III: Resources

Department has generally been able to complete work orders on a timely basis, although there is an indication that improvement is needed especially when servicing students and support services. Other problems include the timeliness of logging out work order completions and the lack of familiarity with the system.

Actionable Improvement Plan

The College will develop a facilities use study to better utilize existing facilities. The College must also study the work order process to assess timeliness of responses and completion.

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

Descriptive Summary

All facilities at KCC are ADA compliant and maintained with the goal of achieving a healthy learning and working environment. Buildings, facilities, walkways, and parking lots have previously been upgraded to meet safety standards. Included are modifications for the physically challenged such as improving access to restrooms and building entrances. The campus has upgraded its fire safety by retrofitting the fire hydrant system and fire alarm system.

In terms of health and safety, the College receives support from UHCC’s Environmental Health and Safety Officer who provides semi-annual training and inspections on hazardous materials safety and injury prevention. Selective contracted services are used for elevator maintenance, fire alarm systems, automatic door maintenance, fire protection systems, air compressors, and vehicle maintenance. Government agencies also inspect and provide input for campus safety. The Kaua‘i Fire Department inspects the campus annually for potential fire hazards and the Kaua‘i Fire Protection Company inspects all of the College’s fire extinguishers once a year.

The College has two parking lots available for students, employees, and the public. The main lot is located at the College entrance, stretching from the One Stop Center to the old OCET building. There are four handicapped stalls in the main lot near the One Stop Center and two stalls reserved for brief (30 minute) visits. In addition, there are four handicapped stalls near the Performing Arts Center. A secondary lot is located near the tennis courts and Campus Center building, and contains four handicapped stalls. Parking is free and available on a first-come, first-served basis. The parking lots do not fill completely.

Self Evaluation
Standard III: Resources

The College meets this standard. KCC is fortunate that major crimes have not occurred on campus (Campus Crime Report). From time to time there are some instances of student disagreements or disruptive behavior that may require law enforcement officers, but these happen at the average rate of once every two years. Nevertheless, in response to concerns for safety, the College increased contract security guard services to provide daily 24 hour security coverage. The College also installed seven emergency phones with public address capability, five Automated External Defibrillators (AED) kits, and eleven surveillance cameras. To improve safety the College and the Kawaikini New Century Public Charter School installed a chain link fence around the perimeter of a nearby reservoir. The College has improved access to the campus by cost sharing with Island School, a private K-12 school, and the Gaylord Wilcox estate, to complete the College’s perimeter road which created a secondary entry and exit point to the campus.

The allotment of personnel at the Operations and Maintenance Department has not changed, even with the addition of nearly 41,000 square feet of classrooms and office space in the last two years. Currently, the Department is 23 percent understaffed due to budget constraints and retirements. When vacation, sick leave, and furloughs are included, the total manpower hours drop substantially. Although the Department is understaffed, an Administrative Services survey gave high marks for courteous service (94 percent) by the Operations and Maintenance Department. It also gives the Department high marks for cleanliness of buildings (88 percent) and cleanliness of the grounds (80 percent).

The UHCC System will be rekeying the entire campus to provide lockdown capability. The project is in the design phase and should be completed in the 2012-2013 time period. KCC is also working with the County of Kaua‘i Civil Defense to evaluate and improve its policies and procedures for emergency situations. Key individuals have been identified to serve on the crisis management team. These individuals will be responsible for implementing the emergency procedures plan.

The Campus Wellness Center (CWC – a.k.a. student health clinic) responds to students, faculty, and staff requiring first aid. Nursing faculty have made the campus safer by providing first responder training and use of AEDs. The College has AED kits located at the Bookstore, CWC, Cafeteria, Farm, Performing Arts Center, and the One Stop Center.

Information on student satisfaction with parking facilities can be found in the two most recent Noel-Levitz Student Satisfaction Surveys (2008 and 2010). In these surveys, students indicated that it is important to have adequate parking space on campus (6.50 in 2008 and 6.53 in 2010, on a scale of 1 to 7) and for the parking lots to be well-lighted and secure (6.42 in 2008 and 6.39 in 2010). Satisfaction with these two issues was low (4.95 and 5.00 for adequate space, and 5.40 and 5.31 for well-lighted and secure) compared to the high importance students placed on these issues, as well as compared to other questions on the survey. However, it should be noted that these are generally low-scoring issues for community colleges nationally, and KCC’s scores are still higher than national averages (4.54 and 4.56 for adequate space, and 5.07 and 5.10 for well-lighted and secure).
Standard III: Resources

On the same surveys, students gave the College high marks for the item “On the whole, the campus is well-maintained,” with satisfaction scores of 6.12 in 2008 and 6.04 in 2010. These were 0.40 and 0.29 points above the national averages, respectively. Students also reported high marks for the item “The campus is safe and secure for all students” with satisfaction scores of 5.89 in 2008 and 5.80 in 2010. These are both well above the national average for community colleges.

One possible concern from the Noel-Levitz Student Satisfaction Surveys is a drop in student satisfaction with campus study areas. The satisfaction score for the item “There are a sufficient number of study areas on campus” dropped from 5.72 in 2008 to 5.28 in 2010. For the 2010 survey, the score dropped below the national average by 0.10 points. This may be due to the furlough that was implemented from 2010. The College was required to shut down all services during the winter, spring, and Thanksgiving breaks.

Currently, the Assessment Coordinator is working with the VCAS to develop assessment plans for maintenance, grounds, and janitorial areas. These assessment plans should allow these areas to better measure how well they are achieving their goals and to find areas for improvement.

Actionable Improvement Plan

None.

Standard III.B.2. 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.

The College’s facilities are evaluated on an annual basis through the program review process. Each program/unit identifies facilities and equipment needs and makes a request to purchase or upgrade these through the program’s improvement plans. The College has a deferred maintenance list that has been reduced these past years by reroofing, repainting, installing Photovoltaic (PV) lights, installing air conditioning and chiller units, and more. Chevron Energy Solutions has entered into a performance contract with KCC that will help the College reduce its energy consumption.

Standard III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The implementation of the APRU process has enabled programs at KCC to review their physical resource requirements and participate in a planning process that is open and based
on the College’s strategic goals. The process enables each program to evaluate the effectiveness of its physical resources in achieving program goals. Various programs identified deficiencies in their facilities and equipment and prepared requests for financial resources to correct these deficiencies. College Council was then able to prioritize the requests and determine whether financial resources would be provided through reallocation or through the legislative funding request process. The APRU process also provided the opportunity for programs to identify Capital Improvement Projects that are needed to meet program demands. These recommendations were forwarded to the Building and Grounds Committee of Faculty Senate for recommendations.

KCC’s Facilities Master Plan/LRDP was redesigned for a maximum enrollment of 3,000 FTE students. The plan, which was developed by the consulting firm PBR Hawai‘i, Inc. with input from the College’s faculty and staff, projects enrollment growth based on the population statistics. The plan focuses on the functional relationships between programs that can be viewed as a series of related, interconnected elements that will result in a unified, cohesive campus. The plan projects the cost of construction but does not consider the total operating cost of planned facilities, equipment, or maintenance. The LRDP enables the College to request funding for new facilities as enrollment in its current programs grows. This process resulted in the construction of facilities such as the Performing Arts Center, Electronic Technology building, CWC, and Culinary Arts and ceramics classroom expansions. The One Stop Center was included in the LRDP and became the College’s top priority for additional funding in response to the recommendation from the 2000 Self-Study.

The VCAS attends an annual system meeting with other community college representatives to prioritize proposals for legislative appropriation. KCC’s current prioritization process offers its VCAS more comprehensive view of the campus priorities. The Hawai‘i State Legislature has to approve all funds for capital improvement. In recent years, there has been a greater emphasis on accountability for all legislative proposals and allocations. All plans for building are approved through the building permitting process, which assures compliance with building codes, as well as ADA and OSHA requirements.

Self Evaluation

The College meets the standard. KCC has continued to reduce its deferred maintenance by installing a new telephone switch, repainting the exterior of the Performing Arts Center, reroofing the Natural Science, Fine Arts II, and Learning Resource Center buildings; retrofitting the air conditioning system for Natural Science; resurfacing four tennis courts; adding a new Auto Wash system for the Automotive Technology Program; replacing the main electrical switchgear; installing a four-foot fence and access gates along the northwest and northeast perimeters of the campus; and repaving Parking Lot #3. Eight PV streetlights and four PV campus maps were strategically placed around campus for safety reasons. Capital Improvement Project funds were used to install an 82.3 kWh PV system on the One Stop Center building to help reduce the College’s energy footprint.
Standard III: Resources

Plans are in place to retrofit the air conditioning air handlers and fan coil units in the Business/Nursing, Automotive, Social Science and Learning Resource Center buildings and old exhaust fans located on the roofs of the Automotive, Auto Body, Campus Center, and Fine Arts buildings. Also, to help reduce energy consumption during the weekends, a “pony chiller” will be installed to service the OCET/Bookstore building. This will eliminate the need to operate the 200-ton chiller that usually services the entire campus. Plans are in place to add an additional cooling tower. This redundancy will allow the campus to operate at optimal energy efficiency.

KCC is also working with Chevron Energy Solutions on 1) a Performance Contract that will reduce the consumption of electricity, propane gas, and water, and 2) a Purchase Power Agreement (PPA) to produce approximately 800 kWh of electricity through a PV system. The Performance Contract will include the installation of a Computerized Energy Management System, solar water heating system, energy efficient light fixtures, water saving toilet fixtures, and a 1.5 kWh windmill. The contract for the PV system will include PV panels mounted on parking lot carports and two large ground arrays. The cost of both contracts will be paid partially from savings generated by the Energy Conservation Measures and Renewable Energy production.

Actionable Improvement Plan

The Chancellor, VCAS, and College Council should continue to evaluate the APRU budgeting process and develop strategic plans in preparation for the next revision of the Facilities Master Plan/LRDP. Total projected costs of operation and maintenance must be part of the facilities analysis.

Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning, like financial and human resource planning, begins with the comprehensive program review/APRU process. Each program is responsible for evaluating its current use of physical resources and the need to improve or add new physical resources to achieve its program goals. Requests to improve or acquire new physical resources must be approved by College Council and integrated within the College’s overall planning and resource allocation ranking processes.

Self Evaluation

The College meets the standard. Through the implementation of the APRU process, programs have justified their need for renovated spaces and new equipment to meet program needs. Physical resource improvement projects approved by College Council include the
Standard III: Resources

renovation of the former administration section of the Learning Resource Center into the Learning Commons; the former Bookstore into a Culinary Demonstration Kitchen; the Social Science classroom into a Marine Science Lab; and the former Student Services offices into meeting and study spaces for students. College council also approved the purchase of Smart Boards and other educational equipment.

Actionable Improvement Plan

None.

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Technology is integrated into planning at several levels. The College’s goal of Learning and Teaching was created to ensure quality, relevancy, and currency of the curriculum and to maintain the technological infrastructure to support institutional and student needs. Information competency is one of the College’s institutional student learning outcomes (ISLOs) (College Catalog, p. 10). These objectives are in alignment with program/unit goals and SLOs which indicate that they are the focus of some of the improvement strategies that are mentioned in APRU action plans. Instructional programs and services are examined more carefully through the lens of how technology might help to improve student learning.

The College uses technology resources to support instruction in the classroom, Academic Support services, Counseling and Admissions, Business Office functions, professional development, collaboration, communication, research, and various operational functions. Faculty and staff have computers assigned to them with a standard set of applications that enhances communication and collaboration. Students have access to computers in the area that houses their programs or in various computer labs. The College has equipped 77 percent of the classrooms with teaching workstations and 85 percent of the campus has wireless coverage. Infrastructure has undergone considerable network, security, and cabling upgrades since 2006.

The Information Technology Advisory Council (ITAC) also developed a Technology Vision Plan in 2011 which has given a focus and direction to the acquisition and use of technology at the College.
Standard III: Resources

Standard III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

Descriptive Summary

The College assesses technology support for learning and teaching and other services through a number of processes: the program review processes, College Council stocktaking process, the learning assessment process, the ITAC advising form, and through student and staff surveys. As previously mentioned the program review and SLO assessment are processes that programs undertake yearly to evaluate the effectiveness of their strategies and to ensure that improvements are aligned with strategic goals. Both of these processes are channeled through College Council and on to the Chancellor for specific allocations. Progress on action plans is reported by programs during the stocktaking sessions of College Council in the spring semesters. Student systems such as Banner, the MyUH Portal, and Laulima, as well as the student academic tracking application (STAR), were implemented at the UH System-level after gathering input from stakeholders throughout the ten campuses.

ITAC identifies and assesses the technology needs of the campus. In 2011, this Committee developed a Technology Vision Plan which is derived from the College's overall sense of purpose as described in its mission statement. The preamble of the Technology Vision Plan states in part, “Recognizing technology as a vital tool, students, faculty, and staff must be technologically competent and supported by permanent Information Technology staff. The aim of our technology vision is to present a vivid and compelling direction for the College community's use of information technology.”

Technology at KCC supports collegewide communications via email, the website, intranet, Scheduling Appointment and Reporting System (SARS), and telephone communications via the internet (VOIP). Selection and assessment of some of these communication services are done at the system-level in the case of email and VOIP. Input for local services such as the website, intranet, and SARS is provided from the divisions through College Council. Individuals may also contact the staff person or committee directly responsible for the service to provide recommendations. When new technology is being considered, either at the system- or college-level, a committee of stakeholders is typically appointed to formulate the criteria for selection.

Operational systems at the College include PeopleSoft for Human Resources, Financial Management Information System (FMIS) for business transactions, and AiM (the work order system for the Facilities Department). These systems were also implemented at the system-level.

The Library provides onsite and remote access to a variety of online databases that support student and faculty research and curriculum studies. Ebsco Academic Premiere is the Library's primary and multi-disciplinary, full-text database for periodicals and journals. It
Standard III: Resources

has over 11,000 titles to complement its full-text journal database. Other databases are more subject-specific (e.g., CINAHL offers nursing and medical full-text journal articles for the Nursing Program students or Science Direct's full-text journals focuses on the science curriculum at the College). A recent addition is Encyclopedia Britannica which is the online version of a standard reference tool. The Library's use of e-books has been a more recent addition with the subscription to Ebrary. There are over 70,000 titles in Ebrary which more than doubles the number of actual book titles that fill the Library's shelves.

KCC provides support for institutional research through desktop access to a number of system data tools such as Banner, Banner’s operational data store (ODS), Oracle discoverer, and the UH System’s Data Access Portal. At the college-level, the Institutional Research Office is supported with SAS, SARS, as well as MS Office Suite.

Self Evaluation

The College meets the standard. The program review process includes informed decision making and ongoing evaluation of the appropriateness of technology in the classroom, support service unit, or in operations. As examples, technology purchases for instruction can be found in the APRUs which are listed on the website from 2008 to the present. Several recent technology requests have been made. The Instructional Technology unit made a request in 2009 to equip the Digital Media Lab in the Learning Commons. In 2010, the Accounting Program requested Adobe software which was reported on in their 2011 APRU, the Auto Body Repair and Painting, and Automotive Technology Programs requested a laptop and camera for instruction in their areas with an aim to increase retention, Liberal Arts requested additional laptops to accommodate 24 students. College Council ranks technology requests in the APRU process and holds stocktaking meetings. These meetings gather information on how technology and other resources were used and how student learning was impacted. College Council minutes indicate that these meetings occurred this year on January 26, February 2, and February 9, 2012. The APRU Status form was used to aid the reporting process.

SLOs also result in requests for technology. Some examples of technology changes that resulted from assessment include digitizing Library AV holdings for the Linguistics 102 distance learning class, creating the Math/Science lab (Mathematics 140, Mathematics 103, Mathematics 22, and Zoology 142L), implementing computer-aided instruction (Electronics 18), increasing the use of technology in the Zoology classes and labs, and training on electronic gradebook software (English 215, English 250, and Hawaiian Studies 107) are some examples of technology requests that were directed by SLOs.

In the past three years, system-wide technology decisions have been made such as the adoption of Google mail and some of the other software from the Google suite and the move from the Fiscal Management Information System (FMIS) to Kuali Financial System. These decisions typically involve a process in which a committee is created with representatives from various campuses, a decision is made to change, an investigation of options ensues
Standard III: Resources

(research, site visits, etc.), a request for proposal is created, and the new software is implemented along with appropriate training. Curriculum Central, Smarthinking, Scenarios, and various library software are examples of UHCC System-level technology that is purchased as a consortium using a similar process.

ITAC is composed of a representative from all divisions, one from Computer Services, one from Media Services, and one from ASUH-KCC SG. ITAC is charged with integrating planning and making recommendations for future growth as computer technology advances. The Committee incorporates feedback through focus group reports and surveys to further strengthen the operation and effectiveness of the campus. ITAC gathered baseline data on the hardware and software used by the various departments on campus.

As the advisory “hub” of technological decision making on campus, ITAC:

- provides direction for professional development in information technology.
- develops and maintains the iTech website.
- provides hardware and software direction for the campus.
- oversees campus purchases in technology-related items to insure compatibility with existing infrastructure and meet the mission and goals of the campus.
- explores new technology initiatives for the campus.
- monitors, oversees, and manages the College's webpage along with the Webmaster.
- works to help meet accreditation recommendations.
- assesses the policy on matters such as intellectual property rights, appropriate use of technology, and standards.

The Technology Vision Plan aligns itself with the goals of the College by committing to the enhancement of instruction, expansion of access to information, and innovative solutions. Initiatives to accomplish these goals are detailed in the plan and provide a useful tool for all of the College’s stakeholders to identify how the College intends to expand access and incorporate new technologies. This allows programs to plan their strategies within the guidelines of the Technology Vision Plan. To help programs make informed decisions, ITAC created the ITAC Technology Purchasing Consultation Form which is useful when making APRU technology requests, particularly when estimating costs.

The College surveys students, faculty, and staff in order to assess satisfaction with technology. The Academic Support units of Media Services, Computer Services, the Library, Tutoring Services, and Testing Center include an annual survey in their APRU. The latest survey shows that faculty are satisfied with the quality of service that is provided for the classroom, workroom, and offices. CCSSE and the Noel-Levitz Student Satisfaction Survey are used to measure whether or not students use the technology available to them and if they find it useful. The 2010 Noel-Levitz Student Satisfaction Survey shows that KCC students register higher than the national average when it comes to satisfaction and adequacy of the computer labs. The past CCSSEs discussed in the Computer Services comprehensive
program review show that lab use and satisfaction have fallen slightly. This could be as a result of restricted access during the furlough days in the past few years.

Since the 2006 Self-Evaluation Report, the strategic plan has been modified and ITAC has developed its Technology Vision Plan. Additionally, the APRU process has been made a more integral component in assessing the technology needs of the campus.

Actionable Improvement Plan

Monitor computer lab use and satisfaction data via the CCSSE data and Noel-Levitz. Consider including questions in the Learning Commons surveys and/or focus groups.

Standard III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The Computer Services Department, the Instructional Technologist, Media Services, and ITAC work to ensure that the operation and effectiveness of the institution is enhanced through technology.

Computer Services
KCC supports its users primarily through the Computer Services Department that manages the local area networks (LAN); the wide area network (along with the UH System’s Information Technology Services Department); the campus servers and all wired and wireless LAN devices; campus computer labs; software for operating systems and applications for all faculty, staff, and student computers; intranet services; the campus web infrastructure; and the helpdesk support. There are approximately 600 computers used by faculty, staff, and students on the campus, including desktops, laptops, notebooks, and iPads. In 2011, the number of computers per FTE faculty/staff was 1:2 and the number of computers per FTE student was 0:54. The wireless network supports a large variety of mobile devices.

Following a national trend, KCC’s wireless system averages two devices per user including, but not limited to, smartphones, tablets, and notebooks. The Department is staffed by four Information Technology Specialists and three student workers.

This table lists software that is supported by the Computer Services Department:

<table>
<thead>
<tr>
<th>Instructional/Student</th>
<th>Faculty/Staff</th>
<th>Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyUH Portal</td>
<td>MS Office Suite</td>
<td>Application Server</td>
</tr>
<tr>
<td>Banner (student registration)</td>
<td>Adobe</td>
<td>Firewall</td>
</tr>
<tr>
<td>STAR (academic tracking)</td>
<td>SAS</td>
<td>Backup System</td>
</tr>
<tr>
<td>COMPASS (placement test)</td>
<td>Document Management</td>
<td>Network Monitoring</td>
</tr>
</tbody>
</table>
### Standard III: Resources

<table>
<thead>
<tr>
<th>Instructional/Student</th>
<th>Faculty/Staff</th>
<th>Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laulima (course management)</td>
<td>SARS (Xythos)</td>
<td>Desktop Management</td>
</tr>
<tr>
<td>Voyager (Library circulation)</td>
<td>PeopleSoft (Human Resources)</td>
<td>Wireless Management</td>
</tr>
<tr>
<td>Ebsoo Host (Library periodicals)</td>
<td>FMIS (soon to be Kuali)</td>
<td></td>
</tr>
<tr>
<td>SARS (early alert, appointment system)</td>
<td>EdConnect (Financial Aid)</td>
<td></td>
</tr>
<tr>
<td>Google (mail, documents, etc.)</td>
<td>Classware (OCET)</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>Room Scheduler (Google)</td>
<td></td>
</tr>
<tr>
<td>Smarthinking (online tutoring)</td>
<td>Building Maintenance (facilities)</td>
<td></td>
</tr>
<tr>
<td>Elluminate (distance learning course delivery)</td>
<td>Curriculum Central</td>
<td></td>
</tr>
<tr>
<td>FOSS (various instructional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawkes (math software)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIIDA (electronics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following is a brief outline of the current configurations and computers utilized on the campus:

**Minimum Desktop Standard:**
Windows 7. Hardware upgrades to energy efficient core i7 systems with 22” LED-backlit LCD displays are in process. These systems are capable of running Windows, Linux, and Mac OS.

**Desktop Applications:**
MS Office 2007, Internet Explorer, Firefox, and Chrome are standard for faculty and staff desktops. MS Office 2010 is installed in Business Education Division labs and offices, and OCET labs.

**Network Status:**
There are 50 wireless access points managed by a controller. The wireless system services 150 users daily. Today’s users typically average two mobile devices each.

**Server Status:**
The majority of the College’s servers are Linux followed by Windows 2008 and Windows 2003. All but two of the servers are virtualized.

**Lab Standard:**
All of the labs are equipped with Windows 7 along with standard desktop applications.
Standard III: Resources

Media Services supports classroom technology, AV services outside of the classroom, telephone communications, and distance learning technology. The College has a total of 56 classrooms that have varying levels of technology for instructional use. Distance learning technology includes interactive television, videoconferencing, and cable television. The campus has six class/conference rooms that contain videoconferencing equipment and three interactive television (ITV) classrooms. A technology room is also staffed by Media Services. It contains copiers, printers, laminators, and various other equipment for faculty use. The Department consists of one Engineer, one Graphic Artist, and a clerical staff member.

The Instructional Technologist provides instructional support specifically for embedding technology into the classroom. The Technologist provides research, recommendations, training, and support for faculty on hardware and software for the face-to-face classroom as well as the distance learning classroom. A new studio and lab specifically for instructional support is now located in the Learning Commons and it is staffed by a full-time faculty member with a degree in Educational Technology.

Self Evaluation

The College meets the standard. Technology services, professional support, facilities, as well as hardware and software are enhancing the operation and effectiveness of the College. Computer Services works in tandem with programs and ITAC to identify campus technology priorities and to implement program action plans to support this. Like all departments, Computer Services undergoes annual and a comprehensive program review. The Computer Services budget supports general computer upgrades that are not program-specific. In recent years, the Department has implemented several of its improvement plans including network upgrades that brought a 1 gigabit connection to each desktop and a 10 gigabit connection between major buildings, the implementation of new security features, the purchase of more notebooks for Library use, and the upgrade for the desktop management system. Computer Services is usually involved in new construction (the One Stop Center, OCET, the Learning Commons, etc.) in order to locate wiring closets for networks within the new building or renovation when necessary.

The College website is supported by Computer Services, but the website is maintained by several individuals who manage their own pages within the website. For example, an educational specialist from OCET maintains the front page and the second and third tier of the instructional pages, the Admissions Officer maintains the admissions pages, and Counseling and Advising is handled by a counselor. The website was updated in fall 2009, but it is due for another update. The Marketing Committee, whose role it is to guide marketing and enrollment management, recommended that the College hire a Webmaster to standardize the website, upgrade the website design more frequently, and to incorporate social media into marketing initiatives.
Standard III: Resources

Media Services has upgraded 77 percent of the campus classrooms with varying levels of instructional technology such as computers, projectors, visual presenters, Smart Boards, and other AV equipment. The Department provides planned or on-call support for instruction and campus events, and scheduled technical support for distance learning classes and videoconferences. Beginning in 2010, the UH System began implementing a Unified Communication System that required all institutions to convert to VOIP from an analog phone system. Media Services completed this task in 2011. Media Services participates in the program review process and has made recent requests to upgrade the campus fiber optics between buildings. Along with Computer Services, Media Services is involved early in the planning for new buildings and renovations to determine telecommunication needs.

The Instructional Technologist has assisted faculty in various one-on-one sessions to incorporate technology into classrooms. Setting up gradebook in Laulima, creating a screen cast, and creating and uploading audio files are a few examples of these individual sessions. In fall 2010, the Instructional technologist assisted in the development and delivery of a distance learning class (Anthropology 200) via Elluminate when the instructor was in Nicaragua. With the help of the Mathematics Department, distance learning classes were developed for Mathematics 111 and Mathematics 112. The Mathematics Department also opted to use Elluminate with Laulima for this delivery. A number of other distance learning courses have been developed in the Business Education Division with the assistance of the Instructional Technologist.

In the fall 2011 semester, an Academic Support Survey was conducted to gather data on faculty and staff information technology needs. The survey results indicated that a majority of faculty and staff were satisfied with the “state of technology” and were also satisfied with the “support in the installation, operation, and maintenance of technology.” While the results of the survey demonstrate satisfaction with the quality of service at this point, continual improvement is necessary due to the rapid advancement of technology.

A CCSSE survey is administered in even-numbered years, and the most recent survey indicated that 69.7 percent of FTE KCC students described the computer lab as “Very Important” while 87.1 percent described themselves as “Very” or “Somewhat” satisfied with the computer lab.

Actionable Improvement Plan

A Webmaster should be hired to develop and maintain the College’s website and to incorporate other social media into marketing initiatives.

Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
The College provides a wide array of computer technology courses to students and personnel. The Business Education, Electronics, and Liberal Arts Divisions offer credit courses in computer technology. In addition, OCET offers non-credit training.

New Student Orientation (NSO) for regular and distance learning students provides an introduction to student applications such as the MyUH Portal, Banner, STAR, email, and Laulima. The distance learning NSO provides additional training on Library resources. Students may also attend technology workshops that are made available in the Tutoring Center that include the aforementioned student applications plus workshops on how to use the online tutoring software, Smarthinking, and the mathematics software, Hawkes. The Library offers technology training through its Library instruction sessions. The Instructional Technologist provides individualized help to both students and faculty on classroom software. Instruction on course-specific software is generally provided by instructors in the classroom environment though students often seek additional instruction from many of the previously support services.

At all levels, the College supports training for new hardware or software. Faculty and staff are supported with college funds to attend classes on other islands, to the continental US, or to make arrangements to bring trainers to the College. Currently, the UH System is training staff in the use of Kuali, the new Financial and Human Resources System, both in Honolulu and on the mainland. Training on upgrades of the student information system, Banner, is ongoing. At the UH System-level, training was also provided for the Maintenance Department on AiM. The UH System offers teaching and learning with electronic technology TALENT courses in the summer for instructors who wish to refine their skills on Laulima.

At the campus-level, the College provided training on new classroom technology through the Professional Development Committee and ITAC or other campus entities. In the past year, several workshops have been made available to faculty and staff such as Laulima training, Smart Board training, Smarthinking workshops, and Google suites. Media Services offers training for the use of classroom equipment at the beginning of each semester. Classroom equipment includes computers, DVD players, speakers, digital projectors and presenters, monitors, and Smart Boards.

The College has a full-time faculty position (Instructional Technologist) devoted to supporting faculty in the integration of instructional technology in the classroom and the development of distance learning courses. Faculty or staff who wish to receive training on specific software packages or new media such as Dreamweaver, MS software, or Facebook have done so through OCET classes which the College subsidizes through a Professional Development Fund.

Self Evaluation
The College meets the standard. Training for students occurs at several points during the semester beginning with NSO (roughly 200 students for regular and distance learning), to classroom instruction, and then from various Academic Support units.

Technology training for faculty and staff has been ongoing. The former Professional Development Coordinator documented the various sessions that were offered in the Professional Development 2010 APRU and an updated list of all professional development opportunities. Surveys have been given for input about possible workshops (ITAC Survey Spring 2006, ITAC Fall 2011 Survey, AtDPD Survey). The Professional Development Committee and OCET provided workshops to address the training needs indicated by the survey. ITAC organized mini workshops on instructional technology in spring 2009.

Recently, ITAC has offered workshops on Smart Board, gradebook, Google mail, Google docs, and the Google calendar for faculty and staff. ITAC also gathers data to assess training needs. The data is shared with the College's Instructional Technologist and the Professional Development Committee to develop training programs for the campus community. In the ITAC Fall 2011 Survey, the usage of Google products was high for faculty (75 percent) and there was strong interest in receiving more training. In January 2012, ITAC provided a series of workshops on Google mail, Google docs, and Google calendars and were asked to repeat a workshop during Excellence in Education Day on March 2, 2012. The Assessment Committee provides several workshops during the semester for faculty training in the use of CARDs, which is a system that is used to track assessment measures at the course-level.

Specialized equipment and instrumentation (e.g., automotive diagnostic equipment) are utilized by various programs to support their learning programs. These resources generally have a longer useful life and do not face the rapid obsolescence as that of computers, their associated peripherals, and software. Due to their specialized nature and use, departments maintain and replace their equipment through departmental or grant funding. Media Services conducts a session on photocopier and classroom equipment use every semester for new faculty and staff, as well as for those who need a refresher. These sessions coincide with the New Faculty Orientation. The Instructional Technologist provides one-on-one assistance for Laulima (online courseware), Xythos (a document management software), and Elluminate (an online course delivery software). The Instructional Technologist creates tutorials for faculty and students (e.g., Help with Laulima, Login to Laulima, Find Your Class in Laulima, Customize Preferences, Create Folders, Add Weblink, and Create Text Document).

**Actionable Improvement Plan**

The College will standardize information dissemination, event tracking, and evaluation of professional development opportunities.
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Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The College and UH System provide the staffing, organization, funding, and participative governance structures necessary to ensure the effective management, maintenance, and operation of its technological infrastructure and equipment. These functions are managed by the Computer Services Department although the UH System provides the larger infrastructure necessary to run KCC’s networks. Computer Services is organized to support the development, improvement, and support of the College systems including software applications, networks, instructional computer labs, smart classrooms, personal computing, and telephones for the College.

The Computer Services Department has a budget to maintain the College’s technology infrastructure, computer labs, and the standard computer hardware and software package that is provided for faculty and staff. The Department regularly evaluates its services during the APRU process, creates an improvement plan, and uses the budget to support those plans. Improvement plans target the Department’s goals to meet the College’s academic and administrative computing support needs, enhance the College’s academic and administrative computing support services, improve communication with the campus community, promote sustainability, and create and support ongoing opportunities for technology-related professional development. Programs use the APRU process to request technology specific to their student’s needs and these impact computer support services, the network infrastructure, and classroom technology.

The College has a four year hardware replacement cycle which is on schedule. However, ITAC and Computer Services are discussing a new replacement schedule that would take into consideration the shortage of funding available and the new focus on sustainability. The budget for upgrades on the network, computers, and software does not keep up with the cost increases or the increase of equipment through APRU or grant purchases. In these days of tighter budgets, institutions are looking at an “as-needed” replacement schedule rather than upgrades in a set number of years (particularly for computers). The ITAC Committee will consider this replacement alternative in the coming year. This alternative is in keeping with the College’s sustainability initiative (as well as the Computer Service’s own goal) because it will reduce ewaste.

Self Evaluation

The College meets the standard. In the past five years, the infrastructure has undergone some changes and upgrades to keep up with its needs as well as the requirements of the UH System’s Information Technology Services Office.
Since 2006, Computer Services has replaced all computer monitors with new LCD low power monitors and replaced CPUs with low wattage CPUs. As mentioned previously the wireless system has increased to cover 85 percent of the campus. Connections to the desktops have been upgraded to one gigabit and ten gigabit between major buildings. Computer Services also upgraded the servers’ blade system and a new Storage Area Network (SAN). The campus received a new document management system, Xythos, and new software to track security and network performance. The upgrade to VOIP required extensive re-wiring on the campus by Media Services, and an addition of 30 network switches and 160 VOIP phones. Computer Services also migrated the campus to new subnets to improve security.

The number of faculty and staff has been growing in recent years and so has the request for laptops or more portable computers. Today, the number of computers per FTE is a ratio of 1:2. Along with these additional devices are the related costs for upgrading software which can tax the Computer Services Department’s budget. ITAC and Computer Services are attempting to define a new hardware and software replacement plan (Technology Vision Plan page 9) for efficient use of funding and to address sustainability efforts that are now a campus and Computer Services focus. This plan will be based on equipment “life cycles” and will promote a “greener” Computer Services. The ITAC Technology Purchasing Consultation Form is one of the tools that will be used to insure compatibility and efficient use of current hardware and software. ITAC will also administer surveys to measure usage patterns.

**Actionable Improvement Plan**

ITAC and Computer Services will complete the new software and hardware replacement plan.

**Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

**Descriptive Summary**

Decision making about the use and distribution of the College's technology investments is focused on campus need as identified from strategic groups such as ITAC, Computer Services, and College Council. The APRU process is the primary means of prioritizing technology purchases.

The College equips all full-time faculty and staff with a standard computer setup which includes a shared printer nearby and standard desktop applications. Part-time faculty members have access to computers and support technology in centralized areas on campus. All faculty and staff are given access to the UH email system. The email system will be converted to Google Cloud by fall 2012.

The College makes technology accessible to students throughout the campus. Computer labs are listed in the table below. Labs fall into several categories: public access, student and
faculty labs, special program labs, and laptops or notebooks that are for program use. The primary public access lab is in the Learning Commons which has 45 computers and includes computers for Tutoring Services and the Digital Media Lab; and laptops that are available for checkout.

Table: Campus Computer Labs

<table>
<thead>
<tr>
<th>Type of Lab</th>
<th>Location</th>
<th>Number of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Access Labs</td>
<td>Library Microfilm Room</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Library Open Area</td>
<td>10</td>
</tr>
<tr>
<td>Student/Faculty Labs</td>
<td>Business 110</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Business 111</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Computer Resource Center</td>
<td>21</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>Art Lab</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ASKCC</td>
<td>8</td>
</tr>
<tr>
<td>Labs and Notebooks</td>
<td>Automotive/Auto Body</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Business Education Notebooks</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Business Education Open Area</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Classrooms</td>
<td>19</td>
</tr>
<tr>
<td>Labs and Notebooks</td>
<td>Culinary Arts Notebooks</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Digital Lab</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electricity</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Electronics Building:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawai‘i Space Flight Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fabrication Lab</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Photonics Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Electronics</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Computer Tech</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>CAI/Cisco Academy</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>English Writing Lab</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Hawaiian Studies</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Library Notebooks</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Maintenance Notebooks</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math Notebooks</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Nursing Lab</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Nursing Notebooks</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>OCET Lab 1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>OCET Lab 2</td>
<td>16</td>
</tr>
</tbody>
</table>
Classrooms across the campus are equipped with different levels of instructional technology. As of 2010, there are 56 classrooms. A Tier 1 classroom only has a data projector and network connection. Four classrooms fall into this category. A Tier 2a classroom has a data projector and a DVD player or a visual presenter. KCC has 20 classrooms with this capability. Tier 2b classrooms (19 classrooms on campus) contain a Smart Board along with the components of a Tier 2a classroom. The College also has six classrooms that have videoconferencing units for distance learning uses.

KCC’s Computer Services Department and ITAC continue to assess the adequacy of software in accordance with the campus needs through appropriate surveys (ITAC Fall 2011 Survey). The Instructional Technology Office subscribes to Elluminate, a videoconferencing classroom software that is used by distance learning instructors.

**Self Evaluation**

The College meets the standard. The selection of hardware and software fosters collaboration (Xythos, Google suites, etc.) for students as well as faculty and staff. The document management system, Xythos, has made it possible for faculty and staff to access their files anywhere there is an internet connection available and share documents (in the GroupDocs and CampusDocs folders). Google docs enhance this by extending a similar service to students as well as faculty and staff.

The campus is adequately networked with one gigabit connection to the desktop and ten gigabit between most major buildings. In addition 85 percent of the campus is able to access the network via a wireless connection. The distribution of services is more than adequate for a campus of 200 faculty/staff and 1,500 students. There are roughly 0.5 computers per FTE student available and 1.2 computers per FTE faculty and staff. Aside from the regular computer labs, there are more than 300 laptops or notebooks available to programs for use in the classrooms, with specialized equipment, or as mobile labs. According to the Computer Services comprehensive program review (comprised of CCSSE and the Academic Support survey data), the turnaround time for helpdesk calls is one day and students, faculty, and staff are satisfied with the service.

The ability for personnel to make effective use of available technology and information resources has been a limiting factor in utilizing services. This continues to be rectified by opportunities for training with the assistance of ITAC, the Professional Development Committee and the Instructional Technologist. The procurement, support, and maintenance of College technology are driven by the institutional needs of College programs and services.
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The current efforts in systematic and need-driven technology acquisition are in place and working.

**Actionable Improvement Plan**

None.

**Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Descriptive Summary**

Technology at KCC is successfully integrated into institutional planning. Over the last several years, the College's APRU, SLOs, and assessment models have evolved so that specific technology requirements and program needs are identified and integrated into an institutional planning process. Each program or unit request must align with program, College goals, and strategic goals. The APRU ranking system for requests awards higher points for programs that address these goals. The impact of the technology that was requested is evaluated in ensuing program reviews as part of a cycle of continual improvement.

Through these evaluation and assessment measures, KCC is able to analyze growth patterns, technical readiness, need for hardware and software, and administrative and staffing requirements. Use of additional technology resources are, in part, based on the findings within the comprehensive program reviews and learning outcomes at the administrative-, academic-, and student services’-levels.

ITAC’s Technology Vision Plan was developed to directly support the educational priorities, goals, and objectives of the College as articulated in the strategic goals. Through ITAC’s Technology Vision Plan and the APRU process, the College prioritizes technology acquisition with the aim of integrating College and departmental technology needs and goals.

**Academic Support surveys** have been another means of gathering data and information about the equipment and services provided to support technology. As the campus strengthens its program review process, more information to improve program development should flow between College Council and ITAC for consideration.

**Self Evaluation**

The College meets the standard. Current efforts in technology planning that are integrated with institutional planning and systematic assessment are in place and working.
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KCC has several methods of assessment to ensure that technology training needs are identified and that students, faculty, and staff expectations are met or exceeded. The College uses surveys as a primary means of identifying their satisfaction level with its array of technology services and functions. In addition, the College has a fully integrated program review process (APRU) that is tied to its budget allocation model. Through the assessment of APRUs and SLO data, the College can identify needs related to technology and assess the progress and success of ongoing technology services and current implementations to identify areas where training is deficient or technologies are underutilized.

Actionable Improvement Plan

None.

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Standard III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

KCC relies on its mission and goals for financial planning. The College’s mission is to provide “open access education and training in an ethical and innovative student-centered and community focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.” To achieve its mission, the College created the following goals align with the UH System goals:

1. Access
2. Learning and Teaching
3. Workforce Development
4. Personal Development
5. Community Development
6. Diversity

Under each goal are strategic goals that the College determined to be important in achieving its goals and mission. Out of all of the strategic goals, the College identified the following to be of higher priority for student success and was used in the rubrics for ranking APRU requests for financial and other resources during the fiscal year 2012.
Standard III: Resources

- Increase success of remedial/developmental students.
- Improve partnership with K-12 to support college preparation and to ensure that students are aware of specific opportunities at KCC.
- Increase and improve design and delivery of distance education offerings.
- Increase transfer rates by strengthening four-year pathways, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields.
- Address health and safety issues.

Funding support for program improvement is initiated through the comprehensive program review and APRU process. The APRU requests must align with the College’s mission and strategic goals. Requests are reviewed and ranked by College Council as part of the College’s integrated planning process. This planning process also considers the reallocation of resources within the campus and requests of additional resources through the Hawai‘i State Legislature.

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The College relies on revenues from two main sources of funding (general funds from the state of Hawai‘i and Tuition and Fees Special Funds from students) to operate its instructional and instructional support programs. Funding allocations from these two sources increased from $10,822,122 in the fiscal year 2008 to $13,128,407 in the fiscal year 2012 due to enrollment growth, an increase in tuition rates, and carryover tuition and fee balances. This growth in funding along with funding for facilities improvement projects from the UHCC System Office have been sufficient to support and improve the effectiveness of various student learning programs and services offered by KCC. Other sources of revenue from special, revolving, federal, and private sources (donations) have also helped to support the operations of the College.

KCC is adjusting to the state’s economic downturn that resulted in pay reductions for employees and a hiring freeze for Hawai‘i civil service positions. The civil service hiring freeze was imposed in August 2009 and lifted in September 2011. While there are signs that Hawai‘i’s economy is improving only the faculty collective bargaining agreement currently includes the restoration of pay reductions. The faculty contract also includes three percent pay raises effective in the fiscal year 2014 and 2015.

The College has developed an infrastructure for program planning based on the College’s strategic planning process. Programs assess their need for equipment, space for classrooms, labs and offices, new facilities, and funds for facilities and equipment maintenance based on their APRU. Each program is given an opportunity to present their need for resources before the College Council. College Council serves as both a representative forum for stakeholder dialogue on KCC issues and as advisory to the Chancellor on major planning, policy, and
Standard III: Resources

budget issues. Members of the Council, therefore, serve as both representatives of their constituent groups and as campus leaders. College Council is the primary forum which assures regular and in-depth dialogue among all stakeholders on campus about the College’s mission, strategic planning, priority setting, policy development, and budget development. Members of College Council rank APRU requests in the spring term. Each request is ranked against the criteria with the aid of a rubric. The ranking results in recommendations to the Chancellor. A more detailed description of this process is in Standard I.B.

Self Evaluation

The College meets the standard. During the annual financial planning process held in February of the fiscal year 2012, College Council reviewed and ranked 62 requests for financial and other resources. The process has resulted in programs receiving additional allocations to increase their current service base budget, authorization to seek funding and new positions from the state Legislature and other sources of funding, one-time funding for equipment and supplies, and approval to acquire new and vacant building spaces on campus.

The 2009 Focus Midterm Report stated, “The Administration and the College Council need to examine the program review process. The guidelines to develop APRU reports should include the criteria on which program funding proposals will be evaluated.” In response to this, the Chancellor now distributes directions for the APRU ranking process and the criteria involved each year to all of the programs and units and informs the campus community that College Council will be analyzing and seeking ways to further improve the College’s integrated planning and resource allocation process. An improvement to the process was the implementation of a new APRU status and request form and evaluation criteria for the fiscal year 2012. This form informs the council about how previous requests were used to improve programs and how the current request aligns with the evaluation criteria.

The 2009 Focus Midterm Report also stated that additional professional development is needed to improve the use of evidence to clearly support program review documents as well as the general quality of the action plans. The College’s 2009 and 2012 Excellence in Education Day event included workshops on assessment. In addition, the Assessment Committee has scheduled numerous meetings to explain the collection and use of assessment data.

Actionable Improvement Plan

None.

Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
Standard III: Resources

Descriptive Summary

Each program/division at the College is involved in institutional planning and receives information about the College’s current general fund allocation, projected tuition and fees revenues, and anticipated fiscal commitments (Budget Documents). This information is disseminated at College Council at the beginning of the fiscal year and updated after spring semester revenues are received. The information is also made available at each fall Convocation. This information reflects the College’s base budget that is also used in developing the biennium and supplemental budget requests. Each division has an opportunity to express its budget concerns and share plans for resource development, potential partnerships, and funding requirements.

The UHCC System Budget and Planning Office produces financial planning information on current and projected resources for use in the development of operating budget as well as the biennium and supplemental budget requests (CC Budget Documents).

Self Evaluation

The College meets the standard. In institutional planning, KCC relies on: 1) data compiled in the Budget Journal Worksheets that align with the State Executive Budget in terms of authorized position counts and Current Service Base for general, special, and revolving funds and 2) information compiled in the Financial Projection Report prepared by the UHCC System Budget and Planning Office that reflect actual and projected revenues and expenditures for the Tuition and Fees Special Fund and the Community College Special Fund. The current Financial Projection Report includes the actual revenues, expenditures, and cash balance data for the fiscal year 2009 through 2011 and projected data for the fiscal year 2012 through 2015. Information from these financial documents as well as information about the state’s economic condition enables the College to develop program plans that are based on realistic available and potential financial resources, partnerships, and expenditure requirements. An example of this planning process is the College’s emphasis on reallocating vacant positions, generating special funded program revenues, deferring Program Change Requests to the Legislature when state resources are not available, seeking private donations, and adjusting expenditures to achieve the required level of funding reserve.

Actionable Improvement Plan

None.

Standard III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
Descriptive Summary

KCC implemented a planning process in 2005 that reviews the impact of short-range financial plans that could result in future obligations. This process pertains primarily to the filling of vacant appropriated positions that could result in a long-term financial obligation for the College. Personnel costs make up a large percentage of KCC’s budget and can carry long-term obligations. Growth in facilities also results in future financial obligations and requires careful planning for operational costs such as utilities and maintenance. Financial planning documents such as the Tuition and Fees and Special Funds projection referenced above are used to analyze future obligations as well as projected funding.

Short-range financial plans also take into account possible fluctuations in enrollment. The College has set aside funds for ongoing maintenance and service contracts and must continually seek ways to conserve energy to control the escalating cost of electricity. The Position Request Form process ensures that due consideration is given to any additional personnel obligation and to ensure that the expenditure is aligned with College goals and program plans.

Self Evaluation

The College meets the standard. KCC currently has no long-term liabilities in the form of loans or bond issues. Ongoing financial obligations are the annual system assessments which all campuses must contribute to fund essential system functions, including assessments for UH Foundation operations, risk management and Banner; and new facilities operations costs. The College has budgeted to pay for these costs.

Future financial obligations are the projected requirements to fund a portion of the collective bargaining costs for faculty and filling vacant positions. Effective in the fiscal years 2014 and 2015, the College will be required to fund the collective bargaining increases for members of the faculty bargaining unit from tuition and fees revenues instead of general funds from the state which is the usual source of collective bargaining augmentations.

The College Council must consider personnel cost projections when ranking program requests for positions. Costs and benefits of filling vacant positions are weighed along with other considerations such as the payment of the collective bargaining cost and the projected cost of filling its current vacancies.

Actionable Improvement Plan

None.

**Standard III.D.1.d.** The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having
Standard III: Resources

appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

As described in the sections above, as well as in Standard I.B., the College has developed a framework for financial planning and budget development which utilizes a program review as the basis for financial planning and budget development.

KCC established its mission statement and accompanying strategic goals through a collective and collaborative process. These documents form the foundation of the strategic plan. Input from faculty, staff, students, administrators, the community, county government, and business advisory groups were instrumental in creating the College’s current mission statement and goals.

Self Evaluation

The College meets the standard. As discussed in the sections above, the College has taken steps to develop processes for institutional planning where all stakeholders have an opportunity to participate. A new integrated planning policy has been created to provide guidelines for programs so that their own planning is firmly grounded in the College mission and goals (KCC Policy 1-8 Integrated Planning). Since the 2006 Self-Evaluation Report, the APRU format and guidelines are better aligned with the criteria for the evaluation used by College Council. Stakeholders also have increased ability to provide input and gain better understanding of the responsibilities of College Council and its role in budget development. This enables all stakeholders to commit to the process and fulfill the purposes outlined in KCC Policy 1-7 Establishment of the College Council.

All programs need support to strengthen their use of reliable data in their own decision making when developing comprehensive program review/APRU action items and budget requests. The existing process expects all campus constituents to participate in campus budget planning and, more importantly, program planning and development through program review. In order to improve fluency with APRU data, the IR held workshops and informational sessions for Division Chairs and the College Council in his first year in the position.

The 2009 Focus Midterm Report recommended that the College continue to refine and improve the process of assessing the outcomes of financial planning decisions on student success and student learning and use that assessment to improve decision making. In response to this recommendation, the College’s ongoing APRU process occurs annually and is acted upon by College Council. The Program Review Committee, a subcommittee of the College Council, monitors and evaluates the program review process. Recent changes include the addition of program student learning outcomes (PSLOs) analysis in the annual process.
Standard III: Resources

Actionable Improvement Plan

None.

Standard III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

KCC has utilized the system-wide Financial Management Information System (FMIS) since its implementation on July 1, 1996. FMIS has the following modules and/or sub-systems: General Ledger, Accounts Payable, Contracts and Grants, Budget Level Summary, Payroll Inquiry, Purchasing for the Office of Procurement and Real Property Management (OPRPM), and purchase orders authorized by the Fiscal Officer, Accounts Receivable, Departmental Checking, and Fixed Assets.

Recent enhancements to FMIS include:

- a web-based requisition process; web-based financial accounting screens including account balances summarized by sub code, account financial activity (expenditure and encumbrance) by sub code, and payroll information by employee for an account.

- contracts and grants accounts summarized by budget category, account balances summarized by sub code/subtotals by budget category, account financial activity (expenditure and encumbrance) by sub code, payroll information by employee for an account, and summarized balances for a consolidation (award or account roll up codes) by budget category.

- Purchasing Card (P-Card) and eTravel, Automated JV (Journal Voucher) and D71 Time Sheets, and the Governmental Accounting Standard Board's Statement 35.

KCC utilizes FMIS to create account codes and allotments, procure goods and services, manage cash balances, and provide timely financial information. The system is interfaced with the University’s Banner Student Information System, which allows financial data from Banner to be electronically transferred to FMIS for tuition and fee transactions (collections/refunds), as well as financial aid payments (Pell Grants, student loans, and scholarships) to students.

The College uses the Budget Level Summary module to prepare quarterly expenditure allotments for inclusion into the UHCC System’s consolidated budget, which controls
Standard III: Resources

expenditures by Means of Financing (general, special, revolving, and federal funds) quarterly and for the year. FMIS has provided the College with the necessary information and controls to prevent the lapsing of general funds and deficit spending.

Standard III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

KCC’s budget documents reflect the Current Service Base budget for the five major programs: Instruction, Public Services, Academic Support, Student Services, and Institutional Support. The budget also reflects funding and expenditures by programs within the major programs. Funding for each of the five major programs support student learning and can be adjusted through reallocations, additional funding from Program Change Requests approved by the Legislature, and/or enrollment and tuition and fee revenue growth. The bulk of the budget is allocated to those areas of the College (mentioned above) which directly support students.

KCC is included each year in the UH Consolidated Financial Audit, which is conducted by Acuity, LLP, Certified Public Accountants. The UH Consolidated Financial Audit also includes the A-133 financial audit, which is required by the federal government. The A-133 financial audit reviews the financial transactions of federal grants and financial transactions processed by the College’s Financial Aid Office, which must be processed in accordance with federal Title IV regulations.

Self Evaluation

The College meets the standard. The UH Consolidated Financial Audit did not reflect any inappropriate use of the College’s appropriated funds over the past three years. However, due to staffing issues, the A-133 financial audit of the College’s federally funded Financial Aid Program for the period July 1, 2009, through June 30, 2010, resulted in the following deficiencies (Financial Aid Audits):

1. For three out of 15 students tested, the College did not remit the institutional portion of Title IV funds to the Federal Pell Grant Program and/or the Federal Family Education Loan (FFEL) lender within 45 days after the College determined that the students had withdrawn.

2. The auditor also noted that for four of the 15 students tested, the College incorrectly calculated the institutional portion of unearned Title IV funds.

3. Failure to provide FFEL Program exit counseling within a 30-day time period.
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The audit recommended that the College calculate the Title IV funds to be returned and to remit unearned aid to the appropriate Title IV programs and/or lenders in a timely manner. According to the audit report, KCC has successfully dealt with these deficiencies.

In its statement, the 2009 Focus Midterm Report mentioned the issue of the Financial Aid audit and that the VCSA and VCAS will direct the progress in addressing concerns established in the Financial Aid audit. Now that the Financial Aid Office is fully staffed, a new process will be created that will facilitate and eliminate past problems within financial aid and any miscommunication that arose between the Financial Aid Office and Business Office.

Actionable Improvement Plan

None.

Standard III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The focus of the College’s financial information has been on the two main sources of funding (general funds and Tuition and Fees Special Fund) for its operating budget. Each semester, during Convocation, the College shares this information as well as funding information on facilities repairs and maintenance and Capital Improvement Program projects. Reports on the progress of major grants, such as the federal Title III grant, are also presented during Convocation.

Instructional Division Chairs and non-instructional Unit Heads are given a yearly operating budget for current expenses (e.g., supplies, equipment, and services). Fixed (or generally predictable) areas of the budget, such as payroll costs are provided for information only. Individual programs, Grant Program Managers, and administrators have access to current fiscal information through FMIS and may keep track of their expenditures and balances with the system. The Chancellor also receives the quarterly BOR Budget Level Summary Report that tracks variances from projected expenditures and revenues.

The Chancellor shares other financial information such as Legislative actions and budget development processes at the system-level during Cabinet and College Council meetings. This information is made available via the College Council meeting notes and is also shared with the entire campus via email. Announcements about major private gifts are dependent upon the wishes of the donor. Generally, the College makes very good use of those announcements in the public media.
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The 2009 Focus Midterm Report indicated that workshops should be set up for Division Chairs and other appropriate personnel to increase their ability to effectively use the FMIS reports. The College has held workshops on travel procedures, purchasing, P-Card, and eFMIS procedures as needed. Ad hoc workshops on fiscal procedures for new administrative staff have been held (two in the past year) and are available upon request.

Self Evaluation

Few of the Division Chairs make full use of FMIS reports. Training sessions with division clerical staff were held to go over the directions to access the reports.

Secretaries and clerical staff are proficient in utilizing the FMIS Program and are responsible for tracking revenues and expenditures for the accounts in their division.

Financial information shared at College Council meeting (e.g. May 3, 2012).

Actionable Improvement Plan

None.

Standard III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

KCC’s major sources of funding are from the state of Hawai‘i general funds and Tuition and Fees Special Fund. Other sources of funding come from revenues generated through program activities such as non-credit course offerings, Culinary operations, Early Childhood Educational services, and grants that are restricted to supporting the activities which generated the funds or for which they were granted. General funds from the state provide the necessary stability for the College during a given fiscal year but must be returned to the state at the end of the fiscal year if not spent. The College can maintain a cash balance for working capital and emergencies by reserving cash from tuition and fees and the Community College Special Fund. The College is covered by the state of Hawai‘i’s self-insurance program and may secure additional insurance in cases where hazardous conditions increase the probability of loss (UH Executive Policy E8.207).

Self Evaluation

The College meets the standard. The UHCC System has established a reserve target of five percent for the community colleges. KCC’s unrestricted fund balance and reserves from the fiscal year 2009 to the fiscal year 2011 has grown as follows:
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<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Amount</th>
<th>Reserve (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$1,668,036</td>
<td>($644,752)</td>
</tr>
<tr>
<td>2010</td>
<td>$2,007,743</td>
<td>($810,883)</td>
</tr>
<tr>
<td>2011</td>
<td>$2,351,242</td>
<td>($607,197)</td>
</tr>
</tbody>
</table>

(UHCC Reserve Status Report)

KCC has maintained an adequate reserve and has managed its financial resources effectively by giving priority to the expending of general funds early in the year to prevent the lapsing of unexpended general funds back to the state.

The College has also reduced its safety risk by replacing the fire alarm system, installing an emergency blue phone system, providing training on injury prevention for maintenance employees, and by participating in the UHCC’s Emergency Response Program. The College averages about one tort claim each year, primarily for minor paint and body damages to motor vehicles caused by flying rocks from weed whackers and power mowers operated by the College’s maintenance staff.

**Actionable Improvement Plan**

None.

**Standard III.D.2.d. 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.**

**Descriptive Summary**

In accordance with **BOR Bylaws and Policies, Section 2-2, b(5)**, the UH System President explicitly delegates the responsibility for administration and operation of each campus to the respective Chancellors. The Chancellor at KCC has further delegated authority for financial management to Program Heads to include Vice Chancellors, Directors, Division Chairs, and Principal Investigators. The Program Heads are responsible for managing and controlling financial resources and other assets allocated to them to carry out their programs. The College has Fiscal Administrators (the VCAS and Fiscal Officers) whose responsibility is to assist program heads with fiscal support and financial oversight in administering programs of instruction, public services, and other objectives of the College.

The Financial Aid Officer, who reports to the VCSA, provides direct oversight of the Financial Aid Program at KCC. The Financial Aid Officer determines whether or not a student qualifies for financial assistance and determines the type and amount of aid given to a student. The Financial Aid Program is supported by the Banner and FMIS, which are used to process and track award payments and refunds.
Standard III: Resources

The Office of Research Services (ORS) of UH reviews grant applications and monitors grant awards for the UH System. Grant applications from the College are processed through an online computerized program managed by the ORS called “MyGrant.” Applications that meet ORS approval are forwarded to the granting agency. Upon approval by the granting agency, ORS is notified and instructs the College to establish the necessary account codes for the grant. The Fiscal Officer at KCC creates the required account code(s) and works closely with the Program Head in executing grants and externally funded programs.

The College has various contractual relationships created by the need for goods or services to support student learning which require financial oversight. These contractual relationships are created through purchase orders, facilities related agreements such as leases for land and rental of facilities, and affiliation agreements for the College’s non-credit International Program.

UH Foundation is the private fundraising sector of the institution and supports the various accounts under the KCC Development Fund. UH Foundation processes and accounts for donations, expenditures, and investments for the College. The College has a 17-member Friends of Kaua‘i Community College Committee consisting of community leaders and the Chancellor that supports the College’s fundraising efforts from private donors.

Self Evaluation

The College meets the standard. KCC has: 1) effectively utilized the FMIS, Banner, and MyGrant systems, 2) followed UH policies and procedures, and 3) employed responsible Program Managers and Fiscal Officers in providing oversight of its finances. The College has effectively planned and executed its general fund budget each year, maintained a strong cash reserve, and effectively responded and adjusted to the recent Financial Aid audit findings. Also, the College has maintained financial oversight in ongoing agreements with vendors, contractors, and UH Foundation.

Actionable Improvement Plan

None.

Standard III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The UH System has policies and procedures to assure that all financial resources are properly used and accounted for. The state of Hawai‘i’s funding system also promotes the proper use of financial resources by specifying the purpose and use of the various state funds. KCC operates with state appropriated general, special, revolving, and federal funds, as well as non-
Standard III: Resources

appropriated federal, agency, trust, bond, loan, and foundation (non-state) funds if applicable to achieve its mission and goals. General funds, which make up the bulk of the College’s operating funds, are received from the state in the form of Legislative appropriations for the College’s Instructional, Public Services, Academic Support, Student Services, and Institutional Support Programs. Appropriations for special and revolving funds represent specific expenditure authorizations or ceilings approved by the Legislature on a fiscal year basis. Revenues for special funds must be generated from the provision of goods and/or services and used for specific purposes as authorized by law, while revenues for revolving funds are generated from the provision of goods and/or services and used to cover the cost of providing those goods and services. The College also uses the state’s federal fund appropriation to account for expenditures for its College Work Study Program. Non-appropriated federal, agency, trust, bond, loan, and foundation funds are used to account for 1) federal grants, 2) monies held in an agent or trust capacity, 3) funds for student loans and general obligation and revenue bonds, and 4) funds raised through private donations that support the mission and goals of the College.

The UH System uses bond funds to account for the proceeds of general obligation bonds issued by the state and revenue bonds issued by UH which are earmarked for specific uses (e.g., facilities improvement and new construction projects). All such expenditures are handled by the UH System Financial Management Office, not by the College.

Self Evaluation

The College meets the standard. KCC relies on its Principal Investigators, Program Managers, and Fiscal Staff to understand the purpose and use of all financial resources under their control for alignment with the College’s mission and goals. The primary responsibility for assuring that financial resources are properly utilized begins at the program-level where procurement and payroll decisions are made. The APRU process requires Program Managers to analyze what resources they need for the achievement of their program goals and objectives, and to report what outcomes were achieved through the use of financial resources.

The process for filling vacant positions also assures that financial resources are used with integrity as recommendations to fill vacant positions are determined by College Council based on the College’s best use of its resources.

The UH’s procurement policies and procedures which require that procurement documents be signed by an approving authority and Fiscal Officer certifying the appropriateness of a fund’s expenditure also promotes the proper use of financial resources. Similar checks and balances are in place for the expenditure of UH Foundation funds (many of which are subject to donor restrictions). The UH Foundation follows national standards of best practice which can be seen on its website.
Besides the A-133 audit findings for financial aid, the College has had operating errors such as charges to incorrect accounts and expenditure codes, which have been corrected through journal vouchers. There have been no findings that any of its financial resources have been used in a manner that is inconsistent with the mission and goals of the College. ORS monitors compliance for federal grants such as Title III, Rural Development Program, and Housing and Urban Development.

It has been suggested that grant proposals be submitted to College Council for review regarding alignment with the College mission, goals, and priority actions as identified in program review plans. However, the logistical reality of grant deadlines would make such a review difficult to implement. On the other hand, the College is currently searching for a grant writer who will inform faculty and administrators of grant opportunities well before due dates, unlike in the past. Well developed program review action plans facilitate the quick development of solid grant proposals which are aligned with program review results.

**Actionable Improvement Plan**

None.

**Standard III.D.2.f. 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.**

**Descriptive Summary**

KCC enters into contractual agreements with external entities through purchase orders, formal procurement contracts, real property lease agreements, affiliation agreements, memoranda of agreement, and memoranda of understanding. Purchase orders and formal procurement contracts are used to acquire goods and services required by programs to achieve the College’s mission and goals. The College uses lease agreements to rent out College property or property owned by an external entity. Memoranda of agreement, memorandum of understanding, and affiliation agreements are used by the College to express the terms and conditions of the working relationship (partnership) between the external entity and the College.

All contractual agreements are reviewed through the UH procurement process. Contracts over $25,000 must go through an advertised bid process. Land-related contractual agreements such as long-term leases and easements are prepared by the UH General Counsel and Procurement and Real Property Management Office staff and may require BOR approval.

**Self Evaluation**

The College meets the standard. KCC’s contractual agreements with external entities are
Standard III: Resources

consistent with the mission and goals of the College and follow the UH’s procurement and risk management policies and procedures. The College has small purchase agreements for instructional and other supplies and formal agreements for contracts that extend beyond a year (e.g., service contracts for elevators, the air conditioning system, and security). These procurement and maintenance service contracts all support the mission and goals of the College by providing the necessary educational supplies and equipment for classroom instruction and by providing maintenance services to keep the campus accessible and safe with reliable operating elevators, and air conditioning and security systems.

The College is also leasing a portion of its 200 acres to a Hawaiian language pre-school and a K-12 public charter school. These schools serve as cultural and language labs for KCC’s Hawaiian language classes.

Contracts with external entities for capital improvement and facilities improvement projects are administered by the UH Office of Procurement and Real Property Management and managed by the Office of Capital Improvement and/or the UHCC Office of Facilities Planning. These projects address critical program and health and safety needs of the campus.

Actionable Improvement Plan

None.

Standard III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The College’s financial management processes are mainly driven by FMIS. The processes are evaluated by the College’s users who provide feedback to the College’s Fiscal Managers. The feedback is discussed at meetings between the Fiscal Officer and VCAS. Once the feedback is discussed, it is then brought to the attention of the UH Business Process Council (BPC). The BPC convened in fall 2003 with a charge to recommend improvements in UH business processes across all areas, as well as with the specific task of recommending a direction for the future of FMIS.

Self Evaluation

The College meets the standard. Through feedback from UH System users, managers of Software AG’s FMIS have enhanced the system by adding a web-based requisition process, web-based financial accounting screens, payroll information, and web-based eTravel. However, there were frequent complaints regarding the difficulty in using the system and acquiring reports. These factors, along with the BPC belief that FMIS should operate in an open, cost-effective, and modern technical environment led to UH’s decision to acquire the
Standard III: Resources


UH will implement KFS effective July 1, 2012. The College anticipates KFS will be user-friendly and efficient in processing the necessary procurement and accounting transactions and financial reports.

Actionable Improvement Plan

The College will provide training on the use of KFS and update campus processes to identify issues to be addressed in the new system.

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College has developed a process to tie program resource planning to resource allocation. The Request to Fill Position process impacts decisions for Current Service Base allocations as well as requests for new funding. The review format (KCC Policy 1-6 Review of Provisional and Established Program) also asks programs to consider internal reallocation of resources from services or activities which are no longer needed to new initiatives or expanding services.

The program review process begins with the examination of data on program effectiveness such as completion and graduation rates, enrollment trends, and efficiency measures such as student semester hours per full-time faculty (SSH/FTE faculty). Non-instructional programs have also defined various measures of effectiveness and efficiency applicable to their areas of responsibility (e.g., time to process work orders or the number of students served by the College Success Center).

The programs are then asked to analyze how well they are doing in accomplishing the strategic goals of the College, which are derived from the mission. For example, to respond to the goal of Access, programs are asked to describe outreach efforts and tie that to the data on enrollment. From this analysis, programs are to develop their plan of action and any resource reallocations or requests for new resources. The APRU also focuses on the status of the action plans, including how the projected outcomes materialize.

Self Evaluation
Standard III: Resources

The College meets the standard. In each program review cycle, KCC has identified improvements that are needed, such as changes to the data being made available, the need for Vice Chancellors and Directors to meet separately with each program under their authority, and the general need for professional development on using data for better decision making. A few programs have begun to look seriously at internal reallocation. The Academic Support unit reallocated funds from a vacant position to increase funds available for books, journals, and electronic databases. Administrative Services reallocated a vacant Library Technician position from Academic Support to an APT position. Finally, a clerical position that reported to the Chancellor’s Secretary was reallocated and relocated to an APT position that would report to the VCAA to assist with the development of the schedules, catalog, student advising sheets, and with tracking curricular actions.

Actionable Improvement Plan

None.
### Standard III: Resources

#### Standard III Evidence

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Standard Four: Leadership and Governance

Miralisa Sotelo

Kaua’i Community College is a wonderful place to lay a strong foundation for students to grow. KCC provides affordable education to the public in a warm and comfortable environment. I personally enjoy going to school here primarily because of its friendly atmosphere, its clean and well kept campus, and its student to instructor ratio. The small campus allows students connect well with one another and also allows students to become closer with the instructors and staff. The instructors are very knowledgeable, encouraging, and humorous. Their wisdom and past experiences helped me gain knowledge, their encouragement helped me strive for excellence, and their humor makes learning fun. These advantages helped me learn in comfort and allowed me to gain friendships and knowledge that will last a lifetime.

Sharadchandra Marahatta, Ph.D.

After my Ph.D. from the UH Mānoa, College of Tropical Agriculture and Human Resources, I joined Kaua’i CC as an Instructor (Integrated Farming Systems) in August 2011. In Fall 2011, I developed a complete set of courses for Plant Bioscience Technology Academic Subject Certificate program. I am deeply interested in integrated crop and crop pest management, and ecological educational process. I am involved in both research and teaching. I always enjoyed working with farmers, especially in integrated pest management using demonstration field trials to educate the community. Here, on Kaua’i, I also collaborate with the Kaua’i Farm Bureau, Seed Industries, National Tropical Botanical Garden and communities to develop sustainable agriculture practices. In addition to this, I have a strong research collaboration with UH Mānoa professors for plant-parasitic and beneficial nematode management.
STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Standard IV.A. Decision Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Descriptive Summary

Kaua‘i Community College (KCC) recognizes the critical importance of creating and sustaining an environment for empowerment, innovation, and institutional excellence through participation of its faculty, staff, administrators, and students in the governance process. This is reflected in the mission statement (College Catalog, p. 8) that was updated in 2011:

“Kaua‘i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.”

KCC’s mission statement guides the College’s strategic plan and outcome measures. The mission illustrates commitment to higher education on the island of Kaua‘i and the diverse student population it serves. The revision of the mission statement was a collaborative effort of faculty, staff, students, and administration spanning several months and drafts. See details in Standard I.A.2. The College’s goals (College Catalog, p. 8) are reviewed every five years. They are clearly articulated and linked to the University of Hawai‘i (UH) System goals and performance measures. (UH Strategic Plan) The KCC goals are discussed in detail in Standard I.B.2.
Standard IV: Leadership and Governance

Information about the College’s performance is available to faculty through the comprehensive program review and the Annual Program Review Updates (APRU) processes (program review website). Each year during Convocations, the strategic goals are reviewed and the Chancellor shares campus progress with the entire campus. KCC’s Governance Manual has been available since 2009 to the campus and island community on the KCC website. The UH VPCC visits the campus each semester to report on the College’s performance. The entire campus is invited to attend. The UH VPCC’s presentation informs the campus about its performance towards its strategic goals in the context of other UH community colleges campuses.

Collaboration is the foundation for creating an environment of empowerment and institutional excellence, and campus committees are one venue for such collaboration to improve the College. This is demonstrated by participation of faculty, staff, students, and administrators in all major committees and governance groups. KCC participatory governance groups include:

- College Council
- Faculty Senate
- Curriculum Committee
- Assessment Committee
- Division Faculty Meetings
- Associated Students of the University of Hawai‘i at Kaua‘i Community College Student Government (ASUH-KCC SG)

College Council is the primary campus participatory forum, which assures regular and in-depth dialogue among all stakeholders about KCC’s mission, strategic planning, priority setting, policy, and budget development. College Council is an advisory body to the Chancellor and is charged with specific oversight of the development and updating of key plans and policies to ensure that College actions are aligned with its mission and strategic goals. College Council includes members from all divisions and departments within the campus, including student representation. The mission, duties, and composition of College Council can be found in the Governance Manual. The meeting minutes are up to date and accessible to faculty and staff on the campus server.

College Council provides a forum for the APRU process. Division Heads and most Program Coordinators present a review of their programs and make requests for future allocations and monies. This systematic participatory process allows for discussion, planning, and implementation of program-level ideas for improvement. Decisions to allocate monies are voted on by College Council based on alignment with strategic goals for the College. The strategic priorities for the APRU process are clearly articulated and accessible.

Faculty Senate is the formal independent voice of the faculty. It provides a forum for shared governance and faculty input into the College's decision making processes in a number of
areas. Examples include standards in teaching, scholarship, services, personnel policies, academic freedom and professional ethics, community relations, academic policies, and the campus environment. The mission, duties, and composition of Faculty Senate can be found in the Governance Manual and the Faculty Senate Charter.

The Faculty Senate Chair empowers faculty to bring issues to the senate through their respective division representatives. Faculty takes the initiative to develop new processes, efficient proposals, or voice concerns. New processes, proposals, or concerns are communicated to a faculty division representative to be presented to the Faculty Senate for discussion and consideration. Faculty Senate meeting minutes are up to date and accessible to faculty on the campus server.

The Curriculum Committee has representatives from each of the five academic divisions, Student Services, Office of Continuing Education and Training (OCET), Academic Support, ASUH-KCC SG, and includes the Vice Chancellor for Academic Affairs (VCAA), the Educational Specialist from the VCAA’s Office, the Registrar, the Writing Intensive Coordinator, and the Vice Chancellor’s Secretary. Curriculum Committee provides faculty with a conduit to participate in the improvement of courses and programs and to maintain quality, relevance, currency, and appropriateness to serve a diverse population. Faculty may submit courses and programs for review or modifications in addition to new courses and programs.

The Curriculum Committee contributes to the process of institutional excellence through overseeing a campuswide five-year cycle of course reviews. This process was instituted more than six years ago when evaluations for Course Student Learning Objectives (CSLOs) were instituted. The campus is in the second cycle of its five-year course reviews and provides an opportunity for faculty to improve their courses through maintaining current pedagogical directions and updating Student Learning Objectives (SLOs). In addition, the Curriculum Committee provides input on the KCC College Catalog and website relative to curriculum; the Faculty Senate annually reviews the operating procedures, goals, and actions of the Curriculum Committee.

The Assessment Committee was instituted in fall 2010 and membership includes representatives from all academic divisions. An example of participatory governance is seen in the collaborative effort of the Assessment Committee and the Curriculum Committee. As of January 12, 2012, the Assessment Committee reviews and approves CSLOs prior to a course submission to the Curriculum Committee.

The academic divisions, Academic Support, and Student Services usually hold monthly meetings. This division/unit-level process provides faculty with the opportunity to take the initiative to improve the programs and services in which they are involved. All faculty members are encouraged to attend meetings to ensure effective discussion and planning. The Division Heads participate in this process by relaying information to and from College Council, and faculty representatives relay information from Faculty Senate, Curriculum
Committee, and the Assessment Committee to the division faculty for discussion. Division issues and ideas for improvement that have broad implications can be relayed to College Council by the Division Heads.

Staff is represented on College Council. Membership includes three units: KCC’s custodial, clerical, and grounds and maintenance personnel. Representatives are determined at the beginning of each academic year and information is shared to and from related constituents. These representatives participate in the governance of the College by providing input and feedback during College Council meetings. An example of staff empowerment is in the Nursing/Health Education Division meeting minutes of February 24, 2012, regarding a discussion on whether or not the administrative assistant could vote in the election of a Program Coordinator. It was decided that assistants should be included in the division vote.

All students enrolled at KCC become voting members of the Associated Students of the University of Hawai‘i-Kaua‘i Community College Student Government (ASUH-KCC SG). ASUH-KCC SG meets once a week and has an active and participatory role on campus. Student representatives participate on many campus committees and are actively involved in the curriculum and advisory process. Students participate in this campuswide process by initiating ideas for improving campus practices and services, and contribute student perspectives to ideas and suggestions initiated by faculty. The ASUH-KCC SG College Council representative facilitated student participation in the review and revision of the mission statement. Students are provided with information on College effectiveness via email that is periodically sent out by the Vice Chancellor for Student Affairs (VCSA).

Shared governance is demonstrated in many forums in which faculty and staff initiate improvement to the College’s programs and services by participation on task groups, such as hiring committees or the Domestic Violence Task Force. Faculty are appointed to Division Personnel Committees and Tenure and Promotion Review Committees and serve on hiring committees (see KCC Policy 1-7).

In 2010, the Chancellor examined the committee structure at the College and worked with College Council to define collegewide committees as standing committees. Standing committees reflect the campus environment. New committees are formed in response to innovations linked to the strategic plan. Standing committees provide faculty and staff from all divisions and units with the opportunity to be involved in the planning, discussion, and improvement of specialized programs and practices on campus. Current standing committees include: Assessment, Campus Operations and Safety, Faculty Senate, Health and Wellness, International Education, Instructional Technology, Makaloa Council, Marketing and Enrollment Management/Outreach, New Student Orientation, and Sustainability. They are listed in the Governance Manual.

Some of the examples of creating an environment for empowerment, innovation, and excellence can be found in the following programs:
Standard IV: Leadership and Governance

- The Great Teachers Seminar which is offered annually to all faculty to improve their teaching and technical skills and knowledge.

- Wo Leadership and the Community College Learning Champions (CCLC) which are two University of Hawai‘i Community College (UHCC) leadership development programs that include representation from each campus.

- Excellence in Education Day which is an annual day that is planned by the Professional Development Committee, the Wo and CCLC Leadership members, and the Chancellor and focuses on best practices and other issues of the importance to the campus.

- The Wai‘ale‘ale Project which is an innovative program that allows the College to support academic entry and success of those who would otherwise not attend college due to financial barriers.

- Ho‘oulwehi: The Sustainable Living Institute of Kaua‘i, an interdisciplinary institute to accelerate progress towards sustainability on Kaua‘i through education and training, and demonstration projects.

- Digital Media Arts, a new program that began as a result of community need and student demand.

- Plant Bioscience Technology, a certificate that grew out of a two-day retreat KCC hosted with the agricultural community to identify ways KCC could support this sector.

An Institutional Researcher was hired in fall 2010. As a result, the College’s 2011 Faculty and Staff Survey has been revised, reviewed by members of the Accreditation Committees, and refined by the Institutional Researcher. The survey, taken in spring 2011 by faculty, staff, and administrators, has been analyzed by the Institutional Researcher. The summary and analysis is available to faculty and staff in CampusDocs. Discussion and planning regarding the frequency of the 2011 Faculty and Staff Survey has taken place in the College Council (College Council Minutes Sept 30, 2011). The Faculty and Staff Survey will be administered every three years.

The Chancellor continues to be easily accessible to the entire campus either personally through face-to-face meetings or via email, thus promoting the environment for empowerment and innovation. The Chancellor is open and honest with interactions, and prompt in responding to faculty, students, and staff concerns. Support of the strategic plan is evident through the Chancellor’s encouragement and support of innovative campuswide activities and events (e.g., College Conversations, Walk a Mile in Her Shoes, and Earth Day). The Chancellor’s acknowledgement and support are documented in the Chancellor’s Corner
and contribute to an atmosphere that connects the Colleges’ mission with its daily environment.

Self Evaluation

The College meets the standard. Members of the KCC community feel that the College’s environment strongly supports an atmosphere of empowerment and innovation towards institutional excellence. When asked if they saw themselves as active participants who take initiative in making improvement with their areas, 82 percent of those surveyed strongly agreed or agreed. When they were asked if they felt their roles helped the College achieve its goals, 87 percent strongly agreed or agreed.

The mission statement, strategic plan, governance structure, policies and procedures, and the composition of the governing bodies are readily available. Information about the College’s performance is communicated to faculty and staff at Convocation each year. Faculty have access to CampusDocs where the College’s documents are readily available.

Requests for agenda items are emailed to College Council members before meetings. The agenda itself is sent out a few days before the scheduled meeting. It is up to the Division Chairs and other members to bring up relevant issues from their areas. Despite an increase in electronically filing most committee minutes, some of the decision making bodies, committees, and divisions are not consistently or readily available to all faculty and staff.

The current APRU process includes documentation of alignment with the College’s strategic goals and program goals. Program budget requests are prioritized and selected by this method. Historically, divisions and departments are notified late in the spring semester of College Council’s review process outcome. The process for releasing APRU program data has been recently modified. In the academic year 2011-2012, the schedule for APRU deadlines has been moved up. This change was made to allow Division Chairs more time to develop their APRU with constituent input.

Faculty and staff participate in decision making and the College’s planning efforts through campuswide committees. The 2011 Faculty and Staff Survey results indicated that faculty and staff feel involved in quality improvement initiatives. Overall, 94 percent agreed or strongly agreed that they take initiative and 81 percent felt they actively participate with quality improvement initiatives. Recent encouragement from the Vice Chancellor for Academic Affairs has increased accessibility of division meeting minutes.

The Chancellor demonstrates the openness, transparency, and participation that should be cultivated throughout the campus and this behavior has set the tone for all to follow. In the 2011 Faculty and Staff Survey, 74 percent of faculty and staff agreed or strongly agreed that the campus environment “supports innovation and institutional excellence.” The strategic plan clearly demonstrates the College’s commitment to excellence. Effective leadership has encouraged the College to clearly articulate and manifest its goals and values. The majority
of faculty and staff (74 percent) demonstrate an understanding and awareness of these goals and values. Overall, 73 percent agreed or strongly agreed that they “understand how the College’s mission statement directs the strategic plan.”

The results from the 2011 Faculty and Staff Survey also suggests opportunities to clarify “how and where to access policies regarding the governing bodies on campus.” Documented evidence showing the transmission of recommendations from faculty, to academic administrators, to decision-making bodies is not consistently available. Since access to CampusDocs is limited to faculty and staff, College’s performance information is also available on the College website, for example institutional research data, accreditation documents, and program review data. University of Hawai‘i Board of Regents (BOR) or UHCC System policies, guidelines, bylaws, or administrative rules that address classified staff participation in the governance process could not be easily found. However, the Governance Manual for KCC provides both a voice and a vote for custodial, maintenance, and APT employees at College Council meetings.

**Actionable Improvement Plan**

The College should ensure that electronic copies of minutes from all campus committee, division, and unit meetings are in CampusDocs.

**Standard IV.A.2.** The institution establishes and implements a written policy providing for faculty, staff, administration, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

KCC constituents have clearly defined roles in the governance process, and campus structures are in place for constituent recommendations about student learning outcomes and services to be effectively heard.

**Descriptive Summary**

The College Governance Manual as well as KCC Policies 1-7 Establishment of College Council and 1-8 Integrated Planning provide clear roles for faculty, staff, and administration and student participation in the decision making processes. Multiple communication pathways are utilized to facilitate discussion of ideas between constituencies for the good of the College. Discussions that are specific to any unit in the College take place in the regular division and unit meetings held regularly. Individuals may bring forward ideas to College Council through their unit or academic division, or through any of the collegewide standing committees. College Council and collegewide standing committees such as Faculty Senate have clearly identified missions. College Council has representation from faculty, staff, students, and administration. Collegewide standing committees also have wide and clearly
defined representation. Members of the Chancellor’s Executive Cabinet are members of College Council and meet regularly with Chancellor.

Examples of issues that come to College Council for discussions and recommendation include all position and space requests, APRU presentations, items forwarded from collegewide standing committees, and items brought by ASUH-KCC SG. Typically, issues are introduced at one meeting and not voted on until the next or later meetings, so that the issue can be taken back to the individual unit/division for discussion.

The program review and annual program review update processes focus specifically on improving student learning outcomes and student services. These processes begin at the individual division- or unit-level, where participants create the review or update based on data and internal discussion. The reports are then posted on the website and presentations are given to College Council at specifically identified meetings that are widely announced to the campus community. Decisions about resource allocations that are made as a result of these processes are then announced at the College Council and disseminated throughout the College via email.

Self Evaluation

The College meets the standard. Since the Governance Manual was completed in 2009, the College has had clear written policy and procedures for the participation in decision making. The more recent addition of collegewide standing committees with clear missions and make-up have clarified the multiple ways in which individuals at the College can be engaged in discussion and decision making about student learning outcomes and college services. The process of decision making and roles of the members of the campus community have been shared at Convocation and are outlined in KCC policy.

Actionable Improvement Plan

None.

Standard IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organization for providing input into institutional decisions.

Descriptive Summary

The Chancellor serves as the Chief Executive Officer at each community college within the UH System (University of Hawai’i Board of Regents Reference Guide, August 2009, page 15). The Chancellor directs the efforts in planning and implementing the budget, academic standards, and compliance with BOR policies, and numerous state statutes and regulations.
while representing the College in the community. The role of the Chancellor as a member of the Council of Community College Chancellors is to provide a forum for communication, problem solving, consensus building, and a mechanism to collaboratively guide the development of policies and operations in the UHCC System, respective campuses, and the UH System (UHCCP #1.101). Administration of the campus includes three Vice Chancellors and two Directors. They are the Vice Chancellor for Academic Affairs (VCAA), Vice Chancellor for Administrative Services (VCAS), Vice Chancellor for Student Affairs (VCSA), Director of OCET and Director of the University Center and Academic Support. They meet regularly with the Chancellor in Executive Cabinet meetings where policies, planning, and budget discussions take place. They are also members of the College Council.

The faculty’s role in governance is defined in (BOR Bylaws and Policies, Section 1). This policy provides the mechanism for the Faculty Senate’s involvement in developing and maintaining a collegial approach to academic decision making and policy development. This policy further states that faculty involvement in academic matters include: (a) a policy determining the initiation, review, and evaluation of proposed or authorized research, instructional, and academic programs; (b) budget planning and implementation policy; (c) student-faculty relations policy; (d) a policy for the evaluation of faculty and campus academic administrators; (e) the improvement and establishment of a canon of professional ethics and an effective means of professional maintenance of those ethics, including faculty self-discipline; and (f) other subjects affecting academic policy (subjects referred by the provost and/or Chancellor, or by request of the appropriate faculty organization). In conjunction with the BOR policy, the UHCC Policy (UHCCP # 1.102) also addresses the role of Faculty Senate, which is to advise the administration on matters impacting and/or relating to the development and maintenance of academic policy and standards in which quality education is provided, preserved, and enhanced.

The Faculty Senate’s Charter preamble states, “To provide a formal independent voice and organization through which the faculty of Kaua‘i Community College can participate fully in the determination and development of college policy, and to promote communication and mutual understanding among the faculty, students, administration, Board of Regents, and the community.” Article I (purpose and function) further states, “The Faculty Senate shall function as the policy recommending advisory body and a position-stating unit of the College faculty.” Faculty Senate’s participation in the budget process is stated in its charter (Article VII, section 3). The budget advisory committee is responsible for working with the College administration in developing and reviewing the campus budget. Furthermore, College Council provides the mechanism for faculty, administration, students, and staff to participate in budgetary matters (KCC Policy 1-7).

BOR’s Policy (BOR Bylaws and Policies, Section 7) encourages student participation in student life programs and activities, for it fosters critical thinking, problem-solving, decision making, and leadership skills development that prepare students to become informed, responsible citizens who engage in, and continue to make contribution for the betterment of
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humanity and improvement of our communities. ASUH-KCC SG serves the student population on campus and, according to the BOR policy, is considered as a chartered student organization. In this category, student organizations carry out functions that are campuswide and on behalf of UH for the purpose of serving the entire student body on each campus. The Registered Independent Campus Organization (RICO) provides out-of-classroom opportunities for students to learn to: (a) participate in institutional governance; (b) advocate for constituent needs; (c) satisfy constituent needs and interests through planned programs, services and activities; and (d) work effectively within organizational or group settings. In addition, student representatives from each campus meet monthly as the UH Student Caucus (University of Hawai‘i Regent Reference Guide, August 2009, page15). Its role is to support collaborative problem solving among student leaders and to serve as a consultative body to the administration on matters involving the educational experience of students. The ASUH-KCC SG Constitution and Bylaws affirms participation in order to make positive contributions to the College and to the community at-large.

Self Evaluation

The College meets the standard. The KCC Governance Manual establishes the College’s written policy that provides faculty, staff, administrator, and student participation in decision-making processes. College Council (KCC Policy 1-7) assures in-depth dialogue among all stakeholders and provides an advisory role to the Chancellor on institutional policies, planning, and budgetary matters for the campus. College Council has 17 voting members: three Vice Chancellors; two Directors; five Division Chairs; one vote from the Faculty Senate Chair, Curriculum Committee Chair, Assessment Committee Chair, and the ASUH-KCC SG student representative; and one vote from the classified staff from Bargaining Unit 8 (APT, Hawai‘i Government Employees Association), Bargaining Unit 3 (clerical support, Hawai‘i Government Employees Association), and Bargaining Unit 1 (United Public Workers). The four non-voting members are the Community and Public Relations Director, Hawaiian Studies Chair, Institutional Researcher, and the Chancellor. Upon request, campuswide committee (or other) representatives may be called to provide input based on the agenda. This governance process gives any constituent two avenues to voice input regarding campus-related policies, planning, and budget matters. For example, a Unit 8 member can provide input via their representative or Division Head. Student government has three avenues to voice their input: the direct channel to the Chancellor, student representative, and student life advisor who reports directly to the VCSA.

In the 2006 Self-Evaluation Report for Reaffirmation of Accreditation, 36 percent of the faculty and staff agreed or strongly agreed that they exercised a substantial voice in matters relating to College policies. In a similar survey conducted during the spring 2011 semester (Spring 2011 Self-Study Survey), 53 percent of the faculty and 60 percent of the staff indicated that they agreed or strongly agreed in effectively exercising their voice in matters pertaining to College policies. A stronger emphasis on communication has been instituted on campus.
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Actionable Improvement Plan

The College will improve access to policies by discussing them and their location at Convocations and other appropriate venues.

Standard IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning outcomes and services.

Descriptive Summary

The foundation of this process begins at the division-level. Faculty meets regularly within academic divisions to discuss things such as programs, courses, and assessment. Faculty Senate is the formal body for faculty participation in academic affairs. BOR Bylaws and Policies, Section 1 authorizes faculty to develop organizations which exercises collective responsibilities with their administrative colleagues in matters of academic policies. The purpose and function (Faculty Senate Charter, Article I) includes standards of teaching, educational curriculum, and academic policies.

The Curriculum Committee (Curriculum Committee Guidelines) is a standing committee of Faculty Senate consisting of nine voting members and four non-voting members. Their role at the course-level is to provide preparation instructions on Course Action Forms (CAFs); review and approve CAFs for new courses, modified courses, and course reviews; review the status of curriculum; and delete courses.

At the program-level, the role of the Curriculum Committee includes the review and approval of new programs, courses, and changes; program terminations; and a review of degrees and certificates from the campus and system perspectives. In addition, a key component in SLOs is the function performed by the Assessment Committee. The mission of the Assessment Committee is to inform the strategic and operational decisions of the College and its component units through appropriate and systematic use of information in planning, evaluation, improvement, and the demonstration of accountability.

To meet this mission, the Assessment Committee has the following goals:

- Identify the information needs of campus units.
- Foster the efficient collection and subsequent dissemination of information.
- Facilitate appropriate interpretation, understanding, and subsequent use of information in College and unit decisions.

The Assessment Committee’s website has the required forms along with assessment methods and tutorials.
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The Assessment Committee has also been instrumental in assisting assessment of non-instructional units. Each unit has identified its own learning outcomes and determined ways to assess those outcomes. These are included in the program reviews. The Executive Cabinet (College Leadership Outcomes Report) outcomes and assessments are included in a separate report that goes to College Council for review and response.

Self Evaluation

The College meets the standard. The Curriculum Committee’s voting members are composed of representatives from each of the five divisions, a representative from Student Services, OCET, Academic Support, and ASUH-KCC SG. Non-voting members include the Registrar, Writing Intensive Coordinator, VCAA, an Educational Specialist from the VCAA’s Office, and the VCAA’s Secretary who takes minutes. Faculty members develop and assess SLOs. The first step requires all new proposed courses to include SLOs that must be approved by the proposer’s division. A new course proposal’s SLOs are submitted to the Assessment Committee for review and approval. The proposal is then submitted to the Curriculum Committee for its approval. Once the Curriculum Committee approves a course proposal, then the VCAA and Chancellor sign the CAF for their approval. SLOs are now a course syllabus requirement. SLO assessment takes place at the end of each semester and is electronically submitted to the Assessment Coordinator for processing campuswide reports. Faculty utilizes classroom assessments, SLOs, and student evaluations to evaluate the effectiveness of their teaching and make changes when necessary.

Both the Curriculum Committee and Assessment Committees continually work towards enhancing the process. Example of improving the process can be seen in the Assessment Committee’s minutes, September 7, 2011. The Assessment Committee will review CAFs submitted by instructors to focus on SLOs and their assessments. Upon approval by the Assessment Committee, the CAF is further examined by the instructor for foundations, diversity, or focus criteria if applicable. The Division Chair will review and approve the document before submitting it to the Curriculum Committee.

Actionable Improvement Plan

None.

Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

Established governance structures and processes are solidly in place ensuring that all constituencies on campus work together for the good of the College and continued student
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success. As the overall governing body for the UH System, BOR established the rules that
govern policy and procedure for the College. The UH System has a President, a Vice
President for Community Colleges (VPCC), and a Chancellor at each college. The
Chancellor, as an executive of the UH System, is a member of the Council of Chancellors,
which reports to the UH President (University of Hawaii Leadership). The Office of the
VPCC acts as a liaison between the community colleges and the BOR (see Standard
IV.B.3.e., IV.B.3.f., and IV.B.3.g.).

The structure of the governance process at KCC encompasses input through various channels
to the Chancellor who has full responsibility and leadership authority for the immediate
operation, management, administration, and governance for the College. The Governance
Manual chart visually depicts the communication flow and structure among all constituents
to and from the Chancellor.

Each academic division has a Division Chair who reports to the VCAA. The counseling
faculty are under the Vice Chancellor for Student Affairs, and the Academic Support faculty
are under the Director of the University Center and Academic Support. Each division
conducts its own meetings to inform its members about campus activities and issues and to
make decisions when needed. Division minutes are posted in CampusDocs. Each division
sends a representative to campus committees, and is represented on College Council by the
Division Chair. Some committees such as the Marketing Committee and hiring committees
have positions that are appointed by the Chancellor.

KCC staff is divided into three general units: maintenance (Unit 1), clerical (Unit 3), and
APTs (Unit 8). Unit 1 is under the Vice Chancellor for Administrative Services (VCAS).
Unit 3 and Unit 8 are split according to their duties. The members of each unit are kept
informed of campus issues primarily by email. Each unit has representatives on campuswide
committees.

Students are active members in governance at KCC. Students work together to share in the
governance of the College through ASUH-KCC SG as elected officers who oversee student-
related matters, campus clubs, and presentations to the campus and community. Students
participate in shared governance structures as members with faculty and staff on various
campus committees. ASUH-KCC SG has developed and follows its own constitution and
bylaws. The ASUH-KCC SG is made up of representatives from each academic division at
KCC. It is the recognized vehicle for students to voice their wishes, needs, and concerns to
the campus administration and to better understand how the College functions, enabling
student leaders to gain real-world experience which they can share with their respective
student governance structures.

Faculty Senate provides a forum for faculty-related issues at the campus- and UH System-
levels. Each academic division has a representative on Faculty Senate. Faculty Senate duties
and self-governance are included in the Faculty Senate Charter and Bylaws. Faculty Senate
has several standing committees: Curriculum, Foundations, Diversity, and Hawaiian, Asian,
and Pacific (HAP). Academic divisions send representatives to each of these committees. The Faculty Senate Chair and the Curriculum Committee Chair sit on College Council.

As mentioned earlier, College Council is the primary forum for campus governance as it is an advisory body to the Chancellor. All divisions and units send representatives to College Council. Unit, faculty, and student government representatives on College Council are the communication link for each area and are responsible for disseminating the information to and from members they represent. It provides collegial in-depth dialogue among stakeholders attending the meetings.

All campus policies are developed by a team of faculty and administrators, approved by the campus via College Council, and signed by the Chancellor. College Council Minutes are posted in CampusDocs, the college’s server accessible to all faculty and units with computer access.

In response to AACJC recommendations, KCC created a Governance Manual in 2009 detailing governance policy, duties, and responsibilities of each unit, division, and administrative role. The composition and selection of committee members, the committee mission, role, and duties are clearly documented. The Chancellor presented an updated organizational chart at Convocation in fall 2011 after the inclusion of newly formed standing committees.

In addition to the formal governance structures, communication is facilitated at regularly scheduled general assemblies for the entire campus. Faculty, staff, and students are kept informed with oral presentations of findings, and are provided opportunities for input and interaction. Notices for these activities are distributed by email, flyers, or through the online campus bulletin. The Chancellor makes a presentation during Convocation, and at least two other times in a semester. The VPCC visits the campus once a semester. Recently, in fall 2011, the Chancellor convened a meeting to solicit input of campus priorities according to the strategic plan.

Two other examples of the College’s effective communication are Chancellor’s Corner and the Campus Calendar. The former is a bulletin that comes out regularly and contains highlights of what is happening on campus. It is available on the website, and all staff and faculty are notified via email when the page is updated. The Campus Calendar, a detailed schedule of deadlines, is emailed to all faculty and staff and is posted on the KCC website homepage.

All campus employees and students are given a UH email address which facilitates communication. In response to the 2011 Faculty and Staff Survey question “I receive most of my information about campus issues electronically via email, CampusDocs, KCC website, etc.,” 86 percent agreed or strongly agreed. Electronic access is facilitated via KCC campus wireless network, although some unit members may lack access to electronic means of communication due to lack of technological skills or computer access. The public has access
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to class schedules and KCC College Catalogs which are posted on the College’s website, as well as the KCC goals, strategic plan, and reports on College effectiveness. The website also houses the academic calendar and educational offerings and presentation schedule.

The Accreditation Self-Study process is facilitating communication between all units of the campus (administration, faculty, staff, and students). Participation in this process is informative and provides opportunities for input on College efforts to improve learning, the governance process, and to review the mission and the goals of the College.

Self Evaluation

The College meets the standard. The College has a well defined governance structure that is inclusive of all constituents and governance committees. Since the arrival of the current Chancellor in 2008, there has been an emphasis on open dialogue and transparency in the decision making process. Improving collegial communication and cooperation are priorities of the current KCC administration and well supported by incoming faculty. Meeting minutes for committees and divisions are now being uploaded into CampusDocs and there is ongoing improvement to links and available data on the KCC homepage in response to the suggestions made by the 2006 Self-Evaluation Report.

A 2011 Faculty and Staff Survey was created with input gathered from all divisions, units, and students. Survey questions were refined by the Institutional Researcher and the 2011 Faculty and Staff Survey (34 questions) was administered on April 29, 2011. Respondents included 47 faculty members, 25 staff members, and 6 administrators. Survey options were: strongly agree, agree, neutral, disagree, or strongly disagree.

Staff, faculty, and administration members feel they “work in an environment that supports innovation and institutional excellence” (74 percent agreed or strongly agreed), feel they “actively participate in processes to discuss, plan, and implement ideas for improvement” (82 percent agreed or strongly agreed), and they “help the college achieve its goals” (82 percent agreed or strongly agreed). A large majority (71 percent agreed or strongly agreed) that they are “kept informed with regards to events, issues, and opportunities to participate” at the College. In addition, 61 percent agreed or strongly agreed that they “know the process by which [they] can share information with the College Council” and “how [they] can learn about decisions made or announced at College Council meeting.”

Despite the positive responses from the survey, there are also areas of opportunity for improving communication processes. For example, the campus as a whole expressed concerns regarding the effectiveness of communication between constituents and their Supervisor/Division Chair (56 percent), between the different groups on campus (49 percent), and between the College and the Office of the VPCC (41 percent). Faculty and staff feel they react to decisions and deliberations of College Council once they have already begun. College Council representatives bear a huge responsibility of transferring information and representing their constituents that depend on the representatives.
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**Actionable Improvement Plan**

The Governance Manual should be reviewed and updated every three years, illustrating the flow of communication from all campus governance structures to College Council. This structure and process should be discussed during Convocation to inform or remind all employees and at College Council.

**Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

**Descriptive Summary**

The College represents itself honestly and truthfully to the Accrediting Commission, external agencies, and the federal and state agencies governing specific programs. The College continues to comply with all standards, policies, and requirements, and moves expeditiously to respond to the recommendations made by the Accrediting Commission. The multiple external agencies and accrediting bodies for specific coursework and programs include:

- The Culinary Arts Program was granted accreditation by the American Culinary Federation Education Foundation (ACFEF) Accrediting Commission in 2010. ACFEF is the National Accrediting Commission for Culinary and Pastry Education at postsecondary institutions and secondary programs.

- In 2008, the most recent accreditation by The National League for Nursing Accrediting Commission (NLNAC) gave the KCC Nursing Program maximum rating and length of time before the next scheduled Self-Evaluation in 2016.

- The Automotive Technology Program is currently working to achieve NATEF Accreditation Standards. The program’s advisory board meets twice a year to assist program faculty with aligning courses with industry standards.

- The College is an approved educational institution for education and training under the Veteran’s Educational Assistance Act (G.I. Bill), the Veterans’ Readjustment Act, and the Dependents Education Act.

- The College is a Title IV-eligible institution and is authorized to provide federal student aid to program-eligible students.
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- The Massage Therapy Program receives certification from the Hawai‘i State Board of Massage and the National Certification Board for Therapeutic Massage and Bodywork.

- For the Electronics Technology Program, students who pass CISCO’s national examination will earn a Cisco Certified Networking Associate (CCNA) Certification that is recognized worldwide.

Having completed their evaluation in 2006, ACCJC reaffirmed accreditation with a requirement that the College complete a Focused Midterm Report. KCC completed its Focused Midterm Report in September 2009. The College demonstrated its effort and integrity in completing the Focused Midterm Report recommendations. All ACCJC recommendations made by the visiting team have been addressed:

  - #1: The College has developed a schedule to regularly review its mission statement every two years in College Council with a full campus review every five years or more often as needed.

  - #2: The College developed its Strategic Planning Goals 2008-2015 as a timeline to measure both success and performance.

  - #3: The College has initiated a variety of support services and instruction for developmental education students.

  - #4: The College hired an Assessment Coordinator and has made progress towards course, program, and institutional student learning outcomes (ISLOs).

  - #5: The Vice Chancellor for Student Affairs initiated discussion among UHCC System counterparts to expand the Academic Grievance Procedures to include non-academic related issues. The VCSA drafted a Non-Academic Grievance Policy that has been reviewed and adopted.

  - #6: The College has developed a Governance Manual which is updated as needed.

The entire UH System undergoes an annual A-133 audit which is conducted by an independent external audit firm. This review tests the validity of each institution’s financial statement information ensuring that the institution is in compliance with general and specific government audit requirements which cover both financial and non-financial factors such as program effectiveness, client eligibility, and efficiency with which resources are used. Auditors look closely at the institutional policies and procedures to ensure compliance with federal regulations.
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The audit follows the Office of Management and Budget (OMB) Circular A-133 process. If there are audit findings, the department or campus will need to address them to the OMB and the auditors. In some cases, it may mean the department or campus will have to explain the findings and corrective action plans directly to the BOR.

The College conveys accurate information on institutional effectiveness through its website. The College presents its mission, strategic plan, goals, and SLOs. Course offerings are presented in a Schedule of Classes published each semester and made available online. In 2003, the College began using a website, to supplement and enhance printed documentation. Every effort is made to insure accuracy and timeliness of information provided to KCC’s students and the public.

Multiple reviews of the material by the division, VCAA, Curriculum Committee, and Media Services are done to eliminate errors. The ability to amend errors found in electronic materials also provides for accurate and current information.

Self Evaluation

The College meets the standard. KCC demonstrates honesty and integrity in its relationships with external agencies including the AACJC requirements for public disclosure, self-study, and other reports. The College approved a Non-Academic Grievance Policy in spring 2012. The College is commended on using the APRU as an active evaluation and review of its programs. The College should continue to utilize technology to provide accurate and timely information to the public.

Actionable Improvement Plan

None.

Standard IV.A.5. The role of leadership and the institution’s governance and decision making structures and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

KCC is continuously evaluating the role of leadership and its governance and decision making structures. There are multiple venues and channels of evaluation from the course and instructor to the UHCC System-level. KCC is one of Hawai‘i’s seven community colleges in the UHCC System.

The UHCC Strategic Planning Council perform an annual review and update of the UHCC Strategic Outcome and Performance Measures. Members of this Council include UHCC Chancellors, other direct reports to the Vice President for Community Colleges (VPCC).
Faculty Senate Chairs, and students. KCC is evaluated in relation to attainment of performance measures against the UHCC System as a whole and as an individual campus. The rubric for evaluating system and campus integrity and effectiveness is in alignment with the UH System goals, the strategic outcomes, and KCC campus goals. Results of this analysis are shared with the campus at the biannual Convocation and during the biannual presentation by the VPCC.

In spring 2011, the UHCC System invigorated the evaluation process by a review of UHCC policies. In turn, the College selected several Kaua‘i Community College Policy (KCCP) statements for review. Since spring 2011, the following policies were revised and updated in 1-1 Administrative:

- 1-7 Establishment of College Council
- 1-8 KCCP Planning
- 4-01 Student Academic
- 4-02 Division Chairs
- 4-04 Library materials selection
- 4-05 Sabbatical Leave
- 4-07 Obsolete and new courses
- 4-08 Library circulation services
- 4-09 Tuition exemption
- 4-14 Cancellation of low enrolled classes
- 4-16 Credit by exam

Campus programs are reviewed at the UHCC System-level and results recorded in the Annual Reports of Program Data. Action items, resources needed, persons responsible, and indicators of improvement are aligned with PSLOs.

Another venue for KCC campus program evaluation is the APRU structure and process. All instructional programs are annually evaluated for integrity and effectiveness by the APRU process. Input from constituents to their Supervisors/Division Chairs is presented to College Council using the same rubric as described above. College Council determines resource allocation priorities through alignment with KCC goals and performance outcomes. Comments from the 2011 Faculty and Staff Survey indicate 62 percent of all constituents “agree” or “strongly agree” that the APRU process has been valuable in measuring the effectiveness of the College’s programs in serving its students. This process is reviewed annually by the Program Review Committee and by College Council.

In 2009, the Governance Manual was completed in response to an Accrediting Commission recommendation and placed on the KCC IR webpage assuring accessibility to KCC employees and the public. The visual depiction of the organizational chart effectively identifies the decision making structure, roles, and duties for each decision making component in the structural process.
In February 2011, the administrative team, consisting of the Chancellor; Vice Chancellors of Academic Affairs, Student Affairs and Administrative Services; Director of the University Center and Academic Support, and Director of the Office of Continuing Education designed college leadership outcomes and a process for assessing those outcomes. The assessment was completed at the end of 2011 and presented to College Council for review and responses in the spring of 2012. (College Leadership Outcomes Report) College Council will compose a written response to the administrative team prior to the beginning of the next assessment cycle at the end of 2012.

**Self Evaluation**

The College meets the standard. There are many measures of effectiveness of the governance and decision making processes and evaluations are used as the basis of improvement at the course-, program-, division-, and campus-levels. Performance measures indicate that goals are met. The achievement of APRU improvement plans is a measure of program success. The College has a fiduciary responsibility and there have been no problems in that regard. There is no overspending, resource allocations are granted, and the reserve funds meet ACCJC requirements.

The College conducted a Faculty and Staff Survey in April 2011, to evaluate the role of leadership and governance decision making structures and processes. A total of 78 responses were gathered. The categories of faculty, staff, and administration were used in the analysis of the survey in order to identify potential differences in perception of the issues among these three groups. The final survey analysis was posted on the campus server to facilitate easy access for most KCC employees. The updated KCC website, to include numerous links to access KCC programs, services, personnel, UHCC, and the UH System, are an example of survey results used as the basis of improvement.

Administrators are evaluated annually using a 360° Executive Assessment process by peers, subordinates, and constituents. Typically, about 30 people participate in this process. Additionally, each administrator is evaluated by the Chancellor every year based on the College’s progress towards strategic goals. The Chancellor is also evaluated by the UH President and VPCC on progress towards College and UHCC goals. The effectiveness of the administrative team is also measured to some degree by accreditation surveys and the administrative assessment or program review that has been recently initiated. These evaluations are not available to the entire campus due to human personnel confidentiality reasons. Even so, members of the College feel that they work in an environment that supports innovation and institutional excellence (74 percent strongly agreed or agreed) which supports a positive view of the administrative leadership roles.

However, there is also an opportunity to respond to concerns from faculty regarding the evaluation of some of these processes. Results of the 2011 Faculty and Staff Survey indicate that faculty members had concerns that “decision making structures and processes are regularly evaluated” (40 percent agreed or strongly agreed) and the “results of evaluations
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are not widely communicated (42 percent agreed or strongly agreed). Administrators shared their concern about the lack of communication of evaluation results (50 percent agreed or strongly agreed). This may be due to a lack of individual interest in reading the emails and reports, or attending several open meetings which disseminate this information. It could also be due to personal perception concerns that “Supervisors and/or Department Chairs share information openly” (56 percent agreed or strongly agreed) although faculty members feel that they have “sufficient opportunities to provide feedback to [their] Supervisors and/or Division Chair” (71 percent agreed or strongly agreed).

Currently, the effectiveness of Division Chairs in their roles is judged solely by their program’s effectiveness. Faculty and staff evaluation of people in these leadership positions is not formalized and there is no evidence these evaluations are solicited by senior administrators. In fall 2011, there was discussion in Faculty Senate regarding the evaluation of Program Directors, Supervisors, Division Chairs, and Campus Executives. Nothing has been determined from this discussion so far, but with sustainable continuous quality improvement in place, refinement and improvement of practices continues.

Actionable Improvement Plan

The Institutional Researcher should develop a survey to evaluate the communication process between divisions and College Council. An evaluation process for Division Chairs will be broached with UHPA representatives.

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In 1907, UH was established on the model of the American system of land-grant universities initially created by the Morrill Act of 1862. In the 1960s and 1970s, UH was developed into a system of accessible and affordable campuses.

These institutions currently include:

- A research university at Mānoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.

- A comprehensive primarily baccalaureate granting institution at Hilo offering professional programs based on a liberal arts foundation and selected graduate degrees.
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- A baccalaureate institution at West O‘ahu offering liberal arts and selected professional studies.

- A system of seven community colleges spread across the islands of Kaua‘i, O‘ahu, Maui, and Hawai‘i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Molokai and Lanai (administered by UH Maui College), on the island of Hawai‘i in Kealakekua (administered by Hawai‘i Community College), and in the Waianae/Nanakuli area of O‘ahu (administered by Leeward Community College).

The UHCC System, led by the Vice President for Community Colleges (VPCC), is located on the UH Mānoa campus on O‘ahu.

UH System
The current UH System organization is a result of the June 2005 Board of Regents (BOR) approved reorganization of the community colleges which included the creation of a VPCC who is responsible for executive leadership, policy decision making, resource allocation, development of appropriate support services for the seven community colleges, and re-consolidated the academic and administrative support units for the community colleges (System Level Reorganization). A dual reporting relationship was created whereby the community college Chancellors report to the VPCC for leadership and coordination of community college matters, and concurrently report to the President for UH system-wide policy making and decisions impacting the campuses. The dual reporting relationship preserves previous BOR action which promoted and facilitated campus autonomy in balance with system-wide academic and administrative functions and operations. Community college Chancellors retain responsibility and control over campus operations, administration, and management.

All ten Chancellors continue to report to the UH President and collectively meet as the Council of Chancellors to advise the UH President on strategic planning, program development, and other matters of concern. The community college Chancellors meet as the Council of Community College Chancellors to provide advice to the President and VPCC on community college policy issues and other matters of community college interest.

The Regents Candidate Advisory Council of UH - 2007
The Advisory Council was created by Act 56, 2007 Hawai‘i State Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai‘i State Constitution ratified by the voters on November 7, 2006. The Council is tied to UH for administrative purposes. The Council identifies candidates for the UH System’s governing Board of Regents. The Council presents pools of qualified candidates to the Governor of Hawai‘i from which candidates are nominated and, with the consent of the State Senate, appointed by the Governor.

The Regents Candidate Advisory Council of UH Amended 2008, 2010
Seven members comprise the Advisory Council. They establish the criteria for qualifying, screening, and forwarding candidates for membership on BOR. The Council advertises pending vacancies, and solicits and accepts applications from potential candidates. Act 56 was amended by Act 9 in 2008 which, in part, established residency within the county. In 2010, Act 9 was amended by Act 58 which, in part, ensured student involvement by the creation of a student advisory group.

**Change in BOR Structure**
Due to changes in the state law, BOR was increased to fifteen members with all Regents nominated by a regents selection advisory committee, selected from this nominee list by the Governor, and confirmed by the State Senate.

While the Community College Committee of BOR continues in existence, community college actions requiring BOR approval are discussed and acted upon by the full BOR through regular BOR meetings. There have been no difficulties in moving items to the BOR or in getting timely approval of action items. The VPCC remains the principal liaison with the entire BOR and the standing Community Colleges Committee on all community college matters. The standing Committee met as a separate committee in March, April, and November 2010 (Community College Committee 2010), and on January 18, 2012. A report from the standing Committee Chair to the full BOR is included in the November 19, 2010, meeting. The BOR intentionally holds meetings on all campuses within the UH System.

The main agenda items for the standing Committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour.” Within “Issues and Concerns,” the standing Committee’s schedule is structured to include a period for open comments for the community, meetings with student leaders, faculty leaders, and administration.

**Achieving the Dream Initiative – 2006**
In fall 2006, the then Interim VPCC, on behalf of the UHCC System, filed a letter of intent to join the national initiative, Achieving the Dream (AtD). Implementation began in July 2006 and will continue through June 2012. A Core Team and a Data Team were set up under the VPCC. Members include an Initiative Director, representatives from each of the community colleges, and staff from the Office of the VPCC. The five AtD goals for student success were adopted with particular focus on the success gaps for Native Hawaiian students. Although the UHCC System’s focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the Initiative. The commitment to the Initiative is evidenced by the inclusion of many AtD goals within the UHCC System Strategic Plan, thus ensuring a life beyond the timeframe of AtD.

**Act 188 Task Force (2008)**
Act 188 was adopted by the 2008 Hawai‘i State Legislature to establish a Task Force that would make recommendations on a budgetary system that “includes an equitable, consistent,
and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

UHCC Strategic Planning Council (2008)
In spring 2008, the UHCC Strategic Planning Council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B. The VPCC visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity, all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015. Underlying system goals and outcomes are college-level goals and outcomes. In fall 2008, the Strategic Planning Council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance and made public the results of their work. The Office of the VPCC distributes updated annual performance data in the spring of each year and the VPCC holds forums at each college to discuss the UHCC System- and college-level performance.

Assessment of the strategic planning process is conducted regularly using the Community College Inventory Survey. Survey data are used for determining progress for Goal E performance measures in the strategic plan to “Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”

UHCC Enrollment Growth Funding (2008)
Beginning with the FB-2007-09, general funds have been appropriated by the Hawai‘i State Legislature to UHCC System (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. These general funds are to be used only to defray the cost of additional credit classes/credits with any remaining funds not used for this specific purpose lapsing to the state general fund at the end of each fiscal year.

Change in Accreditation Status and Name - Maui Community College (2009)
Effective August 2009, Maui Community College’s accreditation was transferred from the WASC Junior to the WASC Senior Commission and renamed, the University of Hawai‘i Maui College. Despite its name change, it remains part of the UHCC System for administrative and organizational reporting and funding.

Change in UH System Presidency (2009)
On August 1, 2009, Dr. M.R.C. Greenwood became the 14th President of UH. Dr. Greenwood previously served as Chancellor of the University of California Santa Cruz and Vice Chancellor for Academic Affairs within the University of California System. During her tenure with the University of California System, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and the accrediting requirements.
Dr. Greenwood highlighted the work of UHCC System in her inaugural speeches focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the AtD and National Association of System Heads (NASH) Access to Success Initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting to reach those decisions. There are no immediate plans to change the current organizational structure as it relates to the UHCC System.

**Hawai‘i Graduation Initiative and Complete College America**

Hawai‘i Graduation Initiative aimed at increasing the number of college degrees awarded by 25 percent by the year 2015.

Hawai‘i, along with 16 other states, form the Complete College America Alliance of States, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the Initiative, the UH President will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda. The Hawai‘i team members include: the VPCC; UH President; Chaminade University; Director, Hawai‘i Department of Business, Economic Development and Tourism; Chair, Hawai‘i State Senate Committee on Higher Education; Chair, Hawai‘i House of Representatives Committee on Higher Education; Superintendent, Hawai‘i Department of Education; Executive Director, Hawai‘i Workforce Development Council; and Executive Director, Hawai‘i P-20.

**Amendments to BOR Bylaws (2011)**

Section 304A-104 of the Hawai‘i Revised Statutes changed to read that Officers of BOR shall consist of a Chairperson and up to two Vice Chairpersons. These positions shall now be elected by BOR at a meeting prior to July 1 of each year.

**Standard IV.B.1.** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

**Standard IV.B.1.a.** The governing board is an independent policy making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Descriptive Summary**

Governance of UH is vested in a 15-member BOR nominated by a regents selection advisory
committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Membership on BOR is controlled by state law (Hawaii Statutes §304A-104 Regents) This statute states that the “affairs of the university shall be under the general management and control of the Board of Regents.” This statute indicates the membership of the BOR and also indicates the size of BOR, how members are selected, their terms of office, when BOR is expected to meet, and how they are compensated.

BOR Bylaws and Policies define the duties and responsibilities of the Board and its Officers and committees. BOR is responsible for the internal organization and management of UH, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of UH governance; appointing and evaluating the President; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the UH; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of UH operations; and approving the UH budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the UH President and approves other executive appointments, including Vice Presidents, Chancellors, and Deans. Evidence of the BOR as an independent policy making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave greater autonomy to UH. Although the Constitution had previously granted BOR authority to manage UH, a clause “in accordance with law” had been interpreted to mean that BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause (Powers of the BOR). BOR and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship UH seeks with the state.

BOR elects its own Officers and hires its own staff. Currently, BOR has two professional staff members (the Executive Administrator and Secretary to the BOR and the Executive Assistant) and three secretaries. System administrative staff also provides support to BOR as needed.

BOR Policy, Section 9, Part III, addresses recruitment and appointment of Executive and Managerial personnel. BOR Policy Section 2 details the evaluation of the President.

In accord with the state’s Sunshine Law (Sunshine Law), all meetings are public, except those involving discussion of personnel and legal matters. BOR bylaws and policies, as well as agenda and minutes of meetings, are publicly available at the BOR website.
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Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of UH Executive Policies and the UH Systemwide Administrative Procedures.

The issues of the community colleges are being addressed appropriately by BOR. BOR minutes BOR Meeting Agenda and Minutes show many agenda items focused on the needs and issues of the community colleges. The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college’s climate and culture. The Regents have had a long-standing practice of annually holding its meetings on each UH campus.

The UHCC System Strategic Plan 2002-2010 was adopted by BOR November 22, 2002. BOR Meeting Minutes Nov 2002. The UHCC Strategic Plan states that within the overall mission of UH, the community colleges have as their special mission:

- **Access**: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- **Learning and Teaching**: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

- **Workforce Development**: To provide the trained workforce needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
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- **Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- **Community Development:** To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

- **Diversity:** By building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students’ learning experiences will prepare them for the global workplace.

In 2008, the UHCC System updated the Strategic Planning Context UHCC Strategic Planning Context Appendix A and developed Strategic Outcomes and Performance Measures 2008 2015 Appendix B that provide a more uniform method with which to evaluate progress. The plans and performance measures are in line with the UH System Strategic Plan. UHCC System Strategic Plan is overseen by the Community College Strategic Planning Council. The roles and responsibilities of the Strategic Planning Council are codified in UHCCP 4.101. The Council is made up of Chancellors, Faculty Senate Chairs, and student body Presidents from each college, and the Vice President and Associate Vice Presidents for the UHCC System. Each college has a college strategic plan that is integrated in the UHCC System Strategic Plan.

**Self Evaluation**

The College meets the standard.

**Actionable Improvement Plan**

None.

**Standard IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Descriptive Summary**

The Descriptive Summary for Standard IV.B.1.b. (above) addressed BOR’s responsibility for educational quality. Regarding legal matters and financial integrity, BOR is responsible for the internal organization and management of UH. Increased autonomy granted to UH by the Legislature over the past decade guarantees that UH has the right to determine where budgets
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will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the President and the Executive Managerial team.

The UH President prepares a budget which includes all elements of UH. When approved by BOR, the budget is submitted to the Legislature. Allocation of resources is system-wide after the appropriation from the Legislature is known. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the President for inclusion in the larger university budget. The UHCC System Strategic Plan sets benchmarks and numeric goals. The colleges set local goals, relying on program review data. In this way each college’s planning aligns with the overall goals set by the Strategic Planning Council. The President’s final budget recommendation is communicated to the community college Chancellors.

Upon approval by BOR, UH’s operating and Capital Improvement Projects budget requests are submitted simultaneously to the Governor for review and incorporated into the executive budget request for the state and to the Legislature for informational purposes. The executive budget request for the state is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH Mānoa, UH Hilo, UH West O’ahu, community colleges, system-wide programs, etc.). State law allows the Governor to withhold or restrict Legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the Governor. The President is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The VPCC and the community college Chancellors determine the general fund allocations to the individual community colleges, normally maintaining established levels of current service funding.

Due to declining levels of state funding support, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a system-wide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers’ compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit UH annually. UH’s financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standards (GASB) principles. In July of 2005, with changing auditing standards, the ACCJC accepted “…the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the
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University’s consolidated financial statements with an opinion on such supplemental information in relation to the University’s consolidated financial statements taken as a whole ...” as documentation of audit requirements for UHCC.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

BOR maintains a website on which the bylaws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this standard are published on this site.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

BOR conducts meetings and administers the business of the UH System in accordance with the state Sunshine Law. BOR minutes are maintained and published following each meeting and are available on the website. BOR Policy Section 2-4 references BOR Policy on Board Self Evaluation. In addition, the administration submits recommendation for policy and policy revisions as necessary.

During 2010/2011, BOR initiated and completed a review of all BOR policies to ensure that they followed best practices and to meet the intent of revisions in three areas: ‘readily apparent changes that are long overdue; convert prescriptive statements to broader policy
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*statements; and propose delegations of authority to enhance operational efficiency and effectiveness.*” Vice Presidents were assigned specific chapters for review and revision. (Minutes from the BOR Briefings and Workshop on Best Practices). The UH All Campus Council of Faculty Senate Chairs (ACCFSC) was advised about the proposed amendments as a result of the review via a memo from the BOR Chair on February 3, 2011. At the February 25, 2011, ACCFSC meeting a concern was raised about the short turnaround time for faculty consultation. In response to the request by the ACCFSC Co-Chair to BOR, the deadline for feedback was extended. Individual Senates reviewed the proposed amendments and the respective Senate Chairs sent faculty feedback to the ACCFSC Co-Chairs. Proposed amendments to BOR Policies, Chapters 1-8 and 10-12, were approved by BOR at its March 17, 2011, meeting. Language clarification through additional amendments occurred at the BOR meeting on April 21, 2011, for Chapters 1-8 and 10-12, as well as in-depth discussion of Chapter 9. All amendments and revisions were approved at this meeting.

BOR Policy Section 2-4, Policy on Board Self-Evaluation requires that BOR shall conduct a self-study of its stewardship every two years. The policy includes the responsibility, process, and outcomes. See minutes from the BOR Briefings and Workshop on Best Practices by AGB's Dr. MacTaggart (January 20, 2011), Briefing and Workshop Conducted by WASC Executives (April 1, 2010). There was another meeting of Briefing and Workshop on Best Practices conducted by the AGB's Dr. MacTaggart on September 29, 2011.

**Self Evaluation**

The College meets the standard.

**Actionable Improvement Plan**

None.

**Standard IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

Governance of UH is vested in a 15-member BOR nominated by a Regents selection advisory committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Hawai‘i Revised Statutes - §304A-104 Hawai‘i Statutes sets the term of office as five years except for the student member whose term is two years. The Statute provides for staggered terms. Every member may serve beyond the expiration date of the member’s term of appointment until the member’s successor has been appointed by the Governor and confirmed by the State Senate. Members may serve no more than two consecutive five-year terms.
The President facilitates an annual briefing and workshop on Best Practices for all Regents (conducted by Association Governing Boards). New Regent Orientation has been conducted by the UH EVP/Provost. Orientations were conducted on August 24, 2010, May 20, 2011, and September 21, 2011. At the BOR February 23, 2012 meeting, BOR adopted changes in its bylaws to reflect the obligation to conduct timely orientation of new members. The action is reflected in the February 23, 2012 minutes. UH has developed the BOR Reference Guide as the foundation. An updated copy was released in May 2011.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

BOR Policy Section 2-4 Policy on Board Self-Evaluation details the purpose, policy, responsibility, process, and outcomes for BOR self-evaluation.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

BOR Policy, Article X, and HRS Chapter 84 address BOR’s stated process for dealing with unethical behavior.

Self Evaluation

The College meets the standard.
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Actionable Improvement Plan

None.

Standard IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Accreditation is part of the training for new BOR members. BOR Reference Guide. The VPCC keeps the BOR informed about the accreditation process. BOR meeting minutes from April 1, 2010, evidence a three-hour workshop presented by the WASC President and Executive Director and the ACCJC President. The Office of the VPCC coordinates the schedule of college self-evaluations submitted to BOR. BOR approves the self-evaluations in the August or September meeting (see BOR Minutes August 24, 2006).

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the Presidents of the colleges.

Descriptive Summary

The President of the UH System has full responsibility and authority for execution of the policies authorized and established by BOR. BOR Policy Section 2 Administration provides for the duties and evaluation of the President of the UH System. Minutes from the BOR January 20, 2011 meeting show approval of the President’s goals for the academic year and approval extending the President’s contract with UH.

BOR approves the appointment of the VPCC who is evaluated by the President of the UH
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System.

BOR approves the appointment of each College Chancellor who is evaluated by the VPCC. As the Chancellors have dual reporting to the President of the UH System, the President will also evaluate the Chancellors.

Within the timeframe of this self-evaluation, UH completed successful searches for two community college Chancellors and the President of the UH System. BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.2. The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Chancellor serves as the Chief Executive Officer for KCC and is responsible for the overall leadership, administration, and management of the College’s instruction, student services, institutional and academic support, continuing education and training, and workforce development. The College’s Chancellor reports to the VPCC and UH President. The Chancellor represents UH and acts on behalf of KCC within the community. The Chancellor serves as the College Chief Liaison Officer to the UH President, the President’s staff, BOR, and the Legislature. The Chancellor provides leadership for all programs; oversees the development and implementation of the strategic plan; develops strategies to achieve goals; determines allocation of resources; approves policies and procedures; and shares assessments of institutional effectiveness with the College community.

The Chancellor has the primary decision making responsibility and is held accountable for decisions rendered by members of the College administration, faculty, staff, students, and other stakeholders. The Chancellor is also responsible for the financial strength of the College’s operations and for institutional grants, fundraising, marketing, and relations.

The responsibilities of the Chancellor and the role within the UH System are clearly outlined in the College’s Governance Manual, which draws from BOR policy, UHCC policy, and College policy. The diagram on page 3 of the Manual shows the relationship of the Chancellor to the Chancellor’s Executive Cabinet, Faculty Senate, ASUH-KCC SG (student leadership); and College Council, the major decision making body at the College. The diagram on page 11 of the Manual indicates the Chancellor’s role within the UH System. The Chancellor is a member of both the Council of Chancellors and the Council of
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Community College Chancellors. The role of these councils is to provide a forum for communication, problem-solving, consensus building, and a mechanism to collaboratively guide the development of policies and operations in the UHCC System, its respective campuses, and the UH System.

Standard IV.B.2.a. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The President delegates authority to administrators and others consistent with responsibilities as appropriate.

Descriptive Summary

Note to the reader: “Chancellor” here refers to “President” at the level of the College.

The Chancellor consistently plans, oversees, and evaluates the College’s administrative structure and effectively delegates authority to KCC administrators and others consistent with responsibilities as appropriate.

The current KCC Chancellor accepted this position in 2008. The Chancellor’s job description is included in the Governance Manual. The Chancellor’s primary duty is implementation of the BOR policy at the UH System, UHCC System, and campus-level, as well as stewardship of and advocacy for the Kaua’i campus. The UHCC Map of UHCC College System Functions clearly delineates the Chancellor’s role of authority. The Chancellor represents KCC at the UH and UHCC System-levels in multiple venues:

- Council of Community College Chancellors
- Council of Chancellors
- UHCC System Strategic Planning Council

The Chancellor is assisted in campus planning and oversight by an Executive Cabinet of Vice Chancellors and Directors. The organizational chart was reviewed and updated in summer 2011 and presented to the campus community at Convocation in fall 2011.

The Chancellor delegates appropriate responsibilities to members of the Executive Cabinet. Cabinet members include:

- Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor for Administrative Services
- Director of the University Center and Academic Support (1 position)
- Director of Continuing Education and Training

The Vice Chancellor for Academic Affairs (VCAA) serves as Chief Academic Officer of all credit instructional programs. The VCAA provides strategic and effective leadership and support to program review processes and promotes the accountability of programs for
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effective and efficient utilization of staffing, facilities, and fiscal resources. The VCAA manages curricular development and processes to ensure the centrality of Student Learning Outcomes (SLOs) and the assessment of those outcomes. The VCAA provides leadership and support to Division Chairs and Program Coordinators in the development of schedules, staffing plans, budget, and other day-to-day operational aspects of the instructional programs. The VCAA also evaluates and makes recommendations on probationary faculty, lecturers, and classified staff in accordance with UH System guidelines and other applicable rules and regulations. The VCAA fills in for the Chancellor during the Chancellor’s absence.

The duties of the Vice Chancellor for Student Affairs (VCSA) include responsibility for overseeing the administration, organization, and operation of Student Services to provide counseling and guidance, financial aid, academic advising, tutoring and testing. Student Services also oversees student activities, outreach and recruitment, orientation, Admission and Records, career guidance, disability support, and international student services. In addition, the VCSC develops, recommends, and implements campus policies and procedures consistent and aligned with UH System policies relevant to student services; represents the College on system-wide committees; and provides data support to the campus, community agencies, and high schools.

The duties of the Vice Chancellor for Administrative Services (VCAS) include responsibility for the planning, organizing, and directing of all administrative support services required by the College. These services include, but are not limited to, overall management processes, budgetary and financial management, human resource administration, procurement and property management, facility and grounds management, auxiliary services, campus security, environmental health and safety, and fiscal facilities planning of both repairs and maintenance and Capital Improvement Projects.

The Director of the University Center and Academic Support has two distinct set of duties. To manage the University Center, the Director provides leadership in coordinating, planning, managing, and executing instructional, research, and/or public service programs utilizing existing KCC facilities. Program offerings may include non-transfer programs and associate, baccalaureate, and graduate degree courses from any of the other campuses within the UH System.

The University Center Director conducts ongoing studies to assess community needs to determine which degree programs have sufficient student demand in the County of Kaua‘i. Contact with other departments of UH’s organizations is extensive. The position serves on various committees and system coordinating groups working with distance learning and programs for the neighbor islands.

To direct Academic Support, the Director supervises and is responsible for overall planning and direction for the following KCC units: Computer Services, Media Services, Library, College Success Center, Instructional Technology, Professional Development, Cooperative Education/Internship/Job Placement, Tutoring Services, Testing Center, and Waiʻaleʻale.
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Project. The Director also serves as the Accreditation Liaison Officer. The Director provides leadership in the development of the individual unit’s goals, budgetary preparation, and expenditure of funds serving as the administrative liaison to the other academic instructional units, and identifying how Academic Support can meet the needs of faculty, staff, administrators, students, and the community.

The duties of the Director of Continuing Education and Training are to direct and oversee the overall administrative, operational, and budgetary affairs of the Office of Continuing Education and Training, Performing Arts Center, and Apprenticeship Trades Programs. Other delegated responsibilities are to establish good working relationships with the other College divisions, private businesses, community organizations, and individuals aimed at developing collaborative partnerships that will enhance KCC’s ability to better serve the community. The Director facilitates promotional and public relations efforts to enhance community awareness about the programs, activities, and services offered by the College. The Director also oversees various workforce training and/or economic development-related grant programs.

To ensure close communication and collaboration with the county of Kaua‘i, the Chancellor also assigned Executive Cabinet members to sit on the following boards:

- Kaua‘i Workforce Investment Board (Director of Continuing Education and Training)
- Kaua‘i Economic Development Board Science and Technology Committee (VCAA)
- Kaua‘i Economic Development Board Renewable Energy Committee (VCAS)
- Kaua‘i Economic Development Board Food and Agriculture (Director of Continuing Education and Training)

Self Evaluation

The College meets the standard. The Chancellor plans, oversees, and evaluates the administrative structure of the campus. The Chancellor staffs and delegates authority appropriately for the size and campus complexity.

To add greater clarity to the delegation of responsibilities, the Chancellor led an effort to establish a KCC Governance Manual in accordance with the 2007 ACCJC recommendation. This task was completed and became electronically accessible to the public on the KCC website in 2009. The KCC governance policy and duties, and the responsibilities of each unit, including a flow chart indicating the chain of command, are described. The chart was reviewed again and presented to the campus at the fall 2011 Convocation. The Chancellor is at the top of the flow chart and responsible for authorization of all decisions.

Under the guidance of the Chancellor, the College’s purpose became clearly aligned with the UHCC System Strategic Plan. Each semester at Convocation, a presentation of the KCC evaluation of progress toward attaining campus goals and the UHCC System Strategic Plan is
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given. A philosophy of transparency is communicated to faculty and staff, and input is solicited.

The Chancellor annually evaluates each member of the Executive Cabinet annually through multiple measures. Evaluation instruments include a 360° Executive Assessment evaluation by peers, constituents, and subordinates; an evaluation of progress towards clearly identified goals jointly set by the Chancellor and Executive Cabinet member; and an evaluation of progress towards KCC, UHCC, and UH strategic goals that are in the Executive Cabinet member’s area of responsibility.

Beginning in 2011, the administrative unit also does a program review assessment annually. The administrative unit assesses itself with respect to the following outcomes:

1. The administrative unit assures relevancy to campus and community needs.
2. The administrative team guides the campus in creating and implementing integrated planning.
3. Technology is successfully integrated into the services and functions of the institution.
4. The administrative unit provides a safe and secure learning environment.
5. The administrative unit ensures access to and communication of information and a transparent planning process.
6. The administrative unit is evaluated by multiple methods.
7. The administration strives to provide the highest quality of education and upholds the standards of its Accrediting body.
8. The College leadership team regularly participates in system management and leadership teams to ensure collaboration and a common approach to system goals and objectives.
9. The administration balances innovation and risk taking with fiduciary responsibilities.

College Council will complete a response to this report prior to the next assessment cycle in fall 2012.
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Actionable Improvement Plan

None.

Standard IV.B.2.b. The President guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The Chancellor of KCC guides institutional improvement of the teaching and learning environment in the following manner:

The Chancellor establishes an environment of collegial processes in accordance with the values, goals, and strategic planning priorities of the KCC campus in alignment with the UHCC System and UH. The KCC mission statement is guided by the Chancellor. First, the Chancellor established a Task Force with input from faculty and staff, and then hosted College Conversations for input and discussion on the mission statement. Finally, the Chancellor chaired College Council meetings to confirm the mission statement alignment with the strategic goals and priorities. The Chancellor’s responsibility is to present this to BOR for final approval. The current mission statement was approved by BOR May 19, 2011.

The Chancellor is responsible for the development, review, and update of the campus strategic plan and implementing the Accreditation Standards, and is responsible for the financial strength of the College’s operations. The strategic plan flows from the mission statement, and was developed by the entire campus. The Chancellor establishes priorities within the College goals based on input from College Council and a College Conversation. Campus goals and priorities are presented and reviewed at Convocation each semester and at other venues such as Excellence in Education Day that takes place in March of each year.

The Chancellor ensures that evaluation and planning rely on high quality research and analysis on both external and internal conditions. Each year, the Chancellor, in consultation with the Vice Chancellor for Academic Affairs and Director of the University Center and Academic Support guides the process for comprehensive program reviews and APRUs, and sets the due dates for that year. The Chancellor,
through the Institutional Researcher, transmits appropriate annual and longitudinal program health indicator data from the UHCC System Office to the Vice Chancellors, Directors, and Division Chairs/Unit Heads for evaluation. IPEDs, Perkins, SSCCE, Noel-Levitz, and AtD data are also considered. External data include the CEDS, census and workforce data.

The Chancellor ensures that educational planning is integrated with resource planning and distribution to achieve SLOs. Divisions and units must link any resource requests to information about the current status of the area/program and educational improvement plans for that unit/program. The requests must also be linked to strategic goals. The APRUs are then presented at College Council. Later in the APRU process, the Chancellor and Executive Cabinet review the ranking of requests recommended by College Council, and the Chancellor makes the final decisions on resource allocations based on the recommendations, and UHCC and UH System priorities. Funding sources may include biennium and supplemental budget requests, current service base reallocations, external grant proposals, private fundraising, or revenue generating activities by the programs themselves (see KCC Policy 1-6).

The Chancellor has established procedures to evaluate overall institutional planning and implementation efforts. Every two years the mission statement is evaluated. Each year, College Council evaluates the APRU ranking and reporting process and makes recommendations for revision. The College has established a policy of institutional effectiveness that includes evaluation processes. The Chancellor maintains oversight of committees on learning objectives, approves all Course Action Forms (CAFs) and Program Action Requests (PAR). Implementation of the Multi-Year Plan of Offerings (MYPO) is confirmed by College Council which is chaired by the Chancellor.

Self Evaluation

The College meets the standard. The Chancellor of KCC is mindful of guiding institutional quality improvement. To assist the College in making decisions based on data, the Chancellor created an Institutional Researcher position in 2011. The Chancellor recently revised the committee structure at the College to include collegewide standing committees, enabling a greater participation in the decision making dialogue. Standing committees have increased transparency in the planning and resource allocation for institutional improvement. Previous existing Ad hoc or task force committees have been consolidated into various standing committees and are facilitated by a Vice Chancellor and/or Director.

The educational plan is integrated in resource planning based on data analysis at the UHCC System-level and provided by programs in the APRU. APRUs are submitted each December and presented in College Council in January and February. College Council then prioritizes requests and send the prioritized list to the Chancellor, who directs distribution of resources to achieve course, program and institutional SLOs. The course, program, and institutional
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SLO process is more fully described in Standard II.A.1.c., and is outlined in the Assessment Concept Map. This process has been institutionalized and 70 percent of all course offerings using Course Assessment Report of Data (CARD) as an assessment instrument. The Institutional Researcher evaluates the data to assist the overall College planning efforts.

The Chancellor hosts and supports College Conversations throughout the semester on issues impacting teaching and learning. Recent Conversation topics have included “Barriers Students Face,” “Mandatory 103 (College Skills), “How to Improve Outreach to K-12,” “How to Improve Pathways to Four-Year Degrees.” The last two topics are also priorities the College has set within its strategic goals.

Actionable Improvement Plan

None.

Standard IV.B.2.c. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The Chancellor serves as the Chief Liaison Officer to the UH President, the President’s staff, BOR, and the Legislature. The Chancellor provides leadership for all programs. The Chancellor oversees the development and implementation of the strategic plan, strategies to achieve goals, allocation of resources, approval of policies and procedures, and is responsible for setting and implementing the broad institutional goals and mission of the College. The Chancellor has the primary decision making responsibility and is held accountable for decisions rendered by members of the College administration.

The College administrative team has an annual assessment process dictated by BOR policy as described above in Standard IV.2.B.a. Each executive is evaluated by peers, subordinates, and the community in the 360° Executive Assessment process, as well as by the Chancellor based on goals jointly set as well as progress towards College goals within the executive’s area of responsibility.

The Chancellor is responsible for the development, review, and update of the KCC Policies (KCCPs) and the College strategic plan. The Chancellor is also responsible for implementing the Accreditation Standards. All KCCPs must be in alignment with:

- BOR policies
- UH Executive Policies and Administrative Procedures
- UHCC policies
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From the community college perspective, the mission has three levels: the overarching UH System, the UHCC System, and the individual community colleges. Each individual community college’s mission statement is embedded within the context of the UH System and UHCC System missions. The KCC Strategic Planning document is also nested within the UHCC and UH System Strategic Planning. The UHCC System Strategic Outcomes and Performance Measures is a method used to evaluate goal attainment. KCC gives performance data to the UHCC System Office to be evaluated and compared to goals set and the performance of other colleges in the UHCC System. The College’s Chancellor assures that College practices are consistent with the College’s mission and policies by disseminating outcome data results and completing an evaluation twice a year (at Convocations in the fall and in the spring). The VPCC visits the College each semester to present an update on KCC’s performance progress. In these presentations, KCC’s institutional practices have demonstrated a strong performance. The most recent presentation was on April 17, 2012.

The College’s goals are aligned with the mission. Both are nested and aligned with the UHCC System Strategic Plan and the UH Performance Outcomes and Performance Measures. The UHCC System Strategic Plan is overseen by the Strategic Planning Council whose members include the VPCC and Associate Vice Presidents, Chancellors from each UH community college, Faculty Senate Chairs from each campus, and student body Presidents from each community college. The Strategic Planning Council meets once each semester. The roles and responsibilities of the Strategic Planning Council are codified in UHCC Policy 4.101.

Information regarding BOR visits is disseminated to faculty, staff, and students via email and an open invitation is offered to meet with BOR. The last BOR visit to KCC was in January 2012. At this time, the Chancellor made a presentation to the BOR on the status of the College and current initiatives, including Ho‘oulwehi: The Sustainable Living Institute of Kaua‘i and the Wai‘ale‘ale Project.

Self Evaluation

The College meets the standard. The Chancellor effectively implements the statutes, regulations, and governing board policies. As a member of the Council of Chancellors, Council of Community College Chancellors, and UHCC System Strategic Planning Council, the Chancellor is involved in and aware of changes in regulations and policies. In the past year, the Chancellor has overseen an effort to update KCC’s policies and eliminate campus policies when UHCC or UH policies are sufficient. For example, the Policy on Policies (KCC Policy 1-1) as well as the policies on College Council (KCC Policy 1-7) and college planning (KCC Policy 1-8) has been updated.

Institutional practices are consistent with the institutional mission and policies. The mission of the College is regularly reviewed and directs the College’s strategic plan. Priorities within the college goals are determined by the Chancellor after seeking input from a College Conversation, student leadership, and College Council. The Chancellor regularly reviews the
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UHCC System Strategic Plan and UH Outcomes and Performance Measures at Convocations and reports on KCC’s performance in relationship to these. In the 2011 Faculty and Staff Survey, 73 percent of respondents “strongly agree” or “agree” that they understand how the College’s mission statement directs the strategic plan. In the same survey, 71 percent of respondents “strongly agree” or “agree” that the role of College Council is to advise the Chancellor in making campus governance decisions.

Actionable Improvement Plan

None.

Standard IV.B.2.d. The President effectively controls budget and expenditures.

Descriptive Summary

BOR Bylaws and Policies, Part D, Chapter 2, Section 2-2, b(5) stipulates that the Chancellor of each college in the UH System has the responsibility for administration and operation of that college, including financial oversight. The Chancellor is responsible for the financial strength of the College’s operations, and works with the College’s administrative staff members to direct, manage, and supervise personnel responsible for academic and non-academic programs. At KCC, the Chancellor effectively controls budget and expenditures and relies on the Vice Chancellor for Administrative Services and the Fiscal Officer to provide support and financial oversight in administering instructional and non-instructional programs.

KCC revenues come primarily from general funds from the state of Hawai‘i and Tuition and Fees Special Funds from students. The Chancellor works with the UH System through the Council of Chancellors and Council of Community College Chancellors to develop a biennium budget and presents the case of the College to the Legislature as part of UH testimony. Other sources of funding come from revenues generated through program activities and grants, as well as donations.

The Chancellor receives the quarterly BOR Budget Level Summary Report that tracks variances from projected expenditures and revenues. KCC’s budget documents reflect the Current Service Base budget for the five major programs: Instruction, Public Services, Academic Support, Student Services, and Institutional Support. From these reports and working with the Vice Chancellors and Directors, funding for each of the five major programs is monitored and can be adjusted through reallocations, additional funding from Program Change Requests approved by the Legislature, and/or enrollment and tuition and fee revenue growth. College budget priorities are derived from the College mission and goals and ranked by College Council as part of the College integrated planning process.

Each year at Convocation, the Chancellor reviews this process with the College. Program and division requests are structured by the APRU process and are presented at College Council in January. Requests for resource allocation are prioritized according by proximity of
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alignment with the KCC goals and UHCC System Strategic Plan. College Council discusses APRU priorities and makes recommendation to the Chancellor, who makes the final budget expenditure decisions. The Chancellor makes the final decisions on resource allocations based on College Council recommendations and KCC priorities. Funding sources may include biennium and supplemental budget requests, current service base reallocations, external grant proposals, private fundraising, or revenue-generating activities by the programs themselves.

Once funding requests are identified and ranked by College Council, the Chancellor and her Executive Cabinet review and determine the best sources of funding for those requests that have the highest priority. Funding may come from reallocation of resources within the campus, requests of additional resources through the Legislature, grant funds or UH Foundation funds.

Two ongoing major expenses for the College are personnel and electricity costs. The College has made significant efforts in energy conservation and generation and is also contracting with Chevron Energy Solutions for further work in these areas. Requests to fill existing or create new positions require a Position Request Form that is taken through College Council and ensures that the expenditure is aligned with College goals and program plans and that sufficient funding is available.

Throughout the year, the Chancellor brings to College Council updates that can be shared on system and college budget issues. These are recorded as part of the College Council minutes.

The Chancellor also takes an active role in identifying relevant grant opportunities and potential donors. Current grants include a HUD Grant for a Community Enterprise Center and training in the community of Kekaha on the extreme west end of the island, and an Office of Hawaiian Homelands Grant to support our Wa‘ale‘ale Project. Most recently, the College completed a federal Title III Grant proposal for Native Hawaiian serving institutions. The College is awaiting word regarding that proposal.

UH Foundation is the private fundraising sector of the institution and supports the various accounts under the KCC Development Fund. UH Foundation processes and accounts for donations, expenditures, and investments for the College. The Chancellor meets quarterly with the Friends of Kaua‘i Community College, a group of community members who provide community insight to the Chancellor and assist her with raising funds through the UH Foundation to support College activities and programs. In collaboration with the Executive Cabinet and College Council, the Chancellor has created a list of College projects that need funding, and regularly updates and shares the list with the Friends of Kaua‘i Community College.
Self Evaluation

The College meets the standard. The Chancellor effectively controls the budget and expenditures and is the final authority on resource allocation decisions. Budget development is done within the context of the UHCC budget process as described in Standard III.B.1. and is part of the College’s integrated planning process. Requests for funding are ranked by College Council and priorities are finalized by the Chancellor. Funding for these priorities is then obtained through reallocation of current College resources, grants and donations, or requests to the Legislature.

The Chancellor has been proactive in making the APRU process and its link to resource allocation more transparent. In addition to reviewing the proceedings every year at Convocation, she has also specifically invited the whole campus to the College Council when the APRU presentations and rankings are occurring. She also has improved the process of dissemination of the APRU ranking results by sending them out to the entire campus.

The process for filling vacant positions ensures that financial resources are used wisely. College Council discusses the costs and benefits of filling vacant positions before positions are approved for filling.

The Chancellor arrived at the College at the beginning of the economic downturn in 2008. This resulted in pay reductions for all employees, but at different rates depending on their unions bargaining agreements. Although there are some signs that Hawai’i’s economy is recovering, most employees still are experiencing pay reductions. However, the faculty collective bargaining agreement currently includes the restoration of pay reductions and includes three percent pay raises effective in the fiscal year 2014 and 2015. This imposes a future financial obligation that will most likely be met through tuition and fees revenues.

Although state funding has declined, tuition and fees increased, and the budget allocation process directed by the Chancellor has adequately supported the College. Through careful management of budget and expenditures, the College has been able to maintain above a five percent reserve for the past three years. To increase funding available from federal grants, the College is hiring a grant writer using tuition and fees dollars. The Chancellor has also been active with the Friends of Kaua’i Community College to increase private donations.

Actionable Improvement Plan

None.

Standard IV.B.2.e. The President works and communicates effectively with the communities served by the institution.
Standard IV: Leadership and Governance

Descriptive Summary

The Chancellor works effectively to communicate with both internal and external communities served by the College. The Chancellor strives to ensure that communication both within the campus and between the campus and the community is clear and effective.

The internal communities include students, faculty, classified staff, and administrators who are included in shared governance at KCC through representation on a variety of shared governance committees. Internal communities also include the UH and UHCC Systems. At the KCC campus-level, internal examples include the following groups with whom the Chancellor regularly meets:

- ASUH-KCC SG: The Chancellor meets with this group monthly.
- College Council: The Chancellor has meetings with this group every two weeks.
- Executive Cabinet: The Chancellor meets with this group every two weeks.
- Faculty Senate: The Chancellor meets with this group once a semester.

The Chancellor has also assigned an Executive Cabinet member to each of the college-wide standing committees so that there is clear communication between the committees, College Council, and the Executive Cabinet. Standing committees have a charter, mission, and membership approved by College Council. The College’s standing committees include:

- Campus Operations and Safety Committee - Administrative Services
- Health and Wellness Committee - Chancellor
- Faculty Senate - Academic Affairs
- International Education Committee - Academic Affairs
- Informational Technology/Website Committee – University Center/Academic Support
- Makaloa Council - Chancellor
- Marketing and Enrollment Management/Outreach Committee - Student Affairs
- Sustainability Committee - Continuing Education and Training
- New Student Orientation Committee - Student Affairs
- Assessment Committee - Academic Affairs

On campus, the Chancellor has an open-door policy for students, faculty, and staff in support of the College’s core values of trust, openness, and transparency. The Chancellor welcomes the chance for informal conversations as well as scheduled meetings with individuals or groups. The Chancellor sets time aside to visit constituent groups such as academic divisions and student leadership during their regular meeting times. In addition, the Chancellor created the Chancellor’s Corner, accessible to the public on the KCC webpage, commenting on campus events that have occurred or are scheduled to take place.

The Chancellor meets regularly with the Chancellor’s Executive Cabinet at scheduled meetings and also meets with Cabinet members individually. The Chancellor holds annual
retreats with Cabinet members for planning and discussion purposes. The goals of retreats are always issue-driven. At the beginning of each semester, the Chancellor convenes Convocation for the entire campus to provide data on past performances and remind the campus of the College’s mission, goals, and strategic priorities which sets the tone for the year. During the year, the Chancellor arranges and/or supports College Conversations on topics of importance to the campus, ranging from “Cultural Barriers Students Face” to “Revamping the Math Curriculum.” The Chancellor also attends special College events and on-campus celebrations such as music performances and academic presentations at KCC’s Performing Arts Center, Earth Day, Walk a Mile in Her Shoes, and blessings for the opening of new buildings or programs.

In addition to work on campus, the Chancellor also sits on several committees at the UH and UHCC System-level. While some issues discussed at these meetings are not public, the Chancellor brings backs appropriate notes from each of these meetings to share at College Council. Committees include:

- Council of Community College Chancellors
- Council of Chancellors
- UHCC System Strategic Planning Council

The Chancellor has worked hard to close the gap between the campus and the community. The Chancellor has established close working relationships with the community on Kaua‘i including the Mayor of Kaua‘i, County Council, the Kaua‘i Complex Superintendent of Schools, the business community, and nonprofits.

The Chancellor is actively engaged in the community to disseminate information about the College, to learn how the College can work more productively with the community, and to discover new possible collaborations. The Chancellor serves as a member of the following:

- American Association of University Women
- Kaua‘i Chamber of Commerce
- Kaua‘i Economic Development Board Executive Committee
- Kaua‘i Economic Development Board Education Committee
- Kaua‘i Planning and Action Alliance Advisory Board
- Island School Academic Advisory Board
- Līhu‘e Business Association
- The Kaua‘i Farm Bureau
- The Kaua‘i Island Leadership Group

To ensure close communication and collaboration with the County of Kaua‘i, the Chancellor has also assigned Executive Cabinet members to sit on the following boards:

- Kaua‘i Workforce Investment Board (Director of Continuing Education)
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- Kaua‘i Economic Development Board Science and Technology Committee (VCAA)
- Kaua‘i Economic Development Board Renewable Energy Committee (VCAS)
- Kaua‘i Economic Development Board Food and Agriculture (Director of Continuing Education and Training)

Through presentations and targeted meetings, the Chancellor also maintains communication with:

- National Oceanic and Atmospheric Administration Kaua‘i Office
- Rotary Clubs
- Pacific Missile Range Facility
- Kaua‘i Legislative team
- National Tropical Botanical Garden

The Chancellor has been active in establishing and maintaining mutually beneficial partnerships with entities on the island. Three examples of such partnerships include a partnership with the National Tropical Botanical Garden to conduct shared educational events; a partnership with the Kaua‘i Farm Bureau to run a Community Farmers Market on campus which supports the Agricultural Program; and a partnership with the Department of Education and social service agencies through the Kaua‘i Planning and Action Alliance to engage in a collective impact approach to supporting Kaua‘i youth from cradle to career. The Chancellor also called together businesses and campus faculty and leaders in particular economic sectors for retreats to strategize how the campus can best help the community in these areas. During the past two years, both the food industry and technology sectors have been invited to these planning retreats.

After languishing for years, the Friends of Kaua‘i Community College has been revitalized by the Chancellor as an advisory and fundraising group. This is a group from diverse backgrounds invited by the Chancellor to actively support the College through donations of time and money. When the Chancellor arrived, the group, then named the Fund Board, consisted of about 7-10 active members, many of whom had been on the group for decades and none of whom were recent additions. The Friends of Kaua‘i Community College now has 17 members from all areas of the island. This group meets quarterly and plans events to highlight the College and its programs. For each meeting, the Chancellor prepares a document reviewing recent events and critical needs at the College.

Self Evaluation

The College meets the standard. The Chancellor utilizes multiple formats and means to communicate and work with both the internal and external communities that include face-to-face meetings with groups and individuals; use of electronic tools; personal notes; attendance at on- and off-campus events; participation in student leadership; and membership on College and county committees that interface with both internal and external groups.
Standard IV: Leadership and Governance

The Chancellor demonstrates effective leadership on the campus with a vision toward positioning the College as a central learning point for cultural, economic, environmental, and social sustainability. The Chancellor formed an interdisciplinary institute, Ho’ouluwehi: The Sustainable Living Institute of Kaua‘i, with the following mission. “Honoring and building on the College’s history and diverse cultures, Ho’ouluwehi offers an innovative Sustainability Learning focal point for the entire Kaua‘i community by:

- Embedding sustainability principles within KCC offered curriculum
- Advancing partnerships with the University of Hawai‘i, government, private business, nonprofit agencies, and individuals
- Implementing research and projects to foster a more vibrant future for Kaua‘i, and fueling related employment vitality”

Actionable Improvement Plan

None.

Standard IV.B.3. In multi-college districts or systems the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Standard IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary

The UHCC System includes the seven community colleges (UH Maui College is now accredited by WASC Senior). Colleges are located on the main Hawaiian islands of Hawai‘i, Kaua‘i, Maui, and O‘ahu. The islands of Lanai and Molokai are served by Education Centers staffed and operated by UH Maui College. The UHCC System Office is located on O‘ahu at a central site independent of the seven colleges. The seven colleges of the system form an interdependent network that is nested within the ten-institution UH System.

UHCC System Chancellors have dual reporting to the President of the UH System for system-wide policy making and decisions impacting the campuses and to the VPCC for leadership and coordinating of community college matters (June 2005 Reorganization Functional Statement). The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with system-wide academic and administrative functions and operations.
Standard IV: Leadership and Governance

The Office of the VPCC functional statement and the VPCC’s position include descriptions of the executive leadership work of the Vice President who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the UHCC System and assures support for the effective operation of the community colleges with staff support. The functional statement also makes clear that a Chancellor for a UH community college has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the college. The June 2005 Reorganization expanded the Chancellor’s authority and responsibility (e.g., personnel decisions).

Through a series of meetings in spring 2006, the VPCC, the seven UH community college Chancellors, and senior staff from the VPCC Office developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the UH System Offices, the UHCC System Office, BOR, the State of Hawai‘i, and the Colleges. The functions are regularly reviewed by the Council of Community College Chancellors and are updated as needed. Following a major review of BOR policies in spring 2011, and the delegation of some functions to the President, Vice President, and Chancellors, UHCC System Chancellors reviewed and revised the UHCC Functional Road Map.

A number of UH system-wide committees/workgroups and UHCC system-wide committees/workgroups exist where discussion, information sharing, and consultation take place to advise/inform/recommend to the Chancellors and Vice President and the leaders of the system as appropriate. Several UHCC faculty and administration groups continue to work on developing new UHCC policies and converting the former Chancellor for Community College Memoranda to UH Community College Policies, as appropriate (CCCM Conversion). The conversion began in 2005 and is ongoing.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Office of the VPCC provides centralized support services in the areas of Administrative Services and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs is responsible for providing leadership in internal operational policy
making that has impact on the development and implementation of community college system-wide academic plans, goals, objectives, and assessments. The Office provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development (June 2005 Reorganization Functional Statement).

The Office of the Associate Vice President for Community Colleges Administrative Services is responsible for the facilitation and coordination in all aspects of administrative services for the UHCC System. The Office provides leadership, assistance, and coordination in the areas of 1) Budget and Planning, 2) Equal Employment Opportunity and Affirmative Action (EEO/AA), 3) Facilities and Environmental Health, Human Resources, 4) Marketing Communications, and 5) Research, Training, Commercial Enterprises and Emergency Management. The UH Capital Improvement Projects is managed at the system-level by the Office of Capital Improvements. BOR established the UH Office of Capital Improvements to manage major Capital Improvement Projects on UH campuses. Overall, community college repair, maintenance, and capital improvement are under the Associate Vice President for Community Colleges Administrative Services. Colleges have responsibility for routine maintenance, as well as health and safety issues. Colleges work with consultants to develop Long Range Development Plans which are used by the System to develop Capital Improvement Plans.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with state law, UH submits a biennial budget request; program and financial plan; and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and Capital Improvement Projects funds for UH are appropriated by major organizational units (e.g., UH Mānoa, UH Hilo, UH West O‘ahu, UHCC, system-wide support, etc.). The Statutes governing the state of Hawai‘i budget preparation process are primarily reflected under Chapter 37 of the Hawai‘i Revised Statutes.
Standard IV: Leadership and Governance

The UHCC System Office coordinates the budget development and request process for the UHCC System which is viewed as a single unit in the UH budget. The budget process is grounded in the strategic plans of the UH System, the UHCC System, and the individual College strategic plan. The UHCC System Strategic Planning Council is the primary body for assuring system-wide participation in the UHCC System Strategic Planning process. The membership of the Strategic Planning Council consists of the Chancellor, Faculty Senate Chair, Student Government Chair from each college, and the Vice President and Associate Vice Presidents for Community Colleges. The Strategic Planning Council develops a planning context which identifies system budget request categories and priorities to ensure consistency with UHCC System Strategic Plan goals and objectives. Oversight of the Strategic Planning Council ensures that strategic planning and budget development remain closely linked processes. The guiding principles of the UHCC System Strategic Academic Planning process which defines the role of the Strategic Planning Council are codified in UHCCP 4.101. The development process of the College budget request is described earlier in this Self-Evaluation Report and available online. At the UHCC System-level, the seven UH community college Chancellors, with support from the Associate Vice Presidents and their staff, collaboratively review, categorize, and prioritize the individual college budget requests. A key determinant in approving budget requests are quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Although budget details are maintained at the individual college-level, the community college budget is summarized and consolidated at the UHCC System-level.

All major organizational units participate in UH’s budget preparation process and present budget proposals to the UH System Biennium Budget Advisory Committee. The UH Biennium Budget Committee is composed of representatives from the baccalaureate campuses, the UHCC System, the All Campus Council of Faculty Senate Chairs, the Pūko’a (Native Hawaiian) Council, the UH Student Caucus, and members of the UH System Senior Management Team. The Biennium Budget Advisory Committee formulates and submits recommendations to the University Executive Budget Committee. The recommendations are made in accordance with the FB 2011-13 Biennium Budget Policy Paper issued by the President, and sets forth the process, strategic priorities, and timeline for the biennium budget process. The University Executive Budget Committee drafts a system-wide budget proposal, subject to consultation on a system-wide basis, and then submits a recommended biennium budget proposal to the President for consideration. The President reviews the budget proposal, and submits the recommended budget proposal to BOR for final approval. UH’s final BOR approved budget is presented to the Governor and Legislature for consideration and approval. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the state.

Although position counts and funding are appropriated by the Legislature at UH’s major organizational level (Community College System), details on decisions related to individual campus budget requests are provided on Legislative worksheets. The practice of the UHCC System has been to appropriate college funds in accordance with Legislative intent.
While state general funds provide the most significant funding resource for the colleges, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years as a result of higher tuition rates and the rapid growth in the student population. The fall 2011 credit headcount enrollment for the UH community colleges was 34,100 students, a very slight decrease from fall 2010. Other non-general funding resources (e.g., special funds, revolving funds, extramural funds, UH Foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, implemented a series of measures to differentially allocate resources across the colleges to meet strategic planning outcomes and address the needs identified in the program review process.

**Act 188 Task Force (2008)**

Act 188 was adopted by the 2008 Hawai‘i State Legislature to establish a Task Force that would make recommendations on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.” The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students, and include an incentive and performance component.

After deliberation and consultation with the UH President and BOR, the Act 188 Task Force recommended to the Hawai‘i State Legislature that the UH FB 2011-13 Biennium Budget include:

1. **an outcomes component** that provides funds to UH based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science, Technology, Engineering, and Mathematics (STEM) graduation, enrollment of low income students, and student transfer.

2. **an enrollment component** that provides funds to UH based on actual enrollment increases.

Due to the downturn in the state economy, funding for the requested components was not approved in the FB 2011-13. However, in the 2012 fiscal year, the UH community colleges internally reallocated $3.5 million to provide incentive funding for meeting the goals included in the UHCC Strategic Outcomes and Performance Measures, 2008 - 2015, and $1.5 million to supplement $1.7 million in general funds (a total of $3.2 million) for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over a 2007 fiscal year baseline, and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction. An additional $2 million was also identified for system-wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the AtD Initiative and address other requirements related to strategic planning. Examples of other initiatives...
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designed to ensure adequate resources system wide include internal reallocations to support different need-based financial aid scholarship requirements at each college, Financial Aid Scholarship Allocations, and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis.

The VPCC has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the UH community colleges June 2005 Reorganization Functional Statement. The President reviews the Vice President’s work for results and effectiveness.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None.

Standard IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The Statutes governing the state of Hāwai`i budget execution process are primarily reflected under Chapter 37 of the Hawai`i Revised Statutes. As required by state law, UH implements the budget execution process as provided in the Governor’s Budget Execution Policies (FY 2012 Budget Execution Policies). While UH is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, etc., provide appropriate monitoring, controls, and safeguards in the budget executive process.

The Financial Management Information System (FMIS) of UH was implemented on July 1, 1996, and provides the basic mechanism to monitor and control the financial resources of UH. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of UH. FMIS is designed to adhere to federal, state, and UH requirements, address management information needs, and comply with accounting principles for colleges and universities (UH Admin Procedures Accounting General). The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions edit rejections currently maintained at the campus/fund-level. A separate project-based, expenditure category, contracts and grants module is in place to administer these types of funds. Other funds (e.g., endowments, agency, bond, financial aid, etc.) are also maintained and controlled as appropriate under FMIS.
Fund management is accomplished through the Budget Level Summary (BLS) System. The BLS System is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as a reporting mechanism to inform central administration, BOR, and the Legislature of the financial status of individual campus funds throughout the fiscal year. The BLS System projects the current fiscal year end financial status of each fund based upon the consideration of current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS System is integrated with the formal budget execution and control process established under FMIS and the state budget allocation system. The BLS System is updated on a quarterly basis (BLS reports are available at each campus).

The BLS System is also used to monitor the status of special and revolving fund cash reserves as compared with the standards set by the Community College Unrestricted Fund Reserve Policy. UHCC’s Unrestricted Reserve Policy UHCCP 8.201 was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of special and revolving fund cash reserves is provided with BLS System information on a quarterly basis.

UH is in the process of developing and testing a replacement to FMIS. The new system, Kuali Financial System (KFS) is scheduled to go online on July 1, 2012. KFS is an open source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date and provide improved data-driven decision making. The new system will also provide the mechanism to ensure compliance with all applicable federal, state, and UH requirements.

The VPCC has functional responsibility for ensuring that the UHCC System effectively controls its expenditures (June 2005 Reorganization Functional Statement). The Vice President’s work is reviewed by the President for results and effectiveness.

An independent audit is conducted annually for the entire UH System. The independent audits include a combined balance sheet and income statement of the UHCC System as supplemental information to UH’s Consolidated Financial Statements.

The audits are prepared in accordance with Governmental Accounting Standards Board principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of UH’s financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The College meets the standard.
Standard IV: Leadership and Governance

Actionable Improvement Plan

None.

Standard IV.B.3.e. The Chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated district/system policies without the Chancellor’s interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The UH System has a President, a VPCC, and UHCC Chancellors. Within the UH System, this standard refers to the UH President and the VPCC as giving full responsibility and authority to the Chancellors of the colleges. The BOR approved organization of the UH President’s Office, the creation of the Office of the VPCC, and the realigning of functions established an organizational infrastructure for the UH System of community colleges while retaining the integrity of the individually accredited colleges. When approving the structure and positions, the President stated that “the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges.” When asked who would control the funding at each of the community colleges, the President responded that “funding would be influenced by the Vice President’s decision but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President.” (BOR Minutes June 21, 2005)

UHCC Chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR Governing and Presidential Administrative Policy (BOR Policy Section 4). The position description of a Chancellor (GE102) gives full responsibility and authority to the Chancellor for all administrative and academic matters of the campus.

The VPCC has functional responsibility ensuring that UHCC Chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the Chancellors accountable for the operation of the colleges. The Vice President evaluates UHCC Chancellors. The Vice President’s work is reviewed by the President for results and effectiveness.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan
Standard IV: Leadership and Governance

None.

Standard IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the VPCC acts as liaison between the UHCC System and BOR (VPCC Position Description). The VPCC serves as an Administrative Representative to the BOR Community College standing Committee. When presentations regarding the UHCC System are made to the standing Committee or to the full BOR, it is the VPCC who speaks for the System (November 4, 2005 and April 20, 2006 BOR Committee minutes). Items forwarded to BOR for approval, such as College strategic plans and the College Institutional Self-Evaluation Report are forwarded under the signature of the VPCC. The functional road map provides more detail.

The VPCC is a member of the President’s Executive Council as well as a member on the ten-campus Council of Chancellors. The VPCC convenes regular meetings of the seven-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the spring campus visits the VPCC holds an open campus forum to discuss the UHCC System and college-level performance. In the fall, the VPCC reviews major initiatives and budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well received and appreciated.

Self Evaluation

The College meets the standard.
Standard IV: Leadership and Governance

Actionable Improvement Plan

None.

**Standard IV.B.3.g.** The district/system regularly evaluates district/system role-delineation and governance and decision making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The UHCC System is compiling best practices and processes into polices which are posted to the UHCC website (UHCC Policies). Written policies are aligned with BOR and System executive-level polices and provide for regular review and assessment of the policies. Twice a year, the System assesses the extent to which its policies and practices are aligned with the best available experience. The System also assesses evidence about how to genuinely and effectively focus the institution on student success. System-wide leadership (Chancellors and Vice Chancellors, Faculty Senate Chairs, and student leaders) is surveyed. The results are made public (2011 Community College Inventory Survey Results).

The VPCC and the Chancellors have made public a UHCC Functional Road. One of the System’s first polices (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC.

UHCC Strategic Plan is codified UHCCP 4.101. The policy provides for a process and establishes the UHCC Strategic Planning Council as the primary body for assuring system-wide participation in the UHCC System strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

Self Evaluation

The College meets the standard as a result of the 2010-2011 review, revision, and approval by BOR of all BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plan

None.
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## Standard IV Evidence

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